



សាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ

ROYAL UNIVERSITY OF PHNOM PENH

អោកប្បកិរិយានៃការអានរបស់សិស្សថ្នាក់ទី១០ នៅស្រុកស្អាង

ខេត្តកណ្តាល

**Reading behaviors of Grade 10 students in Saang District,
Kandal Province**

A Thesis

In Partial Fulfillment of the Requirement for the Degree of

Master of Education in Education Studies

An Sophorn

February 2017

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មូលន័យសង្ខេប

ការសិក្សាអំពីអាកប្បកិរិយានៃការអានរបស់សិស្សថ្នាក់ទី១០ នៅស្រុកស្អាង ខេត្តកណ្តាល ក្នុងគោលបំណងស្វែងរក អាកប្បកិរិយានៃការអានរបស់សិស្សថ្នាក់ទី១០ និងសង្កេតលើទំនាក់ទំនងរវាងអាកប្បកិរិយានៃការអាន និងលទ្ធផលពិន្ទុនៃការប្រឡងរបស់ពួកគេ។ ការសិក្សាស្រាវជ្រាវនេះបានធ្វើឡើងតាមវិធីសាស្ត្របរិមាណវិស័យ នៅវិទ្យាល័យ ហ៊ុនសែន ស្អាងស្រុកស្អាង ខេត្តកណ្តាល ដោយប្រើប្រាស់កម្រងសំណួរស្ទាបស្ទង់ចែកជូនដល់សិស្សថ្នាក់ទី១០ ដែលមកពី១០ថ្នាក់ផ្សេងៗគ្នាចំនួន១៥៣នាក់ ស្រី៩០នាក់។ លទ្ធផលនៃការស្រាវជ្រាវបានរកឃើញនូវចំណុចសំខាន់ៗចំនួនប្រាំ៖ (១) អាកប្បកិរិយានៃការអានរបស់ពួកគេគឺផ្តោតទៅលើចំនួនម៉ោងដែលពួកគេអានក្នុងមួយថ្ងៃ ប្រធានបទ ក៏ដូចជាភាសាដែលពួកគេចូលចិត្តអាន។ ចំណុចដែលគួរឲ្យចាប់អារម្មណ៍នោះគឺបណ្តាញសង្គមដែលមានប្រជាប្រិយជាងគេនោះគឺហ្វេសប៊ុក (Facebook) ដោយពួកគេប្រើប្រាស់វាដើម្បីអានព័ត៌មានទូទៅ ក្នុងនោះពួកគេសម្រេចជ្រើសរើសបណ្តាល័យដើម្បីស្វែងរកធនធានសម្រាប់អានដូចជាសៀវភៅជាដើម។ សំខាន់ជាងនេះការអានដើម្បីទទួលបានចំណេះដឹងគឺជាហេតុផលចម្បងដែលពួកគេអាន ពិសេសគឺមានការលើកទឹកចិត្តពីឪពុក ម្តាយរបស់ពួកគេក្នុងការជំរុញការអាន។ (២) ការសិក្សាស្រាវជ្រាវនេះគឺស្វែងរកពីកម្រិតនៃការអានរបស់សិស្ស ដោយផ្អែកលើក្របខណ្ឌនៃការស្រាវជ្រាវ (Research Framework) ឃើញថា សិស្សនៅវិទ្យាល័យនេះ អានតែចំនួនមួយ ទៅ ប្រាំមួយក្បាលក្នុងមួយឆ្នាំ ឬមួយក្បាលជារៀងរាល់ពីរខែ ដែលហៅថាអ្នកអានកម្រ (Rare readers)។ (៣) ឧបសគ្គដែលរាំងស្ទះដល់ការអានរបស់ពួកគេមានចំនួនប្រាំបី ដែលមានដូចជា បញ្ហាសុខភាព ការរំខានពីអ្នកដទៃ សម្លេងអ្វីអរ ជាប់រល់ធ្វើការងារផ្ទះ ងងុយដេក ពាក្យពិបាក មានអារម្មណ៍ភ័យខ្លាច និងបញ្ហាភ្នែក ជាដើម។ (៤) ទម្លាប់ប្រចាំថ្ងៃរបស់ក្រុមគ្រួសារ រកឃើញថាក្រុមគ្រួសាររបស់ពួកគេចំណាយពេលវេលាលើការមើលទូរទស្សន៍ ការស្តាប់ចម្រៀង ការលេងបណ្តាញសង្គម និងការអាន ដោយជ្រើសរើសពេលវេលាដូចជា៖ ជារៀងរាល់ថ្ងៃ ស្ទើរតែរាល់ថ្ងៃ ពីរ បីដងក្នុងមួយសប្តាហ៍ និងមិនដែលទាល់តែសោះ។ (៥) ចុងក្រោយនេះ ការសិក្សាស្រាវជ្រាវបានស្វែងរកលទ្ធផលប្រឡងថ្នាក់ទី៩របស់សិស្ស ដែលពួកគេបានលើកឡើងថាការអានជួយឲ្យពួកគេទទួលបានលទ្ធផលសិក្សាល្អ។ ក្នុងនោះ កម្រិតនៃលទ្ធផលមាន ជាប់ ល្អបង្អួច ល្អ និងល្អណាស់។ ភាគច្រើនពួកគេទទួលបានល្អបង្អួច ដែលល្អណាស់មានតែពីរ បីនាក់ប៉ុណ្ណោះ។ ជាង

នេះទៅទៀត អ្នកចូលរួមមាននិទ្ទេសផ្សេងគ្នាចំនួន៤៥,៨% គឺអានចំនួនមួយម៉ោងក្នុងមួយថ្ងៃ ប៉ុន្តែនិទ្ទេសមធ្យមមានចំនួនច្រើនជាងគេ ចំណែកឯការអានចំនួនពីរម៉ោងគឺសរុបអ្នកចូលរួម មាន២៧.៥% ហើយនៅតែនិទ្ទេសមធ្យមមានចំនួនច្រើនដដែល។ ការសិក្សាស្រាវជ្រាវទៀត សោតក៏បានបង្ហាញពីម៉ោងជាមធ្យមដែលពួកគេបានអាន ទៅតាមនិទ្ទេសដែលពួកគេបានទទួល។ ក្នុងនោះ និទ្ទេសមធ្យមអាន ១.៤១ ម៉ោង និទ្ទេសល្អបង្អួរ អានចំនួន ១.៩៧ ម៉ោង និទ្ទេស ល្អ អានចំនួន ១.៩៥ ម៉ោង និងនិទ្ទេសល្អណាស់អាន ២ម៉ោងក្នុងមួយថ្ងៃ។

ការសិក្សាស្រាវជ្រាវនេះបានលើកជាសំណូមពរទៅកាន់នាយកសាលាដើម្បីធ្វើយ៉ាងណាឲ្យបណ្ណាល័យសាលារៀនមានភាពទាក់ទាញក្នុងការគាំទ្រ ស្រាវជ្រាវ និងជំរុញសិស្សឲ្យ ចូលអានកាន់តែច្រើន។ ជាងនេះទៅទៀត លោកនាយកអាចស្វែងរកសប្បុរសជនដែលអាច បរិច្ចាគសៀវភៅផ្សេងៗជាច្រើនមុខ ហើយបង្ហាញដល់សិស្សទូទៅថាសាលាមានកន្លែងដ៏ល្អ សម្រាប់អាន សម្រាប់ពិភាក្សា និងសម្រាប់សិក្សាអ្វីៗដែលថ្មី។ ក្នុងនេះដែរ វាជាផ្នែកមួយនៃការ ចូលរួមជំរុញ និងលើកទឹកចិត្តទិវាអំណានជាតិ ដែលប្រារព្ធធ្វើជារៀងរាល់ថ្ងៃទី១១ ខែមីនា។ លើសពីនេះទៅទៀត សិស្សានុសិស្សសូមសាកល្បងផ្លាស់ប្តូរឥរិយាបថចំពោះការអាន ដោយ ចូលរួមយ៉ាងសកម្មជាមួយបណ្ណាល័យសាលារៀន ក៏ដូចជានៅឯផ្ទះ។ សូមសាកល្បង មធ្យោបាយផ្សេងៗសម្រាប់អាន ដូចជាឯកសារ/សៀវភៅអេឡិចត្រូនិក ឬគេហទំព័រ ដែលអាច អានបានតាមរយៈ កុំព្យូទ័រយូរដៃ ទូរស័ព្ទឆ្លាតវៃ ឬអាយផេត/ថេប្លេត មានន័យថាប្រើប្រាស់វត្ថុ ទាំងអស់នោះដើម្បីទទួលបានចំណេះដឹង។

ABSTRACT

A research study about reading behaviors of Grade 10 students in Saang District, Kandal Province was aimed to explore the reading behaviors of grade 10 students and to examine the relationship between the reading behaviors and the scores of their semester/examination. This conducted a quantitative study in Hun Sen Saang High School in Saang District, Kandal Province. The survey questionnaire has been provided to 153 respondents with 90 females from ten different classes who participated. The result of the findings had been divided into five main points. Firstly, reading behaviors of grade 10 students in Saang District which is about hours they read per day, the topic they like to read, language selection. Another interesting thing is famous social media was Facebook while they used it to read general news, their reading source was book which they could find it at the school library. Importantly, reading to gain knowledge was the first reason to read. In this case, they did not forget their parents were the key people to motivate them to read. Secondly, the study found out the level of book read. According to the research framework, this discovered that most of them were rare readers because they read around 1-6 books per year or 1 book every 2 month. Thirdly, the finding was about obstacles affecting reading. They raised eight obstacles such as health problem, disturb from someone, noise/sound, busy with house work, feeling sleepy, words difficulty, feeling of fear and eyes problem. Fourthly, family routinely spends time. The result expressed their everyday activities such as watching TV, listening to music, playing social media and reading with frequency of time (every day, almost every day, a few time a week and never). Finally, this research found their grade 9 examination result which they mentioned that it related to their reading. Four grading result such as passing, satisfactory, good and excellenct. Most of them received satisfactory grade while a few students received excellent.

Moreover, the total participants (45.8%) of different grading result was read one hour perday but Passing grade was the highest . Also, reading two hours, the total participants (27.5%) but still Passing grade was the higest. The study showed averaged time they read everyday as which related to their grading result. Passing grade read 1.41 hours per day, Satisfactory read 1.97 hours, Good read 1.95 hours and Excellence read 2 hours.

This study suggested to school principal to make school library more attractive to support, to search and to motivate students to read. School principal could also ask for book donations in order to get variety of interesting books then show students that this library is a good place to read, to discuss and learn new things. This is part of encouragement and promotion of National Reading among Cambodian every 11th of March. Moreover, students please try to change your attitude toward reading by participate actively with your school library as well as at home. They can try different way of reading source such as e-books, or websites and can read via laptop, smart phones or Ipad/Tablet instead of books. So make use of your possession to gain knowledge.

SUPERVISOR’S RESEARCH SUPERVISION STATEMENT

TO WHOM IT MAY CONCERN

Name of the program: Master of Education

Name of the candidate: AN SOPHORN

Title of thesis: Reading behaviors of Grade 10 students in Saang District, Kandal
Province

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. I played the following part in the preparation of this thesis:

Supervisor (Sign)

Date.....

CANDIDATE'S STATEMENT

TO WHOM IT MAY CONCERN

This is to certify that the thesis that I, AN SOPHORN hereby present entitled

for the degree of Master Education at the Royal University of Phnom Penh is entirely my own work and, furthermore, that it has not been used to fulfill the requirement of any other qualification in whole or in part, at this or any other University or equivalent institution.

Signed by:

Date:

Countersigned by the Chief Supervisor:

Date:

Second supervisor:

Date:

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List of Abbreviation

DPs:	Development Partners
MED:	Master of Education
MoEYS:	Ministry of Education, Youth and Sport
POE:	Provincial Office of Education
RUPP:	Royal University of Phnom Penh
CDPF:	Capacity Development Partnership Fund

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CHAPTER 1

INTRODUCTION

In this chapter, it introduced six main points. They are background of the study, problem statement, research objectives, research questions, significance of research and scope and limitations. This is the first chapter of the research, so it expresses some issues which make researcher want to discover about it by its research objectives and questions.

1.1. Background of Research

Reading is one of the important skills in any language. People read many different types of books, magazines, newspapers, fiction or nonfiction and science and technology. They like to read because reading help them a lot to gain knowledge, improve critical thinking, improve writing skill, vocabularies and some other advantages especially for the students.

Moreover, some researchers found the importance of reading which help people and students to build their reading habit every day and every time. At first, students should read what they like and they are interested in the meaning of the text not learning language feature of the text during reading. When they can build up their own habits, reading is not for only pleasure but also benefit to get the meaning of the language rather than grammar. Other benefits of reading are results in better reading understanding, the way of writing, vocabulary, spelling and the development of grammar usages. If they don't read a lot, they don't understand. If they don't understand, they cannot enjoy reading as Nation said (as cited in Fanshao, 2009). According to Recharads and Schmidt (2002), extensive reading is aiming to develop reading habits, to improve the knowledge of the words and grammar and to motivate love of reading. And a study by Hayashi (1999) of the effects of extensive reading on Japanese university students found that the students

who read more English book reported much improvement is better than students who read less on reading ability and vocabulary knowledge via pretest and posttest. In addition, Alasdair (2013) resulted a lot of people who read books feel satisfied, meaningful and improve their life. People who were motivated and were read as children are exactly continue to read as adults, both to themselves and to their own kids and if they never read books, they live in bigger disadvantages with more kids in starvation areas.

