



**សាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ**

**ROYAL UNIVERSITY OF PHNOM PENH**

**Low-Performing students in Hun Sen Serei Pheap High School, Kandal**

**Province: Characteristics, Explanatory Factors and Needs**

**សិស្សដែលទទួលបានលទ្ធផលទាប នៅក្នុងវិទ្យាល័យ ហ៊ុន សែន សេរីភាពក្នុង**

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**In Partial Fulfillment of the Requirement for the Degree of Master of Education  
in Educational Administration and Leadership**

**Mr. Srey Pikan**

**March 2016**



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## **មូលនិយមសង្ខេប**

ការសិក្សាស្រាវជ្រាវនេះបង្ហាញពីលទ្ធផលនៃការសិក្សាស្រាវជ្រាវតាមវិធីសាស្ត្របែបគុណភាពនិងបរិមាណទៅលើបទពិសោធន៍នៃសិស្សដែលទទួលបានលទ្ធផលខ្សោយនៅក្នុងវិទ្យាល័យមួយក្នុងខេត្តកណ្តាលក្នុងប្រទេសកម្ពុជាទាំងសិស្សស្រីនិងសិស្សប្រុស។ ការស្រាវជ្រាវនេះ នឹងត្រូវបានផ្ដោតយ៉ាងសំខាន់ទៅលើចរិតលក្ខណៈរបស់សិស្សដែលទទួលបានលទ្ធផលខ្សោយ កត្តាទាំងឡាយដែលប៉ះពាល់ និងតម្រូវការក្នុងការពង្រឹងការសិក្សារបស់សិស្សខ្សោយ។ ការសិក្សាស្រាវជ្រាវមួយនេះត្រូវបានធ្វើទៅលើសិស្សចំនួន១០៨នាក់ គ្រូចំនួន១២នាក់និងលោកនាយកសាលាចំនួន១នាក់នៅក្នុងវិទ្យាល័យមួយនៅក្នុងខេត្តកណ្តាលប្រទេសកម្ពុជា។ ការប្រមូលទិន្នន័យនិយាយអំពីបទពិសោធន៍ផ្ទាល់ខ្លួនរបស់ពួកគេអំពីកត្តាដែលបណ្តាលអោយពួកគេទទួលបានលទ្ធផលខ្សោយអំពីសកម្មភាពដែលពួកគេជាទូទៅធ្វើនៅផ្ទះនៅសាលារៀននិងនៅខាងក្រៅជាមួយមិត្តរបស់ពួកគេ ហើយនិងអ្វីដែលសាលារៀននិង គ្រូបង្រៀនមានប្រតិកម្មទៅលើសិស្សដែលទទួលបានលទ្ធផលខ្សោយ។

## **ABSTRACT**

This research presents the results from a small scale mixed method project on the experiences of low-performance students in a high school in Kandal Province (male and female). This research will be focused mainly on characteristics of low-performance, factors affecting academic performance of low-performance students, and support mechanisms to improve their learning. This study was conducted with 108 students, 12 teachers and a school principal in a high school in Kandal Province, Cambodia. The collected data describes their self-reported experiences of the factors that cause them get low-performance, the activities that they usually do at home, at school, or outside with their friends and what the school and teachers react to those kinds of students.

## SUPERVISOR'S RESEARCH SUPERVISION STATEMENT

TO WHOM IT MAY CONCERN:

Name of Program: Master of Education Program

Name of Candidate: Mr. Srey Pikan

Title of thesis: "Low-performing students in Hun Sen Serei Pheap High School, Kandal Province: Characteristics, Explanatory Factors and Needs." This is to certify that the research carried out for the above titled master's thesis was completed by the above named candidate under my direct supervision. This thesis material has not been used for any other degree. I played the following part in the preparation of this thesis.

Supervisor(s) (Sign): \_\_\_\_\_

Date: \_\_\_\_\_

## CANDIDATE'S STATEMENT

TO WHOM IT MAY CONCERN

This is to certify that the thesis that I, Mr. Pikan Srey hereby present entitled “Low-performing students in Hun Sen Serei Pheap High School, Kandal Province: Characteristics, Explanatory Factors and Needs.” for the degree of Master of Education at the Royal University of Phnom Penh is entirely my own work and, furthermore, that it has not been used to fulfill the requirement of any other qualifications in whole or in part, at this or any other Universities or equivalent institutions.

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

Signed by (the candidate): \_\_\_\_\_

Date: \_\_\_\_\_

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Date: \_\_\_\_\_

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## **ABBREVIATIONS AND ACRONYMS**

MOEYS	Ministry of Education Youth and Sports
EMIS	Education management Information System
UNESCO	United Nations Educational, Scientific and Cultural Organization
EFA	Education For All
RGC	Royal Government of Cambodia
PTA	Parent-Teacher Association Meeting

# CHAPTER 1

## INTRODUCTION

### 1.1 Background of the study

The quality of education is very important for each country because it's one of the most important things that we need to get to improve our country. Jobs are competitive; applicants not meeting certain criteria, including the possession of high school diploma, are not hired for certain positions even some of the students who had graduated from some universities. This is because of the low achievement of the students. The low quality of educational field is continued from one generation to the others in Cambodia. As in 2003, the Royal government of Cambodia (RGoC) officially released a plan for achieving Education for All (RFA) by 2015 – its fundamental thrust being to ensure that all Cambodia's children and youth have equal opportunity to access formal and non-formal basic education. One of the main policy objectives of this plan is “capacity building” for decentralization through enabling operational autonomy of school and institutions “ (UNESCO, 2003, p.1).

In 2014, the Ministry of Education Youth and Sports (MoEYS) had applied the standard tests for grade 12<sup>th</sup> students with strict rules to get the real result and quality and, as the result, not many percents of the students passed the exit examination but when they applied again in 2015, more percentage of the students passed the examination this can reflect that the quality of the students won't be better if we don't have any reforms in educational field. The requirements of the job markets are high base on what we can see in, but the quality of the students is low, so it is hard to meet the requirements of the jobs. There are a lot of factors that showed that the students with low-performing may cause from many factors such as teachers, schools, parents or care-givers, family background or from the students themselves.

### 1.2. Statement of Problems

The term low-performing identifies a variety of students, the majority of whom come from either a low socioeconomic situation or a minority group or both. For the purpose of this study, the term low-performing refers to students who don't get good achievement. Education today is focused on the quality and accountability. The pressure to ensure success and get higher test scores for all the students forces educators to continue developing strategies to help every student progress and master essential skills that we need to meet with the job requirements. My experiences as a teacher have allowed me to witness the inequity of prior skills and knowledge among students. There is little equity in support systems for children as they develop in a society with many obstacles. Access to resources, such as technology and the Internet, parental supervision, and financial resources become barrier for students as they work to excel in school.

### **1.3. Objective of Research**

I would like to understand students' experience of their study habits and activities that they do during the study time, at home, and also outside. As the result of most of the students usually get low-performance but most of them have never been told what to do to get better or helped to improve their performance. Students who finished high school seem don't have enough quality at all to find jobs to do or they won't be selected to work because the employers just think that those students are not qualified enough for the jobs. The quality factor is the most important problem that be worked out in Cambodia high school.

This research will focus on the experiences of a group of students who usually get low-performance in their study, some teachers who teach those students and a school principal who responsible for that school to find out the common factors that usually happen to those kinds of students and to find out the solutions to help those kinds of students and also to know about the needs that students, teachers, parents, and schools principals need to help low-performance students.

### **1.3. Previous Research**

Cambodian education was improving rapidly after independence from being a French Colony (Cambodia Culture Profile). However in 1975, almost all the schools were destroyed under the Khmer Rouge regime and 90% of 20,000 teachers were killed (Ross, 1987). Since the resolution came to an end, there have been many national and international organizations which have helped to rebuild educational institutions and have trained thousands of teachers (Tans, 2007). Other than these, education for poor children, orphans, and trafficked children were subsidized by the Royal Government of Cambodia with the assistance of NGOs (Volunteer Services Oversea (VSO), 2008). Consequently, the enrolment of students in primary and in secondary schools has shown some degree of improvement (World Food Program, 2012). However, form 2005 to 2010, there were less student enrollment in primary school (Ministry of Education, Youth and Sport). In addition, there is a significant drop-out of school rate in secondary general education, 21.4% in 2005-2006, which is higher than 11.4% drop-out rate in primary school and the 17.8% drop-out rate in high school (Asian Views, 2010). Some of the main reasons that cause students to drop out of schools are poverty, poor teaching (including take money from students since teachers get low salary) (Launey, 2007), family migration, and transportation (World Food Program, 2012).

According to Survey from VSO, 93% of teachers needed the supplementary jobs to survive (VSO, 2008). Base on his survey we can know that this is one of reasons that cause students get low-performance because the teachers needs time to work outside to support their

family, so teachers don't have much time to prepare lessons to teach. The teachers lack time and inspiration to enthuse students to have varieties of successful learning outcomes (VSO, 2008) such as responsibility toward education and morality. Another reason that causes low quality of education is that the government tries to improve educational fields by providing free education and constructing less difficult exams in order to increase the numbers of graduated students from at least high schools (CCPR, 2011-2012). Many of the students don't have enough abilities to get other jobs to do or when they continue their study in higher education, they seem don't have enough foundation to catch up their lessons, so some of them fail to get good quality and as a result they end up in jobless. According to the observation in daily life, many students in urban and rural areas misbehave inside and outside of schools. Many of them do not have respects toward teachers, parents, and older people.

The above problems should have been solved by focusing on how to motivate Cambodian students to understand the value of education and to improve their morality, leadership, creativity and their motivation to study. They conduct a survey to explore whether students value education or not. They conducted their first survey in 2010 and found that students value education; however, they had difficulties regarding low self-esteem, lack of inspiration, the worst of all, they perceive that cheating during exam is expectable. And after their second survey their finding also shows that family problems and poverty are the most common factors discouraging students to continue education and teachers are seen as the main actor encouraging students to continue education. After finishing their survey and workshops, they hope that the Cambodian government should provide incentive to teachers and poor students as well as include new active learning activities in the educational system that would improve the quality of education in Cambodia.

In order for the schools to meet the challenges, the analysis of the documentary evidence showed that the Cambodian government required school principals to play a key role in changing the school management styles into more participatory styles. However, the exploratory of the culture and values of Cambodia revealed that the highly structures social system of this country would prevent principals from exercising this leadership style, which the majority of the literature whose authors were from the West regarded as promoting effective and ideal leadership. Rather, classroom teachers in Cambodia will expect their principals to take the lead in decision-making and will not expect to be consulted. These reciprocal and patron-client relationships between those higher-up and lower-down in terms of social status are rooted in the country's societal background and now part of the social norms. Hence, the school leadership

styles in Cambodia, in order for them to be put into practice, have to reflect these cultural values and societal norms (Shoraku, 2006).

In responding to this situation, educators in Cambodia have explored a new strategy of introducing a school readiness program to help the low-performance students to get better. After applying that strategy that found out that student with a higher degree of “readiness” will acquire competencies outlined in the formal curriculum more successful than students who do not pass through a structured readiness phase, thereby making them less likely to repeat a grade or drop out of school. SRP focuses on building foundation skills in academic subjects, promoting learning friendly classroom environments, and strengthening learner confidence.

Factors influence students’ achievements are student personal attitudes towards their study, classroom climate, teacher attribution as lack of experiences of the teaching, the shortages of qualified teachers. Furthermore, there are significant impacts of inadequate educational resources on students’ academic performance. Teacher attributions and instructional quality as teaching methods are the most important factors affecting student learning. However, ongoing discussion about whether and to what extent teachers make a difference in student learning relative to a range of other factors assembly affect student learning, as well, whether it could have been certain elements of the teaching that can be systematically and causally linked to the student achievement. The study showed that a positive relationship between those above factors are the reasons that make the students get low-performance.

### **1.5. Purpose of the study**

The purpose of this study is to identify factors, including characteristics that can be utilized by at-risk students to enable them to engage in learning and achieve at high academic levels. Also, factors distracting students and negatively affecting their ability to develop resiliency are identified. This information will provide valuable data for educators as they strive in the at-risk population of public school today. This study will address issues and obstacles faced by at-risk students; study relationship between certain selected factors and academic success; and research the notion of resiliency and why some at-risk students are more resilient than others.

### **1.6. Research Questions**

This study aimed to address the following research questions:

1. What are the characteristics of low-performing students?
2. What are the factors affecting academic performance of students at Hun Sen Serei Pheap High School in Kandal Province?
3. What support mechanisms are needed to improve the learning?

### **1.7. Significance of the study**

As large numbers of at-risk students continue to fail academically, the future of our society will be challenged to find a means of survival in a world that is continuing to change. It is critical for the survival of schools that educators cultivate learning environments that nurture the development of academic skills for all students. Many obstacles hinder the academic growth of at-risk students before they ever reach the points where their minds are focused on learning. Therefore; it is crucial that educators focus on factors contributing to success for this population, as well as issues that hinder this process. Public schools are faced with the challenge of educating each student under the theory that every child can learn. As we can see that at-risk students always occur nearly all the time that's the biggest problems that can make the quality of the students become low and low and most of the time educators don't have solutions for this factor.



## **Chapter Two**

### **Literature Reviews**

#### **2.1. Theory of learning**

Students can learn a lot and get good performance when students assess their sense of competence, the mediating and self-regulating process that appraise and attribute these sources, and potential outcomes, specifically, a strong sense of self-efficacy, high level of motivation and a gritty resilience. How they link the theory into practice is the best way of learning. Integrating motivational theories and creating a community of learners can be implemented into strategies for students to productively persist in rigorous and challenging academic courses.

Student learning goals and enjoyment sources as motivational concepts can be used to predict who will succeed and who will fail in different disciplines. Results indicate that learning goals and sources of enjoyment consistently explain more variation in student performance than general motivations. The students who have intrinsic motivation seem to get better grades than the students who have extrinsic motivation. When they have intrinsic motivation, they try to study hard by themselves; they pay more attention because they have clear goals for their future, so they will learn better.

#### **2.2. Factors affecting student achievement.**

##### **2.2.1. Student factors**

In his research findings show that students can be successful in their study if they are willing to be persistent and work hard to obtain a passing grade in a course, feel optimistic about the results of their efforts, will take time to anticipate and deal with possible difficulties, and take advantage of all expert resources available to them. Having older friends from whom they can learn and exchange views and experiences, making cross-generational friends can be one of the most rewarding parts of their educational experience. Learning team and support group hints and clear goal setting can be a part of their success (David McClelland).

