



**សកលវិទ្យាល័យភូមិន្ទភ្នំពេញ**

ROYAL UNIVERSITY OF PHNOM PENH

**កត្តាដែលជះឥទ្ធិពលដល់អវត្តមានសិស្សនៅខេត្តស្ទឹងត្រែង**

**Factor Affecting Students Absenteeism in Stung Treng**

A case study of primary school students in Stung Treng

A Thesis

In Partial Fulfillment of the Requirement for the Degree of

Master of Education

In Educational Study

**Submitted by**

**Mrs. Leng Leakhena**

**January 2018**

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**ករណីសិក្សានៅសាលាបឋមសិក្សាក្នុងខេត្តស្ទឹងត្រែង**

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**Summited by**

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**January 2018**

**មូលនិយមសង្ខេប**

មួយរយៈពេលថ្មីៗកន្លងមកនេះ ប្រសិទ្ធភាពផ្ទៃក្នុងនៅតែមានបញ្ហាប្រឈម ចំពោះប្រព័ន្ធអប់រំនៅកម្ពុជា។ អត្រាបោះបង់ជាសូចនាករមួយក្នុងចំណោមសូចនាករ ទាំងបីដែលត្រូវបានប្រើប្រាស់ដើម្បីវាស់វែងប្រសិទ្ធភាពអប់រំ ចាប់តាំងប្រទេសកម្ពុជា បានបេដ្ឋាចិត្តធ្វើឲ្យសម្រេចនូវគោលដៅអប់រំសម្រាប់ទាំងអស់គ្នានៅឆ្នាំ២០០៣។ អ្នក ស្រាវជ្រាវជាច្រើនបានងាកមកផ្ដោតការចាប់អារម្មណ៍ពិនិត្យមើលអំពីការប៉ះពាល់នេះ ដោយប្រើប្រាស់វិធីសាស្ត្រ និងក្រុមគោលដៅផ្សេងៗគ្នា។ ជាក់ស្ដែង អវត្តមាននៅ បឋមសិក្សាក្នុងខេត្តស្ទឹងត្រែងមានការកើនឡើងខ្ពស់។ គួរឲ្យកត់សំគាល់ផងដែរក្នុង នាមរាជរដ្ឋាភិបាលក ក្រសួងអប់រំ យុវជន និងកីឡាបានខិតខំយកចិត្តទុកដាក់កាត់ បន្ថយអត្រាត្រួតថ្នាក់ជាអតិបរិមា ដើម្បីគោរពទៅតាមការបេដ្ឋាចិត្ត និងសម្រេចបាន ទៅតាមផែនការអប់រំសម្រាប់ទាំងអស់គ្នាឆ្នាំ២០១៥។ ការធ្វើការសិក្សាស្រាវជ្រាវ ជា តម្រូវការចាំបាច់ ដើម្បីដឹងឲ្យពិតប្រាកដ និងលុបបំបាត់មូលហេតុដែលជះឥទ្ធិពលដល់ អវត្តមានរបស់សិស្ស។

ដោយឡែកការសិក្សានេះ មានគោលបំណងចង់ដឹងហេតុផលដែលបណ្តាលឲ្យ សិស្សអវត្តមានច្រើន។ រកឲ្យឃើញហេតុផលជាក់ស្ដែងនៅតាមសាលារៀន ដើម្បីស្វែង រកដំណោះស្រាយសមស្រប ចំពោះស្ថានភាពមិនប្រក្រតីនេះក្នុងខេត្តស្ទឹងត្រែង។

ការសិក្សានេះ បានធ្វើក្នុងខេត្តស្ទឹងត្រែង ក្នុងឆ្នាំសិក្សា២០១៥-២០១៦ ហើយ អ្នកចូលរួមក្នុងការផ្តល់ព័ត៌មានសម្រាប់ការសិក្សានេះ ជាសិស្សដែលឧស្សាហ៍អវត្តមាន ពីថ្នាក់ និងត្រូវបានយកមកសម្ភាសន៍។

លទ្ធផលនៃការសិក្សាស្រាវជ្រាវនេះបង្ហាញថា មានកត្តាសំខាន់ៗ២ ដែលជះឥទ្ធិ ពលដល់ការសម្រេចចិត្តអវត្តមានក្នុងម៉ោងសិក្សានៅបឋមសិក្សា ក្នុងខេត្តស្ទឹងត្រែង គឺ កត្តាគ្រួសារដែលខ្វះការយកចិត្តទុកដាក់ដល់ការសិក្សារបស់កូន ដោយខ្វះការចូលរួម បង្រៀនបន្ថែមនៅផ្ទះ ខ្វះការពិនិត្យតាមដានការសិក្សា កិច្ចការផ្ទះ ពីសំណាក់មាតាបិតា កត្តាសិស្សខ្លួនឯងផ្ទាល់ សុខភាព និងភាពខ្ជិលច្រអូស និងខ្វះការចូលរួមចំណែកជា សកម្មភាពសប្បុរសធម៌ក្នុងមូលដ្ឋាន ដើម្បីផ្តល់ឪកាសបន្ថែមក្នុងការទទួលបានចំណេះ ដឹង។

## Abstract

Recently, internal efficiency factors challenges Cambodia's education system. Absence rates have been one of the internal efficiency indicators used to measure the education efficiency since Cambodia committed to achieve education for all in 2003. Many researchers turned their attentions to review this impact with different methods. Rates of absence in primary level schools in Stung Treng are high and increasing. The Government ministry of Education and Youth and Sport has paid high attention to decrease and minimize dropout rates as much as possible in order to abide by the education for all commitment 2015. Conducting research is of high importance and is required to allow us to know and try to eliminate the reasons affecting absence.

The purpose of this study is to know the reasons causing students to be absent and to find the real reason in school and identify possible solutions to high levels of primary student absence in Stung Treng province.

The study was conducted in Stung Treng in Cambodia in academic year 2015-2016. The participants of this study were selected due to frequent absence.

This result of study revealed that the most influencing factors on primary student absence in Stung Treng were firstly family-related factors; lack of attention to child's studies, lack of extra academic home support, lack of monitoring child's studies and homework teaching at home. Secondly, the student-related factors were; health, lack of motivation and lack of participation in school activities.

## **SUPERVISOR'S RESEARCH SUPERVISION STATEMENT**

TO WHOM IT MAY CONCERN

Name of program: Master of education

Name of Candidate: LENG LEAKHENA

Title of thesis:     Factor Affecting Students Absenteeism in Stung Treng

A case study of primary school students in Stung Treng

This is to certify that the thesis carried out for the above titled master's thesis was completed by the above named candidate under my direct supervision. I played the following part in the preparation of this thesis supervision of the whole thesis writing process, including the development of the proposal.

Supervisor's sign.....

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

## **CANDIDATE’S STATEMENT**

TO WHOM IT MAY CONCERN

This is to certify that the thesis that I conducted and prepared for a while hereby

Present entitled Factors Affecting Student Absenteeism in Stung Treng

A case study of primary school students in Stung Treng

for the Master’s degree of education at the Royal University of Phnom Penh is entirely my own work and furthermore it has been used to fulfill the requirements of any other qualification in whole or in part, at this or any other University or equivalent institutions.

Signed by (the candidate): .....

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

Countersigned by the Chief Supervisor .....

Date.....

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#### List of Abbreviations and Acronyms

CFS : Child Friendly School

DoE : District of Education

MoEY : Ministry Of Education Youth and Sport

PoE : Provincial of education

RUPP : Royal University of Phnom Penh

## CHAPTER 1 INTRODUCTION

### 1.1. Background of the study

Education, in every sense, is one of the fundamental factors of development. No country can achieve sustainable economic development without substantial investment in human capital. Education enriches people's understanding of themselves and the world. It improves the quality of their lives and brings about broad social benefits to individuals and society. Education raises people's productivity and creativity and promotes entrepreneurship and technological advances. In addition it plays a very crucial role in securing economic and social progress and improving income distribution. It is important to national and local economic development. Overall skill levels of the local labor force are one of the key drivers of local job growth and wage growth. If some workers get better skills, this not only benefits those workers, but also increases the employment rates and wage rates of everyone else in that local economy.

Education has a huge impact on any human society and it can safely be assumed that no one is optimally functional until they are properly educated. In the global perspective, it is an undeniable fact that the progress of a nation is very much dependent on the education of its citizens. It helps a person to show the best of their mind and spirit. It gives you a lot of knowledge in whatever aspects play a vital role in your success in personal growth. Being educated and earning a professional degree prepares you to be a part of reputed organizations, companies or institutions. A person who gets a good education will become a good citizen, and more dependable worker. In today's competitive world education is a necessity for man after food, clothing, and shelter.

Education is the solution of many problems; it is education which can promote good habits, values and awareness towards anything like terrorism, corruption and much

more. Nowadays technology plays an important role in continuing the communication of education through known and unknown persons. It is the only fundamental way by which a desired change in the society can be taken into effect. It does not only consist of schools, books and examinations, but involves the development of the minds of students to think, feel, sympathize and appreciate what students learn at school and at home.

Modern education progressed very slowly in Cambodia. The school system today has primary education in grade one to six and lower secondary education from six to nine. After grade nine there is an exam to pass to enter upper secondary school grade ten to twelve. The Royal Government of Cambodia has also made lots of commitments in terms of reforming and developing their own country, especially since 2000. It has tried its best to improve all fields to responding to regional and universal innovation. The Royal Government of Cambodia set out “The Rectangular Strategy” to promote the Growth, Employment, Equity and Efficiency as Cambodia’s long-term development vision. In those four angles, education was one of the priorities among other sectors. Cambodia was committed that all children had to be schooled and complete at least lower secondary school in 2015 (EFA, 2003-15). Even though economic growth of Cambodia reached over 7.3% in 2012, the highest rate ever (MEF, 2012), this country was still a developing country with low income. Cambodia continues to receive millions of dollars of grants and loans annually from developed countries. Citizen’s productive outcome for individuals was still low while gross domestic product per capita ever increased by \$901(USD) in 2011 (CMDG report, 2011). In 2010, 26.1% of Cambodian people still lived under the poverty line, especially in the remote area (CMDG report, 2011 p.6). However, the poverty rate had fallen down from 21.1% in 2010 to 19.8% in 2011(MoP, 2013). Actually, through the Ministry of Education Youth and Sport the government encouraged

development partners to help increase the national budget for more school buildings to the area where school shortage existed.