Sidet (2010) wrote that Mrs. Pal Vannrirak, director of the development of the Book Sector in Cambodia found that poverty is one of the factors which make people do not like to read because buying rice is more important than buying books for reading, they read what related to their skills and profession if they read. Also, illiteracy is block people from reading but in 1998, literacy started to rise from 62.8% to 78.5% in 2008, according to the result of the government's 2008 census. Heng Sreang raised as well about Cambodia lacks of a reading culture because young Cambodian even academic students do not read much, so the quality of study at university is poorer and poorer. Moreover, they believed that finding an occupation did not depend on learning but on political-social networks and lacks of Khmer texts. Another study remarked one of the main problems of Cambodians is do not read and must prevent it by promoting reading through children at first but most schools are lacks libraries and teachers do not read too, the production of books is quite low in Cambodia because they go to bookstore only to find most relevance about marketing, accounting, and tourism to match their carrier to make money in the future and not about education, philosophy or sociology, so they study only subjects are important and relevant to the job markets. last but not least, promoting new Cambodian young talent authors, good newspaper and magazines in Khmer with real good content must be encouraged especially schools with libraries, teachers who like to read and the

translation of books into Khmer such as world classics of literature, history, geography and science (Eureka, 2010).

1.2. Problem Statement

According to a study about culture of reading within Cambodian education system found some important issues about obstacles which make students do not read at primary school. First thing, reading addition and reading materials were not demanded by law or encouraged by the education system or curriculum designed for primary school. Second obstacle is little training focusing on the teaching and learning of literacy. Thirdly, inadequacy of student access to a wide variety of interesting and stimulating materials for reading. And finally, results of hindrance of reading promotion in and outside classroom by the teachers because of student/teacher ratio is high and lack of reading facilitation skill. Also, he raised some obstacles of reading culture in Cambodia were even they are illiterate or lack of basic skills, people do not read, lack of money to buy materials for reading and role model, greater benefit from having better education, beyond know how to read and write was not accepted and seen by parents in rural remote areas , the belief of most population still think about reading is working not for pleasure or exploring, reading causes headache, age printed in local language, no evaluation on population's reading need and interests and limited or no suitable reading skills, there is no strategy, initiatives or establishment from government to any regular activities to promote national reading culture, no national reading day for reading promotion in the society (Kall, 2012).

By the way, Lim Siv Hong (2016) mentioned that books in Khmer-language besides folktales, is not easy. A few of consumer demand is low and intellectual property protections are minimal about incentives for local children's book authors and publishers. Research conducted by Save the Children and SIPAR expresses that parents were only

willing to buy books for their children if each book cost less than \$1. And at that rate, they would buy for their children only 2-5 books per year.

From my point of view, there are some problems why students do not like to read that are totally different from some countries. First of all, students do not have strong reading habits when they are first stats at school. They just come to school to learn and go back home without homework or nothing to do. This could be lack of textbooks at school, so they cannot bring home to read more because they have to share the books with classmates. Moreover, teachers rarely recommend students to read more books besides school books research more or use other relevant sources for their study. This makes students do not care about something else. Secondly, students do not like to read for pleasure even in Khmer or English. Some students just focus on their study, read what they have to learn, to do or to complete the assignment but they forget or do not think about reading for fun, happiness and health. This could be a big trouble for students because if they do not read, they cannot get general knowledge that helps them a lot on study. If they do not like reading, they may not know what is going on and do not understand anything. Thirdly, library at schools open only study time. This is one of a big issue because no one sacrificed their time during lunch break. Some students maybe want to read but they cannot because when they are free from study, the library also closed. One more thing, the librarians are not coming regularly. They are careless with their duties as librarians. For the library, there are not interesting or suitable books for students to read because most of the books are in English or other languages, so they cannot read second language. Also, library does not have enough materials for students and the decoration is not so attractive. Finally, in Cambodia, there is no permanent library in the community or commune. It is hard to find books to read especially for the old people because they do not know where to go to read or borrow the books to read. They do not

want to spend a lot of money to buy any books which are not so important. But if they can easily access to any library for reading, it might be useful for them. Therefore, when the library is nearby, most people read, it could be collected the ideas of reading habits step by step. Compare to Thailand, Thai spent 37 minutes reading in one day. 81.8% spend time in reading and they are children followed by youths and adults. That's why Thai education is in a good quality because they can compete with foreigners (Thai PBS, 2011). Furthermore, from my own experience in Sweden, the Swedish people like to read a lot as their habits. They read on the bus, train, fly, at home and before go to bed. One of the most important things, they can easily access to find any kind of books they wish to read because every commune there is a library and it is for everyone. This showed that Swedish has very strong reading habits and they read for knowledge, pleasure, fun and improving critical thinking which their schools have started teaching them since primary schools as their cultures.

By viewing the above factors, we can assume that Cambodian students are lack of reading habits. That is why this study aims to find out the importance of reading behaviors among grade 10 students, the reasons why students read or not read as habits, what they can do to improve reading. Also, they can consider their result of examination scores according to their reading performance.

1.3. Research Objectives

Students' reading behaviors is not yet clear about how many hours they spend on reading, what they read and what kind of materials they use to read and how is it important to their study? The objectives of the research study are:

1. To explore the reading behaviors of grade 10 students.
2. To examine the relationship between the reading behaviors and the scores of their examination.

1.4. Research Questions

The following research questions of this study are:

1. How much do students read and what do they usually read in Saang District?
2. Is there a relationship between reading behaviors (frequency and reading texts) and exam scores?

1.5. Significance of Research

Because reading makes people improve a lot such as writing, critical thinking, vocabularies, other skills. This research is very useful and important for researcher as well as learners to analyze Cambodia's reading habits. Furthermore, after this study, they can consider reading for academic performance and for pleasure are both meaningful for their future. Also, it is beneficiary for researcher to understand more about student's perception toward reading especially researcher can motivate her own attitudes and relatives to love reading as habit for everyday lives.

1.6. Scope and Limitations

This study will focus on students in grade 10 in Saang district in Kandal Province by purposive selection because it is a biggest district among eleven. There is only one high school, Hun Sen Saang High School participates in this research by using survey questionnaire. Due to our study is limited, only nine-month period, it cannot be

generalized to all target groups perception within the province. The final report has finished and completed by the end of the last month.

CHAPTER 2

LITERATURE REVIEW

In chapter 2 that defined four key terms of this study. The first key term focused about reading definitions from different researchers. Then it was about reading in different context, the connection between reading and other academic subjects, reading in Cambodia context and finally was focusing on research framework. Also, this literature review writing received different sources via Google scholar, Google search, eric.ed.gov, duckduckgo.com and DOAJ etc.

2.1. Reading Definitions

Reading is understanding the meaning of vocabularies in one document with capacity and applying of knowledge in order to build personal growth and development had mentioned by Dadzie (as cited in Acheaw, 2014). Reading is thinking, evaluating, judging, imagination, reasoning and problem solving of one process as Palani said (as cited in Acheaw, 2014). Deavers (as cited in Acheaw, 2014) also defined reading was a fundamental tool for transferring knowledge and reading habit was an academic activity which made skills in reading strategies rise up. Also, Issa et al (as cited in Acheaw, 2014) added that reading habits played an important role to push a human being to reach practical efficiency. Moreover, Guthrie, Benneth and McGough (as cited in Acheaw, 2014) accepted about reading was the way of receiving meaning from written or printed words which is one of the most important competency for everyday life and is the root of learning. Rodrigo, Victoria, Greenberg, Daphne, Segal and Don (2014) indicated the extensive reading groups was more developed a reading habit, was more motivated to read and experienced a positive change in reading behavior by accessing to books, choosing reading material freely and timing to read instruction hours, also.

Because of changing technology, people are having different format of materials for reading. Textbook, paperback or hardback books reduce step by step while e-books keep rise up from day to day. Therefore, a study by Kathryn (2012) categorized people from age 16-29 and above 30 years who like reading e-books. This research found 41% (age 16-19) and 25% (age 30+) who read e-books on cellphone while 55% (age 16-19) and 38% (age 30+) use desktop or laptop for reading. As well as using tablet for reading, only 16% (age 16-19) and 26% (age 30+). However, Alasdair (2013) discovered 76% of respondents using paper books for reading type while e-books only 10%. Audiobooks is 1% of reading type followed by other mixture is 13%. Also, a researcher found that the hours of students spent their weekly reading via internet were 8.95 hours, academic reading was 7.72 hours and extracurricular readings were 4.24 hours (Huang, SuHua, Capps, Matthew, Blacklock, Jeff, Garza and Mary, 2004).

2.2. Reading in Different Contexts

According to the NOP World Culture Score Index in 2005, country that spent most hours reading per week per person is India. It spent 10 hours and 42 minutes. Then followed by Thailand with 9 hours and 24 minutes, China was 8 hours, Philippines were 7 hours and 36 minutes and Egypt was 7 hours and 30 minutes. However, the three least reading countries were Korea which spent only 3 hours and 6 minutes per week on reading. Then Japan was 4 hours and 6 minutes follow by Taiwan was only 5 hours.

Mustafa (2012) found four major factors affected reading in Indonesia. First factor, Indonesian society was not reading, they liked to speak rather than read and write. Secondly, it is poor management. It referred to library which the ownership was not qualified and competent, corruption problems that made lack of money to improve library and operational management of library was not good processing. Thirdly, the

library could not afford to buy expensive books and materials while most of Indonesians did not have enough money to purchase good reading materials. Finally, the attraction of internet and electronic media. They influenced children's reading performance because they spent much time to watch TVs, used internet, and played games. This creates a big concern on education in Indonesia because it was the main cause that decreased reading habit.

Another way, Kathryn (2012) studied about 2,986 younger American's reading and library habits toward the reason why they read between age 16-29 and over 30 years. the results shown that from age 16-29 (n=628), 81% of Americans said they read for work/school, 76% said they read for pleasure, 73% read to keep up with current events while 81% read to research topics of interest. and Americans who over 30 years old (n=2,309) said they read for work/school is 49%, 79% they read for pleasure, 79% read to keep up with current events while 73% read to research topics of interest. A study about declining of reading habits of American both reading for necessity or pleasure which causes more concern in academic performance (Smith, Nichole, Day & Barbara, 2013) and students informed that they did not have pleasure of reading habits neither English as second language nor the first language (Barber & Karen, 2014). According to Camp and Deanne (2007), it made some suggestions for both teachers educator and classroom teachers about what they can strengthen and invent the reading habits. One more thing, people who reading hard or paper books stated that 28% of them read every day with 22% reading once a week, 30% reading less often and 18% never read hard copy books (Alasdair 2013).

An international survey by Books Aid International in 2013 (as cited in Chettri, K. & Rout, S.K., 2013) found that almost half of UK students who joined this study

mentioned that they read for relaxation while most of other students from twelve developing countries said that they read for passing examinations purpose.

In Sri Lanka, a survey by National Library and Documentation Service Board (NLDB) in 2002 (as cited in Chettri, K. & Rout, S.K., 2013) resulted the reading habits of students was poor because of libraries condition which had not had good book collections for students to read. So, most of them read only “light” materials such as novels, comic books, magazines and newspaper. Gunasekara (as cited in Chettri, K. & Rout, S.K., 2013) studied about some reading problems in Sri Lankan Secondary School which faced obstacles in reading promotion. The problems were they like listening to radio and chatting, they preferred watching TV while it was not enough reading resources in school libraries. Therefore, the purposes for reading, mostly for examination. Another study in Denmark on children aged 9 and 12 years old with amazing findings with one month period, the children read 1598 fictions and non-fictions books written by 700 authors.

In Singapore, the most popular book for children to read is adventure stories and followed by the mystery stories said by Balasundaram, 1991 (as cited in Chettri, K. & Rout, S.K., 2013). But a research study in Australia by Woolcott, 2001 (as cited in Chettri, K. & Rout, S.K., 2013), mostly children liked to read action adventure as much as fiction and fantasy. While a study in Britain showed that fantasy fictions was the first selection, after that humor, horror and thriller books as Mori, 2004 mentioned (as cited in Chettri, K. & Rout, S.K., 2013).

In China’s investigation about the past activities of primary and middle school students which they like to do in their free and relaxing time. Reading books is their second choice after watching TV is the first. Similarly, Hong Kong primary and secondary students said watching TV and playing computer games are the two favorite

activities during leisure time found by Education Department, 2001 (as cited in Chettri, K. & Rout, S.K., 2013). Also, Mori, 2004 (as cited in Chettri, K. & Rout, S.K., 2013) indicated that in Britain summarized that young people between 11 to 18 years old liked watching TV and used internet more than reading books. These meant that changing technology affected children's reading habits.