Successful students are self-motivated, appreciate and encourage other students, have strong self-esteem and self confidence, develop good study habits, and associate with other successful students (Siebert Al and Karr Mary, 2008. P.34). Students who don't set goals or schedule their time are usually uncertain about what to do from hour to hour. Students, who identify what they should study to pass a course and create a schedule to achieve their study goals, usually succeed more easily than they imagined (Siebert Al and Karr Mary, 2008. P.49).

To get good performance in studying, students have to know what to do. They have to have clear plan for their future. They have to prepare themselves for what they should do and what they shouldn't get well in their study. They have to take advantages from other people,

friends, teachers or parents, who get higher grade than them or can explain them what they need to know more to improve their performance. Knowing how to prepare ourselves for the future is the best way that all the students have to learn. They have to take seriously responsibility for their study and try to find out the way to get success in their study (Bliwas, 2008).

Enhancing student wellbeing and its pathways and academic achievement is bi-directional. For example school connectedness contributes to student academic outcomes but student academic outcomes also contribute to school connectedness (Mok, 2006). Enhancing student wellbeing and its pathways can increase academic achievement both directly but indirectly. The four main mechanisms by which the enhancement of wellbeing and its pathways can indirectly improve academic achievement are by increasing student motivation to participate and achieve, by increasing student engagement with and participation in learning, by increasing student attendance and hence increasing school completion, and by decreasing problem behavior at school and hence decreasing levels of suspension and exclusion from school.

Many studies have identified a link between increased motivation and increased academic achievement (e.g. Croninger & Lee, 2001; Resnick, Bearman & Blum, 1997). Whenever the students have motivation in their study they will pay more attention and the result of the achievement also showing great result, too. Engagement with classroom learning appears to be a good predictor of early academic skill development (DiPerna, 2006). Engagement is evidenced by a student's active participation in classroom learning tasks and student's attention, interest and investment of time and effort. Improvements in school attendance are very strongly linked to improvements in academic outcomes (Croninger & Lee, 2001). Regular school attendance is a critical factor in student success and poor school attendance and the associated loss of learning time can have lifelong consequences for students. Disruptive and other problem behaviors at school are associated with lower levels of academic achievement. There is usually an associated loss of learning time through suspension and exclusion from school.

Students need to have fundamental skills. These are the basic proficiencies that all students need to be able to participate in class and complete their work. Students need basic reading skills, for example, to be able to understand directions and materials use in any subject area. Students also need to acquire the skills to facilitate discussions and to learn how to listen to teacher as well as other students in group discussions. They also need basic skills in technology for doing Internet research for preparing PowerPoint presentations. In addition, students need to learn basic social skills. To function in the classroom and workforce and as responsible for citizens, they have to learn how to greet others, respect space, resolve conflicts, and as questions.

Teachers should ensure that students have these skills through pre-assessment and by constantly monitoring student engagement levels (Bamford, J. 2008).

Personalize learning is another way that students need to know to improve their performance. Each student brings a unique set of characteristics to the classroom: different background knowledge, a unique learning style, a variety of interests, and a varied parental support and expectations. To anticipate that each student will learn in the same way, at the same speed, and using the same material is an unrealistic expectation. Some teachers fall assumption that the student is responsibility when he or she fails to demonstrate adequate achievement. But often it is the lack of personalize learning that is the source of failure. There are many individual practices and strategies that contribute to overall personalization. As a start, teachers can create a more engaging classroom situation by getting to know their students and using examples during instruction that relate to students' backgrounds, cultures, and prior experiences (Bamford, J. 2008).

Strong positive relationships are critical to the education process. Students are more likely to make a personal commitment to engage in rigorous learning when they know teachers, parents, and other students care about how well they do. They are willing to continue making the investment when they are encouraged, supported, and assisted. Building good relationships complements rigor and relevance. For students to engage fully in challenging learning, they must have increased levels of support from the people around them. Perhaps what is needed is taxonomy to help educators identify and quantify relationships that improve learning (Bamford, J. 2008).

### **2.2.2. Teacher factors**

A growing body of research finds that teacher expertise is one of the most important school factors influencing student achievement, followed by the smaller but generally positive influences of small school and small class sizes. That is, teachers who know much about teaching and learning who work in environments that allow them to know students well are critical elements of successful learning Darling-Hammond (1999).

Little (1997) sump up the importance of teacher development to school success that schools that exhibit a high level of success with students, sometimes against considerable odds, supply consistent portrait of work environments conducive to teacher learning. In this portrait, teacher learning arises out of close involvement with students and their work; share responsibility for student progress; sensibly organized time; access to expertise of colleagues inside and outside the school; focused and timely feedback on individual performance and on

aspects of classroom or school practice; and then overall ethos in which teacher learning is valued and professional community.

Little found that schools are likely to be successful to the extent that they emphasize teachers' individual and collective responsibility for student learning; organize teachers' work in ways that provide enhanced opportunities for teacher learning; use staff development resources to increase the school ability to obtain feedback on its own performance and use this feedback in making better decisions; and redirect its staff development and other assessment efforts in a manner which is consistent with teacher learning.

The key to developing a supervisory approach that supports student learning is a very simple but deceptive axiom. Teachers have professional goals that are important to them. Given the opportunity, they will work very hard at achieving these goals. In many respects supervision is little more than a system of help for teachers as they achieve goals that they consider important. Principals are needed to provide help as this process unfolds.

House (1971) proposed a "path-goal" theory of leadership that summarizes much of our discussion and provide a handles for "increasing the number and kinds of personal payoffs to the subordinates for the work-goal attainment and making paths to these payoffs easiest to travel by clarifying the paths, reducing roadblocks and pitfalls, and increasing the opportunities for personal satisfaction en route" (323).

Translated to teacher supervision, principals assume responsibility for "clarifying and clearing the path" toward goals that teachers consider important. Clarifying the path requires that goals be set and reasonably defined and understood. Ambiguous and unstructured situations and unclear expectations can be a source of frustration and dissatisfaction for teachers. Thus, it becomes important to provide the necessary task emphasis to help clarify goals. Clearing the paths requires that principals provide the necessary assistance, education, support, and reinforcement to help achieve goals. Key to a path-goal approach is understanding that the richer sources of satisfaction for teachers come not far from an emphasis of work but from having accomplished worthwhile and challenging tasks within a pleasant atmosphere.

In successful schools community and capacity go together. Learning community rise or fall based on the extent to which they remain adaptive. And remaining adaptive requires a continuous commitment to learning. Investing time, resources, and energy in teacher learning, for example, ensures that future capacity will be assured. There is no doubt that school-level variables are important in promoting student learning. As a result of his research and researches of others Marzano (2000) identifies eight school-level factors that contribute to student achievement. The factors, in order of their influence on student achievement, are these:

opportunity for students to learn, the amount of time students spend learning, monitoring of student progress, providing a reasonable amount of pressure for students to achieve, parental involvement, a supportive school climate, leadership and cooperation.

Marzano (2000) notes, for example, that as a group the school-level variables account for about 7 percent of the variance influencing student achievement. Teacher-level variables such as instructional strategies, curriculum design, and classroom management accounted for about 13 percent of variance. Student-level variables— home atmosphere, prior knowledge, motivation, aptitude, and interest— account for 80 percent of variance, with home atmosphere having the most powerful effect on student achievement.

It's clearly that every success that teachers have depend on increasing their learning. Thus building capacity of teachers becomes one of the most powerful levels that principals have in improving learning for students. Any effort designed to improve student quality as a means to increase student learning must also include leadership in its quotation. Kend Peterson (2002) concludes, "For schools to be affective centers of learning strong principals are critical for shaping the culture and climate".

Recent studies (Caldwell & Hayward, 1998; Caldwell & Spinks, 1998; Fullan & Watson, 2000; Ouchi & Segal, 2003; Volansky & Friedman, 2003) have highlighted the importance of local decision-making being pre-eminently concerned with learning and teaching and the support of learning and teaching, especially in building the capacity of staff to design and deliver a curriculum and pedagogy that meets the needs of students, taking account of priorities in the local setting, including a capacity to identify needs and monitor outcomes. Also evident is the importance of building the capacity of the community to support the efforts of schools (Anderson, J. A. 2005).

When motivation is down and discretion is low, a teacher's sense of self-esteem becomes blurred, resulting in erosion of professional confidence. Ultimately, efficacy is affected. Teacher efficacy is directly related to how teachers behave in the classroom, to students' behavior in the classroom, and the quality of student achievement they obtain. "All students can learn" has become a slogan that is repeated by administrators trying to urge teachers to work harder or to change their practice. Most teachers will swear allegiance to this slogan publicly but privately many do not believe it. Ashton and Webb (1986) found, for example, that teachers with a low sense of efficacy had come to believe that many students can't learn and will not learn and that there is not much they can do about it. Teachers with high sense of efficacy, by contrast, believe that all students are capable of learning and that teachers can do a great deal to increase student achievement.

Learning relationships are important for students. Most students will not do their best in classes when they feel that teachers do not have an interest in them or care about their future. Students can sense whether the teacher cares or is simply “going through the motions.” All of the characteristics that we know about building relationships are essential to contributing to highly engaged classroom instruction. Students show increased effort in classroom activities when teachers take an interest in students as individuals, get to know them by name, and talk to them not only in the classroom but during other activities in the school as well (Bamford, J. 2008).

There are the routines and procedures that teachers create in the classroom. Habits include the way that students enter the classroom or engage in an activity at the start of every class period. Other habits include the ways that students open and organize materials that they need for the day, move from large to small groups for various activities, work on individual problems. Teachers can create improved classroom environments and higher levels of student engagement if they focus on appropriate procedures and have students practice those procedures until they become habits. When students fail to follow the procedures, teachers remind them of the rules and ways in which they can practice them. Good habits help to make effective use of instructional time and produce the disruption that distracts students from the learning process. It's though practices that these procedures become powerful habits and keep students engaged in learning (Bamford, J. 2008).

Teachers should design for rigorous and relevant learning. One of the barriers to high levels of student engagement is the lack of rigorous and relevant instruction. While it is essential that student acquire fundamental skills before they proceed to more complex work, teachers should keep students hostage by requiring that they complete all the isolated basics before they have the opportunity of engage in challenging and applied learning experiences. Relevance is just as critical as rigor. Relevance can help create conditions and motivation necessary for students to make the personal investment required for rigorous work or optimal learning. Students invest to something that they already know (Bamford, J. 2008).

Students should have active learning strategies. While it may sometimes be efficient to have students listen to a short lecture, view video material, or read a textbook, doing these types of isolating, sedentary activities on regular basis becomes mind-numbing rather than mind-engaging. There are strategies that naturally contribute to a much higher level of student engagement. For examples, cooperative learning strategies in which students are organized into structured discussion groups and play specific roles in analyzing problems and seeking solutions are more engaging than listening to a lecture. Moreover, varying instructional strategies adds

interest and increases engagement. Even the most exciting activities, if done continuously, lose their appeal.

### **2.2.3. School factors**

As Rouche and Rouche (1999) conclude that the students get good grades in their study when institutional leaders establish high standards for success, expect every one involve to work toward achieving program goals, and create appropriate supporting frameworks for program success. Based on analysis of a large volume of literature and research studies, Boyan and Saxon (2002) further noted that commitment of the institutional leaders is a key factor in successful remediation, so if they do it with their great effort, the success will happen. They also have explicitly called for college to examine the comprehensiveness of support service available to developmental students, emphasizing that “college must increase the support and structure they offer at-risk students who need support and structure more than any other students in higher education” (p.29). the essential services include mandatory orientation, assessment and placement, expedited reenrollment activities, establishment of peer and faculty mentors, and more comprehensive financial aid programs.

Jenkins (2006) suggested that, to promote student success, not only do particular student support services...need to be in place, but they must be well aligned and coordinate across the campus. While administrators may see different functional areas of the college as providing discrete services, students do not see, nor should they experience, such divisions. Seamless integration of services from the students’ perspective and collaboration among faculty, staff and administration in providing these are the college characteristics that seem to contribute most to student success (p.vi). A comprehensive system of support services is so crucial that school leaders should have to help at-risk students.

Kieming, (1983) stated that there are four different levels that exist in supporting systems such as level one, remedial course exist in isolation, with no additional outside support provided. Level two programs offer some additional learning assistance, such as generalized tutoring not connected to individual courses. Course-related learning assistance is provided at level three, in which trained personnel who have specific information about course content, assignments, and expectation engage with students either inside or outside of class. Level four is characterized by the presence of comprehensive learning systems (for example, learning community models) in which participants share the responsibility for providing monitoring, advisement, and instructional support.

This dimension is about the ways that leadership shapes the teaching and learning environment by selecting, developing, and using tools and by establishing the routines for their

use. Using tools correctly help teaching and studying go smoothly. Tools are smart if they promote teacher learning about how to promote student learning. Such tools are based on valid theories concerning the activity they are intended to support and are designed to be easy to understand and use. A smart tool used for the teaching of one group of students may not turn out to be smart when used with a different group.

School facility is another factor that causes good or poor academic achievement. School leader need to pay more attention on the school facilities such as teaching materials and resources. The students with good and modern resources get good result too. Teaching staff can also refer to teachers. Teachers are very important in the process of making the progress of all the students. So school principals need to be good at decision making of selecting teachers because they are the important parts that effect on students academic achievement too. The important of being strategic about the procurement and allocation of resources is apparent from studies of the effectiveness and sustainability of school reform initiatives (Alton\_Lee, 2004)

The good academic achievement of the students is also related to school climate and relationships that foster student achievement and well-being. It suggests that leadership that is simultaneously caring, uncourageous and respectful is required and the finding also suggests that the leadership of effective schools is distinguished by its emphasis on and success in establishing a safe and supportive environment through respectful relationships and clear and consistently enforced social expectations and discipline codes (Heck et al., 1991). In one study which surveyed teachers, parents, and students (Heck, 2000). There were consistent reports across all three groups of the extent to which they felt safe, comfortable and cared for. The more positive these reactions, the higher the school quality and the higher is achievement levels when student background factors were controlled.

Ashton and Webb (1986) found out that school climates that are supportive, teaching and learning environments that are characterized by collegial values and shared decision making, and a school culture that provide a sense of purpose and a shared covenant as a basis for accountability are important. Together, these factors contribute to cooperative relationships and higher levels of interactions, higher levels of interaction; higher levels of personal responsibility for outcomes; and higher standards and expectations as well as a sense that the work of teaching is meaningful and significant.