Furthermore, all public schools had been allocated the budget for supporting and functioning every year since 2002. Since then, all pupils had opportunity of schooling free of charge. Also, they could get free textbooks for study. Teacher salary has been gradually increased from year to year but still low than expense and school buildings have been closer to people's residence in the local community. All of these were the results of public finance reform implementation that was set up and enforced by government.

In Cambodia, education is a fundamental human right and it is the duty of the country to promote free compulsory education to the citizens. This constitutional mandate gave birth to free education from kindergartens to primary school and upper secondary school since 1993. Most attention to the value of schooling focuses on the economic returns to differing levels of school attainment for individuals. This work, following the innovative analyses of human capital by Jacob Mincer (1970, 1974). He considers how investing in differing amounts of schooling affects individual earnings. Over the past thirty years, hundreds of such studies have been conducted around the world.

The Royal Government has set out a comprehensive strategy on education, as expressed in detail in the Education Sector Support Program for 2001-2005. The strategy aims to enhance the capacity of human resources with high technical and scientific skills that effectively respond to labor market needs in terms of entrepreneurship, high creativity, responsibility, discipline, morality, virtue, professional ethics, and honesty in an effort to promote development.

The Royal Government is committed to achieving the goal of "Education for All" by ensuring equity in the attainment of nine years of basic education for all children and ensuring access by the children of poor households to education, especially by improving the quality and number of public education institutions and providing more scholarships to poor students. The Royal Government will continue to strengthen its partnerships with the private sector and the national and international community to enhance and improve the quality of education services, both in vocational and technical training and in higher education, consistent with international standards and the development needs of the nation.

Attendance is an important factor in school success among children and youth. It is important to note that a primary issue of chronic absenteeism is not that there is no excuse provided, but rather, the excuse is true. Absence is also one of the core indicators adopted in the multi-country governance measurement effort being launched by the Africa Economic Research Consortium with the assistance of the Bank's Africa region staff (Bold et al.2010).

So far, in Cambodia there were splendid achievements of MoEYS, absenteeism remains a big challenge for the government of Cambodia especially in Stung Treng province. The distribution of absence drops out and repetition varies from one province to another and one municipality to another. The trends in the last few academic years have shown that drop out for primary school in the academic year 2010-2011 was 20.1% overall (urban 10.7%, rural 22.7% )while Stung Treng drop out was 9.9% (urban 5.9%, rural 11.1%) and repetition rate 14.2%(urban 6.9%, rural 16.4% ) in academic year 2011-2012 overall 21.6% (urban 13.5%, rural 23.8%) while Stung Treng drop out was 19.5% (urban 8.7%, rural 22.6%) and repetition rate 14.0% (urban 8.7%, rural 15.5% ), in

academic year 2012-2013 totally 21.2% (urban 14.8%, rural 22.9% ) while Stung Treng drop out was 24.1% ( urban 9.6%, rural 29.1%) and repetition rate 4.8%(urban 3.2%, rural 5.3% ). In the academic year 2013-2014 overall 21.2% (urban 14.8%, rural 22.9% ) while Stung Treng drop out was 10.1% ( urban 9.7%, rural 10.2%) and repetition rate 8.3%(urban 2.3%, rural 10.6% ).(MoEYS, 2015). The figures of this trend had revealed that one of the hot challenges of Cambodian education was absence rate in primary school. In 2015, 26 percent of fourth grade students with a disability were missing three or more school days compared with 18% of students without disability. Students in the rural areas were absent three or more times a month than students in urban or suburban area(World Bank 2015)

In Stung Treng there are many drop outs, repetition rates are very high. Absence is also the major reason for students in rural to be drop out. Absence is a main factor that will affect students learning and their achievement in the future.

## **1.2. Objective of the study**

The primary objective of this study is to identify the reasons why primary school students in rural any absent from school at alarming rate.

## **1.3. Research questions**

1. What are the major reasons why primary school students in rural areas in Stung Treng are absent from the class?

## **1.4. Scope of the study**



This study will focus on Stung Treng province, because figures indicate that absence is higher in this province than in other areas of Cambodia. Previous studies about absence have already been conducted by some researchers, for example the World Bank and international organizations with distinct scopes of study. A separate research study was conducted in the area of Stung Treng Province in the school year 2015-16 throughout 5 districts, communes, villages, focusing on student absence from schools over the province and relevant factors such as: personal, family, school, and health.

### **1.5. Significance of the study**

In the current tendency of international educational improvement, absence has been examined in order to prevent it and in an effort to decrease grade repetition rates. The result of this study would address the cause of student absence and explain why there are significant absences from the class. Previous research has highlighted a number of effects which result from pupils' absence from school. The purpose of this research is to identify the cause of student absence.

The researcher expects that the result of the study will influence educational reform or development regarding how much more resources are required in the cycle including curriculum development, teaching and learning materials so that students would be more competitive in the labor market in the region.

Many studies focus on drop-outs, but not much attention has been paid to absenteeism, that is the one major reason or factor causing students to dropout is high levels of absence. Absence also leads to low achievement and low achievement leads to boredom in class or school, but absence is not recorded.

## **1.6. Definition of Key terms**

Absence is the fact of somebody being away from a place where they are usually expected to be; the occasion or period of time when somebody is away. Absence is also one of the core indicators adopted in the multi-country governance measurement effort being launched by the Africa Economic Research consortium, with the assistance of the Bank's Africa region staff (Bold et al.2010). Absenteeism from the school is another factor which can affect the ability learning of a child. When a child is often absent from the class, he could catch up with other students in school, but he needs extra home work with the help of parents to cover his shortcomings otherwise he loses his self confidence in class. As a result of this he isolates himself from his class fellows and he becomes a slow learner.

Several studies defined the various definition of absence based on context. A study defined absent students as those who were frequently absent for 30 days without any reasons informed by family, left school and not registered in any other officially recognized school, reported by 95% of their classmates they had dropped out of school, and took a year off from school without any return intention to school in the following academic year (No et al., 2012). This study will focus on students who are absent three or more times per week.

## CHAPTER 2 LITERATURE REVIEW

### 2.1. Situation of world absence

Attendance is an important factor in school success among children and youth. Attendance is a major factor affecting the preferment of the students. Regular class attendance is related to a student's commitment to pursuing education. The aim of education is to produce graduates with adequate knowledge, skills and a healthy attitude towards their families (Abdulaziz et al., 2006).

The phenomenon of absence in the field of education happens in all countries and many issues of school attendance are currently the focus of intense activity in schools around the world including developed and developing countries. Governments of each country paid high attention to this issue by setting out the policies, strategies, programs, and other support in order to reduce absence. It is also a high priority policy concern (DfEs, 1999; DfEs 2002). Despite these efforts, pupil absence remains a puzzling and complex problem. This study explored the views of young pupils, parents, teachers, and others working closely with pupils about the causes of absence, and school reduces absence levels. Many factors can contribute to student absenteeism. Family health or financial concerns, poor school climate, drug and alcohol use, transportation problems, and differing community attitudes towards education are among the conditions that are often associated with a child's frequent absence from school. Information was gathered from 5 primary schools in three districts in Stung Treng province. In all, six education teachers, five principles, ten pupils were interviewed, ten parents completed questionnaires and interviews.

Chronic absence, defined as missing 10 percent or more of school over the course of the school year for any reason, including excused and unexcused absences, is a proven early warning sign for both academic failure and dropping out of school (Policy brief, December 2010). Studies show that better attendance is related to higher academic achievement for students of all backgrounds, but particularly for children of lower socioeconomic status. Beginning in kindergarten, students who attend school regularly score higher on tests than their peers who are frequently absent. Another research indicates that students with better attendance score higher on achievement tests (Lamdin 1996; Myers, 2000) and those schools with better rates of student attendance tend to have higher passing rates on standardized achievement tests (Ehrenberg, Ehrenberg, Rees, & Ehrenberg, 1991).

## **2.2. Causes of student absence**

Absenteeism has many causes according to the International Journal of Instruction, which has shown that there are four main factors such as: family-child relationship, ignoring of absenteeism, family problems, view of education, lack of motivation towards absence in class, behavior of the teacher, teacher-student relationship, school structure, negative school atmosphere, adaptation/transition to school, individual reasons and environment. Studies suggest that the factors influencing students' absenteeism at the primary level can be classified into medical and non-medical (Bendel, Halfon, & Ever-Hadani, 1976); or four broad categories: home and family, school, community, and personal characteristics of the students (Etsey, 2005; Withers, 2004); or two broad categories: school factors, and family and personal factors (Bond, 2004).

So there are many confirmed factors by previous researchers both inside and outside of Cambodia that can affect student absence. Researcher will focus on the main reason that cause students' absence in Stung Treng province. They are personal, family and health, school and community/authority factors.

### ***2.2.1. Personal Factors***

Some absenteeism is impacted in many ways and students come to school regularly depend on what they like and are interested. Personal factors can also be used positively to increase children's regularity in school.

Some studies focus on gender as part of absence by checking the difference between males and females and showed that males were absent more than females (Chilwant, 2013; Ronald, Julie & Stephen, 2011). Continued loss of instruction or poor academic achievement among students with absenteeism are essential characteristics of students who later drop out of school (Mayer and Mitchel 1996).

Bendel et al. (1976) indicated that possible medical factors influencing student absenteeism at the primary level included respiratory infections, toothaches, abdominal pains, headaches and pains on legs or arms; while non-medical reasons for absenteeism were truancy, family events, excursions, and helping family at home.

According to Enomoto (1997), students who missed class on a given date were significantly more likely to respond incorrectly to questions relating to material covered that day than students who were present.

### **2.2.2. Family Factors**

Parents of poor attenders were less positive about school and more likely to keep their children off school. Family situations are important influences on student absenteeism. Specific parental behaviors such as monitoring students' whereabouts, parent-child discussions about school, volunteering at school, and PTA/PTO membership have all been shown to predict lower levels of absence among students (Astone & McLanahan, 1991; Duckworth & DeJong, 1989; Lee, 1994; McNeal, 1999).

Household economic conditions affect school attendance as they determine the capacity to cover education, costs and the constraints to allocate household resources.

Economic status can impact absence. In addition to the above, Waldfogel and Washbrook (2010) noted that children from low-income homes were a year behind those from middle-income homes by the age of 5 when taking vocabulary tests. They recommended that government programmes should target children in the early years before age 5. Such programmes should provide training in effective parenting skills, and early childhood educators should be encouraged to work in partnership with health professionals to support vulnerable families. Waldfogel and Washbrook also noted that 15% of the poorest mothers have problems with basic literacy and numeracy, such as the ability to fill out forms.