2.3. The Connection between Reading and Other Academic Subjects

Many studies found the relationship between reading and academic performance such as reading literacy and academic success. This study had chosen 121 students in grade 10 in a rural school in a small mid-western community which found out the relationship between measurable of student's reading and their study points, grade point average and result of achievement test (Espin and Deno, 1993). Cromley (2009) defined on reading and proficiency in science with different countries includes United States. Cromley mentioned the most connection country is US with 819 means for all nations. Another study was about mathematic subject which connected with reading ability by their ability to solve math word problems and their text comprehension skills. Among 225 students in grade 4 resulting in better reading comprehension skills, the better they could perform in mathematic word problems. Moreover, both skills were related to technical reading had found by Vilenius-Tuohimaa, Aunola and Nurmia, 2008 (as cited in Caleb Bartholet, 2013). As well as Shaheen (2007) investigated children's reading habits and preference, reading motivations and their reading attitude. This study suggested students to read academically to improve language skills and get better grades in exam and reading became the most preferred leisure activity after hobbies and playing on computer and internet.

According to Wanzzek and Canvaugh (2010) studied about Florida state kindergarten received reading intervention. It referred to phonological awareness, phonics and word recognition which instructed by paraprofessional in the class while grade 3 intervened by longer duration with longer texts with more complex skills that taught by specialized reading intervention teachers. Quirk and Beem (2012) found that the scores rate with fluency of English were higher than English comprehension in reading.

Anther studies found the relationship between reading habits and the academic performance of psychology students were better understanding even though the ratios was in small or medium amount. But it meant that the attitude of students towards reading and the frequency of library attendance were the reading habit factors related to academic performance (Julio & Erwin, 2010). Furthermore, in Spanish research study by Mercado, Suarez, Ramirez, Kort and Zendejas (as cited in Julio & Erwin, 2010), Spain's Ministry of Culture (2008) defined weekly books read percentage was increased while the level of studies was higher too within the category of "6 hours or more". Similarly, Moreno (as cited in Julio & Erwin, 2010) resulted a close relationship between student performance and the love of reading, in terms of the general of reading habits and also found a close relationship between reading books outside of school which encouraged from parents, as well as getting books as gifts from them and family with closed similarly towards reading. This study found almost the same things between student's reading attitude that related to their reading habit background and the family motivation's environment.

Acheaw (2014) found 56.7% of 1000 respondents who strongly agreed that academic performance had influenced by reading while 6.9% strongly disagreed. 29.3% agreed and 7.1% disagreed. This finding was related to Palani (as cited in Acheaw, 2014)

who mentioned reading and all educational process is interrelated and powerful reading is the main pathway of powerful learning.

Many studies already mentioned above reflected about students' study performance as well as study results because of reading a lot. most of them used reading tests or program in their studies. However, in this research study used only respondents' study result in Grade 9. They were passed this examination but this study would like to see how much they read every day which related to their four grading results (they are passing, satisfactory, good and excellent).

2.4 Reading in Cambodia Context

In Cambodia context today, MoEYS, Department of Curriculum Development plays an important role to monitor, evaluate and improve national curriculum and text books management, library and other documents to use at schools. They are strengthening library standard in primary and secondary schools in order to be a unique of development of library work, to provide general knowledge of library to librarians, to increase reading and researching for publicans, to build reading habit and researching for children and to participate in strengthening the effective teaching and learning (MoEYS website). Furthermore, the department was successful in negotiating to the top ranking of the ministry to celebrate National Reading Day in the whole country to promote and build reading habits among Cambodian every 11th of March (Government's sub degree, 2015). This year, 11th March, 2016, MoEYS celebrated National Reading Day at Royal University of Phnom Penh (RUPP) under topic “building reading habits, promoting reading culture”. His Excellency, Hang Choun Naron, Minister of Education, Youth and Sport mentioned that building reading habits should start at young age. For example, children from 3 -5 years old, parents should motivate them to love books and to build a

habit of reading. In addition, he recommended to all youths today must develop their capacity through reading and gain knowledge for lifelong learning because we are now in competition industries (Sokunthea, 2016).

According to Kall (2012), some obstacles of reading culture in Cambodia were even they are illiterate or lack of basic skills, people do not read, lack of money to buy materials for reading and role model, greater benefit from having better education, beyond know how to read and write was not accepted and seen by parents in rural remote areas , the belief of most population still think about reading is working not for pleasure or exploring, reading causes headache, age printed in local language, no evaluation on population's reading need and interests and limited or no suitable reading skills, there is no strategy, initiatives or establishment from government to any regular activities to promote national reading culture, no national reading day for reading promotion in the society.

Some reasons for Cambodian students do not like to read are poor living condition because 26% of Cambodians are still living under poverty line, so they need food for stomach rather than for brain, 30% of adults could not write and read properly, in Khmer Rouge regime, many educated people were killed so it needs time to produce new human resources, some people thought that reading makes headache or learning makes you crazy which are the wrong perception and at schools still use passive learning culture because teachers required students to learn by heart, to memorize all lessons to get good scores during examination (Trust building, 2011).

Also, Peou (2011) mentioned that reading habits is far from generally Cambodians' characteristic. Even students themselves are worried about lack of a reading culture among learners. Internet is the most activity they do every week of 90% students at least a

few times per week. The medium activity is TV while magazine and newspaper are the least.

2.5 Research Framework

Bullent (2002) categorized children reading level into four groups. They are heavy, moderate, rare and nonreaders. This could be any kind of materials being read and average time spends on reading. Therefore, this study wants to find out students in grade 10 categorized into which level of reader, what they are reading besides school books and what kind of materials being use while reading (book or e-book). However, this is not reflecting to all activities or every corner about reading.

Bullent (2002) categorized children reading level into 4 groups

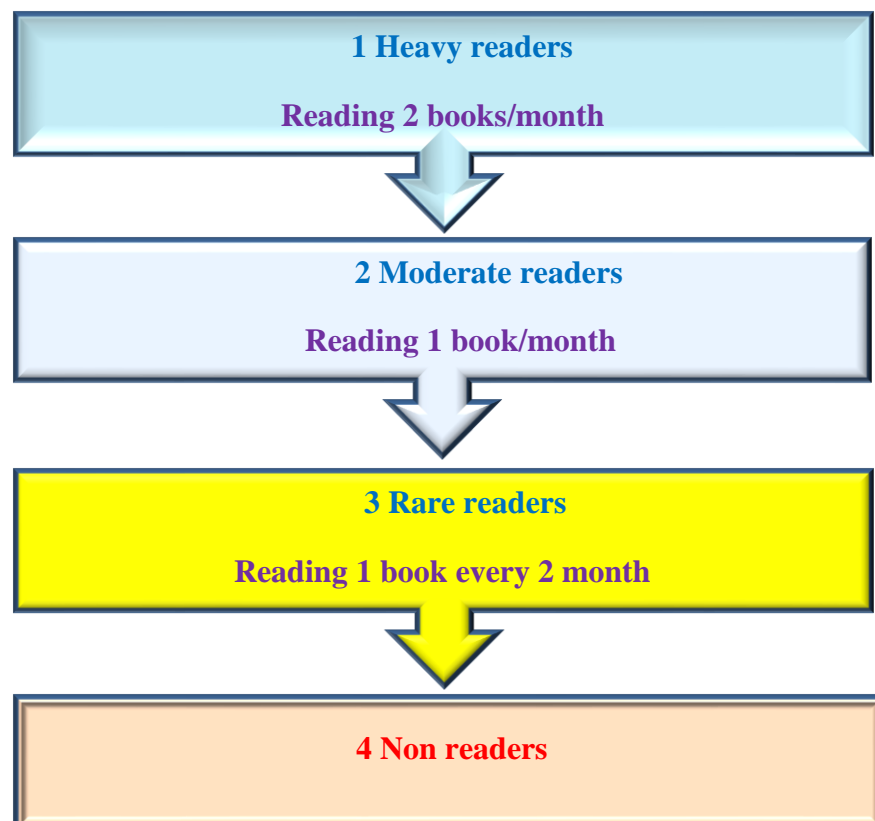


Figure 1: children reading level

CHAPTER 3

METHODOLOGY

Methodology is in chapter 3 which contains six points. They are research design, data collection procedure, sample selection and sampling techniques, data analysis, research instruments and research ethics. This chapter is important for the study because it helps researcher to identify methods to link with research objectives and questions of the research in order to collect and analyze data to avoid bias.

3.1. Research Design

This study conducted by means of survey questionnaire. The researcher purposively selected one district of Kandal Province among eleven districts. One high school with largest number of grade 10 students was selected for the study.

3.2. Data Collection Procedure

The primary data was collected via questionnaire. First, the researcher obtained the letter of research permission from Royal University of Phnom Penh (RUPP), Master of Education Program. The letter has been sent to Director of Kandal Provincial Office of Education, Youth and Sport. After that, the researcher contacted and set date with target school principal about purposes of the study in order to collect data from this high school.

3.3. Sample Selection and Sampling Techniques

The location of the study selected one district among eleven districts in Kandal Province, Saang District. It has 1,684 grade 10 students which is the largest numbers among 11 districts. The biggest high school is Hun Sen Saang which located on National Road number 21. It is about 18 km from Takhmao City. There are 426 students (243

female students) in grade 10 (Kandal Education statistic and indicator 2016-2017). The reason to choose grade 10 because they experienced grade 9 exam, so this study wants to know relationship between their grade 9 result and reading behaviors. The sample size selection was 35% of total population among 426, so 149 students would participate in for this survey and at least 50% female students. To select 153 students, researcher has chosen 14-15 students in each class by using convenience sampling.

3.4. Data Analysis

After collecting data, researcher summarized the finding, discussion and further research if needed. In order to make data analysis easier, SPSS application has been used to accompany with. The first description of data has showed detail via chart or table then represent and report the finding in order to make sense of data.

3.5. Research Instruments

The questionnaire developed for students in Khmer after designing in English with 28 questions. Many questions included in questionnaire to collect about students' practice of reading, what causes students do not like to read, how reading help them on their academic performance, what makes students to be aware of reading, where should they find some reading materials and what are some possible solutions to increase reading habits.

3.6. Research Ethics

The letter of research permission from Royal University of Phnom Penh (RUPP), Master of Education Program has been sent to Director of Kandal Provincial of Education, Youth and Sport (POE) about the permission to conduct a research study in this province.

After the approval from Kandal POE, this letter has been sent to Hun Sen Saang High school principal to corporate in this research. Moreover, all respondents were informed about the purpose of the research and were volunteered to participate.

This survey questionnaire was very fast and easy to collect because it was design carefully with some pilot participants before the target groups. However, some weakness was occurred during completing the questionnaire because some respondents could not answer the questions or they decided to skip them.

CHAPTER 4

RESULTS

In this chapter, there were five important parts of finding. Firstly, finding indicated about reading behaviors of students in grade 10. Secondly, it was about reading level of students. Thirdly, it showed the obstacles affecting reading. Fourthly, it mentioned about their family spending time. Finally, it described the relationship between reading and their exam result in grade 9.

Among total 153 respondents (Figure2), there were 63 males and 90 females who participate in this study. Most of them are aged 16 with 50.3%, followed by aged 15 with 30.7% and aged 17, 14, 13 and 18 with 8.5%, 7.8%, 2% and 0.7% (Table 1).

Table 1: Age of participants

Age of participants	Percentage
13	2
14	7.8
15	30.7
16	50.3
17	8.5
18	0.7

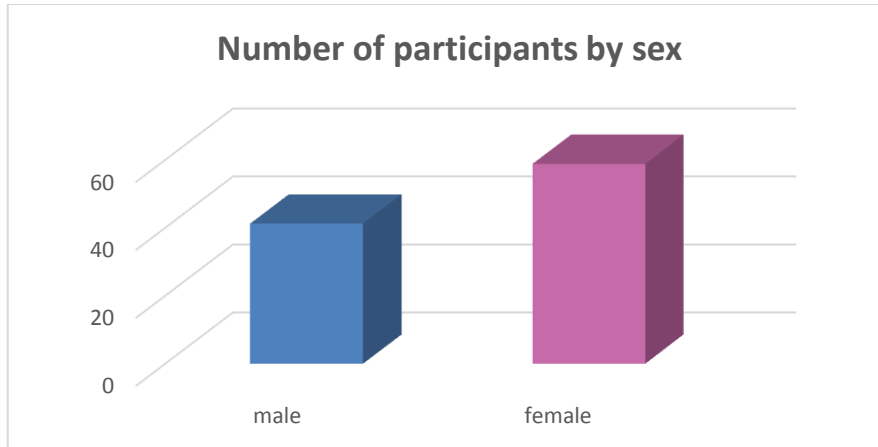


Figure 2: participants by sex

4.1. Reading behaviors of grade 10 students in Hun Sen Saang High School

For the most reading hours, male participant spent six hours per day (3.6%) while female participant spent only five hours (3.5%) and also, both of them spent averaged time on reading per day was 1.84 hours (Table 2). As the Table 3 showed that among 92.8% of participants, 45.8% read one hour per day, two hours is 27.5%, three hours is only 14.1% and the lowest hour is only 30 minutes which only 1.4%. Furthermore, it indicated the difference between male and female participants who spending one hour reading per day is 51.8% for male (total participants are 56) and 40% for female (total participants are 86). For two hours of reading, female was 32.6% is higher than male 19.6%.