Creating the ideal classroom environment is very important for student performance. Good instruction can take place in a variety of settings. However, there is no question that well designed and well maintained classroom facilities have a positive impact on student engagement. Classroom should be physically comfortable for students with respect to temperature, space,



furniture, and structural organization. Classrooms also need to be mentally stimulating, with attractive displays that include samples of student work and colorful designs. Good teachers pay attention to the physical learning environment and do not make changes to that environment that could become obstacles to student learning (Bamford, J. 2008). He also added that the rewards and incentive are also encouragement parts for the improvement of student performance.

There are positive character attributes and appropriate behaviors for achieving in school and becoming good citizens as adults. In recent years, however, many schools have moved away from programs that deal with behavioral issues and character education to avoid divisive community debates about whether schools should be teaching anything beyond the old characters. The development of a child's character and appropriate behavior is first and foremost the responsibility of the family, but schools can play a strong supporting role. Schools with the highest levels of student achievement do not sidestep the issue of character education. They embrace it. These schools acknowledge that their success is due in large measure to their attention to guiding principles, through which they have been able to create the supportive learning environment that is essential for students to achieve high standards. The guiding principles that many schools use to teach their students are adaptability, compassion, contemplation, courage, honesty, initiative, loyalty, optimism, perseverance, respect, responsibility, and trustworthiness (Bamford, J. 2008).

#### **2.2.4. Principal Factors**

Principals are held accountable for student achievement although most studies find that they have no direct effect on it. The study shows that schools higher levels of transformational leadership had higher collective teacher efficacy, greater teacher commitments to school mission, schools, school community, and school community-partnerships, and higher student achievement. Increasing the transformational leadership practices in schools makes a small but practically important contribution to overall student achievement (Ross, J.A. & Gray, P, 2006).

Poor or good academic achievement of students can cause from many factors from many different parts as Bamburg and Andrew (1991) mentioned that best goal setting of school principals is the most important factor for student academic achievement. Also a decision of the leader is the important part too for student academic achievement. So to make students get good academic achievement, school leaders have to know how to set a clear goal for the students' future about what they will learn and the decision making is the factor that limits the results of the students.

Active leadership of school principals with higher performing schools by active oversight and coordination of the instructional program can help students a lot on their study

progress. Working together with teachers and school principals on the transformation of the curriculum across year levels is the important part innovate the program (Heck et al., 1990). The degree of leader involvement in classroom observation and subsequent feedback was also associated with higher performing schools. Teachers in such schools reported that their leaders set and adhered to clear performance standards for teaching and made regular classroom observations that helped them improve their teaching (Bamburg & Andrews, 1991). There was a greater emphasis in higher performing schools on ensuring that staff systematically monitored student progress (Heck et al., 1990), and that tests results were used for the purpose of program improvement (Heck et al., 1991)

Head teacher preparation course is regarded in many countries as a crucial aspect of school development and progression. However, despite the growth of global interest in head teacher preparation in the past decade (Hallinger 1998), pre-appointment preparation is largely an ‘act of faith’ because long term studies are not often carried out. Many researches often focus on designing, developing, and delivering preparation programs, but it rarely considers the difference they make to head teachers once they take up post. The overall research shows a belief that head teacher preparation is a crucial aspect of school development and progression, and that programs of preparation should have positive outcomes for those who undertake them. Setting the standard of new head teachers is very vital to make big change to school improvement. Standard of new head teachers has clearly had a massive influence of preparation programs in many schools in both developed and developing countries. Standard in both countries provide a framework within which programs have been designed and delivered. But standards also set the terms in which the performance, disposition, and behavior and attitudes of aspiring head teachers can be controlled, measured and assessed and although it is not within the scope to this article to rehearse arguments surrounding the origins, nature and use of standards in any detail, these considerations can’t be ignored. Head teachers’ experience that are subject to what Elliott (2005, 158) calls the most explicitly reflexive stage of the analysis progress’.

Leadership experience is very important to development and also can help the preparation course of head teacher more likely because the course need to be shared the ideas or old experience that is a very important point that can make this program become more positive for new head teachers. Stronach et al. (2002) discuss how professional knowledge is constructed through working out tensions at different levels of experience and about how identity is constructed, and this is reflected in the narratives discussed. This links with Gunter’s suggestion (1999, 230), that the head teacher’s professional identity may be an intrinsic part of the person more generally. Another analysis suggests that working with each other within the preparation

programs has helped develop the professional identity of the new head teachers. Through collaborative activity and networking with colleagues a sense of trust appears to have been developed which allows the new heads to share and learn from each other's experience.

Foster self-regulation learning and improvement in students is the most important factor that can help students learn more faster than teacher explanation and leader preparation for the program because learning by students themselves are faster and better than by others. School leaders who know how to foster student self-regulation learning can help students learn faster and more effective if they know that they also can foster the same understanding to foster teacher and organizational learning (Robison, 2006). In summary, in higher performing schools, leaders work directly with teachers to plan, coordinate and evaluate teachers and teaching. They are more likely than their counterparts in lower performing schools to provide evaluations that teachers describe as useful, and ensure that student progress is monitored and results used to improve teaching programs. And also the involvement of the parents and society can effect on the achievement of the students too.

Another possibility is that leaders who are participate with teachers learn more about what their staff are up against, and thus provide them with more real support in making the change required to embed their learning in their daily practice. We know that leadership works indirectly by creating the combinations that enable teachers to be more effective with students (Hallinger & Heck, 1996; 1998). Professional development also makes a different for students as a recent synthesis of research on teacher professional learning and development provides good guidance about these qualities (Timperly, Wilson, Barrar, & Fung, 2007).

Successful learning communities work together to enquire and generate new professional knowledge. The focus is not just on individual teachers' learning but on professional learning within the context of a cohesive group that focuses on collective knowledge and occurs with a context of mutual trust and learning. First, there are some structural challenges. Organizational structures and strong subject boundaries can improve to be barriers in building whole school learning communities. The next challenge was a culture one. In all schools there is a dominant culture that can either support or undermine innovation and change. In some schools, the PLC groups met with resistance from teachers who were not familiar with this way of working or who felt suspicious about the working of the group. Third, the external environment presents a constant challenge as schools face many external pressures from inspection, new initiatives and other strategies. Competing demand and priorities were a major challenge to the schools in the pilot and, for some, this pressure proved to be too much and the work of the PLC group drifted. Experience with the pilot phase of PLCs also highlights a number of important considerations

when initiating and sustaining professional learning communities. One of the first characteristics cited by Louis and Kruse (1995) of a productive learning community is a willingness to accept feedback and to work toward improvement.

Where professional learning communities work best, there is evidence of more satisfaction, higher morale, and lower rates of absenteeism among teachers. Teachers who are part of a professional learning communities tend to be more effective in the classroom and achieve better student outcomes (Huffman and Jacobson, 2003; Lewis and Andrews, 2004). It is recognized that professional learning communities offer only one lever for system-level change; there are clearly others. The model of professional learning communities in Wales is one that embraces networking and collaboration and has the potential to secure significant change and improvement (Egan and Hopkins, 2009 Egan et al. , 2009; Harris and Jones, 2009; Hopkins, 2007). The current work around PLCs is premised upon a number of key principles. First, that system-wide change is only possible through entire system collaboration and networking. Second, there is a central and non-negotiable focus on pedagogical improvement and improving learner outcomes. Third, the model uses action enquiry approaches, as a driver for change in classroom practice. Learning context of professional learning communities involves working together towards a common understanding of concepts and practices. The focus is not just on individual teachers' learning but on professional learning within the context of a cohesive group that focuses on collective knowledge and occurs with a context of mutual trust and learning.

#### **2.2.5. Parents Factors**

As we know that parents are the first teachers of all the children, so the involvements of the parents on their kids learning are extremely important. Base on my experience in teaching for more than 10 years, I strongly believe that the academic performances of the students are good or bad may depend on the involvement of the parents. Most of the students without much involvement of the parents tend to get low-performance than those with much involvement of the parents. With the involvement of the parents even the students who get low-performance, the students seem to get better and better after the cooperation among teachers, parents, and also school principals. To help the student performance, when any students have problems with their performance, the school always call parents to meet and talk about the problem of the students and find solutions to help the students.

Parent involvement in education traditionally is manifested through attendance at Parent Teacher Association (PTA) meetings, as well as participation in conferences with counselors, administrators, and teachers. Recent federal initiatives, such as Goals 2000 and NCLB, call for more parental involvement in support of attempts to ensure success for all students during the

implementation of accelerated academic standards (Skiba & Strassell, n.d). Increased parent participation enriches the school experience while enabling students to meet academic standards. Parent involvement also postures increased satisfaction on the part of educator and the parent, while facilitating the development of a positive school climate (Skiba & Strassell).

Parents have a responsibility to make decision for their children, to advocate for their children, and to support positive changes in the education system. Parents are expected to use the information to encourage and motivate their children as a basic for interacting with school personnel (Anderson, J. A. 2005). He also stated that the quality of teachers is the key element to improving student performance. Rivkin, Hanushek, and Kain (2005) stated that the differences in teacher quality will provide different output.

Parents are expected to use the information to encourage and motivate their children and as a basic for interacting with school personnel. Ultimately parents also are expected to portray the school faculty to the community and to advocate citizen responsibility for creating a culture of high expectations and performance. All the decisions that are made by parents will be useful to the change of the students, so the involvement of the parents is necessary to the development of the students and also can improve the performance of the students, too (Anderson, J. A. 2005).

McNeal took a theoretical approach to parental involvement, suggesting that the effects vary across cognitive and behavioral domains. This theory is based upon the concepts of social and cultural capital as defined by Coleman and Lareau (McNeal). Cultural capital with regard to the educational progress refers to the ability of a parent to network, understand school terminology and jargon, and feel comfortable communicating with school employees (Lareau, 1989; McNeal). Lareau contended that cultural capital enhances school performance and is a predictor of student success. On the other hand, social capital refers to the involvement of the parents in the school progress, including parent-student discussions about school, involvement in school activities, and forming relationships with other parents (Coleman, 1987; McNeal). This avenue of involvement provides opportunities for the parents to exert a direct influence on student behaviors which in turn affect academic behaviors (McNeal).

McNeal (2001) proposed that the controversy regarding parental involvement stems from one of the following: (a) the use of teacher perceptions versus actual factual reports from parents or students; (b) failure to examine the total makeup of parental involvement, including parent-child, parent-parent, and parent-school relations; (c) the lack of a full assessment of the varied effects of parent involvement on achievement by social class; and (d) parental involvement as an activity that affects only behavioral outcomes rather than the cognitive domain of achievement (McNeal). Several dimensions of parent involvement include parent-child discussion (cultural

and social capital), parental involvement in school organizations such as the PTA (social capital), parental monitoring of student behavior (social), and direct involvement in the educational process (cultural) (McNeal).

McNeal (2001) utilized data from the National Educational Longitudinal Study of 1988 to examine parental involvement. Students included in that study were enrolled in public school and took achievement tests to provide baseline data. Parent data were also available. The researcher used two samples to address behavioral outcomes and the dropped out rate. Results indicated that parent-student discussion does positively affect student achievement and reduce problem behavior in students; however, for the most part, parent involvement provides the greatest influence on behavioral rather than cognitive outcomes. This finding provides support for the beliefs of social capital theories, but not as much for the ideas of cultural capital theorists (McNeal).

Parental enabling is another factor influencing the progress of students in school; however, enabling impedes the development of a sense of responsibility for one's own actions. Therefore, children do not learn to be accountable for their own behaviors (Lynch, Hurford, & Cole, 2002). Enablers tend to overprotect their children and shield them from difficult situations. They also tend to intervene before children have the opportunity to make mistakes and, thereby, learn from the experience. One critical concern for school students in this regard is that, most often, the child has not learned there are consequences for inappropriate actions. Additionally, students with enabling parents do not learn independence and self-control (Lynch et al).

One study utilized surveys with two experiments to assess enabling behaviors in parents as well as the differences between 9<sup>th</sup>-grade, low achievement students and honors students and their parents. The Lynch Enabling Survey for parents (LESP) is a 40-item questionnaire assessing the enabling behaviors of parents. In the first experiment, in which 416 parents completed the LESP, a factor analysis was used to study the four factors in the behavior of parents: direct enabling, indirect no enabling, direct no enabling, and indirect enabling (Lynch, Hurford, & Cole, 2002). The second experiment utilized the LESP and the Nowicki and Locus of Control Scale. Participants included 296 students \_140 honors students and 156 low-performance students\_ and their parents. Each participant completed a survey. LESP survey responses of parents of low-performance students indicated a much stronger tendency for enable behaviors than did the responses of parents of honors students. Further, there was a significant difference in locus of control between honors and low-performance students. Finally, there was a significant correlation between the parents' enabling scores on the LESP and their children's locus of control (Lynch et al.)

Low-performance students suffer in school for a variety of reasons related to behaviors and academics. The role of parental involvement is another vital element affecting the development of success for students in low-performance situations. As I sought answers regarding the factors that influence the success of low-performance students, parental involvement was an essential ingredient in the evaluation process.

Parent involvement also is a part of personalize learning. By teaching out to parents and establishing cooperation and support for learning expectations, teachers are able to achieve greater personalization. Students also need to experience differentiated instruction instead of constant large group instruction moving at the same rate of speed. There should be opportunities for them to do individual assignments, to work at their own speed\_ to move more slowly on more difficult material and more quickly on concepts of skill in which they have higher proficiency levels.

### **2.3. International approaches to improving student learning**

Education systems aim to enable all the students not just to acquire knowledge but also to become capable, confident and enthusiastic learners. At school, students who have positive approaches to learning, in terms of both attitudes and behaviors, tend to enjoy good learning outcomes. Beyond school, children and adults who have developed the ability and motivation to learn on their own initiative are well-placed to become lifelong learners. Thus, an overall assessment of the outcomes of schooling needs to consider not only students' knowledge and understanding but also their approaches to learning (PISA, 2000).

Simply telling or encouraging students to engage themselves in their class work is seldom enough. The engagement-based learning and teaching (EBLT) approach provides the foundation for developing and strengthening student engagement and the overall learning process. This foundation is built through specific principles, habits, skills, and strategies. All the members of the school community can join forces to develop school wide practices that cultivate student engagement beliefs, values, feelings, motivation, behavioral habits, and skills that are at the crux of high levels of student engagement Richard D. Jones, (2008). He also raise three domains of student engagement such as cognitive domain consists of beliefs and values, emotional domain consists of motivation and feelings, and behavioral domain consists of habits and skills.