### **2.2.3. School Factors**

School factors are important in attracting students to come to school regularly. School is a place that transfers knowledge to anybody who enters. One possible reason for children, especially girls, being held back at home during this period was to care for their younger siblings (IDB, 2006).

School factors include boredom with schoolwork; being bullied, threatened, or involved in fights; inadequate school support and welfare; unsatisfactory relations between students and their teachers; and an irrelevant or restrictive curriculum. These factors do not necessarily influence absenteeism in direct ways but are likely to be interconnected in their impact on absenteeism.

Research also shows that when we turn around chronic absence, we can turn around the trajectory of a student's academic career. Parents, schools and state leaders can work together to ensure we pay attention to student absenteeism and intervene to put students back on track for success. A 2014 analysis by the Data Quality Campaign found that only 17 states report that they track chronic absence, and few use the same definition. This NAEP analysis provides the first consistent measure of student-level absenteeism that allows for comparison across states, but it is only a snapshot in time (Alan Ginsburg, Phyllis Jordan and Hedy Chang, August 2014).

Most articles cited absent rates as evidence for the need for reform of education systems. Three early examples of World Bank analytical work that used this methodology are education sector studies Educator (Rogers et al.2004), Mogolia (World Bank 2006 & 2008), and lao PDR (Benveniste, Marshall & Santubanez 2007).

Another study suggested that student attendance should improve if schools take a comprehensive approach by implementing activities that support good attendance, conducting effective home-school connections, and remaining focused on the goal of improving and maintaining student attendance.

Although most schools have not collaborated systematically with families to reduce absenteeism, home-school connections are recognized as an important strategy to

increase student attendance (Cimmarusti, James, Simpson, & Wright, 1984; Corville-Smith, Ryan, Adams, & Dalicandro, 1998; Epstein & Sheldon, 2002; Weinberg & Weinberg, 1992; Zieseemer, 1984). Educators have a responsibility to help families and communities become involved in reducing student absenteeism. Studies show that when schools develop programs of school, family, and community partnerships, they have higher levels of parent involvement (Desimone, Finn-Stevenson, & Henrich, 2000; Epstein, 2001; Sheldon, 2003b; Sheldon & Van Voorhis, 2004), higher percentages of students pass standardized achievement tests (Sheldon, 2003a), and schools take fewer disciplinary actions with students (Sheldon & Epstein, 2002).

Other research indicated that communicating clearly with families was an especially useful strategy reducing student absenteeism. Studies found that phone calls to parents of absent students were associated with improved student attendance (Helm & Burkett, 1989; Licht, Gard, & Guardino, 1991). Also, providing timely information to families about attendance helped improve attendance rates in high schools (Roderick, et al., 1997). Keeping parents informed of their children's attendance at school allowed parents to monitor and supervise their children more effectively.

Other researchers have found that when the material covered in the classes was not available in the course textbook, higher absence was closely correlated with poor incentive and weak accountability. If a school was not a CFS(Child Friendly School), students were more likely to be absent. If schools have better infrastructure or was closer to a paved road, attendance was usually more regular. Some of researchers found that students in the poor district were denied an average of 40% a month in effective educational resources. Some research found that student absence, such as the need to



travel long distances to schools. The majority of the studies which have been done previously found a negative relationship between absence and academic achievement (Chilwant, 2013; LB, 2012; Millis, Dyson & Cannon, 2009; Moonie, 2008).

#### **2.3.4. Community factors**

Previous research found that several family and community involvement practices were associated with student attendance including rewarding students for good attendance, communicating with families about student attendance, providing families with information about people to contact at school, conducting workshops on attendance, and providing after-school programs for students (Epstein & Sheldon, 2002).

In Stung Treng, although an enrolment rate of 150.3 percent of the 6–11 age group was achieved, attendance rates at primary and all age schools were 72 and 65 percent respectively. These national figures obscure the fact that, in some deep rural areas, the attendance rate is as low as 50 percent. Attempts to enforce compulsory attendance in eight parishes have not resulted in an improvement in attendance rates.

The statements by the Ministry of Education and Culture (2001) and the Task Force on Educational Reform (2004) indicate a decrease in student attendance at the primary level between 2001 and 2004. The Task Force report also highlighted the fact that at the primary level, the education system failed to achieve the global standards for literacy and numeracy. Students at this level lacked the necessary skills and competences required to access secondary education.

According to the Inter-American Development Bank (2006), during harvest time in the agricultural sector most of the students are absent from class. The magnitude of

irregular attendance at school and classes does not only affect the absence, but also impacts on teachers' abilities to articulate the curriculum requirements, and to plan and present instructional activities in an organized and meaningful way. Absenteeism places students at risk; they are unable to achieve their educational, social, and psychological potential and are disadvantaged in the quality of choices they are able to make in later life situations.

Periodic studies and anecdotal observations in many countries show that 'enrolled' students are frequently not in school. Balfanz and Byrnes, (2012) assert illness as the major cause of student absenteeism in school that fewer 6 percent of children miss more than 11 days due to illness or injury. In addition, Mervilde (1981) also reveals that; health or financial concerns, poor school environment, drug and alcohol use, transportation problems, and differing community attitudes towards education for all are conditions that can cause a child not to attend school. Family obligations also mean that many children who live in poverty do not go to school.

Many researchers have found the root causes of absence can be because of poverty, late school entry, low degree of community participation, low quality of the teachers. Another finding of Keng (as cited from No.et al. 2012) described that poor school facility, low quality of teacher-student and student-student interaction, and poor quality of teaching and curriculum become the main challenges to absence in the education system in Cambodia.

According to the literature review mentioned above regarding Cambodia and overseas, factors that often influence student absence from the class includes poverty, curriculum, school, teacher, parents, and the associated communication problem. Even

though the literature reviews describe several causes for student absence from the class, several main factors which impact on student absence, this being poverty or low socio-economic status, personal factors, parent attitudes and lack of parent involvement.

## **CHAPTER 3 METHODOLOGY**

### **3.1. Research design**

This research study examined the question: Why are students absent from school? A case study of primary school students in Stung Treng.

This study utilized questionnaires, interviews and focus group discussions to determine the reason of students absent from the class. The units of analysis for the study are school principals, teachers, parents, authorities, frequently absent students at four primary schools in rural area in Stung Treng province.

The data for this study was collected in two different ways: (1) by focus group discussions with parents, authorities, teachers and school principals and (2) face to face interviews among frequently absent students that were selected from the list.

Additionally, this chapter describes in more detail in the following area: sample and sampling, research design, research instruments, data collection procedure, data analysis and statistical procedure, ethical consideration.

This study uses qualitative methods. It is divided into three parts to respond to the researcher's questions that depend on questionnaires for interview, and open-ended questions to measure the priority of factors and reason of primary student absence.

### **3.2. Data gathering and sampling**

As previously mentioned, this research was conducted in Stung Treng province, Cambodia. This province has five districts, 128 villages and 34 communes. The Provincial department of Education Youth and Sport, Stung Treng (PoE) has been in

charge of and provided educational services to a total of 26,025 female and 12,448 males students in 136 primary schools in five DoEs (Siem Pang, Stung Treng, Thala Borivat, Siem Bouk, Sesan), which were intentionally selected to study due to the annual report in 2015-2016.

To achieve the objectives of this research, the researcher will utilize the qualitative perspective by using questionnaires for interviews followed by personal observation. The researcher will also use voice recorders to record the conversation and capture the suggestions of the frequently absent students during the interview. In this process of interview and observation, the researcher will also take notes during the data collection.

Ten frequently absent grade four students (taken from the teacher attendant list from 4 schools), ten parents of frequently absent students, ten government school teachers and four school principals were selected for interview to triangulate the information surrounding the reasons that cause student absence from the class.

Primary school	Data collection method	Information Type	Number of participants
- Hang Savat	Face to face interview	Frequently absent students	10
		School principals	5
		Teachers	6
		parents, authorities	10

### **3.3. Data collection procedure**

This part of the research depended on questionnaires as data collection in which all questions would explore the background of participants' absence from classes. The instrument consisted of 36 questions for the students that were represented for all 27 items in amount for the following prioritized factors: personal/health, family, school and community/authority. Each question aimed to seek the reason and relevance of why students were absent from class. There are five options in each questionnaire statement which described the level of influence or impact of a factor on a primary student's decision to not come to class. The target group/participants who were involved in responding to these questions were primary students who were frequently absent during the school year 2015-2016, students' parents, teachers, school principals and communities/authorities in the area of Stung Treng province. The questionnaire required those students to provide personal factors to show how much each statement and other questions influenced their absence. This instrument was divided into three parts: Part I: personal information, Part II: family, Part III: reason.

The parents of students were required to provide more information about their home situation. Teachers and school principals were required to provide their personal information, experiences of teaching, role, responsibilities and their opinions.

The research focuses on the reasons of primary students with high levels of absence from the class. The researcher asked for a permission letter from the Stung Treng provincial office of education youth and sport, then brought and send it to the district offices of education youth and sport in SiemBok and Stung Treng districts to give information about the purpose of data collection. Two primary schools in a district would

provide the exact figures of student absenteeism with their residence and all students absence had to be selected as samples. To enable the data collection process to run smoothly, consecutive permission must be approved by the director of PoE after getting consent letter from the university had to be recognized by all five chiefs of the communities, and all chief of villages to ensure full cooperation. .

### **3.4.Data Analysis**

The data collected was from the result of interviews of questionnaires which presented the ranking of factors affecting student absence from their own perspective. The data analysis of the study was started from the beginning of interaction with participants. When the data was collected from the participants, the researcher examined again and again by development of description of school life and personal life related to their schooling activities in research of theme and patterns in data. After gathering the data from the interview, the researcher listened to the tape recordings, transcribed interview tapes and then categorized the themes of responses and analyzed the information depending on the source of information.

### **3.5. Ethical considerations**

The researcher brought a letter and a research permission form from the chief department of the Masters of Education program at RUPP to look for approval from the school principals or vice principals in order to acquire some information about the reason why students are often absent from the class for collection data. The researcher also brought the information for participants and a consent form to all participants. Which was signed before any interviews took place. This study, is interested in investigating the factors causing students to be absent in the Stung Treng province. Stung Treng is a small

province, in northeast Cambodia. Based on previous studies and theories, adapted instruments with detailed items were installed and used as questionnaires for primary students, their parents, teachers and school principals. In the process of data collection, respondents were introduced to the concept of the research before interview.