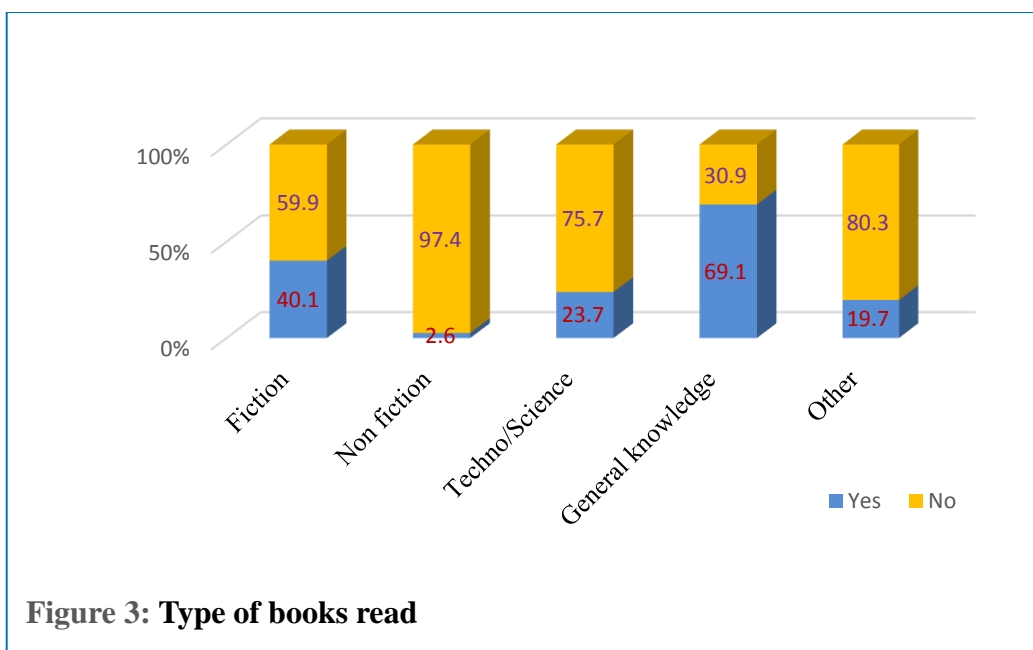
Table 2: Reading hours per day

Sex	Statistics			
	Min	Max	Mean	SD
Male	1	6	1.93	1.29
Female	0.5	5	1.79	1
Both	0.5	6	1.84	1.12

Table 3: Reading hours/day by male and female

Male		Female	
Reading hours/day	Percentage	Reading hours/day	Percentage
1	51.8	0.3	2.3
1.1	1.8	1	41.9
2	19.6	1.3	2.3
3	16.1	1.5	2.3
4	5.4	2	32.6
5	1.8	3	12.8
6	3.6	4	2.3
		5	3.5

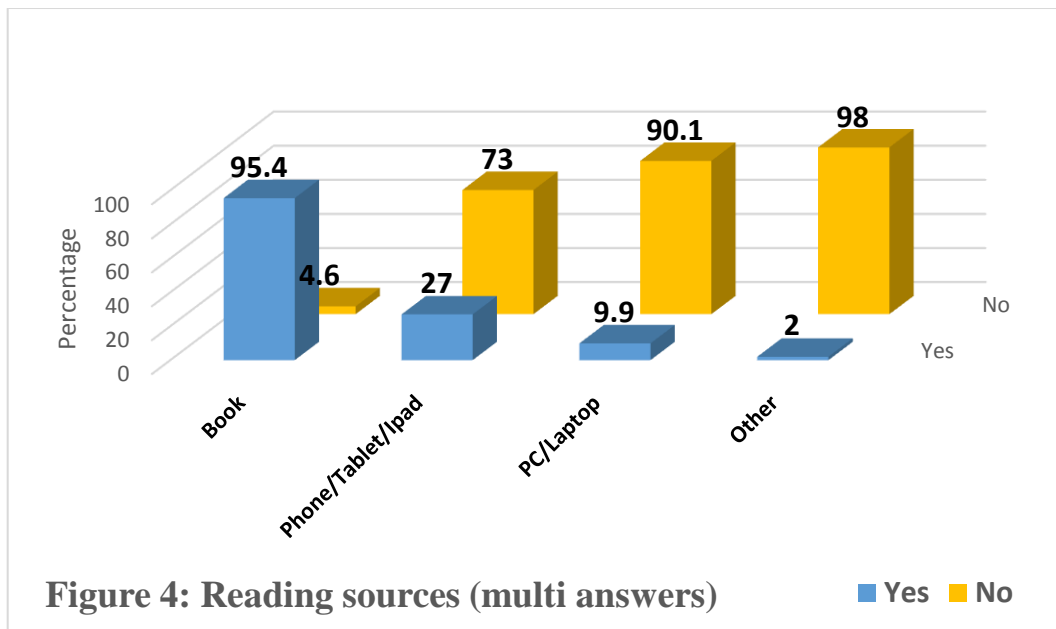
There are five different reading book types for participants to show as their reading preferences. The most favorite reading type is general knowledge (69.1%) followed by fiction as second favorite (40.1%), the third favorite is technology/science (23.7%) and other reading type is 19.7% while nonfiction is only 2.6%. (Figure 3)



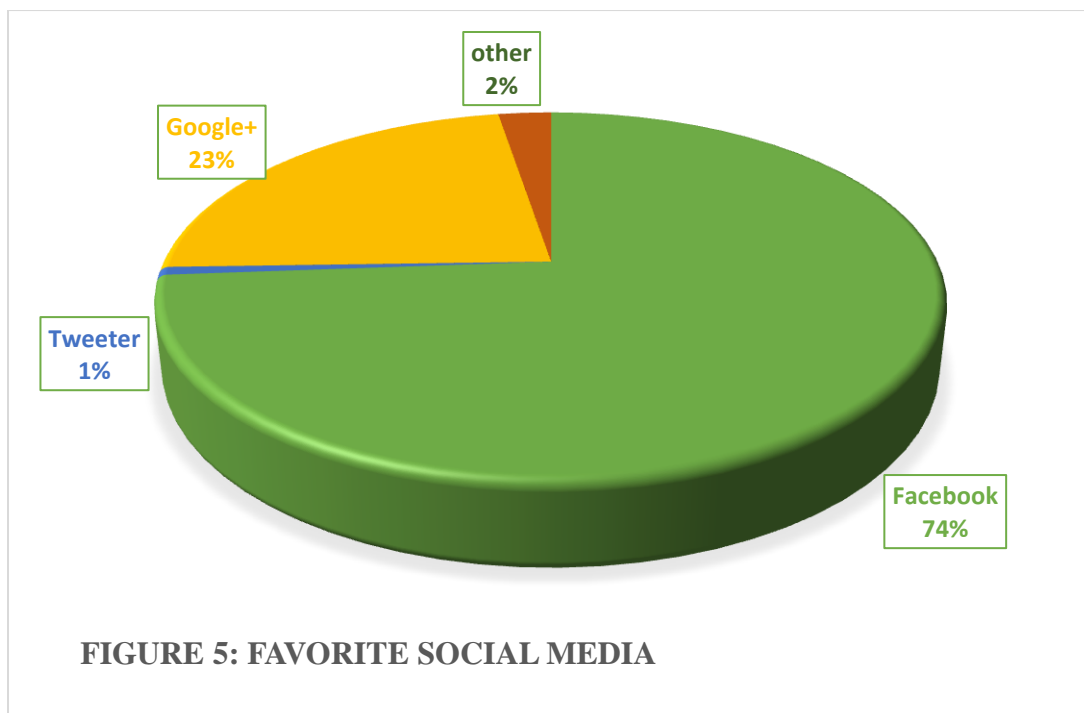
Khmer is the common language uses for the participants who like to read with the result (Table 4) shown 72.5% while English is only 24.8%. Also, between Khmer and English, if they decided to read, 54.2% choose Khmer, 36.6% choose English and 9.2% choose other languages.

Table 4: Favorite language to read			
Languages	Khmer	English	Other
Favorite language to read	72.5%	24.8%	2.6%
Language to choose for reading	54.2%	36.6%	9.2%

For reading sources/stuffs, 95.4% selected books, 27% selected smart phone/tablet/I Pad, and 9.9% selected PC/laptop for reading according to the result of reading stuffs they use. (Figure 4)



The pie chart below (Figure 5) indicated that Facebook is the favorite social media/network for the respondents (73.9%), then Google+ (22.9%) and other social media/network is 2.6% while twitter was the less popular (0.7%). Moreover, when we ask them about what they read via these social media, they mentioned 13 categories for reading. But the most three popular are reading about general news 71%, reading about general knowledge is 7.2% and reading about social event is 5.8%. (Figure 6)



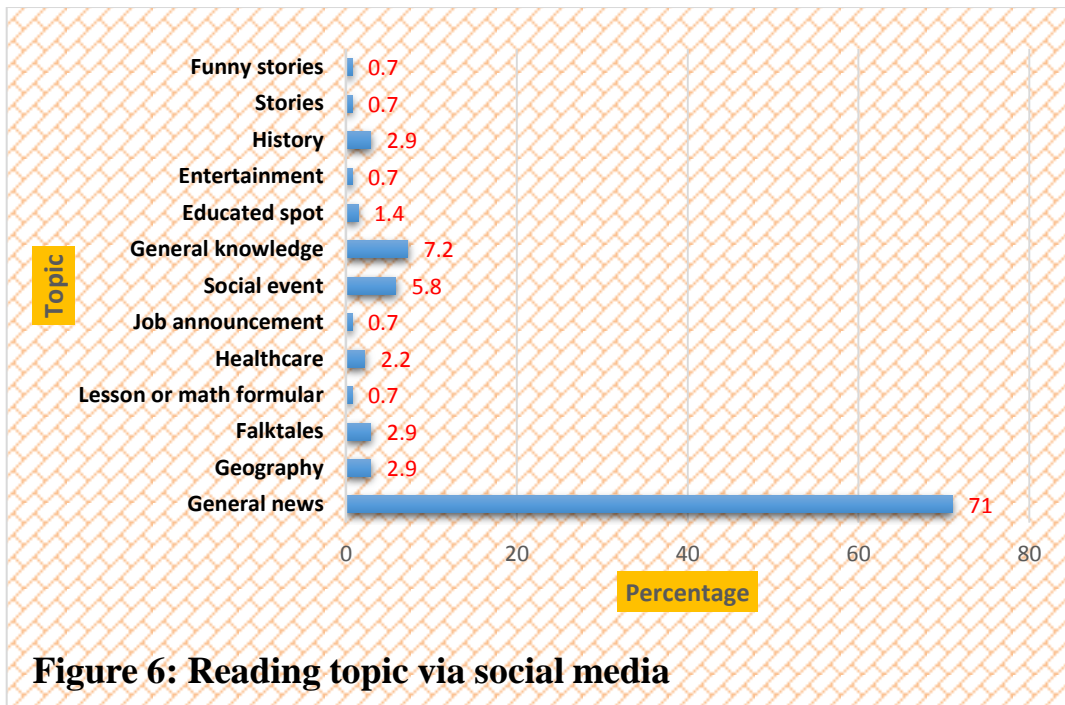


Figure 6: Reading topic via social media

By the way, the respondents replied the most popular topic they read via Facebook (Figure 7) is general news with 85.1% of the whole respondent. 5.2% liked to read about general knowledge and 3% liked to find something new when they used Facebook. However, the least categories were science/technology and educated spot which only 0.7%.