The EBLT approach encompasses six objectives. (1) **Cultivate the one-on-one relationships**, the one-on-one relationship between student and teachers is the critical element that can lead to increased student motivation and higher levels of engagement in academics and school life. (2) **Learn new skills and habits**, teachers can learn new skills and habits that help them to develop, polish, and enhance their already natural inclination to motivate and engage

students. (3) **Incorporation systematic strategies**, teachers can learn systematic and strategies that facilitate student engagement. Students can develop behavioral skills and habits that lead to increased academic achievement and greater involvement with school life. (4) **Take responsibility for student engagement practices**, it is primarily the teacher's responsibility to engage the students, as opposed to the teacher expecting students to come to class naturally and automatically engaged. (5) **Promote a school wide culture of engagement**, the best way to promote high levels of student engagement is to develop and maintain a school wide initiative that is dedicated to creating a culture of student engagement, involving students in school activities and providing a rigorous and relevant education program for all students. (6) **Professional development is an important part of increasing student engagement**, staff development, combined with staff ownership and recognition, is critical to developing and maintaining a culture of effective student engagement.

#### **2.4. Summary**

The above review provided a basic for understanding the controversies and perspectives related to the low-performance students. The literature suggested a constellation of specific factors contributing to low-performance students. These factors were grouped into four broad categories: family factors, teacher factors, school and principal factors, and student factors. Several aspects contributing to students getting low-performance were extensively studied in the research literature while others were not. And in the above review there are also a lot of support mechanisms that can help teachers, parents, school principals to help low-performance students to get better and also show those kind of students to help themselves.



## Chapter 3

### Research Methodology

In order to provide sufficient information to replicate this present study, Chapter 3 describes its research design and methodological procedures. The chapter begins with a description of the research design, including the particular strategies adopted. This description leads into an explanation of the data gathering and selections addressing data analysis, data trustworthiness, and ethical procedures. The Chapter concludes with delimitation and limitations.

#### 3.1. Research Design

The data produced as a result of research questions will provide valuable information for public schools as they continue to develop initiatives to promote academic excellence among all students, with specific focus on low-performing students. Knowledge of factors that directly impact the achievement of low-performance learners will allow educators to initiate more effective programs for these students. All the information that get from the data collection will also be useful for all the relevant to the students learning.

According to Bickman, Rog, and Hedric (1998), the research design “serve as the architectural blueprint of a research project, linking data collection and analysis activities to the research questions and ensuring that the complete research agenda will be addressed” (p.11). This study uses mixed method research because it’s aimed to generalize the finding to some other areas where the situation is quite similar. The data produced as a result of the research questions and design will provide valuable information for public schools as they continue to develop initiatives to promote academic excellence among all students, with specific focus on low-performance students. Knowledge of factors that directly impact the achievement of low-performance students will allow educators to initiate more effective programs for these students.

#### 3.2. Research Area

This research will be taken place in a public school, **Hun Sen Serei Pheap Hing School**, in Kandal province. I decided to choose this high school because It’s near my houses and I know a lot of teachers there and especially my brother is a school principal over there, so it is easy for me to collect data from the participants. I also think that the information that I want to get is more reliable than doing in another place. if I do in another place that I don’t know, they might hide the information if they are afraid that it will affect their personal interest. One more important thing is that my brother is working there and he also want to get some ideas about those kinds of students so that he can find some more solutions to solve and can make the school performance better.

### **3.3. Sample and sampling**

I chose the convenience sample selection method because “convenience sampling will provide a researcher the easy way to select the participant because they are willing and available to be studied and the sample can provide full information for answering questions and hypotheses” (Creswell, 2005, p.149). This method of sampling is limited because the researcher can't with confidence that the individuals are representative of the population (Croswell, 2000).

The population for this study consisted of 11<sup>th</sup> –grade high school students in Hun Sen Serei Pheap High School. Low-performance students will be given the opportunity to participate in an interview addressing variables contributing to, or limiting, the academic success of those kinds of students. The respond rate of the population will be noted as data collected.

### **3.4. Research Tools**

The questionnaire and interview questions will be used for the research tools. In the questionnaire there are 65 questions for student to complete. There are 25 questions related to students' activities at home, 25 questions related to students' activities at school, and 15 questions related to their activities outside with their friends. The interview questions will be used to ask some of the students, teachers, and a school principal to get clearer information to fulfill the research information.

### **3.5. Data collection procedure**

Questionnaires are a popular data collection tool for researchers that most of the researchers decided to choose questionnaires to use as a data collection for their research to make what they want to get is clear and efficient. Babbie (2002, p247) wrote that:

Questionnaires are used in connection with many types of observation in social research. A structured questionnaire is also essential to and most directly associated with survey research. It can be used in experiment field research and other data-collection activities.

Questionnaires offer the ability to gather information from a large population efficiently. “Questionnaires also allow for ease in data recording and analysis through the counting the box of content analysis of a respondent's ideas” (Hanna & Hanthaway,2002, p.2). However, there are numerous limitations to questionnaires some of which outline text. “Questionnaires sometimes provide unclear or seemingly ambiguous questions which can't be classified and the respondents has chance to expand on or react verbally to a question of particular interest or importance” (Fraenkell & Wallen, 2006, p.126). Such a limitation can affect the reliability of responses especially where there is use of a second language.

In order to get reliable information I use focus group discussion to help me clarify data and explore specific issues further that were not possible using in a questionnaire. To complete this research, a number of step need to be taken, the researcher will sent the permission letter to principal of that public school in order to get permission and to let the school know about the purposes and the usefulness of this research. The researcher will also sent informed letter to teachers and students in all the classes before the interviewing starts. First, all the low-performance students will be asked to sit down and complete all the questions in questionnaires. Next, some of them will be selected for the interviewing to get more information, after that, some teachers will also join the interviewing questions and the last part is school principal that will join for the interviewing, too.

## CHAPTER 4

### RESULTS AND DISCUSSION

This chapter presents an analysis of the results of the data collected at one high school in Kandal Province that highlighted several factors by learners, teachers, and school principal for the low-performance of the students. The report outlines the findings categorized in terms of home and school environments, which directly addressed the research's initial aim of the research. The categories may overlap to some extent, but taken together they provide a comprehensive overview of the researcher's interpretation of results based on qualitative and quantitative research.

#### **4.1. Data Analysis**

Data analysis is begun from the initial interaction with participants throughout the whole study. As data were collected from the participants, the researcher examined and reexamined any development of narrative in participants' school life and their personal life connected to their home activities, school activities and outside activities with their friends in search of themes and patterns in the data. After gathering the data from the field setting, the researcher listened to the voice recording, transcribed the interview records and analyzed the participants' responses. The researcher organized and grouped all data into different types of information depending on the sources of information. In addition, the researcher read through all the data collected carefully to get a general idea of the information. A coding process was used to organize information into categories or themes. Then, these themes were sorted into table display in order to discuss interconnected themes. Finally, the researcher made an interpretation of themes.

As stated in Chapter 1, the study mainly aimed to explore factors influencing students' academic performance in high schools in Cambodia. The following two chapters are organized in terms of the three research questions posted in Chapter 1. First and foremost, it aims to explore perceptions of students, teachers, and school principal of influencing factors on student low-academic performance. Then, it presents the differences in perceptions between students and teachers on the factors that affecting their performance. The presentation and discussion of the finding are presented below:

#### **4.2. Research Question 1: What are the characteristics of low-performing students?**

After having carefully interviewed 28 students, 14 teachers and a school principal and getting information from list of questionnaires from the students, there have been many characteristics of low-performing students in high school.

**4.2.1 They live in low socio-academics status**, so they don't have much money to spend on their study and also some of them even don't have enough money to pay for their study in extra-

class to make their performance better because studying only in class will not be enough for low-performing students. As **Sovann Kiry** a student in grade 11A stated with the sad feeling that:

*My parents are farmers, so they can't have enough money to spend even on their daily expense such as food, electric and water supply and other simple things that they need to spend money. Sometimes, I was absent because I didn't have money to pay for my transportation. I think that I get low-performance because I was absent a lot in grade 10 and also I didn't have enough money to study in extra-class as the other students and sometimes I also help their work at home because I think that they are old.*

**4.2.2 Their parents are not well educated.** This factor is also a main factor that makes them get low-performance. As we can see that if the parents are high educated, they can help explain their children more at home when their children don't understand any lessons from the class. The involvement of the parents in their kids' study process is very important. As **Sina Sonita** a student in grade 11A stated with the sad feeling that:

*My parents are not well educated, so they can't explain me more at home. Whenever I don't understand any things from school, I don't know who to ask for help at home. My parents can only tell me again and again that "you have to try to study because education is very important for your future if you don't have high education, your living will not be good at all." Another student also has the same problem. She stated that: My parents can't help me with my study and sometimes he asked me to stop studying because they don't have enough money to spend on even daily expense.*

**4.2.3 They have to do a lot of housework a lot at home.** A lot of students can't get good performance because they don't have enough time to study more by themselves because they have to spend almost all their free time on their housework. They help their parents to do some housework. **Korn Chanpisey** a student in grade 11C said:

*I don't have enough time to read books at home because I have to do my housework and also help my parents sell goods whenever I am back from school because they are sellers, so they are very busy with their business. Sometimes I also have to take care of my little brother when my mother isn't at home.*

**4.2.4 They spend much time to do something else beside their study.** Nowadays modern technologies make students waste a lot of time from their study because they are busy with those kinds of things. A lot of students spend much time to watch television at home. They have smart phone, so they can use facebook or play internet games. Some students also play truant to play

computer games outside the school. Some students have a lot of friends outside the school, so they don't care much about their study. As Chhun Sokun a student in grade 11 (I) stated that:

*I spend 1 or 2 hours to watch television and sometimes I also play facebook because I don't know what to do, so just play it when I feel bored from school or when I want to know some information from my friends. Another student **Kong Ratana** also gave the same information that I spend a lot of time to play facebook or games because sometimes I don't know what to do and even I try to study but the result of my study is the same. I sometimes play truant to go out with my friends because I feel bored and don't want to study, so just go to play something or sports outside with my friends and sometimes my teachers don't come to teach without informing the students.*

**4.2.5 They live in a big family.** Some students live in big families, so it is hard for parents to have enough time to take care of all the kids. Their kids just do whatever they want because they have also to work to earn their living and when they get back home they feel tired. Those kinds of students won't have enough involvement by the parents on their study process. **Chorn Chansreynith** a student in grade 11B raised the idea of getting low-performing that:

*I live in a big family. My parents have 5 children and 4 of us are students. My biggest brother works in a company but he still needs money from my parents. And 4 of us are studying in different grades, so we need a lot of money. My parents are sellers, so they don't have enough time to take care all of us because they are busy selling and when I get out of school, I need to take care of my little brother and sometimes I help my parents to sell. I don't have my own study room in my house. If I want to read books, I don't have any quiet place to read. Sometimes I don't have enough time to read books, too because I have to help my parents to prepare the goods and It finishes almost at 9:30 or 10:00.*

**4.2.6 They have problems with their remembering.** Some students have problems with their remembering. This is the nature of human being. Even they try to study harder and harder but they still have no good results. So those kinds of students don't know what to do and just go to study with the results of getting low-performance most of the time. **Chan Sophak** a student in grade 11B said that:

*The problem that makes me get low-performance is my brain that I can't remember well by myself not because of teachers, parents or other factors. When the teachers explain me and my friends, my friends can remember and understand but for me it is hard to understand and remember. At home, I try to read books*

*again and again because I want to get good grade and don't want my parents feel sad of my result but I still don't understand. When I don't understand, I dare not ask my teachers again and again because they've tried hard to explain a lot but I still don't understand, so I feel really shy. I thank to all teachers that try to explain me and my friends to get good results.*

**4.2.7 They have no idea about how to improve their performance.** Most of low-performing students don't know how to study to get better results but just refer to it. As we know that the students who get good results because they know how to study or they have good remembering from nature. So if the students don't know what to do, they have no clear goals or objectives for their future. They just go to study and pass or fail depends on fortune. **Kuy Sokhom** a student in grade 11K stated that:

*I know that I should have good result but I don't know what to do to make my grade better. I try to study all the time and my parents also encourage me to study, they don't ask me to do any things beside study. I think that teachers should have good techniques to help these kinds of students. If the students don't know how to study and the ways to study, they can't get good grade. The school shouldn't have put too many students in one class because it is hard of teachers to explain all the students. Teachers should let low-performance students to study in one class and try to find ways to teach and help them to get better and also give more exercise to help students don't try to teach only at extra-class but in the class at school don't try to teach.*

**4.2.8 They don't have good foundation from low levels.** The foundation is important for students. If they don't have good foundation, they also can't catch up the lessons when they move to the next level, so they even get worse and worse. **Khoeurn Soda** a student in grade 11K raised the idea that:

*I think that my low-performance starts since the low levels because I don't have good foundation in the lower grades because I didn't care much about my study and I also didn't study in the extra-class. And in grade 9, I almost failed because I couldn't catch up most of the lessons and when I studied in grade 10 because I didn't understand a lot from the last levels, it makes me weaker and weaker. And now I almost fail every monthly test.*

### **4.3. Research Question 2: What are the characteristics of low-performing students?**

The study revealed through in-depth interview and questionnaires that there are a lot of different factors that caused students get low-performance in their study. The ideas from those

participants were classified into different themes. The themes were labeled as *lack of parental involvement, low socio-economic status, low educational level of parents, teacher's inadequate instruction, the school learning environment problems, peer group pressure and bad activities in class, students' problems related to their own study*. The students' opinions of all the factors influencing their low-performing are presented below. The names of students who participated in the study will be changed in order not to harm them.

#### **4.3.1. Student's Perception**

The students who participated in this study got low-performing in their study in grade 10<sup>th</sup> in year 2014-2015. Those students were from low income family, low education level, and most of their parents are farmers and sellers. The following factors were from the interview of those kinds of students.

##### **4.3.1.1 Factor 01: Home environment**

The home environment can also cause students get low-performance as we can see that some parents don't think much about their children study process and they also need their kids to help them with the housework because they are busy doing their business. So as the results their kids always get bad results. For example, Udom expressed his sad feeling about his bad results because of there are a lot of things to do at home and he doesn't have enough time to read books or do any exercise.