## **CHAPTER 4 RESULT AND DISCUSSION**

This Section provides the reasons why students are absent from the class in Hang Savat School in Sesan district. Hang Savat is a school located on an island situated in the Sekong River. It is about twenty five kilometers from the main office of Provincial of Education. The school is easy to find, located near the village pagoda. The journey consists of a motorbike ride from Stung Treng to Sesan district where you need to take the ferry across the Sekong river (15 minutes) followed by another motorbike journey (15 minutes). On arrival I went to meet the school director and deputy director. They came to greet me and I introduced myself. I met ten students selected from each grade, representing grade four to six to interview. I told them about my purpose of coming here and then ask them to interview about their school experience. After I had finished interviewing them, I continued to interview the teacher who is responsible for the classes from grade four to six. Finally, I interviewed the most frequently absent students in each class. These are some of the results I found from my research carried out in Hang Savat School.

### **4.1. Personal Factor**

Personal factors are the main contributors affecting the students socially and academically in the future. According to MC Cleanney and Mary Ann (1992) ‘absenteeism is a habitual pattern of absence from a duty or obligation’. Traditional absence has been viewed as an indicator of poor individual performance as well as breach of implicit contract between student and teacher. Frequent absence from school is caused by some reasons such as sickness, household responsibility and lack of motivation. Many

students felt the obligation to come to school whilst ill or suffering from Malaria Disease or Dengue Fever which was too hard for them.

#### **4.1.1. Lack of motivation**

After interviewing students who study in Hang Savat, their response was that they frequently missed their classes, possibly three or four times per week, because it was too early for them get up and go to school. As a result, they felt too tired while listening to the teacher and trying to learn. They also had not eaten a proper breakfast and were therefore hungry. They did not want to attend school every day because they were not interested in what they were learning. According to interview and observations of the researcher for ten students in different schools, most of them lacked motivation to study and it was apparent that the teachers and parents were not enforcing or encouraging the students to attend school.

#### **4.1.2. Need to help parents**

Poverty forces students to miss classes on many occasions. Most of the students talked about the real situation of their daily life. They said that they were absent from the class, because they were expected to help their families to work on the farm, do housework, looking after siblings and other household responsibilities. They never seek permission from the teacher to be absent from school. They are absent, on average, three or more times per week during the planting season. Sometimes they take care of their siblings at home and feed the livestock on the farm.

Student, **Moeurn Ratanak**, who studied in Hang Savat Primary school said that he frequently missed the class, because he went to the forest to work or fishing with his uncle. He left home early in the morning to work and returned too late in the day to attend

school on time. Instead of being reprimanded for being late for school, he decided not to attend at all.

Moeurn Ratanak's mother, Mrs. Eng Kong, who lives in Hang Savat District said that she sends her son to school every day but sometimes her brother asks her son to help him and takes her son to find wood in the forest or down to the river to fish. Furthermore, during the harvest season or cassava season she takes her child with her to help her family, because she could not leave her son alone in the village. Her farm is far away from the village and most of the time she and her family sleep there until they have completed the farming.

#### **4.1.3. Health**

In Stung Treng province, Malaria, Dengue fever and diarrhoea are very common diseases which affect many people in the region. In interview, three out of ten of the students were suffering from these diseases. Students complaining of poor health, diseases mentioned above and illnesses are regularly absent from school, therefore missing a large proportion of the curriculum. Medical care in the village is almost non-existent. The nearest medical facilitation is in Stung Treng. In many cases, families are unable to purchase medication as it is too expensive and therefore resort to locally found, natural medicine. For example drinking unfiltered river water to remedy diarrhoea. This results in recurrent sickness because they are not curing the cause of the problem.

## ***4.2. Family Factors***

### **4.2.1. Poverty**

As mentioned before, poverty is an important factor which is believed to lead to absenteeism. Parents of frequently absent students could not provide transportation, purchase necessary learning materials or uniforms for their children. Some of the families were unable to buy food for their children; so the children were required to work with their families in order for them to produce income to purchase food and support necessary learning by providing school materials. Poverty is a barrier that forces Cambodian children to stay out of school. According to Childfund International, a registered American based, international charity ‘The relationship between poverty and education is complex, but we know that education helps people make healthier and smarter decisions about their children, their livelihoods and the way they live.’

<https://www.childfund.org/about-us/education/>



**Figure 1: The house of one of the frequently absent student from the class. Please note there is no clean running water, electricity or sanitation. These factors are a result of poverty and contribute to vulnerability to sickness, the need to work and a high level of absenteeism.**

After the interviews had been completed with the students, I asked for help from the female teacher to locate the home of some of the frequently absent students who have been identified in the list as having the worst level of attendance in the class. It was nearly lunch time; approximately eleven thirty. The female teacher took me to find the most frequently absent students by Motorbike and we found the house shown in the picture above. This time we met student's mother and she said that our family is poor and that she could not earn alone. She borrowed money from AMK. She needs to find more money to give back to the bank. If she did give back on time she will force sell farm. And other reason she sends her son to work with for find the money for school materials by himself, sometime she did not have the money, so she took her son money to buy some food. Sometimes, her son takes care of his grandmother who is sick or he is sick himself and had to remain at home when she went to work for money to buy medicine for them. She did not have time go to school to tell the teacher that her son was sick and she never asked permission for her son to be absent from school.

We then continued to another student's house who was a student in grade four in the primary school. She described the reasons behind her high level of absence. She said that she wants to go to school regularly and continue to secondary school but she does not have opportunity because her family is very poor and they have a big family. She must help her mother work, because of this, she could not attend school regularly. Sometimes she was absent due to sickness, because she suffered from recurrent malaria. She was also

absent three to four times per week to help her family earn money. Her parents are farmers who are not able to earn enough money to live, so she needs to help them. Her brothers and sister are also enrolled in primary school. When her parents go to the farm and she needs to cook for her siblings after school. The food provided is not enough for the family, so she also had to work at the cassava farm and help with the harvest to earn more money to feed her family.

To sum up the, above we assume that student absence came from reasons such as poverty, difficulty to generate income and health issues.

The school principal in Hang Savat reported that some families are very poor. They did not have enough money to support their daily expenses. So, they take their children to work with them to increase income at times such as: planting season, for cassava and soybean, and at harvest time. Most of the parents borrowed money from the bank or AMK because the interest is less than ALC. They paid only the interest and then they will pay the loan in full after collecting their harvest of rice.

Family factors were also identified as items that affected absenteeism. This included inability to pay for food; most of the parents in these area borrow AMK micro-financial, lack of checking their children's homework; parent never teach, ask for child homework or check what they have learnt. Many parents ignore their children's marked book; they never read and reply back to the teacher. This is due to a number reasons such as time spent looking after family members who are sick, a lack of confidence in quality of education and existing of family concept to be rich with education.

Parents of student were asked to give the reasons for their work being irregular and frequent absences from school. Many parents felt that their children were attending

school irregularly and gave some reasons. A number of parents responded and gave reasons for absence of their children from school such as: Children do not like to go to school, they have difficulty in learning, there are a lack of facilities at school and they need to help their family on the farm. The reason mostly given by parents for missing school, is their poverty. They felt that improvement in facilities and teaching skills at school will make student attendance more regular.

#### **4.2.1. Parents value of education**

It also became apparent that there was a correlation between parents with low educational status and student absence from lessons. When ten of parents were interviewed about their own education, the results showed that most of them were of low educational status themselves. They therefore did not value the importance of education and were unable to support their children with homework.

One of the parents gave a real situation as below:

Mrs.Lub Nuy who is Moeurng Ratanak's mother who live in the village far away from the province about 25km said that, she sends her child to study every day, but sometimes he did not want to go to study by himself. He always tells her that he is afraid that the teacher will tell them off because he did not know how to do homework and she could not help him, because she did not know how to read and write. She is an illiterate person who never learnt at school when she was a child. Sometimes she told him to help her at the farm or when she went to the main provincial town to buy something from the market.



#### **4.2.1. Lack of parental involvement in school**

Lack of community and parental involvement in education impacts on absence. Five school principals said that lack of community or parental involvement had a negative effect on student attendance. Some of them mentioned different background reasons that hindered the involvement of the parents and communities.

Most of school principals who had been working in schools for many years in Senior Leadership said that, most of the parents did not care about their child's education or their child's attendance. They think that if we do not study we still have a food to eat and can live as other people in the world, study is not important for them. They never study but they were able to feed their families.

In summary, based on research, the data shows that the main factors are lack of completed homework, minimal parental support and parents failing to regularly check their children's mark book. We can assume that student absence is a result of poverty, income generation, and family responsibility and health issues.

#### **4.3. School Factors**

Students go to school because it is a place where students can learn many things from teachers, classmates and their environment. Attendance is very important for student's performance and gaining knowledge. When the student is absent for a long time it will affect the students learning and their overall achievement.

School factors that were identified consisted of the following: isolation from other classmates, lack of textbooks provided, lack of communication between teacher and parents and teacher absence. Teachers identified interconnected effects of prolonged

absence on children who miss school regularly. These were academic underachievement, difficulty making friends in a social setting and loss of self-confidence.

Regular communication between teachers and parents has resulted in a dramatic improvement in attendance and consequently students positive approach to learning. It is very important that parents should be fully involved in their child's learning, in order to support them, and to work in collaboration with the teacher when their child is not reaching the required standard. According to interview five school principals, it was mention that most of the parents were not involved in school and did not attend when they invited them to meeting discuss their child's progress. Most of the school principals showed that it is a challenge encouraging the community to join in school activities, so we only invite the member of scholarship and school support committee. Most of the teachers never monitor to the class or student absence. Some of the school committees are not structured in a way that will have a positive impact. Most of them have only name in the structure, but they do not respond to their duty.

#### **4.3.1. Lack of discipline on absenteeism**

After interview and observation with the five school principals it became clear that most of the school principals had too much responsibility; they said that they were very busy at the cluster meetings; they attended cluster meetings on a regular basis and as a result were unable to attend to school as regularly as they should. When School directors are unable to give enough attention to their schools it will affect his management; they said that the teachers neglected to give information to him about student absence and they do not give consideration about the severity of this situation. Class attendance is not monitored and they never give attention to the reasons behind

student absence. The teachers are unaware if the students came to school irregularly or whether they miss school for an extended period of time. The Principal is only able to attend school once or twice per week, according to information given by teachers in their schools.

#### **4.3.2. Teacher's lack of monitoring on absenteeism**

The teacher is a key person in a child's education. He/she is a person who shows a way for the students, looking forward. Teacher absence plays a part in the reasons causing student absenteeism.