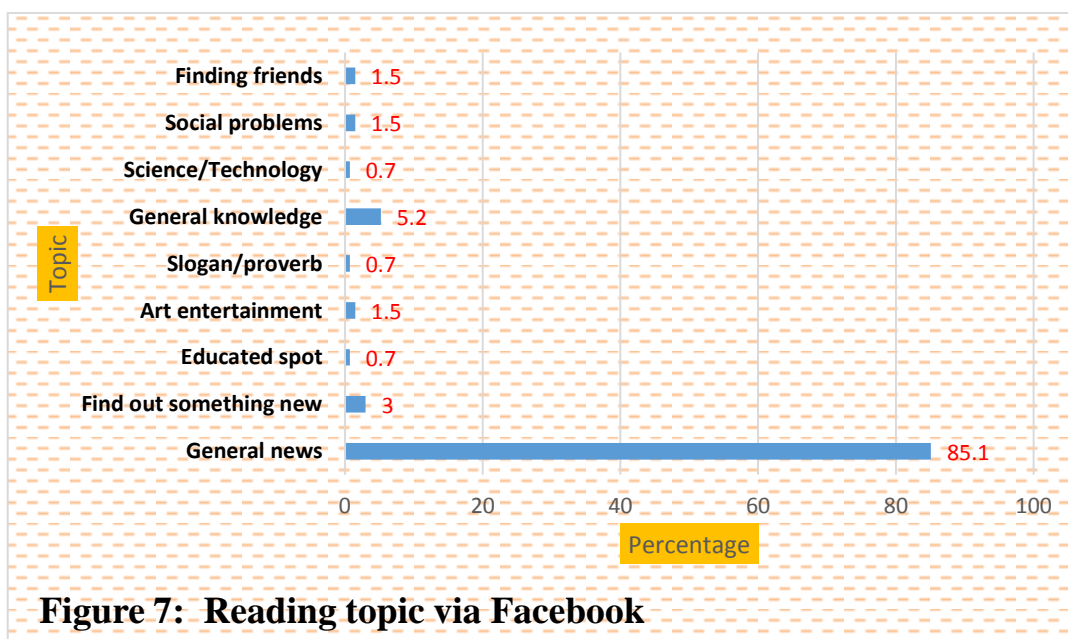
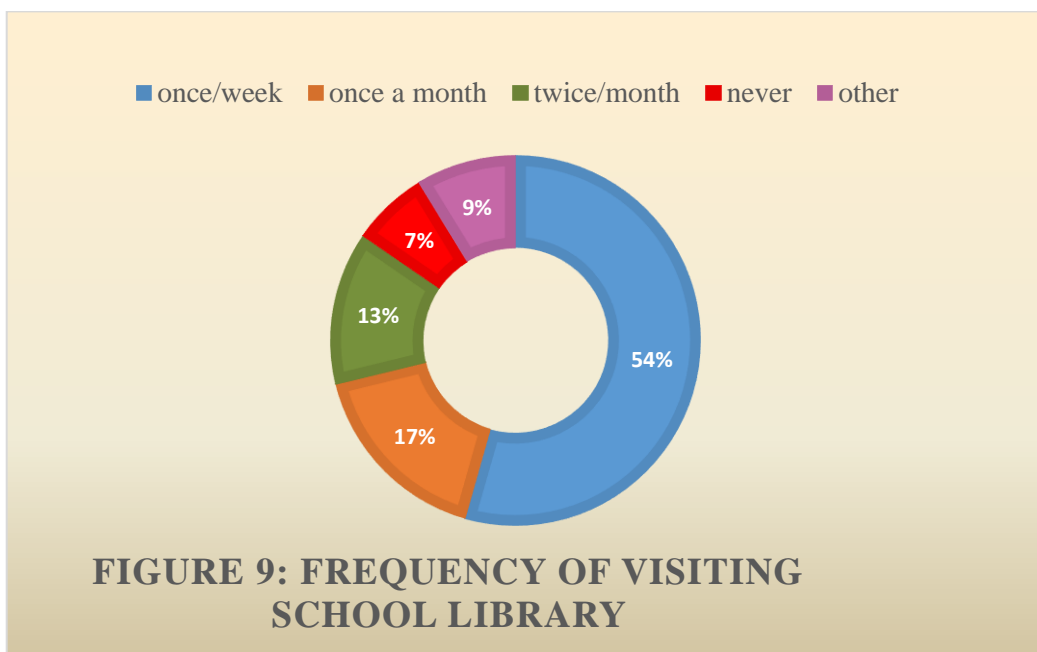
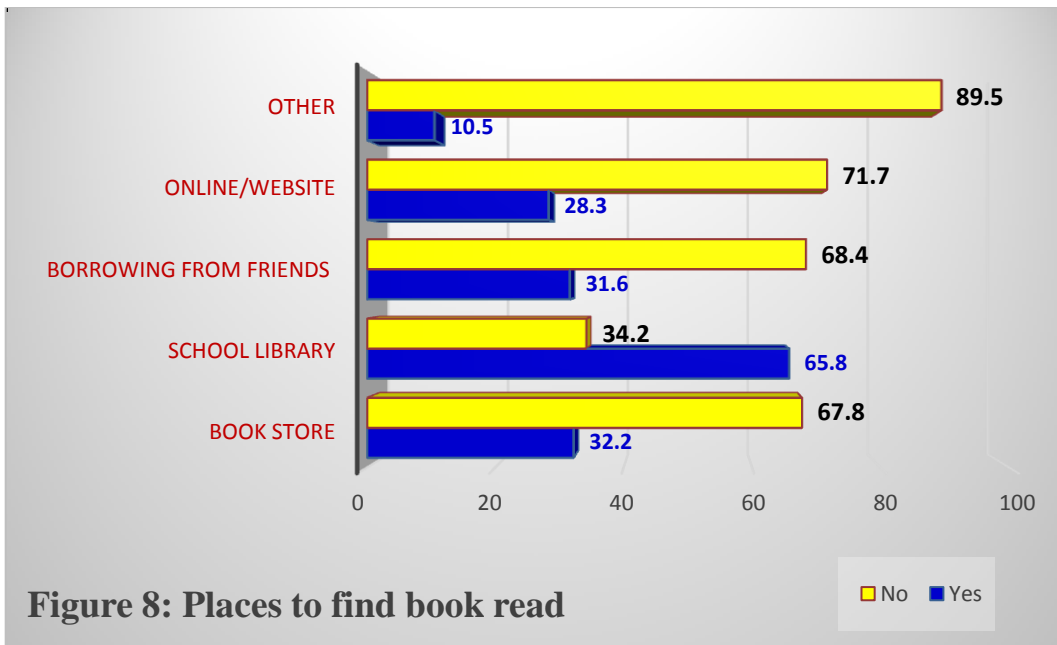
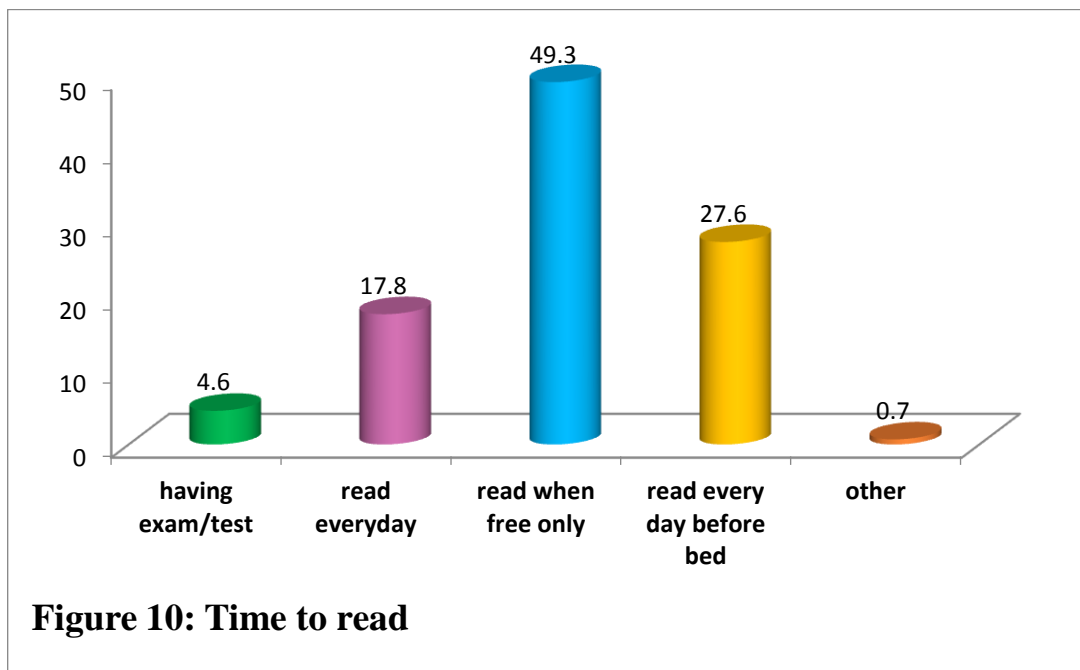


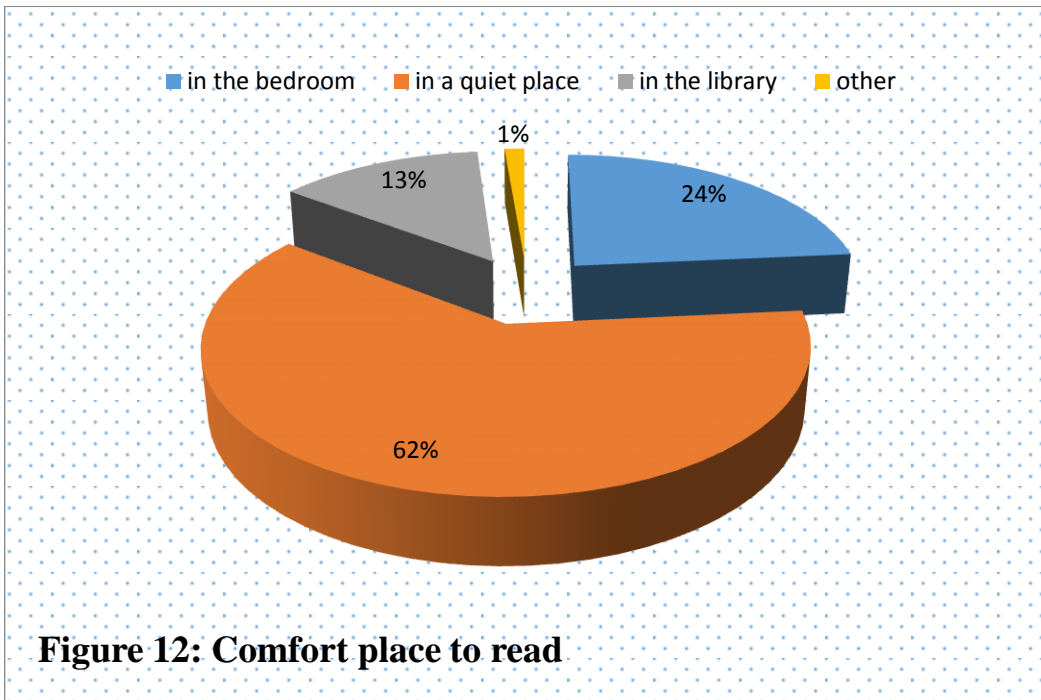
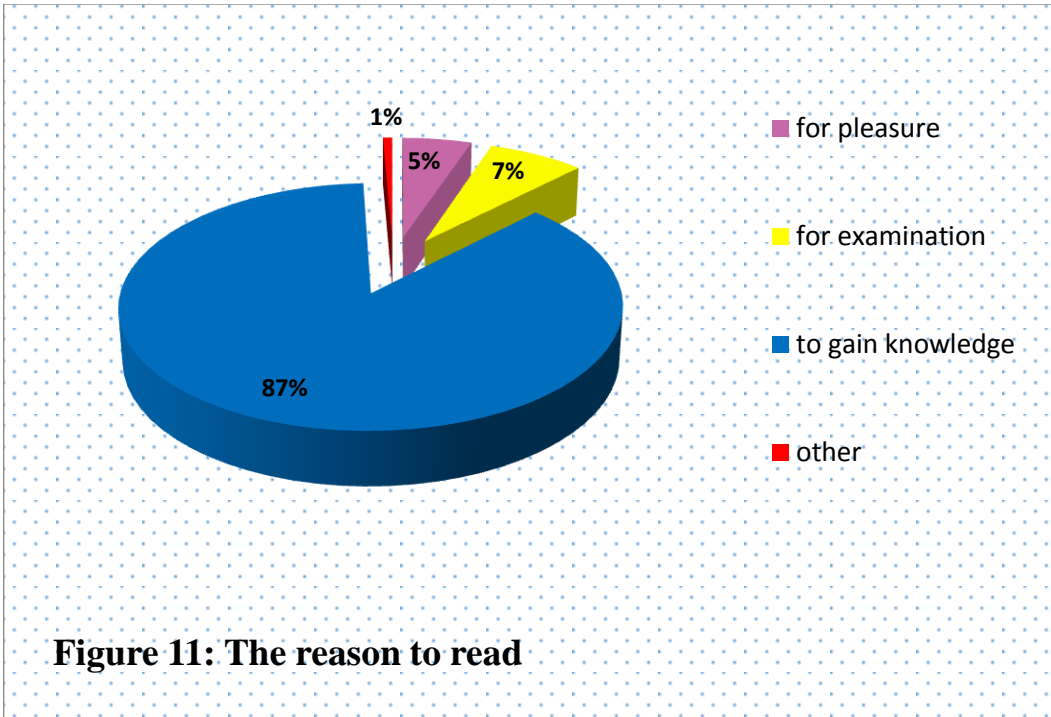
Figure 7: Reading topic via Facebook

Four important places had been asked to know how they find books or other sources to read. They are bookstore, school library, borrowing from friends, online/website and other places. The results showed 32.2%, 65.8%, 31.6%, 28.3% and 10.5%. As the School library was a good place for them to find something to read, 54% went to school library once a week while 17% went once a month, 13% went twice a month, 9% beside these and 7% said never go to school library. (Figure 8 and 9)



Timing for reading is important for everyone because it depends on their good time. That's why 49.3% said they read when it is free only, 27.6% read every day before bed and 17.8% read every day while 4.6% read when having exam/test (Figure 10). Moreover, reason for reading which every respondent was raised differently. The first reason is reading for pleasure was mentioned only 5%. Second reason is reading for examination purpose was 7% and the last reason is reading to gain knowledge was 87% (Figure 11). Also, another important point for reading is a comfort place (Figure 12). Three comfort places have been indicated in the finding. Reading in the bedroom, reading in a quiet place, in the library and the result were 24%, 62% and 13%. And only 1% mentioned other places.