*I don't have much time to read books as my friends do. I spend most of my time helping my parents selling goods at home and also taking care of my siblings. Sometimes I can't go to study because I have to sit and sell goods. My parents don't allow me to study in extra-classes a lot. They just allow me to study only in Mathematics and then I have to come home to help them.*

##### **4.3.1.2 Factor 02: Lack of parental involvement**

The involvements of the parents on their children's study process are very crucial to help them with their performance. If parents get involved or invest their time with the kids' learning, the kids will get better and better because students will be careless if they know that their parents don't care about their study but if they know that their parents are always care and observe their progress, they will try to study harder because they are afraid of parents. Children tend to do badly without the involvements of the parents because sometimes they don't know what to do or who to ask for help. For example, Visal a student in grade 11A who always get low-performance complained that:

*My parents are always busy with their work, so they don't have much time to observe my progress. Whenever I don't understand I don't know what to do. Sometimes they just tell*



*me to try to study hard but they have done nothing on my study, so sometimes I just stay at home and do nothing but when I got low grade, they told me to stop studying and help them work at home. They never encourage me by heart but curse me when I get low grade.*

At the same time, Narith his classmate also have similar idea that his parents never get involved with his study since the low levels because his parents always have domestic problems most of the time. He said with the sad feeling that:

*I never feel happy with my father because my father always has arguments with my mother and sometimes he doesn't come home to take care of my family. I have 5 siblings in my family but I never have warmth from my parents because my mother is busy working and earning money for my family but my father almost never give money to my mother. I think that if they didn't have arguments, I and my siblings would learn better because I feel sad that my family doesn't have happiness as other families.*

Nita raise the same problems about her family that her parents were divorced since she was in grade 6. She raises that:

*I have three siblings but I live with only my mother because my father has a second wife since I was in grade 6. My mother is very busy because she works alone and has to support us to study. I want my father to come back because I feel pity on my mother that has to work alone with three children. When I get low-performance at school, she also wants to meet teachers but she has not time, so just tell me to work harder.*

Her friend also feels not happy about her low-performing in the class. She said similar that:

*My parents are in the province, so they don't have much time to check my progress. They just send me money to study. I live with my aunt. It's not the same as living with parents because my aunt doesn't care about my study. I dare not to read books a lot at home because I have to help her to work. If I live with my parents, they will not let me work to much but will allow me to study.*

#### **4.3.1.3 Factor 03: Low socio-economic status**

Most students reported that living in poor family without enough money to study is very difficult for students. Their parents are farmers and worker, so spending is a big problem that their families are facing every day because the parents have to work hard to earn money to support the kids' learning. And when they don't have enough money, they will not allow the kids to study in extra-class but only go to study in normal class. As Nita a student in grade 11J stated that:

*I feel very sad because my family always meets money problem all the time. My parents can't have enough money, so I don't study in extra-class. When teachers sell papers in the class, sometimes I don't buy because I don't have money. Sometimes teachers are also kind to me that they give me the paper without getting money. Mathematics teacher also allows me to study in extra-class without paying money but sometimes I don't have time because my house is far and I also have to help my parents at home, too. I try to study hard but I still get low grade.*

Cheat also have the same problems with the money problem. He stated with the feeling disappointed that:

*I love my study so much because I want to get good jobs in the future but I always get bad grade because I don't have much time to study more by myself. My father is a chief for weddings, so I always help him with cooking. When the wedding is far, I can't come to study. I absent a lot from my class. I don't want to be absent from class so often but If I don't help my family I don't have money to study too. My father is a chief but he doesn't earn much because he has to spend lots on my family.*

Other students almost have the same problems with spending. They said that their parents are farmers and some of them live in provinces, so they don't have enough money to support for everything on the kids' learning.

#### **4.3.1.4 Factor 04: Low educational level of parents**

The study found out that most of the parents had low level of education and occupation. Most of them are under high school or a little bit over high school base on their occupations in the questionnaires. More than 70% of the fathers are famers and more than 75% of mothers are farmers and housewives. The low level of education is a difficult point to help the kids to get better even the parents want their kids to be better but they also don't know how to help the kids because their abilities are limited. One of the students David stated that:

*My parents could help me only when I was in low level. When I get higher and higher, they don't know how to help me. They check my progress but they have no ideas to help me with my study. They just tell me to listen to teachers explanation and ask me to try hard to study by myself and don't let my life bad as him than get low education even want to help teaching children, they can't.*

Similarly **Nary** also have this kind of problem. She said with her sad feeling that:

*My parents want me to get better grade at school but they said they feel sad because they can't help me because they have low education. They advice me to try hard to have good*

*education even they don't have but they try to do everything to help the kids get good education.*

#### **4.3.1.5 Factor 05: School environment**

School environment is an important factor among other factors for student's learning. If the environment of the school is good, the learning level will also be good, too. Many researches were conducted on the school environment whether it affects the student performance or not. As the results many of them found out that it really affects student performance. As one student Sokha raised that:

*My school doesn't have enough equipment for students to do the practice. They just allow students to study by theory but they don't have lab or real things for students to practice. The toilets at school are very dirty. Students almost can't get in but have no choice. The smell of the toilet is disgusting that make the classes near them smell completely bad that sometimes students don't have feeling to study. I think that sometimes the smell can make me and other students get sick but we don't know what to do.*

**Chenda** her classmate added that:

*The noise outside the class is very boring that bothers the students while they are studying in the class and especially when the other classes have no teachers, the students will play around their class. It affects too much but the school doesn't seem to care about this problem. When one teacher is absent, the school doesn't find another teacher to teach but let students free and bother other classes.*

**Davy** her classmate, too added that:

*The numbers of the students are many that make so much noise in the class. When students talk even a little bit but still become noisy because there are a lot of students in one class. In my class, there are more than 50 students, so it is hard for me to pay attention to teacher's explanation.*

#### **4.3.1.6 Factor 06: Teachers' inadequate instruction**

The quality of teachers is very crucial for students' learning. When teachers have good experience in teaching, they can help a lot in teaching and especially they have new techniques to teach. If students can't learn in one way, they can find the other ways. It is very useful for students.

Roza a student in grade 11K stated that:

*Some of my teachers don't have enough equipment to teach the students. They just come and teach but they don't prepare in advance because they think that this is a state school, so teachers can do whatever they want. Sometimes they explain the lessons to fast that*

*makes me and my friends can't catch up the lesson and when he puts the monthly exam, we can't do it because we don't clearly understand what they explain us.*

Phanith a student in grade 11K, too stated that:

*Some of the teachers are very aggressive that we dare not to ask any things if we don't understand any lessons and sometimes they come to class late, so we don't learn much about the lessons. Some teaches don't try to teach in the class because they keep the special lessons to teach at extra-class that make other students go to study and if the students don't go to study outside, they don't understand the lessons well. Some teachers are also unfair to all students, they love only the students who come to study in extra-class with them if any students that don't go to study, they always ignore.*

Students also expressed a concern about less instruction of teachers while teaching students. Preynuch a student in grade 11L stated that:

*Teachers just come to teach but they talk a lot about other things in the class. They don't give value to their teaching at all. Maybe they think that it is not so important for them. Sometimes they come late and go early. Some teachers don't come to teach without telling in advance, so student spend their time uselessly. Some teachers feel angry when students ask a lot of questions. We sometimes get low scores because teacher put the examination without inform students in advance, so we don't have time to prepare. And some teachers think only about money selling paper. They don't care much about student's learning.*

#### **4.3.1.7 Factor 07: Peer group pressure and bad activities in class**

Peers are also an influence on the low-performing students. Most of students like to go outside with their friends to do something outside. Some of them go to play football, plays games and the other also go to play computer games around the school. De De a student in grade 11D stated that:

*I sometime go outside with my friends to play sports because some teachers are absent from school, so we have time to go outside to play football or games. Sometimes I just stay outside with my friends because I don't like my teacher. In the class I think that there are a lot of problems. Most of the students talk a lot but teachers do nothing because when teachers shout at them, they keep quiet for a short time and later start to talk again. Doing like this again and again, it becomes a very bad habit in class. Students have groups. Sometimes they have argument because they have different group in the class.*

#### **4.3.1.8 Factor 08: Students' problems related to their own study**

In this study, the researcher has found out many factors that caused students get low-performance. After having interview a lot of students the researcher got a lot of information from the students. Many students stated almost the same ideas that their low-performances are caused from students themselves. Sovarry a student in grade 11 F said that:

*I think that there are a lot of factors that make me get low scores but the worst factor is I myself that I don't care much about my study. When I was in grade 10, I went out a lot with my friends. I played truant a lot because I liked going out to eat something or go to other resorts to sit and play with friends. In this year I think that I am getting better because I try to study harder, so I think that I myself that make me get low grade.*

**Lyhour** a student in grade 11G stated similar idea that:

*I think that I get low grade because of I myself. My parents give me enough money to study and teachers are also try hard to teach and explain all the students clearly but I don't pay attention to their teaching. Sometimes I don't feel like studying because I feel not happy with other problems. I absent a lot because I went out with my friends.*

**Maly** a student in grade 11E stated her idea that:

*I think that teachers are good enough in teaching us but I never try to study hard at home and waste a lot of time talking with friends and at home I watch television a lot. I think that getting average grade is enough for me that's why I didn't try hard. Now I think that getting good grade is very important for me. I will try to change my bad habits from now on to get better than before.*

**Vichet** a student in grade 11H stated that:

*I get bad grade because I played too much in the class and when I get home I never read books. I spend much time watching television. I didn't have good foundation since the low levels because of my carelessness. Now I know myself that I can't remember or understand well about the lesson. I think that I should try harder to get better grade.*

**Sovannary** a student in grade 11H stated that:

*No one can help us if we don't try to study by ourselves. Teachers try to teach us all the time but if we don't try ourselves how can we understand the lessons. Teachers can only teach us and tell us what to do but if we don't do, we will not get any things. My parents are busy earning money to support me, so they don't have enough time to observe me all the time because they think that I am not young any more, I have to know how to help myself. They are working very hard almost every day, so I have to help myself not*

*depending on my parents for everything. All teachers are good. They love teaching us but if we don't pay attention what can they do to help. There are a lot of students if they he*

#### **4.3.2. Teacher's Perception**

In the interview, the teachers identified student personality as the first major factors that cause them get low-performance. *Student carelessness and misbehavior, low foundation from the low levels of the students, the poor remembering of the students, and poor understanding of students on education* are the first major factors. They identified home environment as the second major factors such as *lack of parental involvement, low educational levels of parents, and low socio-economic status*. And the third major factors are *school environment and teachers' inadequate instruction*.

##### **4.3.2.1 Factor 1: Student carelessness and misbehavior**

Students' carelessness and misbehavior are main factors that block them from getting good performance. Even how hard teachers try to teach but if they don't pay attention, they will learn nothing. As we can observe that most of the students who are careless and have behavior problem are almost get low performance because those kinds of students don't give value to their study and they also become bad students in the class. As teacher **Sreyppov** a mathematics teacher who participated in the interview, she stated that:

*I have taught in this school for more than 25 years and I have observed that the most common factors that affect their performance are their personalities. Those students don't try to study hard as the other good students do. They always play too much in the class and also have bad behaviors. I know that they don't clearly understand the lessons, so I try to explain them individually to make sure that they can understand the lessons but I observe that those kinds of students aren't interested in my explanation. Sometimes I even tell my students that if you don't understand any points, you can ask me any time you want and if you feel shy to ask me in the school, you can go to my house. I feel happy to help the students but they themselves don't help themselves. Teacher **Teary** another mathematics teacher also stated about these problems. She stated that: *Those kinds of students are hard to change because they have bad behavior maybe since they were young. We try to change their behaviors to make sure that they will become good as other students. If they understand, they will change their behaviors and at the end they get better grade as some of my student in grade IID before they got bad grade because of their carelessness and misbehaviors but after their changing behavior, they now get better grade. Some students put mistakes on teachers that teachers don't like them but in fact all teachers want to see their students get good grades and have good behaviors, so**

*they try to help them a lot but if they still don't care about their future, teachers also feel tired of telling them again and again, too.*

#### **4.3.2.2 Factor 2: Low foundation of the students from the low levels**

Foundation of the students from the low levels is very important for all the students because it can help them catch up from one step to another step. As we can see that the education system of each country from low levels to high levels are related to each other. If students have good foundation from the low levels, they also seem to have good grade in the next levels. And if the students don't have good foundation, it also affects their learning result when they move to the higher level. It is similar to the opinion of a teacher **Sotheary** a mathematics teacher. She stated that:

*I think that students who got low-performing in my class were because of their foundation was not good enough. When they move up to the next levels, they seem to learn slower than the other students. I can observe that the students who had just transferred from the province don't seem to catch up all the lessons because they told me that when they were in the province, they didn't study more in extra-classes. And especially for mathematics subject or other subjects that related to calculation are hard to understand if they don't have good foundation but if the other subjects such as History, Khmer Studies, Geography...etc, students can learn them easier than because students can just read books to get ideas and then they will remember them easily. Teacher **Srey Pov** a mathematics teacher also stated about this problem, too. She said that: *Students who have good foundation seem to learn faster than the students with poor foundation that we need long time to explain them and also need best techniques to teach in order to make sure that they can understand the lessons. As one Khmer proverb said that "high building base on foundation". So if we want to help those kinds of students, we need to double train them and also they have to get involve, too.**

#### **4.3.2.3 Factor 3: The poor remembering of the students**

The nature of the students is a very important factor that reflects their remembering. As we know that some people can learn fast because of their brains are good. Sometimes they don't spend long time to read books but they can understand the lessons well, where as the other students with poor remembering need long time to understand the lessons or teachers have to explain many times or slowly to make sure that they can catch up the lessons. Even they know that those kinds of students need special training but sometimes they don't seem to improve any things. Teacher Chantha a Chemistry teacher stated that:

*Some students are very difficult to explain to make sure that they understand because they don't seem to catch up any things after explanation for a very long time. They almost don't remember the lessons or understand. Those kinds of students are very passive in the class because they don't know what to ask or what to talk about. When they don't understand the lessons, they also dare not to ask questions. They maybe feel shy to ask the questions, so they just sit down and listen to teachers but they are not sure what to do. Teacher **Dalin** a mathematics teacher stated that: I know they try to study hard all the time not only in the class but also outside the class but they still don't remember. I always find new ways to teach them but sometimes it is hard to follow up them all the time because there are a lot of students in the class. If we pay attention on only those students how about the other students, they will feel boring and we teachers can't finish the lessons as the requirements of the ministry of education.*

#### **4.3.2.4 Factor 4: Poor understanding of the students on education**

As we can see that a lot of students can't get good grade, it is because of the lack of understanding on education. They seem to have ignored the values of education, so they just come to study but they don't know the real values of education. Because of this reason, they don't pay much attention on their study. That's why they can't get good grade. As teacher Bunly a Geography teacher stated that:

*The reason why students get low-performance is also related to poor understanding on education. Some students don't try to study because they are too young to know that education is crucial for them. They come to study without clear goals or objectives, so they just study to study or study to past the exam. They don't know the values of it. If students have good understanding on education they will learn better. As I know that after teaching them about my course, they seem to remember for a short time. Whenever I ask them the day after, they seem to forgot almost everything. As teacher **Sreyppov** a mathematics teacher who participated in the interview, she stated that: I think that students don't know much about the goals and objectives of education that's why they don't know what to do to prepare for their teacher or sometimes they just come to study by sitting down quietly and doesn't care about anything.*