Here is some information gathered from an interview with the teacher. Her name is Kim Soporn. She has been teaching for nine years in Primary school. She talked a little about her class in which she has 42 students. She said she did not have any rules or punishment sheet for the students. She never did it since she started working. She said that her students were absent approximately three or four times per week. For example: Student A came to school two or three days, students B was absent. When the student B returned student A would be absent. Some of the students ask permission and some not, but she never ask them about the reason.

The interviewer asked for some more information about a particular student, but the teacher was unable to give any detail. When the interviewer asked about where the student lived, she responded that his home was far away from the school. The interviewer asked to clarify the actually situation, when they arrived at the student's home it was not as far as the interviewer had been lead to believe. So we can assume that there is a problem between teacher and student. When the interviewer asked the students parents about their education level, family status and the reason for their child absence. The

mother said she pushed him to study but he did not want to go to school by himself. She did not know what to do.

In this case teachers have less control over the student's attendance. According to interview responses, five teachers show that they recognized that sometimes they did not record student's attendance in student lists. This is a fault of theirs. Sometime their students were absent for up to 20 days. They did not have any solution to take student back, although they still return. Most of the teachers in rural areas did not pay attention to student absence from the class.

Chea Vey is a student study in grade four in primary school. He said that he did not want to study because there are many students in the class. He could not understand what the teacher explains. He felt very bored in class for long time with so many classmates. In his class he never plays educational games. Furthermore, the teacher talked and talked but his classmates did not listen. Sometime, his teachers go out the class and neglect the children.

This case clearly shows ineffectiveness in teaching management of the teacher and also demonstrates poor teaching performance.

#### **4.3.3. Minimal Communication between teacher and parents**

Teachers and parent communication is one of the best ways to improve students learning. It is very important because parent can know the lack of their children's learning. Teacher and parent is a good partner to talk about their student learning result

and it is also a duty for stakeholder. Here is some information obtained when interviewing the five school principals.

According to the results of the interview, five school principals mentioned that most of the parents were not involved in school activities and when they invited them to meetings to discuss school environment and their child's learning, they never attended. Most of them do not pay attention to requests from teachers or participate in school activities.

Director in this Primary school said that it's difficult to invite community to join school activities, so he only invites members of the village, like school support committee to discuss Academic development. He never monitored the class or student absence. Some of school committee structure and involvement does not meet our expectations. Most of them have only name in the structure, but they do not respond to their duty.

Deputy Director who responds for grade four in Hangsavat Primary School in Sesan district about 25km from the Provincial of Education mentioned that most of the parents in his village are illiterate so it is difficult to explain to them they importance of supporting the school. They do not value the importance of education. When their children are absent they did not care. He never made contact with student parents, because it is too difficult to make contact with them.

The mother of a student in grade four said that she never received information from the teacher and she was never invited to meet them. Unfortunately, she did not have enough free time to join school activities or help her daughter study at home. She was very busy with family business.

In short, the school principals, teachers, parents and stakeholders who gave their opinions about reasons of student absence from school are equally responsible as the

students themselves. Poverty and income generation, low parental education and frequent violence, Health issues such as malaria or flu, communication between teacher and parents and parental participation in school activities are all contributing factors to the high level of absenteeism in rural areas.

## **4.2. Discussion**

This study was conducted in Hang Savat, in Stung Treng. This section reflects a real situation in this area as a lack of motivation from stakeholders, the need to help families, student health, poverty, parent value of education, lack of motivation from the teacher, lack of communication between teacher and school and lack of monitoring absenteeism have a direct link with frequent and prolonged absence.

All the factors mentioned above clearly evident in rural areas. The finding of this study points to the conclusion that in this area most of the parents are illiterate, they lack motivation to be involved in their child's education, did believe in the value of education and that the students are lacking in motivation to learn.

## CHAPTER 5 CONCLUSION AND RECOMMENDATION

### 5.1. Conclusion

Through the qualitative analysis linked with logical result, all factors of Student absence was evident in Stung Treng Schools. This section seeks to present a summary of the findings from the investigation of the reasons that contribute to absenteeism in primary schools. As mentioned in chapter two, previous studies have shown concern about poverty, lack of community and parent involvement, low academic achievement of parents, violence, health issues, teacher and parent communication, low teaching performance and management, unfriendly school environment as influencing high rates of student absenteeism. Based on current research the following factors are identified as having a major impact: personal factors, parental lack of involvement, low academic level and low socioeconomic status. Most of the reasons we have found are personal factors, school factors and the family condition.

Various key of findings can be drawn from analysis. The result of this study support the previous findings that lack of parental involvement, poor ability of learning, low social status strongly affect to student and it will definitely push them to stay out of School. Based on responses to questions of student's reasons for absence from the class the following results presented themselves. It was evident that lack of self-motivation, the need to help their family and Health are the primary reasons why students are absent from their classes. Flu and malaria are the the two main illnesses that affect the children's health. Classroom atmosphere, personal attitude, staffing factors and home related reasons; including not having money to spend for meat and other small expenses for their children and not providing breakfast, also contribute to a lack of attendance.

Parent's lack of education also contributes to student absence. Low education levels of parents will affect their ability to support their children's education in the present and future. Most of the parents of frequently absent student had not achieved some success within primary education and literacy. Research showed that most of the parents education background was quite low. Children living with them would be very likely to be absent from the class. According to data collection of interviews conducted with students responded that parents had not completed secondary level education but had some primary level and literacy. There was a clear correlation between parents who had gained less educational knowledge and a high level of absence. They had experienced suffering both from living conditions and trying to provide support for their children. Many families live in poverty suffering from a lack of finances, all students who experienced this situation were often absent from school.

Most of the students are absent because of a number of reasons such as: some of children got sick and most of them helping their family to earn enough income to survive. Another factor is that the students themselves are afraid of their teachers; that they may be cross with them for missing school or not completing homework. Some of reasons are lack of parent involvement and communication between school and stakeholder.

The result of this research showed similar reasons and the most key factor are the students themselves, there is a lack of extra-homework, academic support, and truancy from school. The students skip the class for a multitude of reasons, most of have little to do with the student themselves but are inked with the necessity to help their families. Students who had skipped school gave a variety of reasons for doing so, some said little more that they just did not like the school, that they experienced sickness like diarrhoea, headache, flu, stomach ache or malaria but many complained about boredom at school.



They also stated that the conditions were not good in schools because it was so hot. These formed the largest group. Some identified more attractive options like playing outside or doing what they wanted. More specific reasons were also given, for example, problems with understanding the lesson and not waking up early enough are the most common reasons. It was also cited that they didn't receive adequate attention from parents, teachers and school principals.

All the above are very important factors for the government, policy makers, school principals, teachers, parents, provincial of education, district of education to address. Frequent and prolonged periods of absence have severe long term effects to students and the nation. High levels of absence leads to high school dropout rates, poor performance in examinations and therefore an increase in the level of crime because of being attracted to the outside environment full of bad element practicing activities such as drug abuse, gambling like playing card, pick pocketing. It also leads to the risk of increase in commercial sex, early marriage and therefore teenage pregnancy and so on. They become a burden to the society because of unemployment. The main category affected is children from poor families.

## **5.2. Recommendations**

A good rate of school attendance is a key driver of the nation's increased achievement, so it must be important to act in order to ensure that our students are ready, willing and able to attend to school every day. Their future depends on it. Based on the finding of the current study, a number of recommendations are providing to reduce absence from the class. The researcher offers the following recommendations for improvement of student absence in primary school such as:

In this study policy maker, stakeholder and management team of school should prepare policy relevant to decreasing the absence rate. In fact some schools in rural areas need to address teaching and learning irregularly.

School principals and teachers should have a meeting with school support committee to solve this problem three times per year and make sure that parents understand their responsibility of contributing towards the development of the school and the importance of sending their children to school every day. School principals should be monitoring teachers in school about identifying and following up with students whose attendance is less than 85% of the month. Teachers and school principals should identify the real reasons why students are absent and find a solution to the problem. Teachers and school principals should improve saving box for helping students from poor family like clothes, study material. There should be more communication between teachers and the community authority especially parents. Teachers should contact parents when students are absent. This is a matter of basic child safeguarding. Students should be provided with opportunities to consult about their challenges preventing them from attending classes. Teachers and school principals should encourage their students to come to school regularly and try to help them when they are in school.

The purpose of this study was exploring the main causes that affect student absence from the class by interview to stakeholder, especially frequently absent students in primary schools. The absence rate should decrease if parents, teacher, school principals and all stakeholders work collaboratively to give attention to and solve this problem. Thus, there is a need for future research study on the student absence.

### **5.3. Limitations**

This study was originally designed as a case study of qualitative research designed to explore primary school students who have a high rate of absence from school in rural areas of Cambodia. The finding of this study was only in the area of Stung Treng, in Hang Savat Primary school was considered for the study.

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## APPENDIX (A)

### Interview schedule for School Principal

#### Introduction

My name is Leng Leakhena, a Master candidate of Education Program (MEd) at Royal University of Phnom Penh (RUPP). I am conducting a study on” why students are absent from the class in primary school in Stung Treng”.

The purpose of this study is to identify the causes that make students absent in primary school in rural areas. This study is focused on student’s absence. The data collection method is interview of students frequently absent and their parents, teachers, school principal.

This study is conducted for thesis writing for degree of Master of Education at Royal University of Phnom Penh (RUPP) for the academic year 2015-2016.

*Thank you for participating in the interview*

#### I. Biography

1. Gender

A. Female

B. Male

2. Age

A. 20-25

B.30-35

C.40-45

D. 50-55

#### II. Family status

A. Single

B. Married

**III. Experiences**

3. How long have you been teaching?

- A. 5-10                      B.10-15                      C.20-25                      D.30-35

4. Where do you stay? How far?

.....  
.....

5. How long does it take?

.....  
.....

6. How long have you been a school principal?

.....

- A.1-5                      B.5-10

7. In your school, do you have any policy relevant to absence?

.....  
.....

8. Do you ever check student's attendance in each class? Why?

.....  
.....

9. How many times per month? How?



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

10. Do teachers send attendance report regularly to you?

.....  
.....

11. What do you do for teachers that do not send attendance reports to you?

.....  
.....

12. Do you have any method for students tracking?

.....  
.....

13. How many times per month, do you monitor class?

.....

14. What do you monitor?

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

15. How to monitor student attendance?

.....

.....

.....

16. When student's absence comes back what do you do?

.....