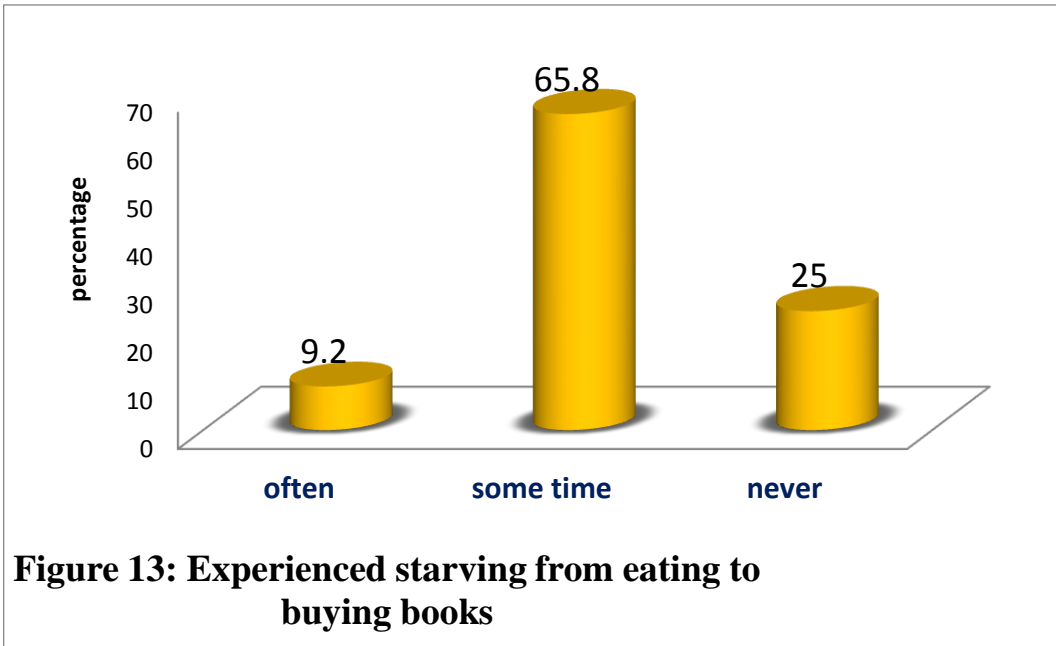
As the result shown that 8,792.64 riels was an average amount which they spend on buying reading materials per week (Table 5). The spending starts from 1,000 riels to 50,000 riels. Per week, they spent 5,000 riels (27.1%), followed by 10,000 riels (20.2%), 1,000 riels was 3.1% and 50,000 riels was 1.6% while 0.8% of respondents mentioned 6,000 riels, 7,500 riels, 12,000 riels, 16,000 riels, 21,000 riels and 25,000 riels were the lowest percentage. In addition, this study indicated the respondents who experienced starving from eating to buying books. 9.2% said often, 25% said never and 65.8 said some time. (Figure 13)

Table 5: Amount of spending per week (Riels Currency)

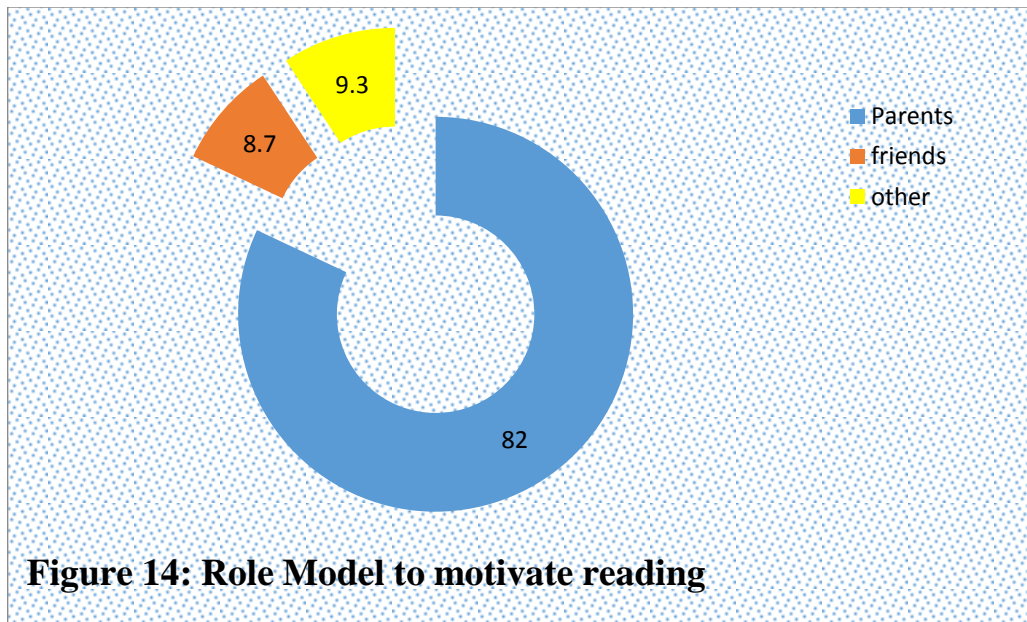
Statistics			
Min	Max	Mean	SD
1,000	50,000	8792.64	8956.989

Spending amount/week (\$)	Percentage
1,000	3.1
1,250	3.1
1,500	3.1
2,000	7
2,500	4.7
3,000	3.1
4,000	4.7
5,000	27.1
6,000	0.8
6,250	2.3
7,500	0.8
8,000	2.3
10,000	20.2
12,000	0.8

15,000	2.3
16,000	0.8
20,000	7.8
21,000	0.8
25,000	0.8
30,000	1.6
40,000	1.6
50,000	1.6

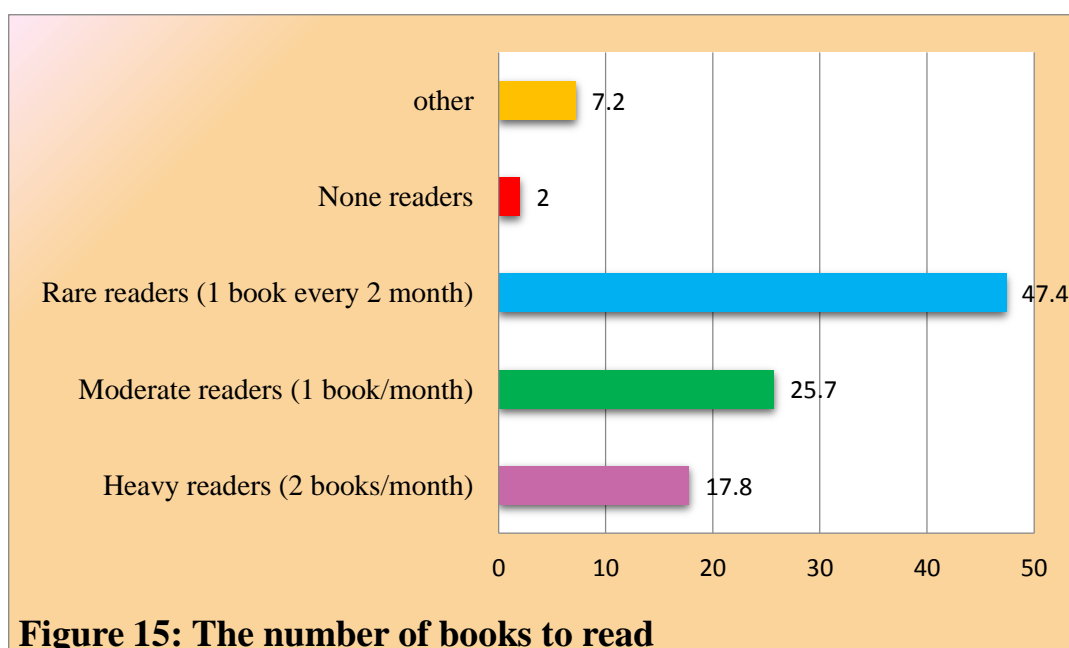


In this study, among total of respondents, 97.4% said they had role model to motivate reading with 2.6% said no. Also, family members such as parents play an important role model for them to read (82%), motivation from friends was only 8.7% while other people was 9.3%. (Figure 14)



4.2. Reading level of students

As the table shown that the highest percent of participants who read 1-6 books per year or one book every two month was 47.4% (rare readers) followed by 7-23 books per year or two books per month was 25.7% (moderate readers), then 24 or more books per year or two books per month was 17.8% (heavy readers), none reader was only 2% and others was 7.2% (Figure 15).



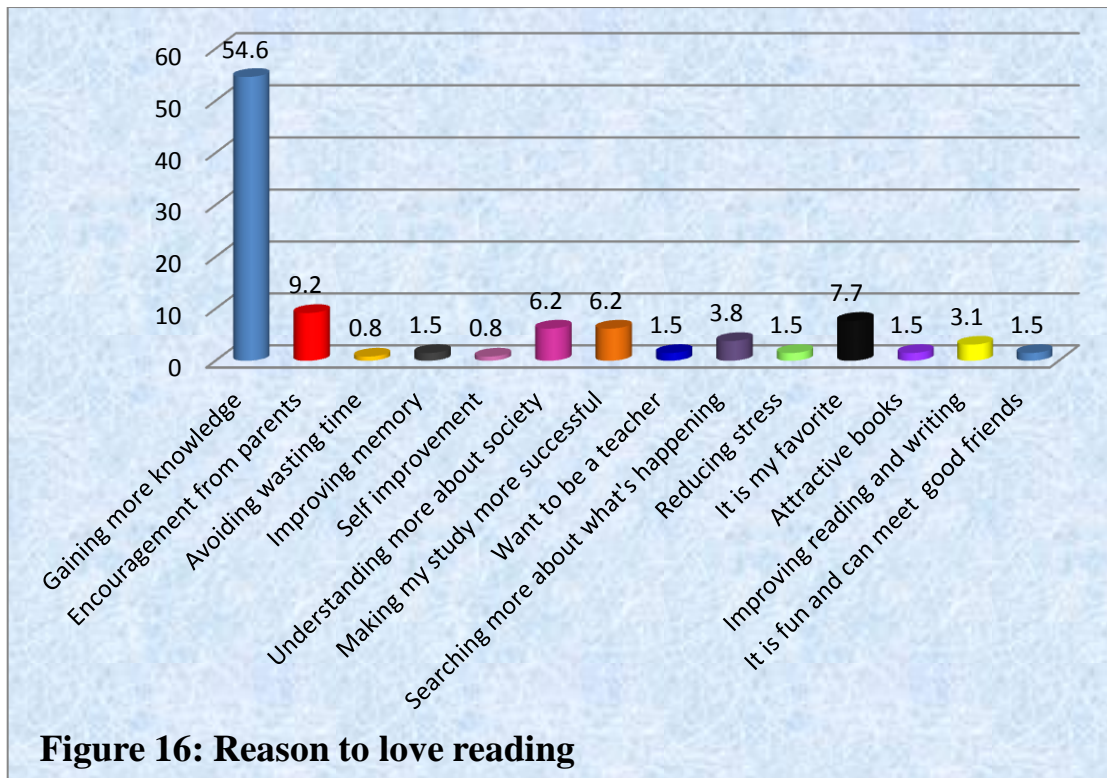
In Table 6, four main books have been categorized such as Khmer literature, Social studies, mathematics and science to find out different type of books they read each category. As the table shown about Khmer literature subject contained 15 different kinds of book that respondents have read beside their main textbook at school. The most popular book was 56.8% (fiction), the second book was 9.3% (description/writing), the third book was 7.6% (Khmer language), the same fourth book was 2.5% (ancestor history, poetry, Khmer term of pit and Khmer dictionary) and the least popular was 0.8% (Buddhist history, how to speak attractively, how to understand other's mind and Christianity book). For social studies subject, eight different kinds of books they read. They read moral and civic education (32.8%), history (23.9%), geography (13.4%), general knowledge (10.4%), social development (6%), economic (6%), social study grade 5 (4.5%) and law (3%). By the way, only four kinds of books they have read about mathematics subject. 60.4% people read geometry, 26.4% read math formula, 7.5% read algebra and 5.7% read exercise correction. And the last subject was science subject with five different kinds of books such as Technology with 3.8%, Biology with 53.8%, Chemistry 7.7%, earth science 23.1% and Physic 7.7%.