#### **4.3.2.5 Factor 5: Lack of parental involvement**

The involvement of the parents in student's learning is very crucial to make their kids get good grade in the class. Parents should invest more time with school or teachers to make sure that their kids are getting on well with school and don't have any problems at school, too. The



lacking of parental involvement makes many problems happen on the students' performance. As stated by teacher Sreyphar that:

*When my students have any behavior problems or get low performance, I always call their parents to inform about the problems in order to have good co-operation between teachers and parents but most of them didn't come to school to talk about their weakness. And in one semester or one year, the school has Parent-Teacher Association (PTA) in order to have a good co-operation with parents to get some information or comments about the good and bad points of the school and how to improve. Teacher **Chomroern** also stated that: Teacher can meet students for a short time, so they don't know for sure about the students. One teacher teaches many students, so it is hard for teachers to monitor all the students. Parents have to monitor them more at home and pay close attention on their study. Students can remember some from school but if at home parents don't care and students don't read more at home, they will forget all. Teachers can help student only for a short time at school but parents stay with them longer than teachers.*

#### **4.3.2.6 Factor 6: Low educational level of parents**

Parents are role models for their kids. If parents' education is low, it is hard for them to help their kids' learning. As we can see that if parents are high educated, they can also give good advices for their kinds and they also can help teaching them more at home. If their education is low, they can't help their kinds by themselves. As the school principal said:

*The low level of education of parents is really related to low-performance of the students because they have no ideas to help their kids besides giving money. When they students get low-performance and the school calls them to come to school to talk about their kids' problem, they don't seem to speak or have any reaction but telling teachers and school to help their kids. Most of the students who get low-performance in this school come from the family with low level of education and busy working to earn a living by. Teacher **Chantha** said that: Students who got low performance should have helped by parents rather than waiting for help from teachers because parents have more time with students than teachers. But what happen if the parents are uneducated. I think that their kids will get low performance.*

#### **4.3.2.7 Factor 7: Low socio-economic status**

The socio-economic status is very import for everyone. It may affect the performance of the students in some ways. If parents really have a big problem with this one, their kids for many percentages will have problems with their study. It is the major factors among the other factors because of this problem most parents even decide to stop their kids from study to do other things.

And if we look at the reality of the drop out students or students who got low performance are the students who come from the poor family. Most of their parents are farmers or workers that can't earn enough money to pay for the kids' learning. As teacher Sophak stated that:

*I see a lot of students who get low-performance are from poor family that their parents don't have enough money for them to study. I and other teachers also want to help those kinds of students because we feel pity on them but sometimes they themselves that are busy and don't come to study. I also know that most of them are frequently absent from class because they need to help their parents at home. A lot of teachers stated the same problems about the low performance of the students. Teacher **Sienghong** one of the teachers who think that this problem is a very serious problem stated that: *I think that most of my students that get bad grade are from poor families. When I asked about their families, they told me that their families are poor, so they can come to study only in school but can't afford for extra-class. Even the daily spending is hard for them, so it is really affects their performance.**

#### **4.3.2.8 Factor 8: School environment**

The environment of the school is also a part that can affect student performance basing on the previous researches. If the schools have good environment related to comfortable learning environment, students will learn better. If the schools have a lot of problems with the environment, it also completely affects their learning, too. As teacher **Bunly** stated that:

*School factor is also a factor that distributing low performance of the students such as: the buildings are old and not enough for students. The toilet smells too bad that cause bad smell to the classroom. The numbers of the students are too many more than 50, so it is too crowed for students to learn. The noise from outside makes students don't have feeling to study, too. Teacher **Savoern** also stated that: His subject sometimes needed experiment for students but the school doesn't have lab for that, so it makes students don't understand clearly because they study only by theories but don't see the real practice. I think the school shouldn't put many students in one class and should find ways to make the school environment better.*

#### **4.3.2.9 Factor 9: Teacher's inadequate instruction**

The instruction of teachers is very importance for student. If they don't have good quality and don't care about teaching, it will strongly affect students' learning. As the previous researched also showed that teachers are roles models in the schools, so if they don't pay attention in teaching, don't prepare well for students, and come to teach on time, or absent a lot how can students learn. Teacher Sreyrov stressed that:

*Some teachers maybe don't care much about teaching in school because they also have more class outside for students to study as extra-class because they think that teaching only in school won't be enough for student but it makes bad habit for teachers, too. They don't explain clearly in the normal class but they try to teach in extra-classes because they want to get many students and a lot of money. Teacher **Sonita** added more that: It is good if teacher care about their teaching and prepare well for their classroom because teachers are big parts in providing education to students and if teacher doesn't care who will care. Teachers should think about the morality than money. Sometimes they don't come to teach or come to class very late that make students lose their feeling to study.*

### **Research Question 3: What support mechanisms are needed to improve the learning?**

#### **4.4.1 Students' perception**

**4.4.1.1 Teachers to have be fair to all of the students** *even students that don't go to study in extra-class with them. Don't love only one group of students but ignore the other group.*

**4.4.1.2 I want teachers to tell students in advance before they do any tests** *because it is easy for students to prepare or read books. Doing like that students will do better in the test.*

**4.4.1.3 I want teachers to come to study all the time and don't be absent** *from the class. If teachers absent, the school have to find other teachers to teach.*

**4.4.1.4 I want teachers don't be too aggressive.** *Some teachers always get angry students when they can't do the test or understand the lessons.*

**4.4.1.5 I want teachers teach in normal class as well as extra-class.** *Some teachers don't try to teach in the school because they keep good lessons to teach in the extra-class.*

**4.4.1.6 I want teachers find some new ways to teach us,** *low-performing students because we can't catch up the lessons as the other students, so if teachers don't help us who will help us.*

**4.4.1.7 I want the school to have clean toilets for students.** *It is hard to go to toilet because we are female students. The smell of the toilets is very bad.*

**4.4.1.8 I want the school to prepare a place for students to go when they don't have class** *because they make noise that bother to the other classes.*

**4.4.1.9 I want teacher think about students' future rather than money.** *Some teachers sell paper all the time to get money from the students.*

#### **4.4.2 Teachers' perception**

**4.4.2.1** Parents have to co-operate well with school to improve their kids' learning.

4.4.2.2 The school shouldn't put many students in one class.

4.4.2.3 They should put the teaching time fairly.

4.4.2.4 They should have strict rules for teachers' absenteeism.

**4.4.2.5 Findings based on data collection through questionnaire**

**4.5.1. Characteristics of Low-performing Students**

**Table 1: Gender of The Students**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	54	50.0	50.0	50.0
Female	54	50.0	50.0	100.0
Total	108	100.0	100.0	

**Table 2: Ages of The Students**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 15	2	1.9	1.9	1.9
16	32	29.6	29.6	31.5
17	41	38.0	38.0	69.4
18	27	25.0	25.0	94.4
19	3	2.8	2.8	97.2
20	2	1.9	1.9	99.1
23	1	.9	.9	100.0
Total	108	100.0	100.0	

**Table 3: Father's Jobs**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Bank Teller	2	1.9	1.9	1.9
Chief	3	2.8	2.8	4.6
Died	6	5.6	5.6	10.2

Driver	4	3.7	3.7	13.9
Electrician	4	3.7	3.7	17.6
Farmer	42	38.9	38.9	56.5
Fisherman	1	.9	.9	57.4
Gold saler	1	.9	.9	58.3
Policeman	19	17.6	17.6	75.9
Politician	1	.9	.9	76.9
Seller	15	13.9	13.9	90.7
Soldier	4	3.7	3.7	94.4
Teacher	4	3.7	3.7	98.1
TukTuk	1	.9	.9	99.1
Driver				
Worker	1	.9	.9	100.0
Total	108	100.0	100.0	

**Table 4: Father's Education**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid .00	1	.9	.9	.9
Under grade 12	57	52.8	52.8	53.7
Over Grade 12	50	46.3	46.3	100.0
Total	108	100.0	100.0	

**Table 5: Mother's Job**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Died	1	.9	.9	.9
Farmer	24	22.2	22.2	23.1
Housewife	56	51.9	51.9	75.0
Policeman	3	2.8	2.8	77.8
Seller	17	15.7	15.7	93.5

Teacher	3	2.8	2.8	96.3
Worker	4	3.7	3.7	100.0
Total	108	100.0	100.0	

**Table 6: Mother's Education**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	1	.9	.9
Under grade 12	84	77.8	77.8	78.7
Over Grade 12	23	21.3	21.3	100.0
Total	108	100.0	100.0	

As we can see from table 1 to 6, these tables show about the characteristics of the low-performing students that they get low performance because of many factors such as: the backgrounds of the families are low, the jobs of the parents are mostly farmers or housewives, the levels of parents education are lower than high school. Base on those tables we can know that most of the students who get low-performance are from those kinds of factors. As many previous researches also have found out about these factors, too. The family socio-economic status can affect the children learning a lot.

#### 4.5.2. Summarizes Tables

**Table 7: Home Activities**

Questions	Yes	No
1. Do you live with your parents?	91.7%	08.7%
2. Do you come to study by yourself?	94.4%	05.6%
3. Are there a lot of members in your family? (more than 5 is a lot)	64.8%	35.2%
4. Do your parents have high education?	54.6%	45.4%
5. Do your parents encourage you to study?	94.4%	05.6%
6. Do your parents punish you when you do something wrong?	26.9%	73.1%

7. Do you get home before 6:30?	50.0%	50.0%
8. Do you do the housework?	97.2%	02.8%
9. Do you spend time to read books at home?	92.6%	07.4%
10. Do you spend more than one hour to read book?	24.1%	75.9%
11. Do you have any problems with your spending?	39.8%	60.2%
12. Do you have your own study room at home?	34.3%	65.7%
13. Do you watch television a lot?	34.3%	65.7%
14. Do your parents observe your study?	78.9%	21.1%
15. Do they usually check your progress?	78.7%	21.3%
16. Do they spend time to teach you at home?	37.0%	63.0%
17. Did your parents use to come to school to discuss with teachers or school principal about your study?	47.2%	52.8%
18. Do you play any sports?	64.8%	35.2%
19. Do you have internet at home?	70.4%	29.6%
20. Do you play internet a lot?	23.1%	76.9%
21. Do you use facebook?	71.3%	28.7%
22. How much time do you spend on it?	58.3%	41.7%
23. Do you take a nap?	38.9%	60.1%
24. How many hours do you sleep in a day?	42.6%	57.4%
25. Do you get up early in the morning?	92.6%	7.4%

In table 7, the results have shown that they get low-performance because they have many siblings in the family, they don't have their own study rooms, so it is hard for them to read books and we can see that they also spend a lot of time watching television. When they spend much time on watching television, it shows that they don't have much time to read books. The parents don't have much time to teach them at home because they are busy.

**Table 08: School Activities**

Questions	Yes	No
26. Do you come to study on time?	90.7%	09.3%
27. Are you punished when you are late?	50.0%	50.0%
28. Do you listen to your teachers carefully?	91.7%	08.3%
29. Do you have many friends in the class?	81.5%	18.5%
30. Do your friends talk a lot in the class?	49.1%	50.9%
31. Do you play any sports during your break time?	24.1%	75.9%
32. Do your friends use phone during the study time?	38.9%	61.1%
33. Do you read books before you come to study?	56.5%	43.5%
34. Do all your teachers try to help the students?	92.6%	07.4%
35. Do your teachers take time to explain you?	81.5%	18.5%
36. Is your class quiet to study?	49.1%	50.9%
37. Do your teachers prepare a lot of work for you?	87.0%	13.0%
38. Do your teachers explain you how to get a better grade?	84.3%	15.7%
39. Do your teachers have strict rules for students?	82.4%	17.7%
40. Do you ask teachers for help when you get low scores?	84.3%	15.7%
41. Do your teachers explain you individually when you don't understand any parts of the lesson?	87.0%	13.0%
42. Do your teachers give you some more documents to study at home?	85.2%	14.8%
43. Do you have study-group to help?	38.9%	61.1%
44. Do you feel happy to study?	97.2%	2.8%
45. Do your teachers work hard?	94.4%	05.6%
46. Do your teachers come to teach on time?	91.7%	08.3%
47. Are your teachers fair to all students?	72.2%	27.8%



48. Are your teachers friendly?	87.0%	13.0%
49. Did your teachers use to call your parents about your study problems?	29.6%	69.4%
50. Did school principal use to talk to you about your study?	17.6%	82.4%

In table 08, It showed that most of low-performing students don't have study group to help them to improve their performance. The co-operation between parents and teachers is a bit far because about 69.4% of the parents never come to school to meet teachers about their kids' problems and the most important thing is that the school principal didn't spend much time talking or discussing with the students about their low performance.

**Table 09: Outside Activities**

Questions	Yes	No
51. Do you usually go out with your friends?	54.6%	45.4%
52. Did you use to drink beer or wine?	13.9%	86.1%
53. Do you have a lot of friends outside beside your classmates?	41.7%	58.3%
54. Did you use to play truant to go with them?	23.1%	76.9%
55. Did you use to play internet games outside?	16.7%	83.3%
56. Did you use to play truant in extra-class?	36.1%	83.9%
57. Do you have love?	27.8%	72.2%
58. Do you go out with your lover?	12.0%	88.0%
59. Did you use to have broken heart?	13.0%	87.0%
60. Did you use to have fighting with others?	11.1%	88.9%
61. Do you have big brothers to help you outside when you have arguments?	3.7%	96.3%
62. Did you use to be punished by fighting?	06.5%	93.5%
63. Did you use to skip night with your friends?	7.4%	92.6%
64. Did your parents know about your playing truant?	25.9%	74.1%
65. Did they punish you?	18.5%	81.5%

in table 09, it showed that some factors are also take part in providing bad grades to the students. Some students spend their time outside the classroom by going out with their friends, some of them even drink beer, and also play truant because they want to go outside with their friends. Some of them go to play internet games outside the class and they even play truant in the extra-class, too.

**Table 09: The Factors effecting low-performing students**

		Freque ncy	Percent	Valid Percent	Cumulative Percent
Valid	Teacher Factor	13	12.0	12.0	12.0
	School Factor	6	5.6	5.6	17.6
	Parents Factor	7	6.5	6.5	24.1
	Student Factor	82	75.9	75.9	100.0
	Total	108	100.0	100.0	

In table 09: It showed that the major factor that cause students get low-performance is student personality. There are 4 factors in this table and it showed that there are 12% means 13 students think that it causes from their teachers, 6% means 6 students think that it cause from school factor, 6.5% means 7 students think that it causes from parents factors and the most factor is students themselves that make them get low-performance. It means 82 students among 108 students think that it is because of student themselves.