.....

.....

17. Do you have any strategy to reduce students' absence?

.....

.....

18. How to help them?

.....

.....

19. In your opinion what do you think about the reason of student's absence from the class?

.....

.....

.....

## APPENDIX (B)

### Interview schedule for Teachers

#### Introduction

My name is Leng Leakhena, a Master candidate of Education Program (MEd) at Royal University of Phnom Penh (RUPP). I am conducting a study on” why students are absent from the class in primary school in Stung Treng”.

The purpose of this study is to identify the causes that make students absent in primary school in rural areas. This study is focused on student’s absence. The data collection method is interview of students frequently absent and their parents, teachers, school principal.

This study is conducted for thesis writing for degree of Master of Education at Royal University of Phnom Penh (RUPP) for the academic year 2015-2016.

*Thank you for participating in the interview*

#### I. Biography

##### 1. Gender

A. Female

B. Male

##### 2. Age

A. 20-25

B.30-35

C.40-45

D. 50-55

#### II. Family status

A. Single

B. Married

**III. Experiences**

3. How long have you been teaching?

- A. 5-10                      B.10-15                      C.20-25                      D.30-35

4. Where do you stay? How far?

.....

5. How long does it take?

.....

.....

6. How many hours do you teach per week?

.....

.....

7. How many students are there in your class?

.....

8. In your class, do you have school policy relevant to students' attendance?

.....

9. Who makes the policy? What for?

.....

.....

.....  
.....

10. Is absence frequent in your class? Why?

.....  
.....

11. How many times per week?

.....  
.....

12. Do you ever check the attendance list daily?

.....

13. Do they ask for permission to be absent? (yes/no Why?)

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

14. Why are they absent from the class?

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

15. What do you do when they absent?

.....  
.....

16. Do you have any strategy to reduce their absence from class?

.....  
.....

17. Generally, what are the percentages of students are in class in December?

18. If students are absence over 2-3 days, do you have any plan?

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

19. Do you ever help students who are absent, when they come back? How?

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

20. When student are absent can reach a goal, do you have any method to help them?

.....  
.....

## APPENDIX (C)

### Interview schedule for Parents

#### Introduction

My name is Leng Leakhena, a Master candidate of Education Program (MEd) at Royal University of Phnom Penh (RUPP). I am conducting a study on” why students are absent from the class in primary school in Stung Treng”.

The purpose of this study is to identify the causes that make students absent in primary school in rural areas. This study is focused on student’s absence. The data collection method is interview of students frequently absent and their parents, teachers, school principal.

This study is conducted for thesis writing for degree of Master of Education at Royal University of Phnom Penh (RUPP) for the academic year 2015-2016.

*Thank you for participating in the interview*

#### I. Biography

1. Gender

A. Female

B. Male

2. Age

A. 20-25

B.30-35

C.40-45

D. 50-55

#### II. Family status

3. Describe your house briefly.

.....  
.....  
**III. Education**

4. What is your education level?

- A. Primary                      B. Secondary                      C. High School                      D.  
University

**IV. Relationship**

5. What is your relationship with the student?  
.....

**V. Occupation**

6. What is your profession?

7. How much money do you earn per month?  
.....

8. Do you feed any animals at home?  
.....  
.....

9. Who feeds them?  
.....

10. Do you ever work far away from your home? Where?



.....  
.....

11. How long does it take you from your work to home? What means do you use?

.....

12. Where do you stay?

.....

13. How many members are there in your family?

.....

14. How many children do you have studying in primary/secondary?

.....

15. Who is the main person to generate income in your family?

.....

16. Do you have any land for farming? How much?

.....

17. Do you make money from farming? Why?

.....

18. Besides farming, what do you do?

.....

19. Have you ever move residence?

.....

20. Do you ever quarrel with your wife/husband?

.....

.....

21. Do you ever fight with your child? Why?

.....

22. Do you ever borrow money from someone or a bank?

.....

23. Do you ever allow your child to be absent from the class and help you? Why?

.....

.....

.....

24. When your child is absent from school, do you ever tell the teacher?

.....

25. What do you do for them when they are absent?

.....

26. Do you know when you children absence? Why?

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

27. When was the last absence incident of your children? Why?

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

28. Do you allow them or they absent themselves? Why?

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

29. Do you teach your children at home?

.....  
.....

30. What do you do for your children to pass an exam?

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

31. Do you ever monitor them when they start the class again? When?

## APPENDIX (D)

### Interview schedule for students

#### Introduction

My name is Leng Leakhena, a Master candidate of Education Program (MEd) at Royal University of Phnom Penh (RUPP). I am conducting a study on " why students are absent from the class in primary school in Stung Treng".

The purpose of this study is to identify the causes that make students absent in primary school in rural areas. This study is focused on student's absence. The data collection method is interview of students frequently absent and their parents, teachers, school principal.

This study is conducted for thesis writing for degree of Master of Education at Royal University of Phnom Penh (RUPP) for the academic year 2015-2016.

*Thank you for participating in the interview*

#### I. Personal information

1. What is your name?

.....

2. Gender

A. Male

B. Female

3. How old are you?

A. 9

B.10

C.11

D.12

E.13-15

4. What's grade are you in?

A.4

B. 5

C.6

5. What is your rank?

A/ 1-5

B. 10-15

C.20-30

D.30-40

6. What do you do in your free time?

A. Read books

B. Go for a walk

C. Do house work

7. Do you like your teachers? Why?

.....

.....

.....

8. How do you feel, when studying? Why?

.....

.....

.....

.....

9. Are you happy with your studies? Why?

.....

.....

.....

.....

10. Are you hungry while studying? Why?

.....

.....

.....

.....

11. Do you attend private tuition with your teacher? When?

.....

.....

.....

.....

12. How many friends do you have?

.....

13. Do you ever go at with your friends? Where?

.....

.....

.....

**II. Family**

14. Who do you live with?

- A. Parents                      B. Relative                      C. Sister                      D. Aunt/Uncle
- E. Grand parents

15. Do you like the area where you live ? Why?

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

16. Does he/she support your studies? How?

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

17. Do you think, is it difficult for you to live with them? Why?

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

18. Do you assist them with any work in the home?

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

19. Does she/he ever teach you at home? Why?

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

20. How many hours do you spend on your homework? When?

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

21. How much money does she/he give you per day?

.....

22. Do you come to school every day? How?

.....  
.....

23. How long does it take you to travel from your house to school?

- A.5-10mn                      B.10-15mn                      C.20-30                      D.30-40

24. Do you ever get seriously sick? Which disease?

- A. Dengue fever                      B. Malaria                      C. Cold                      D. Another

25. When do you frequently get sick? How long does it last?



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**II. Reason**

26. Have you ever been absent from class? Why?

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27. How long were you away from the class per week? Why?

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

28. How many days were you absent from school in the last month? When? Why?

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

29. Do you ever ask permission?

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

30. What is your main reason that made you absent for a long time?

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

31. Do you ever ask your friend about the lesson you did not learn? How?

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

32. Do you ever ask the teacher for homework? Explain?

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

33. Can you understand what you haven't learnt?

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

34. What do you do when you come back?

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

35. When you are absent, does your teacher blame you? Why?

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

36. Why are you absent from the class?

- A. My family member was sick
- B. I cannot learn how to speak khmer language
- C. I cannot speak khmer
- D. I'm hungry when I come to school
- E. I'm afraid my teacher will hit you
- F. My friends always laugh at me
- G. I was sick
- H. I help my family with house work/ take care of my sister or brother
- I. I have no uniform
- J. No toilet at school

K. My house is far away from school

L. I do not want to learn

M. I sit behind so I can't see the board

**កម្រងសំណួរសម្រាប់សិស្ស**

**សេចក្តីផ្តើម**

នាងខ្ញុំឈ្មោះឡេង លក្ខិណា ជាបេក្ខជនថ្នាក់បរិញ្ញាប័ត្រជាន់ខ្ពស់ផ្នែកអប់រំ នៅសកលវិទ្យាល័យភូមិន្ទភ្នំពេញ។ខ្ញុំកំពុងរៀបចំការសិក្សា»ហេតុអ្វីបានជាសិស្សអវត្តមានច្រើននៅបឋមសិក្សាក្នុងខេត្តស្ទឹងត្រែង»។

គោលបំណងនៃការសិក្សាគឺដើម្បីកំណត់អត្តសញ្ញាណ ឬហេតុផលដែរសិស្សអវត្តមានច្រើននៅបឋមសិក្សា នៅតាមតំបន់ដាច់ស្រយាល។ ការសិក្សានេះផ្ដោតទៅលើសិស្សអវត្តមានច្រើន ហើយការប្រមូលទិន្នន័យតាមរយៈការសម្ភាសផ្ទាល់ទៅលើសិស្សគោលដៅ មាតាបិតាសិស្សគោលដៅ លោកគ្រូ/អ្នកគ្រូ នាយក/នាយិកាសាលា។

ការសិក្សានេះរៀបចំឡើងសម្រាប់សរសេរនិក្ខេបបទ ថ្នាក់បរិញ្ញាប័ត្រជាន់ខ្ពស់ផ្នែកអប់រំនៅសកលវិទ្យាល័យភូមិន្ទភ្នំពេញឆ្នាំសិក្សា២០១៥-២០១៦។

***សូមអរគុណចំពោះការចូលរួមរបស់លោកអ្នក!***

**I.ព័ត៌មានផ្ទាល់ខ្លួន**

ខ្ញុំឈ្មោះ:.....

១.ភេទ

ក.ស្រី

ខ.ប្រុស

២.តើកូនអាយុប៉ុន្មានឆ្នាំ?

ក.១០

ខ.១១

គ.១២

ឃ.១២-១៤

៣.តើកូនរៀនថ្នាក់ទីប៉ុន្មាន?

ក.ទី៤

ខ.ទី៥

គ.ទី៦

៤.តើកូនរៀនបានលេខប៉ុន្មាន?

ក.១-៥

ខ.១០-១៥

គ.២០-៣០

ឃ.៣០-៤០

៥.ពេលទំនេរតើកូនចូលចិត្តធ្វើអ្វី?

ក.អានសៀវភៅ

ខ.ដើរលេង

គ.ធ្វើការងារផ្ទះ

៦.តើកូនចូលចិត្តលោកគ្រូ/អ្នកគ្រូប្រចាំថ្នាក់ដែរឬទេ?ហេតុអ្វី?

តើគាត់កាចទេ?តើពួកគាត់ធ្លាប់វៃកូនទេ?