Table 6: List of books read beside textbooks

Book type	Book name	Percentage
1. Khmer literature	Fiction	56.8
	Description/writing	9.3
	Folktales	7.6
	Khmer language	7.6
	Ancestor history	2.5
	Khmer Dictionary	2.5
	Poetry	2.5
	Khmer term of pit	2.5
	Q and A	1.7
	Khmer Katelok	1.7

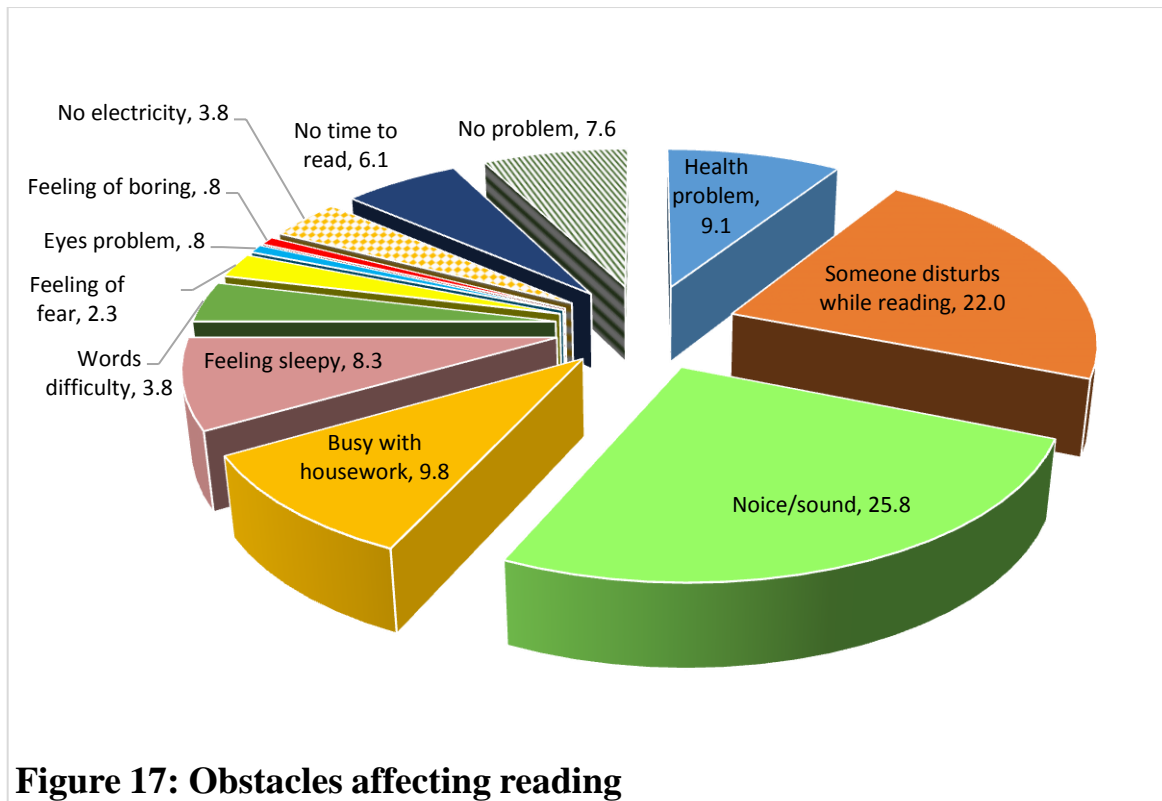
	Grammar	1.7
	Buddhist history	0.8
	How to speak attractively	0.8
	How to understand other's mind	0.8
	Christianity book	0.8
2. Social studies	History	23.9
	Moral and civic education	32.8
	Geography	13.4
	General knowledge	10.4
	Social development	6.0
	Economic	6.0
	Social study grade 5	4.5
	Law	3.0
3. Mathematics	Geometry	60.4
	Math formula	26.4
	Algebra	7.5
	Exercise Correction	5.7
4. Science	Biology	53.8
	Earth science	23.1
	Chemistry	7.7
	Physic	7.7
	Technology	3.8

Among 130 respondents which showed in figure 16, they raised many reasons that make them love reading. The highest important reason was 54.6% to gain more knowledge, 9.2% was encouraged by their parents, 7.7% was their favorites, 6.2% indicated understanding more about society and making study more successful and the lowest reason was 0.8% to avoid wasting time and self-improvement.



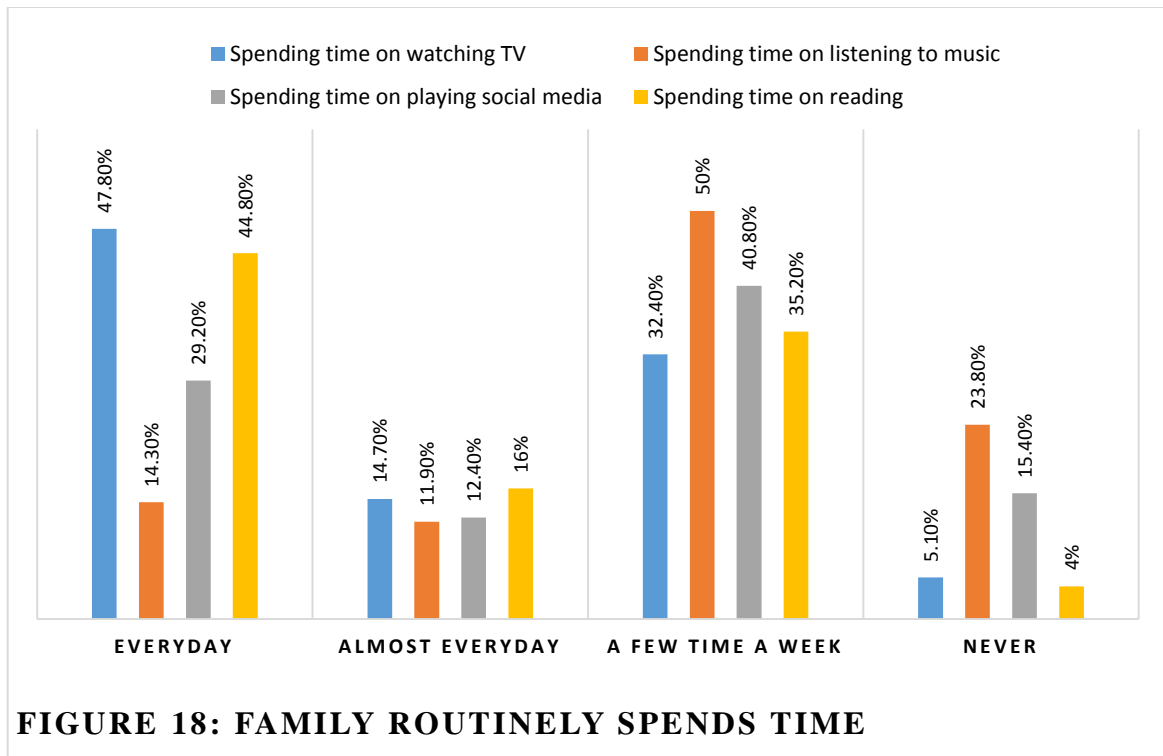
4.3. Obstacles affecting reading

Some obstacles which affect their reading have been raised by the respondents. 25.8% mentioned about noise or sound, 22% said when someone disturb while reading, 9.8% Busy with housework, 9.1% faced health problem, 8.3% was Feeling sleepy, 7.6% said no problem, 6.1% No time to read, 3.8% Words difficulty and No electricity, 2.3% Feeling of fear, 0.8% eyes problem and feeling of boring (Figure 17).



4.4. Family spending time

Figure 18 showed out how the respondents spent their time differently on watching TV, listening to music, playing social media and reading. For watching TV, 47.8% said they watched everyday, 14.7% said almost everyday, 32.4% said a few time a week and 5.1% said never watched. Another activities is listening to music, 14.3% said they listen everyday, 11.9% said almost everyday, 50% said a few time a week and 23.8% said never. Thirdly, spending time on playing social media, 29.2% said they play everyday, 12.4% said almost everyday, 40.8% said a few time a week and 15.4% said never. Lastly, spending time on reading, 44.8% said they read everyday, 16% said almost everyday, 35.2% said a few time a week and 4% said never read.



4.5. Relationship between reading behaviors and exam result

As the result shown the grading result of grade 9 exam which they took it last year. 22.2% received passing while 45.1% received satisfactory, 30.7% got good grading while only 2% got excellent (Figure 19). Also, figure 20 indicated the relationship between each grading result with their reading hours. The total participants (45.8%) of different grading result was read one hour per day but Passing grade was the highest. Also, reading two hours, the total participants (27.5%) but still Passing grade was the highest. Furthermore, Table 7 showed averaged time they read everyday as which related to their grading result. Passing grade read 1.41 hours per day, Satisfactory read 1.97 hours, Good read 1.95 hours and Excellence read 2 hours.

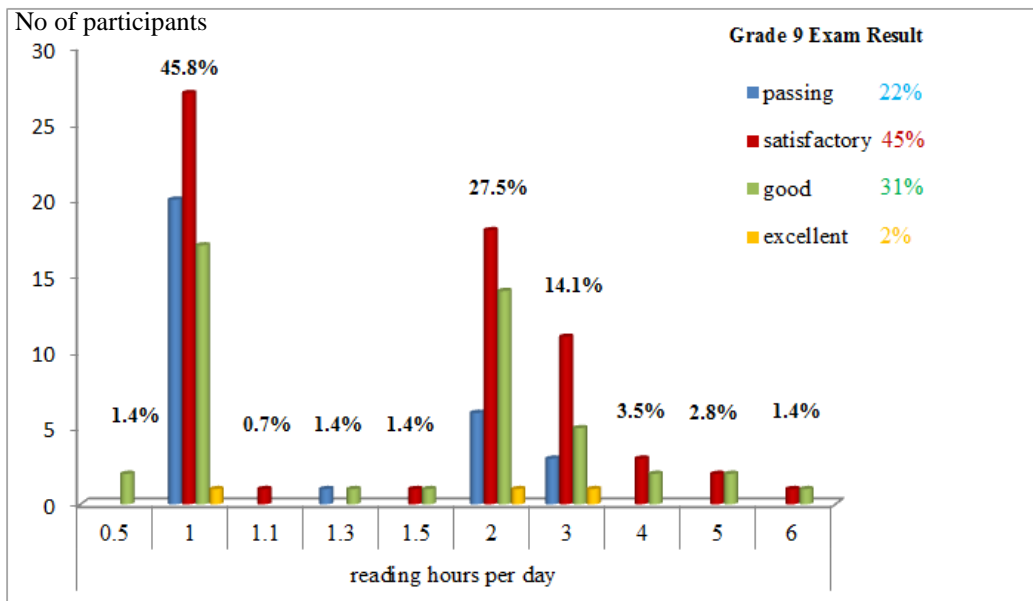
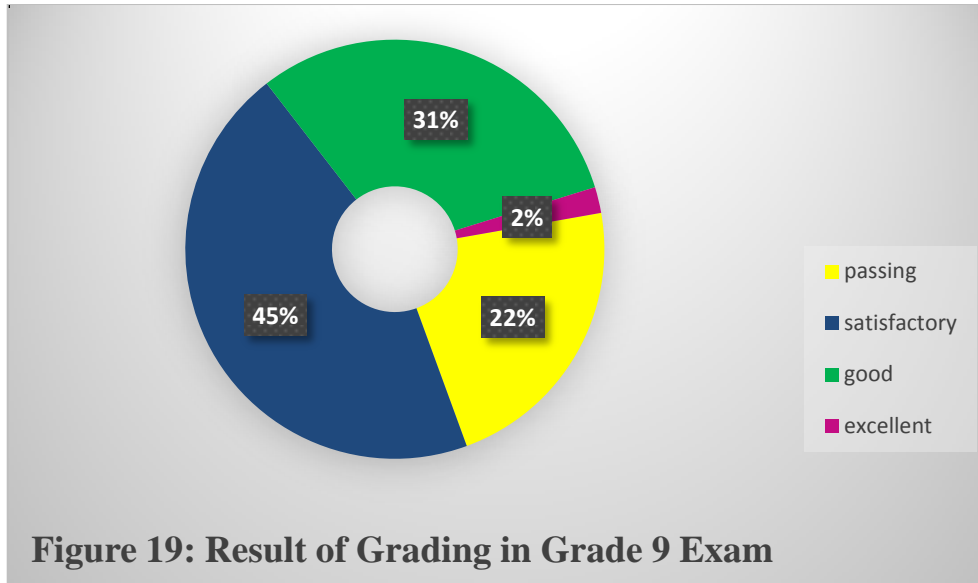


Figure 20: Reading hours related to study result (Grade 9)

Table 7: Average reading hours related to grading result			
Result of grade 9 exam	Reading hours per day		
	Minimum	Maximum	Mean
Passing	1.00	3.00	1.41
Satisfactory	1.00	6.00	1.97
Good	0.50	6.00	1.95
Excellent	1.00	3.00	2.00

CHAPTER 5

DISCUSSION

In this chapter, there were four important parts of discussion. It is about reading behaviors of students in grade 10, reading level of students, the obstacles affecting reading and the relationship between reading and their exam result in grade 9. Finally, there were two more important parts such as conclusions which summarized this research study and recommendation.

I. Discussion

1.1. Reading behaviors of grade 10 students

The result of this study indicated that participants spent 1.8 hours as average per day for reading and number of male students who read one hour was higher than female students. The most common topic for reading is general knowledge and fiction. Moreover, they always read Khmer language even if they had a chance to buy or find something new to read. Four important places had been asked to know how they find books or other sources to read. They are bookstore, school library, borrowing from friends, online/website and other places. As the school library was a good place for them to find something to read but they went to school library once a week. The purpose to read was when it is free only. Furthermore, the reason for reading which every respondent was raised differently. The most important was to gain knowledge. Also, another important point for reading is a comfort place was quiet place. An international survey by Books Aid International in 2013 (as cited in Chettri, K. & Rout, S.K., 2013) found that almost half of UK students who joined this study mentioned that they read for relaxation while most of other students from twelve developing countries said that they read for passing examinations purpose.