## **CHAPTER 5**

### **CONCLUSION AND RECOMMENDATION**

This chapter seeks to present a summary of the findings from the investigation of factors contributing towards the low-performing of the students in a high school. As mentioned in Chapter 2, some previous findings revealed that family background, family socio-economic status, peer influence, lack of parents' involvement, lack of facilities in school, and student personality are the factors that make them get low-performance.

In the previous studies, the research participants identified the following factor that affects to students' performance: lack of parental involvement, low socio-economic status, low educational level of parents, teacher's inadequate instruction, the school learning environment problems, peer group pressure and bad activities in class, students' problems related to their own study. However the participants also stated some other factors which were not stated in the literature review.

#### **5.1 Conclusion**

Various key findings can be taken from the data analysis. The results of this study supports the previous finding in the literature review that lack of parental involvement, learning environment and teacher's quality, socio-economic status and low level of parent education ,student personality, and student effort to their learning are really affect to their performance. Based on this study the most major factor is student personality than affect them the most, the family factors are also affect to their performance and the last factors are school and teachers' factors. Some factors have really strong effects and the others have less and less affect on their performance. The above can show that student learning will not be good if they meet those kinds of factors.

Student personality is the most affective factor that makes them get poor performance. They spend much of their time doing useless things while studying. They don't give values to their study. They take their time to watch TV or go out with friend to play football or games outside the school. And the family factors are forcing them to get bad grade. They take time to help their family, they don't have enough money to spend on their study, they are absent because they don't have money to spend on transportation to come to school, their parents have low education that they can't help their kids' learning process.

## **5.2 Recommendation**

The consequences of poor academic achievement pose a serious concern to teachers, parents, and also to the community. This problem should be taken in action to all schools in Cambodia because if we still keep those kinds of problems happen again and again, our country won't be better because we lack of quality human resources. As these problems happen the quality of the students will be worse and worse and at the end of their study, they can't take what they have studied from schools to use in their daily lives. To solve these kinds of problems parents, teachers, and community have to have good co-operation to help those kinds of students. Sometimes only students themselves they can't do any things because they have no ideas about what they should and shouldn't do.

## **5.3 Areas for further**

Although this study has achieved its objective of investigation about the influence factors that cause from teachers, parents, schools, and students themselves. Those kinds of factors can help researcher to learn more about the ways that we can help those kinds of students. Now as the results of the study, it showed a lot about the weak points of those kinds of students and other factors that affect their performance. So the next research should be about the ways to solve these problems. If we do more researches about these factors, it will be useful for all the students not only in that school but also the other schools in Cambodia.

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## Appendix A: Questionnaire in English

# Questionnaire

## 1. Student Factors

### 1.1. Activities at home

- |   |                                      |                                      |
|---|--------------------------------------|--------------------------------------|
| 1. Do you live with your parents?   | <input type="checkbox"/> Yes         | <input type="checkbox"/> No          |
| 2. Do you come to study by yourself?  | <input type="checkbox"/> Yes         | <input type="checkbox"/> No          |
| 3. Do you live in a big family?   | <input type="checkbox"/> Yes         | <input type="checkbox"/> No          |
| 4. Did your parents have good education?  | <input type="checkbox"/> Yes         | <input type="checkbox"/> No          |
| 5. Do your parents encourage you to be better?  | <input type="checkbox"/> Yes         | <input type="checkbox"/> No          |
| 6. Did your parents ever punish you when you get low-performance?   | <input type="checkbox"/> Yes         | <input type="checkbox"/> No          |
| 7. Do you get home before 6:30?   | <input type="checkbox"/> Yes         | <input type="checkbox"/> No          |
| 8. Do you do the housework?   | <input type="checkbox"/> Yes         | <input type="checkbox"/> No          |
| 9. Do you spend time to read books at home?   | <input type="checkbox"/> Yes         | <input type="checkbox"/> No          |
| 10. Do you spend less than one hour to read book?   | <input type="checkbox"/> 1.Less than | <input type="checkbox"/> 2.More than |
| 11. Do you have any problems with your spending?  | <input type="checkbox"/> Yes         | <input type="checkbox"/> No          |
| 12. Do you have your own study room at home?  | <input type="checkbox"/> Yes         | <input type="checkbox"/> No          |
| 13. Do you watch television a lot?  | <input type="checkbox"/> Yes         | <input type="checkbox"/> No          |
| 14. Do your parents observe your study?   | <input type="checkbox"/> Yes         | <input type="checkbox"/> No          |
| 15. Do they usually check your progress?  | <input type="checkbox"/> Yes         | <input type="checkbox"/> No          |
| 16. Do they spend time to teach you at home?  | <input type="checkbox"/> Yes         | <input type="checkbox"/> No          |
| 17. Did your parents use to come to school to discuss with teachers or school principal about your study? | <input type="checkbox"/> Yes         | <input type="checkbox"/> No          |
| 18. Do you play any sports?   | <input type="checkbox"/> Yes         | <input type="checkbox"/> No          |
| 19. Do you have internet at home?   | <input type="checkbox"/> Yes         | <input type="checkbox"/> No          |
| 20. Do you play internet a lot?   | <input type="checkbox"/> Yes         | <input type="checkbox"/> No          |
| 21. Do you use facebook?  | <input type="checkbox"/> Yes         | <input type="checkbox"/> No          |
| 22. How much time do you spend on it?   | <hr/>                                |                                      |
| 23. Do you take a nap?  | <input type="checkbox"/> Yes         | <input type="checkbox"/> No          |
| 24. How many hours do you sleep in a day?   | <hr/>                                |                                      |
| 25. Do you get up early in the morning?   | <input type="checkbox"/> Yes         | <input type="checkbox"/> No          |
| <b>1.2. Activities at school</b>  |                                      |                                      |
| 26. Do you come to study on time?   | <input type="checkbox"/> Yes         | <input type="checkbox"/> No          |

- |  |                              |                             |
|--|------------------------------|-----------------------------|
| 27. Are you punished when you are late?  | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 28. Do you listen to your teachers carefully?  | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 29. Do you have many friends in the class?   | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 30. Do your friends talk a lot in the class?   | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 31. Do you play any sports during your break time?   | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 32. Do your friends use phone during the study time?   | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 33. Do you read books before you come to study?  | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 34. Do all your teachers try to help the students?   | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 35. Do your teachers take time to explain you?   | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 36. Is your class quiet to study?  | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 37. Do your teachers prepare a lot of work for you?  | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 38. Do your teachers explain you how to get a better grade?                                      | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 39. Do your teachers have strict rules for students?   | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 40. Do you ask teachers for help when you get low scores?  | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 41. Do your teachers explain you individually when you don't understand any parts of the lesson? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 42. Do your teachers give you some more document to study at home?                               | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 43. Do you have study-group to help?   | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 44. Do you feel happy to study?  | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 45. Do your teachers work hard?  | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 46. Do your teachers come to teach on time?  | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 47. Are your teachers fair to all students?  | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 48. Are your teachers friendly?  | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 49. Did your teachers use to call your parents about your study problems?                        | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 50. Did school principal use to talk to you about your study?                                    | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

### **1.3. Activities outside**

- |  |                              |                             |
|--|------------------------------|-----------------------------|
| 51. Do you usually go out with your friends?                     | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 52. Did you use to drink beer or wine?                           | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 53. Do you have a lot of friends outside beside your classmates? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 54. Did you use to play truant to go with them?                  | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 55. Did you use to play internet games outside?                  | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

56. Did you use to play truant in extra-class?  Yes  No
57. Do you have love?  Yes  No
58. Do you go out with your lover?  Yes  No
59. Did you use to have broken heart?  Yes  No
60. Did you use to have fighting with others?  Yes  No
61. Do you have big brothers to help you outside  
when you have arguments?  Yes  No
62. Did you use to be punished by fighting?  Yes  No
63. Did you use to skip night with your friends?  Yes  No
64. Did your parents know about your playing truant?  Yes  No
65. Did they punish you?  Yes  No

**1.4. Student opinion related to their study problems**

66. Which factor affect you the most (chose one answer among the 4)

- a. Teacher factors       b. School factors   
 c. Parent Factors       d. Your own factor

67. What are the good points about the school and teachers?

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68. What are the lacking points about the school and teachers?

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69. What are the encouragements that you need to make your study better?

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**Thanks for spending your valuable time  
doing this questionnaire.**

# ព្រះរាជាណាចក្រកម្ពុជា

## ជាតិ សាសនា ព្រះមហាក្សត្រ

សំណួរស្រាវជ្រាវសំរាប់សិស្ស

សូមបញ្ជាក់៖

អ្នកស្រាវជ្រាវគោរពនូវសិទ្ធិរបស់អ្នកនិងមិនចែករំលែកនូវព័ត៌មានណាមួយរបស់លោកអ្នក។  
ព័ត៌មានរបស់លោកអ្នកនិងត្រូវរក្សាជាសំងាត់មិនបញ្ចេញអត្តសញ្ញាណរបស់លោកអ្នកដើម្បី  
ឆ្លើយនៅពេលបកស្រាយ។ ចំណេះដឹងរបស់លោកអ្នកនិងមិនប៉ះពាល់ទៅដល់ការសិក្សារបស់  
អ្នក ប៉ះពាល់ត្រូវរបស់អ្នក និងប៉ះពាល់សាលារៀនរបស់អ្នកឡើយ។

ព័ត៌មានផ្ទាល់ខ្លួនរបស់សិស្ស៖

សូមជ្រើសរើសចំណេះដឹងរបស់អ្នកវិសេសចំណេះដឹងរបស់អ្នកក្នុងចន្លោះដែលបានផ្តល់អោយ។

១ ភេទ: .       ប្រុស       ស្រី

២ វេន: .       ព្រឹក       រសៀល

៣ អាយុ: .      \_\_\_\_\_ ឆ្នាំ

៤ ចំនួនបងប្អូននៅក្នុងគ្រួសារ: . \_\_\_\_\_ នាក់

៥ មុខរបររបស់ឪពុក: . \_\_\_\_\_

ចំណេះដឹង:       ក្រោមបាក់ខុប       លើសបាក់ខុប

៦ មុខរបររបស់ម្តាយ: . \_\_\_\_\_

ចំណេះដឹង:       ក្រោមបាក់ខុប       លើសបាក់ខុប

# ១. កត្តាសិស្ស

## ១.១. សកម្មភាពនៅផ្ទះ

០១?នៅជាមួយឪពុកម្តាយរបស់ប្អូនដែររឺទេតើប្អូនរស់.  បាទ/បាទ  អត់ទេ

?តើប្អូនទៅរៀនដោយខ្លួនឯងរឺ.០២  បាទ/បាទ  អត់ទេ

០៣?តើប្អូនរស់នៅក្នុងគ្រួសារដែលមានសមាជិកច្រើនរឺ.  បាទ/បាទ  អត់ទេ

០៤តើឪពុកម្តាយរបស់ប្អូនរៀនបានថ្នាក់ខ្ពស់ដែររឺទេ.?  បាទ/បាទ  អត់ទេ

០៥តើឪពុកម្តាយរបស់ប្អូនបានជម្រុញប្អូនអោយទទួល

?បានលទ្ធផលល្អដែររឺទេ  បាទ/បាទ  អត់ទេ

០៦តើឪពុកម្តាយរបស់ប្អូនដាក់ទន្ធកម្មប្អូនដែររឺទេនៅពេល.

?ដែលប្អូនទទួលបានចំណាត់ថ្នាក់មិនល្អ  បាទ/បាទ  អត់ទេ

០៧?ន្ទានតើនៅពេលល្ងាចប្អូនចូលផ្ទះនៅម៉ោងប៉ុ. \_\_\_\_\_

?តើប្អូនត្រូវជួយធ្វើការងារផ្ទះដែររឺទេ.០៨  បាទ/បាទ  អត់ទេ

?តើប្អូនចំណាយពេលអានសៀវភៅនៅផ្ទះដែររឺទេ.០៩  បាទ/បាទ  អត់ទេ

តើប្អូនចំណាយពេលប៉ុន្មានដើម្បីរៀ.១០នដោយខ្លួនឯង

បន្ថែមនៅផ្ទះ ? \_\_\_\_\_

តើប្អូនមានបញ្ហាលើការចំណាយមិនគ្រប់គ្រាន់ទៅ.១១

?លើការរៀនសូត្រដែររឺទេ  បាទ/បាទ  អត់ទេ

?តើប្អូនមានបន្ទប់រៀនផ្ទាល់ខ្លួននៅផ្ទះដែររឺទេ.១២  បាទ/បាទ  អត់ទេ

?ថ្ងៃ១តើប្អូនមើលទូរទស្សន៍រយៈពេលប៉ុន្មានក្នុង.១៣ \_\_\_\_\_

តើឪពុកម្តាយរបស់ប្អូនបានតាមដានការសិក្សារបស់.១៤

ប្អូនទៀងទាត់ដែររឺទេ?  បាទ/បាទ  អត់ទេ

តើឪពុកម្តាយរបស់ប្អូនតាមដានការរីកចំរើ.១៥នរបស់

ប្អូនដែររឺទេ?

បាទ/បាទ  អត់ទេ

តើពួកគាត់បានចំណាយពេលដើម្បីជួយបង្រៀន.១៦

ប្អូននៅផ្ទះដែររឺទេ?

បាទ/បាទ  អត់ទេ

តើពួកគាត់ធ្លាប់បានទៅសាលារៀនដើម្បីជួបគ្រូ.១៧

រឺក៏លោកនាយកសាលាដើម្បីពិភាក្សាពីការសិក្សា

របស់ប្អូនដែររឺទេ?

បាទ/បាទ  អត់ទេ

?តើប្អូនមានលេងកីឡាដែររឺទេ.១៨

បាទ/បាទ  អត់ទេ

?តើប្អូនមានលេងអិនធឺណេតដែររឺទេ.១៩

បាទ/បាទ  អត់ទេ

២០ ?តើប្អូនចំណាយពេលលេងអិនធឺណេតច្រើនដែររឺទេ. បាទ/បាទ  អត់ទេ

?តើប្អូនមានលេងហ្វេសប៊ុកដែររឺទេ.២១

បាទ/បាទ  អត់ទេ

?តើប្អូនចំណាយពេលប៉ុន្មានលេងវា.២២

\_\_\_\_\_

២៣?តើប្អូនគេងនៅពេលរសៀលដែររឺទេ.