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៧. ពេលកំពុងសិក្សាតើកូនមានអារម្មណ៍ដុះទេ? ហេតុអ្វី?

តើកូនមានរៀនគួរទេ? តើកូនរីករាយនឹងការសិក្សាទេ? ពេលកំពុងរៀនតើកូន

ឃ្លានទេ?

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## II. ជីវភាពគ្រួសារ

៨. តើកូនមានមិត្តភក្តិច្រើនទេ? តើពួកគេឧស្សាហ៍បបូលកូនដើរលេងទេ? ដើរ

លេងនៅកន្លែងណាខ្លះ?

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៩. សព្វថ្ងៃតើកូនរស់នៅជាមួយនរណា?

ក.ប៉ាម៉ាក់

ខ.បងស្រី

គ.ម៉ែង/អ៊ុំ

ឃ.យាយ

១០.តើម៉ូកូនរស់នៅអ្វីអរដែរឬទេ?

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១១.តើគាត់ជួយអ្វីខ្លះដល់ការសិក្សារបស់កូន?

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១២.តើរស់នៅជាមួយគាត់ពិបាកទេ?ហេតុអ្វី?

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១២.តើកូនជួយធ្វើការងារគាត់អ្វីខ្លះ?តើគាត់ប្រើធ្វើអ្វីខ្លះ?

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១៣.តើពួកគាត់ដែរយកចិត្តទុកដាក់នឹងការរៀនសូត្ររឺបង្រៀនកូនបន្ថែមនៅផ្ទះ

ដែររឺទេ?



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១៤.តើកូនមានពេលប៉ុន្មានម៉ោងធ្វើកិច្ចការសាលា?

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១៥.តើគាត់ឲ្យលុយកូនចាយប៉ុន្មានក្នុងមួយថ្ងៃ?

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១៦.តើកូនមករៀនរៀងរាល់ថ្ងៃដែរឬទេ?

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១៧.តើកូនមកសាលារៀនដោយវិធីណា?

ក.ដើរ

ខ.ជិះកង់

គ.ជិះម៉ូតូ

ឃ.ប៉ាម៉ាក់ជួន

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១៨.តើកូនចំណាយពេលប៉ុន្មាននាទីពីផ្ទះមកសាលារៀន?

ក.៥-១០

ខ.១០-២០

គ.២០-៣០

ឃ.៣០-៤០

១៩.តើកូនធ្លាប់ឈឺធ្ងន់ដែរឬទេ?ឈឺអ្វី?ឈឺពេលណា?

ក.គ្រុនចាញ់

ខ.គ្រុនឈាម

គ.ផ្កាសសាយ

ឃ.ជម្ងឺផ្សេងៗ

២០.តើជាធម្មតាឈឺរយៈពេលប៉ុន្មានថ្ងៃ?ឈឺញឹកញាប់ដែរឬទេ?

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**III.ហេតុផល**

២១.រយៈពេល១ខែកន្លងមកនេះកូនមានដែរអវត្តមានទេ?អវត្តមានប៉ុន្មានដង?

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២២.តើកូនមានសុំច្បាប់ទេពេលឈប់ម្តងៗ?តើឈប់រវល់ធ្វើអ្វី?ហេតុអ្វីបានជា

កូនឈប់?

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២៣.ពេលឈប់ចុងក្រោយឈប់យូរដោយសារអ្វី?ឈប់ពេលណា?ហេតុអ្វីបាន  
ជាឈប់នាពេលនោះ?ពេលឈប់មានសុំច្បាប់គ្រូដែរឬទេ? ពេលឈប់ម្តងៗតើកូនមាន  
សូរគ្រូរឹមិត្តភ័ក្រៀនដល់ណាទេ?តើកូនដែរសុំលំហាត់គ្រូធ្វើដើម្បីឲ្យរៀនទាន់គេទេ?

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២៤.តើកូនរៀនទាន់គេទេបន្ទាប់ពីឈប់?ពេលត្រឡប់មកវិញធ្វើដូចម្តេចទើបឲ្យ  
រៀនទាន់គេ?

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២៥.ពេលឈប់ម្តងៗតើគ្រូមានដែរស្តីបន្ទោសដែរឬទេ?  
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២៦.តើអវត្តមានម្តងៗបណ្តាលមកពីហេតុអ្វី?

ក.សមាជិកគ្រួសារឈឺ

ខ.ខ្ញុំមិនសូវចេះនិយាយភាសាខ្មែរ

គ.ខ្ញុំឃ្លានពេកពេលមកសាលា

ឃ.ខ្ញុំមិនចេះខ្លាចគ្រូវៃ

ង.មិត្តភក្តិស្រីចំអក

ច.ខ្ញុំឈឺ

ឆ.ជួយធ្វើការងារផ្ទះ/មើលប្អូន

ជ.គ្មានសំលៀកបំពាក់

ឈ.ពិបាកបត់ជើង

ញ.ផ្ទះឆ្ងាយពីសាលារៀន

ដ.ខ្ញុំរៀនមិនចូល

ប.ខ្ញុំមើលមិនឃើញអង្គុយក្រោយគេ

# កម្រងសំណួរសម្រាប់ឪពុកម្តាយសិស្ស

## សេចក្តីផ្តើម

នាងខ្ញុំឈ្មោះឡេង លក្ខិណា ជាបេក្ខជនថ្នាក់បរិញ្ញាប័ត្រជាន់ខ្ពស់ផ្នែកអប់រំ នៅសកលវិទ្យាល័យភូមិន្ទភ្នំពេញ។ ខ្ញុំកំពុងរៀបចំការសិក្សា «ហេតុអ្វីបានជាសិស្សអវត្តមានច្រើននៅបឋមសិក្សាក្នុងខេត្តស្ទឹងត្រែង»។

គោលបំណងនៃការសិក្សាគឺដើម្បីកំណត់អត្តសញ្ញាណ ឬហេតុផលដែរសិស្សអវត្តមានច្រើននៅបឋមសិក្សា នៅតាមតំបន់ដាច់ស្រយាល។ ការសិក្សានេះផ្តោតទៅលើសិស្សអវត្តមានច្រើន ហើយការប្រមូលទិន្នន័យតាមរយៈការសម្ភាសផ្ទាល់ទៅលើសិស្សគោលដៅ មាតាបិតាសិស្សគោលដៅ លោកគ្រូ/អ្នកគ្រូ នាយក/នាយិកាសាលា។

ការសិក្សានេះរៀបចំឡើងសម្រាប់សរសេរនិក្ខេបបទ ថ្នាក់បរិញ្ញាប័ត្រជាន់ខ្ពស់ផ្នែកអប់រំនៅសកលវិទ្យាល័យភូមិន្ទភ្នំពេញឆ្នាំសិក្សា២០១៥-២០១៦។

***សូមអរគុណចំពោះការចូលរួមរបស់លោកអ្នក!***

## I.ប្រវត្តិរូប

១. ភេទ

ក.ស្រី

ខ.ប្រុស

២.អាយុ

ក.២០-២៥

ខ.៣០-៣៥

**II.ស្ថានភាពផ្ទះ**

៣.តើផ្ទះបងសង់ពីអ្វី?

ក.ស្លឹក

ខ.ឈើ

គ.ថ្មប្រក់ក្បឿង

ឃ.ទ្រុឌទ្រោម

ង.សង់ថ្មី

ច.សំណង់ចាស់

**III.កម្រិតវប្បធម៌**

៤.តើបងរៀនដល់ថ្នាក់ទីប៉ុន្មាន?

ក.បឋមសិក្សា

ខ.មធ្យមសិក្សា

គ.ទុតិយភូមិ

ឃ.សកល

**IV.ទំនាក់ទំនង**

៥.តើបងត្រូវជាអ្វីនឹងកុមារ?

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**V. អាជីព**

៦. តើបងប្រកបមុខរបរអ្វី?

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៧. តើបងរកប្រាក់បានប៉ុន្មានក្នុងមួយខែ?

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៨. តើបងមានចិញ្ចឹមសត្វនៅផ្ទះដែរឬទេ? ចិញ្ចឹមសត្វអ្វីខ្លះ?

ក. គោ/ក្របី                      ខ. មាន់/ទា

៩. តើនរណាជាអ្នកឃ្លៀលគោ?

១០. តើបងធ្លាប់ទៅធ្វើការនៅឆ្ងាយពីផ្ទះដែរឬទេ? តើចំណាយពេលប៉ុន្មាននាទី

ទាំងទៅទាំងមក? តើបងមានស្នាក់នៅកន្លែងនោះដែរឬទេ?

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១១.តើមានមធ្យោយអ្វីសម្រាប់ធ្វើដំណើរ?

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១២.តើគ្រួសារបងមានសមាជិកប៉ុន្មាននាក់?ចូលរៀបរាប់។

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១៣.តើមានកូនរៀននៅបឋម/មធ្យមសិក្សាដែរឬទេ?

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១៤.តើនរណាជាអ្នករ៉ាប់រងនៅក្នុងគ្រួសារ?

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១៥.តើបងមានដីស្រែចំការដែរឬទេ?ប៉ុន្មានហិចតា?

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១៦.តើបងមានធ្វើស្រែ/ចំការទេ?

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១៧.ក្រៅពីធ្វើស្រែ/ចំការតើបងប្រកបមុខរបរអ្វីទៀត?

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១៨.តើបងធ្លាប់ផ្លាស់ប្តូរទីលំនៅដែរឬទេ?

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១៩.តើបងដែរឈ្មោះគ្នាដែរឬទេ?

ក.ម្តងម្កាល                      ខ.ញឹកញាប់

២០.តើពួកគាត់ធ្លាប់វៃកូនដែររឺទេ?

ក.ធ្លាប់

ខ.មិនធ្លាប់

២១.តើបងមានជំពាក់លុយគេទេ?

ក.ធនាគារ

ខ.ចងការប្រាក់

២២.តើបងធ្លាប់ឲ្យកូនឈប់សម្រាកពីការសិក្សាជួយការងារបងដែរឬទេ?

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២៣.ពេលកូនអវត្តមាន តើបងធ្លាប់ផ្តល់ព័ត៌មានឲ្យគ្រូបានដឹងដែរឬទេ?

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២៤.តើបងបានធ្វើអ្វីខ្លះសម្រាប់កូន ពេលពួកគាត់អវត្តមាន?

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២៥.តើបងមានដឹងទេកូនបងអវត្តមានពេលណា?

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២៦.តើកូនបងឈប់លើកចុងក្រោយដោយសារអ្វី?តើបងអនុញ្ញាតឱ្យឈប់ដោយខ្លួនឯង?តើគេឈប់ធ្វើអ្វី?ហេតុអ្វីបានឈប់?

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២៧.ពេលកូនឈប់តើបងមានជម្រាបគ្រូប្រចាំថ្នាក់ឲ្យបានដឹងទេ?

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២៨.តើបងមានវិធីជួយកូនពេលឈប់ម្តងៗ?(តើបងមានបង្រៀនកូនបន្ថែមនៅ

ផ្ទះដែររឺទេ?

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២៩.ពេលកូនឈប់ម្តងៗ តើបងធ្វើដូចម្តេចដើម្បីឲ្យគាត់រៀនទាន់គេ?

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ពេលចូលរៀនបងមានតាមដានការសិក្សារបស់កូនដែរឬទេ?ពេលណា?

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## កម្រងសំណួរសម្រាប់គ្រូ

### សេចក្តីផ្តើម

នាងខ្ញុំឈ្មោះឡេង លក្ខិណា ជាបេក្ខជនថ្នាក់បរិញ្ញាប័ត្រជាន់ខ្ពស់ផ្នែកអប់រំ នៅសកលវិទ្យាល័យភូមិន្ទភ្នំពេញ។ ខ្ញុំកំពុងរៀបចំការសិក្សា «ហេតុអ្វីបានជាសិស្សអវត្តមានច្រើននៅបឋមសិក្សាក្នុងខេត្តស្ទឹងត្រែង»។

គោលបំណងនៃការសិក្សាគឺដើម្បីកំណត់អត្តសញ្ញាណ ឬហេតុផលដែរសិស្សអវត្តមានច្រើននៅបឋមសិក្សា នៅតាមតំបន់ដាច់ស្រយាល។ ការសិក្សានេះផ្តោតទៅលើសិស្សអវត្តមានច្រើន ហើយការប្រមូលទិន្នន័យតាមរយៈការសម្ភាសផ្ទាល់ទៅលើសិស្សគោលដៅ មាតាបិតាសិស្សគោលដៅ លោកគ្រូ/អ្នកគ្រូ នាយក/នាយិកាសាលា។

ការសិក្សានេះរៀបចំឡើងសម្រាប់សរសេរនិក្ខេបបទ ថ្នាក់បរិញ្ញាប័ត្រជាន់ខ្ពស់ផ្នែកអប់រំនៅសកលវិទ្យាល័យភូមិន្ទភ្នំពេញឆ្នាំសិក្សា២០១៥-២០១៦។

*សូមអរគុណចំពោះការចូលរួមរបស់លោកអ្នក!*

### I.ប្រវត្តិរូប

១. ភេទ

ក.ស្រី

ខ.ប្រុស

២.អាយុ

ក.២០-២៥

ខ.៣០-៣៥

**II.ស្ថានភាពគ្រួសារ**

ក.នៅលីវ

ខ.រៀបការ

**III.បទពិសោធន៍ការងារ**

៣.តើលោកគ្រូបង្រៀនប៉ុន្មានឆ្នាំហើយ?

ក.៥-១០

ខ.១០-១៥

គ.១៥-២០

ឃ.២០-២៥

៤.តើលោកគ្រូស្នាក់នៅឆ្ងាយពីសាលាប៉ុនណា?ចំណាយពេលប៉ុន្មានពីផ្ទះមក

សាលារៀន?

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៥.តើលោកគ្រូបង្រៀនប៉ុន្មានម៉ោងក្នុងមួយសប្តាហ៍?តើមានសិស្សប៉ុន្មាននាក់?

ស្រីប៉ុន្មានប្រុសប៉ុន្មាន?

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៦.តើនៅថ្នាក់រៀនរបស់លោកគ្រូមានបទបញ្ជាផ្ទៃក្នុងពាក់ព័ន្ធនឹងអវត្តមាន

សិស្សដែរឬទេ?តើច្បាប់នោះនរណាជាអ្នកចងក្រង?ដើម្បីអ្វី?

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៧.តើសិស្សថ្នាក់លោកគ្រូឈប់ញឹកញាប់ដែរឬទេ?តើពួកគេឈប់ប៉ុន្មានដងក្នុង

មួយសប្តាហ៍?

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៨.តើលោកគ្រូមានស្រង់អវត្តមានប្រចាំថ្ងៃដែរឬទេ?

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៩.តើពួកគេសុំច្បាប់ដែរឬទេ?

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១០.ហេតុអ្វីបានជាពួកគេអវត្តមាន?

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១១.ពេលសិស្សអវត្តមានតើលោកគ្រូធ្វើដូចម្តេច?

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១២.តើលោកគ្រូមានវិធានការអ្វីខ្លះដើម្បីទប់ស្កាត់ចំពោះសិស្សអវត្តមានច្រើន

ដង?



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ជាទូទៅក្នុងខែ១២សល់សិស្សប៉ុន្មានភាគរយមករៀន?

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១៣.ពេលសិស្សឈប់យូរលើសពីពីរថ្ងៃឡើងទៅ?តើលោកគ្រូមានវិធានការអ្វី

ខ្លះ?

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១៤.តើមានជួយសិស្សអវត្តមានពេលត្រឡប់មកវិញដែរឬទេ?ជួយដោយរបៀប

ណា?

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១៥.ពេលសិស្សរៀនមិនទាន់មានវិធានការ ឬវិធីសាស្ត្របែបណាដើម្បីឲ្យគាត់

រៀនទាន់គេ?

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## កម្រងសំណួរសម្រាប់នាយកសាលា

### សេចក្តីផ្តើម

នាងខ្ញុំឈ្មោះឡេង លក្ខិណា ជាបេក្ខជនថ្នាក់បរិញ្ញាប័ត្រជាន់ខ្ពស់ផ្នែកអប់រំ នៅសកលវិទ្យាល័យភូមិន្ទភ្នំពេញ។ខ្ញុំកំពុងរៀបចំការសិក្សា»ហេតុអ្វីសិស្សអវត្តមានច្រើននៅបឋមសិក្សាក្នុងខេត្តស្ទឹងត្រែង»។

គោលបំណងនៃការសិក្សាគឺដើម្បីកំណត់អត្តសញ្ញាណ ឬហេតុផលដែរសិស្សអវត្តមានច្រើននៅបឋមសិក្សា នៅតាមតំបន់ដាច់ស្រយាល។ ការសិក្សានេះផ្តោតទៅលើសិស្សអវត្តមានច្រើន ហើយការប្រមូលទិន្នន័យតាមរយៈការសម្ភាសផ្ទាល់ទៅលើសិស្សគោលដៅ មាតាបិតាសិស្សគោលដៅ លោកគ្រូ/អ្នកគ្រូ នាយក/នាយិកាសាលា។

កាសិក្សានេះរៀបចំឡើងសម្រាប់សរសេរនិក្ខេបបទ ថ្នាក់បរិញ្ញាប័ត្រជាន់ខ្ពស់ផ្នែកអប់រំនៅសកលវិទ្យាល័យភូមិន្ទភ្នំពេញឆ្នាំសិក្សា២០១៥-២០១៦។

*សូមអរគុណចំពោះការចូលរួមរបស់លោកអ្នក!*

### I.ប្រវត្តិរូប

១.កេទ

ក.ស្រី

ខ.ប្រុស

២.អាយុ

ក.២០-២៥

ខ.៣០-៣៥

**II.ស្ថានភាពគ្រួសារ**

ក.នៅលីវ

ខ.រៀបការ

**III.បទពិសោធន៍ការងារ**

៣.តើលោកគ្រូបង្រៀនប៉ុន្មានឆ្នាំហើយ?

ក.៥-១០

ខ.១០-១៥

គ.១៥-២០

ឃ.២០-២៥

៤.តើលោកគ្រូស្នាក់នៅឆ្ងាយពីសាលាប៉ុនណា?ចំណាយពេលប៉ុន្មានពីផ្ទះមក

សាលារៀន?

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៥.តើលោកគ្រូក្លាយជានាយកសាលាប៉ុន្មានឆ្នាំហើយ?

ក.១-៥

ខ.៥-១០

៦.តើនៅសាលាលោកគ្រូមានចែងច្បាប់ឬបទបញ្ជាផ្ទៃក្នុងសាលាទាក់ទងនឹងអ

វត្តមានសិស្សដែរឬទេ?

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៧.តើលោកគ្រូមានឆែកអវត្តមានសិស្សតាមថ្នាក់នីមួយៗដែរឬទេ? តើលោកគ្រូ

ត្រូវពិនិត្យប៉ុន្មានដងក្នុងមួយខែ?តាមដានដោយរបៀបណា?

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៨.តើលោកគ្រូអ្នកគ្រូបញ្ជូនរបាយការណ៍ទៀងទាត់ដែរឬទេ?

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៩.តើលោកគ្រូធ្វើដូចម្តេចចំពោះគ្រូដែលមិនបញ្ជូនរបាយការណ៍បានទៀងទាត់?

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១០.តើលោកគ្រូមានវិធានការអ្វីខ្លះដើម្បីទប់ស្កាត់ និងតាមដានអវត្តមានសិស្ស  
បានជាក់លាក់?

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១១.តើលោកគ្រូចុះពិនិត្យតាមថ្នាក់ប៉ុន្មានដងក្នុង១ខែ?ត្រួតពិនិត្យអ្វីខ្លះ?តាម  
ដានការបង្រៀនប៉ុន្មានដង?ប្រជុំប៉ុន្មានដង?

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១២.តើលោកគ្រូតាមដានអវត្តមានសិស្សដោយរបៀបណា?

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១៣.ពេលសិស្សត្រឡប់មកវិញតើលោកគ្រូធ្វើដូចម្តេច?

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១៤.តើវិធានការនោះជោគជ័យដែរឬទេ?តើសិស្សរៀនទាន់គេដែររឺទេ?

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១៥.តើលោកនាយកយល់ថាសិស្សឈប់ភាគច្រើនដោយសារអ្វី?

Signature sheet

**Royal University of Phnom Penh**

**Master Program in Educational Study**

**Title of thesis/research: Factor Affecting Students Absenteeism in Stung Treng**

**A case study of primary school students in Stung Treng**

**Thesis/research report submitted by:**

**Leng Lakhena**

**Recommended textual**

**Statement**.....  
.....

**Thesis committee members**

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**Name**

**Name**

**Chairperson**

**External examiner**

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**Name**

**Name**

**Chairperson**

**External examiner**

.....

.....

**Date**:.....