បាទ/បាទ  អត់ទេ

?តើប្អូនគេងក្នុងមួយថ្ងៃប៉ុន្មានម៉ោង.២៤

\_\_\_\_\_

?តើប្អូនក្រោកពីគេងពីព្រលឹមដែររឺទេ.២៥

បាទ/បាទ  អត់ទេ

១ .២. សកម្មភាពនៅក្នុងសាលារៀន

២៦?តើប្អូនមករៀនទាន់ពេលដែររឺទេ.

បាទ/បាទ  អត់ទេ

២៧?តើគ្រូដាក់ទណ្ឌកម្មទេពេលប្អូនទៅរៀនយឺត.

បាទ/បាទ  អត់ទេ

?តើប្អូនយកចិត្តទុកដាក់ស្តាប់គ្រូពន្យល់ដែររឺទេ.២៨

បាទ/បាទ  អត់ទេ

?តើប្អូនមានមិត្តភក្តិច្រើនដែររឺទេនៅក្នុងថ្នាក់រៀន.២៩

បាទ/បាទ  អត់ទេ

តើមិត្តភក្តិរបស់ប្អូននិយាយគ្នាច.៣០០ើនទេនៅក្នុងថ្នាក់?

បាទ/បាទ

អត់ទេ

១?តើប្អូនមានលេងកីឡាទេពេលចេញលេង.៣១  បាទ/បាទ  អត់ទេ

៣២?តើមិត្តភក្តិក្រែបស់ប្អូនមានលេងទូរស័ព្ទទេក្នុងម៉ោងរៀន. បាទ/បាទ  អត់ទេ

៣៣?តើប្អូនបានអានសៀវភៅទុកមុនឬទេពេលប្អូនមករៀន.៣៣ បាទ បាទ/ អត់ទេ

៣៤?តើគ្រូរបស់ប្អូនខិតខំជួយសិស្សខិតខំរៀនដែររឺទេ.  បាទ/បាទ  អត់ទេ

៣៥?តើគ្រូរបស់ប្អូនឈ្លៀតពេលដើម្បីពន្យល់ប្អូនដែររឺទេ.៣៥  បាទ/បាទ  អត់ទេ

៣៦?តើថ្នាក់រៀនរបស់ប្អូនស្ងប់ស្ងាត់ស្រួលរៀនទេ.៣៦  បាទ/បាទ  អត់ទេ

៣៧?តើគ្រូរបស់ប្អូនបានរៀបចំមេរៀន.៣៧នច្រើនដើម្បីឲ្យប្អូន  
រៀនដែររឺទេ?  បាទ/បាទ  អត់ទេ

៣៨?តើគ្រូរបស់ប្អូនបានបង្រៀនពីរបៀបរៀនដើម្បីឲ្យប្អូន.៣៨  
បានទទួលលទ្ធផលល្អដែររឺទេ?  បាទ/បាទ  អត់ទេ

៣៩ ?តើគ្រូរបស់ប្អូនមានច្បាប់តឹងរឹងសំរាប់សិស្សដែររឺទេ. បាទ/បាទ  អត់ទេ

៤០?តើប្អូនមានបានសុំឲ្យគ្រូជួយពន្យល់ប្អូនបន្ថែមទៀត.៤០  
ទេនៅពេលប្អូនមិនយល់?  បាទ/បាទ  អត់ទេ

៤១?តើគ្រូរបស់ប្អូនមានព្យាយាមពន្យល់ប្អូនទេនៅ.  
ពេលដែលប្អូនមិនយល់មេរៀនរបស់ប្អូន ?  បាទ/បាទ  អត់ទេ

៤២?តើគ្រូរបស់ប្អូនអោយមេរៀនបន្ថែមដល់ប្អូនដើម្បីយក.៤២  
ទៅរៀននៅផ្ទះដែររឺទេ ?  បាទ/បាទ  អត់ទេ

៤៣?តើប្អូនមានក្រុមរៀនដើម្បីជួយពន្យល់គ្នា.ទេ ?  បាទ/បាទ  អត់ទេ  
?តើប្អូនមានអារម្មណ៍សប្បាយចិត្តនិងរៀនដែររឺទេ.៤៤  បាទ/ទបា  អត់ទេ

៤៥?តើគ្រូបង្រៀន.៤៥រៀនរបស់ប្អូនប្រឹងប្រែងបង្រៀនដែរ រឺទេ ? បាទ/បាទ  អត់ទេ

អត់ទេ

៤៦?តើគ្រូរបស់ប្អូនមកបង្រៀនទាន់ពេលដែររឺទេ.  បាទ/បាទ  អត់ទេ

តើគ្រូបង្រៀនស្រលាញ់សិស្ស.៤៧ស្មើៗគ្នាដែររឺទេ ?  បាទ/បាទ  អត់ទេ

?តើគ្រូរបស់ប្អូនរូសរាយរាក់ទាក់ដែររឺទេ.៤៨  បាទ/បាទ  អត់ទេ

៤៩តើគ្រូរបស់ប្អូនធ្លាប់ខលប្រាប់ឪពុកម្តាយ.

របស់ប្អូនពីបញ្ហានៃការសិក្សារបស់ប្អូនដែររឺទេ?  បាទ បាទ/  អត់ទេ

តើលោកនាយកសាលាធ្លាប់និយាយជាមួយប្អូន.៥០

ផ្ទាល់ពីបញ្ហានៃការសិក្សារបស់ប្អូនដែររឺទេ ?  បាទ/បាទ  អត់ទេ

**១ .៣.សកម្មភាពនៃក្រៅថ្នាក់**

៥១តើប្អូនជាទូទៅទៅក្រៅជាមួយមិត្តភក្តិរបស់.

ប្អូនដែររឺទេ?  បាទ/បាទ  អត់ទេ

៥២តើប្អូនធ្លាប់ដឹកស្រាដែររឺទេ.?  បាទ/បាទ  អត់ទេ

៥៣តើប្អូនមានមិត្តភក្តិច្រើននៅខាងក្រៅទេក្រៅ.

ពីមិត្តរួមមិត្តថ្នាក់របស់ប្អូន ?  បាទ/បាទ  អត់ទេ

៥៤តើប្អូនធ្លាប់គេចសាលាដើម្បីទៅជាមួយពួក.

គេដែររឺទេ ?  បាទ/បាទ  អត់ទេ

៥៥ ?តើប្អូនធ្លាប់លេងហ្គេមនៅខាងក្រៅដែររឺទេ.  បាទ/បាទ  អត់ទេ

៥៦ ?តើប្អូនធ្លាប់គេចមិនទៅរៀនគូរដែររឺទេ.  បាទ/បាទ  អត់ទេ

៥៧តើប្អូនមានស្នេហាដែររឺទេ ?  បាទ/បាទ  អត់ទេ

៥៨ ?តើប្អូនទៅក្រៅដើរលេងជាមួយសង្សារដែររឺទេ.  បាទ/បាទ  អត់ទេ

៥៩?តើប្អូនធ្លាប់ខូចចិត្តរៀងស្នេហាដែររឺទេ.  បាទ/បាទ  អត់ទេ

៦០?តើប្អូនធ្លាប់មានការវាយគ្នាជាមួយអ្នកដទៃដែររឺទេ.  បាទ/បាទ  អត់ទេ

៦១តើប្អូនមានបងធំដើម្បីជួយប្អូននៅពេលប្អូនឈ្មោះ.

គ្នាដែររឺទេ ?  បាទ/បាទ  អត់ទេ



៦២ តើប្អូនធ្លាប់ត្រូវបានដាក់ទណ្ឌកម្មដោយសា.

ការវាយគ្នាដែររឺទេ ?  បាទ/បាទ  អត់ទេ

៦៣ ?តើប្អូនធ្លាប់ដាច់យប់ជាមួយមិត្តភក្តិក្រដែររឺទេ.  បាទ/បាទ  អត់ទេ

៦៤ តើឪពុកម្តាយរបស់ប្អូនធ្លាប់ដឹងថាប្អូនគេចសា.

?លាដែររឺទេ  បាទ/បាទ  អត់ទេ

៦៥ ?តើពួកគាត់ដាក់ទណ្ឌកម្មប្អូនដែររឺទេ.  បាទ/បាទ  អត់ទេ

**១ .៤. គំនិតរបស់សិស្សពាក់ព័ន្ធនៅលើការសិក្សារបស់ពួកគេ**

៦៦ តើកត្តាណាមួយដែលជះឥទ្ធិពលដល់ការសិក្សា.

របស់ប្អូនខ្លាំងបំផុត)? ជ្រើសរើសចម្លើយ១ក្នុងចំណោមចម្លើយទាំង៤ (

- A.  កត្តាគ្រូ
- B.  កត្តាសាលារៀន
- C.  កត្តាឪពុកម្តាយ
- D.  កត្តាផ្ទាល់ខ្លួនរបស់ប្អូន

?តើចំណុចល្អរបស់គ្រូនិងសាលាមានអ្វីខ្លះ. ៦៧

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៦៨?តើចំណុចខ្វះខាតរបស់គ្រូនិងសាលារៀនមានអ្វីខ្លះ.

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៦៩ ដើម្បីធ្វើឲ្យតើប្អូនមានសំណូមពរអ្វីទៅដល់លោកគ្រូអ្នកគ្រូនិងសាលារៀន.

ការសិក្សារបស់ ប្អូនមានការរីកចំរើនជាងនេះ?

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## **Appendix b: Interview in English**

### **Interviewing Questions**

#### **1. Students**

1. Please tell me about yourself and your study habits?
2. As you know that your study result was low, so what should you do to get better grade?
3. What are the factors that make you get low-performance?
4. Which factors affect you the most, school factors, teacher factors, family factors, or you yourself? Why?
5. What are the needs that you need to get from school, parents, teachers and others to make you achieve a better grade?

#### **2. Teachers**

1. What are the factors that make students get low-performance?
2. Which factors that affect students the most, why?
3. What should parents, school, and students themselves do to make the result of those students get better?
4. What should you yourself do to help those kinds of students?
5. What are the needs that you need to help those kinds of students?

#### **3. School Principal**

1. What are the factors that make students get low-performance?
2. Which factors that affect students the most, why?
3. What should parents, teachers, and students themselves do to make the result of those students get better?
4. What should you yourself do to help those kinds of students?
5. Were there any training courses for teachers and school principals?
6. What are the needs that you need to help those kinds of students?

**Thanks for spending your valuable time  
answering the questions.**

**Appendix b: Interview in Khmer**

**Interviewing Questions**

**1. Students**

- ១. សូមប្អូនប្រាប់អំពីព័ត៌មានផ្ទាល់ខ្លួននិងទំលាប់នៃការសិក្សារបស់ប្អូន។
- ២. ដូចប្អូនបានដឹងហើយថាលទ្ធផលនៃការសិក្សារបស់ប្អូនមិនទទួលបានលទ្ធផលល្អទេ ដូច្នោះ តើប្អូនគួរតែធ្វើដូចម្តេចដើម្បីអោយទទួលបានលទ្ធផលល្អប្រសើរជាងនេះ?
- ៣. តើកត្តាអ្វីខ្លះដែលធ្វើអោយប្អូនទទួលបានលទ្ធផលទាប?
- ៤. តើកត្តាមួយណាដែលជះឥទ្ធិពលខ្លាំងជាងគេទៅលើការសិក្សារបស់ប្អូន តើកត្តានេះ បណ្តាលមកពី កត្តាសាលារៀន កត្តាគ្រូ កត្តាគ្រូសារ ឬក៏បណ្តាលមកពីកត្តាប្អូនខ្លួនផ្ទាល់។ ហេតុអ្វីបានជាប្អូនគិតដូច្នោះ?
- ៥. តើប្អូនត្រូវការជំនួយអ្វីខ្លះពីសាលា គ្រូ ឪពុកម្តាយ និងអ្នកដទៃដើម្បីអោយប្អូន ទទួលបាន លទ្ធផលល្អប្រសើរជាងនេះ?

**2. Teachers**

- ១. តើកត្តាអ្វីខ្លះដែលធ្វើអោយសិស្សទទួលបានលទ្ធផលទាប?
- ២. តើលោក/អ្នកគ្រូគិតថាកត្តាមួយណាដែលជះឥទ្ធិពលខ្លាំងជាងគេទៅលើការសិក្សារបស់សិស្ស?
- ៣. តើលោក/អ្នកគ្រូគិតថា សាលារៀន គ្រូបង្រៀន ឪពុកម្តាយ និងសិស្សដែលទទួលបាន លទ្ធផលទាបទាំងនោះគួរតែធ្វើដូចម្តេចដើម្បី អោយទទួលបានលទ្ធផលល្អជាងនេះ?
- ៤. តើចំពោះលោក/អ្នកគ្រូផ្ទាល់ គួរតែធ្វើយ៉ាងណាដើម្បីជួយដល់សិស្សទាំងនោះអោយទទួល បានលទ្ធផលល្អជាងនេះ?
- ៥. តើមានតម្រូវការអ្វីខ្លះដែលលោក/អ្នកគ្រូ ត្រូវការដើម្បីជួយដល់សិស្សទាំងអស់នោះ អោយ មានលទ្ធផលល្អជាងនេះ?

### 3. School Principal

១. តើកត្តាអ្វីខ្លះដែលធ្វើអោយសិស្សទទួលបានលទ្ធផលទាប?
២. តើលោក/អ្នកគ្រូគិតថាកត្តាមួយណាដែលជះឥទ្ធិពលខ្លាំងជាងគេទៅលើការសិក្សារបស់សិស្ស?
៣. តើលោក/អ្នកគ្រូគិតថា សាលារៀន គ្រូបង្រៀន ឪពុកម្តាយ និងសិស្សដែលទទួលបានលទ្ធផលទាបទាំងនោះគួរតែធ្វើដូចម្តេចដើម្បី អោយទទួលបានលទ្ធផលល្អជាងនេះ?
៤. តើចំពោះលោក/អ្នកគ្រូផ្ទាល់ គួរតែធ្វើយ៉ាងណាដើម្បីជួយដល់សិស្សទាំងនោះអោយទទួលបានលទ្ធផលល្អជាងនេះ?
៥. តើមានវគ្គបណ្តុះបណ្តាល សំរាប់លោកគ្រូអ្នកគ្រូនិងនាយកសាលាដែរទេ? តើមានប៉ុន្មានដងក្នុងមួយឆ្នាំ?
៦. តើមានតម្រូវការអ្វីខ្លះដែលលោក/អ្នកគ្រូ ត្រូវការដើម្បីជួយដល់សិស្សទាំងអស់នោះ អោយមានលទ្ធផលល្អជាងនេះ?