According to Moly, Y., who is the chief of Beong Trabek Library talked about her perception on students reading habits (personal communication, May 21, 2016), she mentioned that high school students do not like to read because they think using social network for modern fashion, chatting, watching video or play games on their smart phones are more important than reading. Reading makes them boring and feels not happy, so they decided to meet their friends for drinks or socialization. Also, they do not like to read because no one guides them to read when they were young, lack of reading materials due to uninteresting authors or writers and most of good books are in foreign languages which make Khmer people decide not to read as their habits because it is hard to understand. Furthermore, she raised the important of reading form her own perspective because she read a lot at least two kinds of books per day especially related to general knowledge. Reading makes people understand themselves clearly because it helps people to improve critical thinking, general knowledge and to push people to the successful pathway. People's knowledge was like two arrows and it depends on how they use it in right or bad ways. Finally, she would like to see Cambodian people improve their reading habits especially she is trying her best to help and to attract people to read more at this library.

Another study remarked one of the main problems of Cambodians is do not read and must prevent it by promoting reading through children at first but most schools are lacks libraries and teachers do not read too, the production of books is quite low in Cambodia because they go to bookstore only to find most relevance about marketing, accounting, and tourism to match their carrier to make money in the future and not about education, philosophy or sociology, so they study only subjects which are important and relevant to the job markets. Last but not least, promoting new Cambodian young talent authors, good newspaper and magazines in Khmer with real good content must be

encouraged especially schools with libraries, teachers who like to read and the translation of books into Khmer such as world classics of literature, history, geography and science (Eureka, 2010). Also, Peou (2011) mentioned that reading habits is far from generally Cambodians' characteristic. Even students themselves are worried about lack of a reading culture among learners. Internet is the most activity they do every week of 90% students at least a few times per week. The medium activity is TV while magazine and newspaper are the least.

It means that students at Hun Sen Saang High School like to read fiction is the most which similar to the previous study. More than one-hour reading is not enough time to read, it is a bit low. Even though they know that reading is an important reason to gain more knowledge but they do not notice their reading behaviors is not equivalent to what they think. This study was impressed by all respondents because they proved that they like to read with an important topic, they know clearly how many books they read every month and at least they go to school library once a month. However, compare to India which spent 10 hours and 42 minutes and Thailand spent 9 hours and 24 minutes, China was 8 hours, but it could be better than the three least reading countries were Korea which spent only 3 hours and 6 minutes per week on reading. Then Japan was 4 hours and 6 minutes follow by Taiwan was only 5 hours. Another way, they mentioned from 1,000 riels (about 0,25 USD) to 50,000 riels (about 13 USD) on buying reading materials as an averaged was more than 8,000 riels (about 2 USD) per week. However, they experienced starving from eating to buying books some time and only 25% never experienced this. Family especially parents play an important role model to motivate them to read. This is amazing that most of them spent money on buying books because they need food rather than books. If we have a look at their family routinely spend time every day, watching TV and readings are the main activities for them but watching TV is more important than

reading. This result showed that reading is still their second choice. The respondents mentioned earlier about their family motivate them to read, but in this finding, their family spent time on watching TV more than reading. We can say they do not forget about reading but they just not get used to build their habit to love reading. Sometimes, their family just pushes them to read but they forget to show them or they do not read by themselves. For example, in developed countries, they read everywhere, on the bus, on the plane or at public areas.

1.2. Reading level of students according to research framework

According to research framework, Bullent (2002) categorized children reading level into 4 groups.

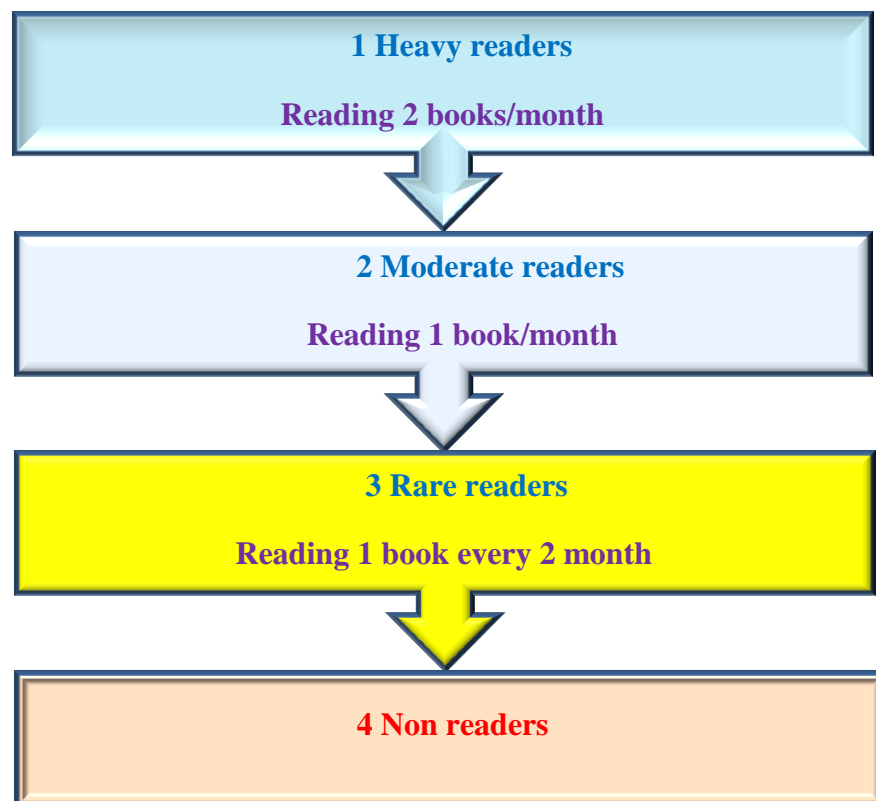


Figure 21: children reading level

The research study found that most of them are rare readers because they read approximately 1-6 books per year or 1 book every 2 month. Moderate readers became second category. For reading stuffs, they selected books with a few smart phone/tablet/IPad. Also, Facebook is the favorite social media/network for the respondents, then Google+ and other social media/network. The popular topic for reading was about general news, general knowledge and social event. The most common books to read beside textbooks were fiction, history, geometry and biology.

According to the result, they read one book every two months were very low. In this case, we should consider what reasons make them read fewer books? First thing, it should be language. Most of them choose Khmer language to read it means that sometimes it was hard to read foreign language because Khmer language especially fictions are much easier to find rather than other subjects. Second thing is limited knowledge on using or searching all documents via internet. They know clearly what is social media especially Facebook and access to internet only using social media but they do not use internet for searching or surfing online material for reading because they used mostly books as reading source. If they use phone/table/IPad or PC/laptop, they may not find books at library. But they did not talk about online/website to access e-book. Sometimes they know how to do it but they cannot read at all because of foreign language documents. Sometimes, they want to read but they cannot find available reading books or if the books exist, they maybe were not good books to read because of authors or writer. Unavailability of reading in Khmer could make people lazy because they do not know what to read or read for what reason even they know read more to improve more knowledge. But they are hard to create reading habit because they must find something to fulfill their family's basic need first but it should be happened at the same time. And what happened if they do not read? The country contains unknowledgeable people, lack of

skills or capacity which cannot think about long term goals or critical thinking and cannot develop country in any circumstance because they do not know what to do good things for themselves as well as society. These can make miserable lives among the whole country. It is very dangerous of not reading among Cambodian children and citizen.

1.3. Obstacles affecting reading

Many studies about Cambodia context had mentioned different situations about reading. Sidet (2010) wrote that Mrs. Pal Vannrirak, director of the development of the Book Sector in Cambodia found that poverty is one of the factors which make people do not like to read because buying rice is more important than buying books for reading, they read what related to their skills and profession if they read. Also, illiteracy is block people from reading but in 1998, literacy started to rise from 62.8% to 78.5% in 2008, according to the result of the government's 2008 census. Heng Sreang raised as well about Cambodia lacks of a reading culture because young Cambodian even academic students do not read much, so the quality of study at university is poorer and poorer. Moreover, they believed that finding an occupation did not depend on learning but on political-social networks and lacks of Khmer texts. According to Kall (2012), some obstacles of reading culture in Cambodia were even they are illiterate or lack of basic skills, people do not read, lack of money to buy materials for reading and role model, greater benefit from having better education, beyond knowing how to read and write were not accepted and seen by parents in rural remote areas. Some reasons for Cambodian students do not like to read are poor living condition because 26% of Cambodians are still living under poverty line, so they need food for stomach rather than for brain, 30% of adults could not write and read properly, in Khmer Rouge regime, many educated people were killed so it needs time to produce new human resources, some people thought that reading makes headache

or learning makes you crazy which are the wrong perception and at schools still use passive learning culture because teachers required students to learn by heart, to memorize all lessons to get good scores during examination. (Trust building, 2011).

The result of obstacles affecting reading, they do not mention about poverty condition. Mostly, they said about some obstacles such as noisy places, someone disturb them, feeling sleepy, busy with housework, words difficulty or health problem. These are just simple or personal problems occurred while they are reading. I think the young people they start to think by themselves as well as from their parents' motivation, so they try to change their attitude toward reading step by step even they still read fewer books. In addition, they must understand about new technology to gather information or news and the new ways to learn faster. Therefore, they must try hard to compete with each other to be qualified human resources. If they do not develop themselves, no one can help them. By the way, MoEYs works hardly to raise awareness among people and students about culture of reading as well as reforming all state examinations. In this case, they must help themselves as MoEYs minister always advice students "If you learn, you will pass".

1.4. Relationship between reading behaviors and exam result

Their study results in grade 9 must be under consideration. The result of this research showed that most of them received a good grade (satisfactory) with a strong relationship to their reading because the respondents who received Passing grade, they read averaged time 1.41 hours per day but the ones who received Excellent grade, they read two hours per day. It means that the more they read, the more they received good result. However, they do not read much besides their study at school but they received good result. So, we can consider about how they took exam at schools. These should be

from standard of exam tests, process of exam and examiners. After a few years reform of MoEYs, grade 9 examination must be held at their own schools, their own teachers as examiners and exam scorers. Most of them passed this exam because it is not a standard test as same as Grade 12 Examination. Moreover, education system in Cambodia encouraged students to study at least grade 9.

Acheaw (2014) found 56.7% of 1000 respondents who strongly agreed that academic performance had influenced by reading while 6.9% strongly disagreed. 29.3% agreed and 7.1% disagreed. This finding was related to Palani (as cited in Acheaw, 2014) who mentioned reading and all educational process is interrelated and powerful reading is the main pathway of powerful learning. Also, a study found the relationship between reading and academic performance such as reading literacy and academic success. This study had chosen 121 students in grade 10 in a rural school in a small mid-western community which found out the relationship between measurable of student's reading and their study points, grade point average and result of achievement test (Espin and Deno, 1993). However, it does not mean that reading is important and writing is less. They both play important roles for children and students because both need to practice every day to improve critical thinking as well as vocabularies. If they practice reading but not writing, they might not be able to use their brain flexibly to what they want to write. And if they practice writing but not reading, they might not be able to extent or express their ideas globally. Many reasons about reading and writing can develop knowledge both skill and general, improve critical thinking and competence, create new concepts, make our brain and memory works effectively and exchange existing and new education with people. That is why some people like to write a diary because at least it helps them to improve writing too. Therefore, they are inter - relation to each other. When people are full of skills, experiences, competence especially morality, tolerances and culture of sharing, our

country is becoming knowledge based society with qualified human resources both soft and hard skills to develop country in any related fields as well as the global markets. Then we are becoming a developed country which makes people living standard higher with modernization and harmonization.

II. Conclusion

In this research study, there are two objectives to explore the reading behaviors of grade 10 students and to examine the relationship between the reading behaviors and the scores of their semester/examination. Also, two important questions have been asked to find out how much do students read and what do they usually read in Saang District of Kandal Province (Question 1) and a relationship between reading behaviors and exam score (Question 2). After that the researcher select only one district among 11 of Kandal Province, it was Grade 10 students of Hun Sen Saang High School by purposive selection. The reason to choose Grade 10 students is all of them experienced grade 9 exams. So, we can ask them about their score results. There were five important findings.

Question number one indicated four findings. Firstly, reading behaviors of grade 10 students in Saang District. They read from 30 minutes to six hours per day but their average hour was nearly two hours. Male students read more than female students with one hour. However, for two hours reading, females read more than males. The topic they like reading was general knowledge and fictions were second choice with Khmer language. Another interesting thing is Facebook was the famous social media while they used it to read general news but their reading material was book which they could find it at the school library because most of them went there once a week. Furthermore, they mentioned about their good time to read when they are free only while some read every day before going to bed. Importantly, reading to gain knowledge was the first reason to

read in a quiet comfort place. In this case, they did not forget their parents were the key people to motivate them to read. Some time they experienced starving from eating to buying books because they spent more than 8,000 riels as averaged per week.

Secondly, the study found out the level of book read. According to the research framework, this discovered that most of them were rare readers because they read around 1-6 books per year or 1 book every 2 month. Also, four main book subjects beside textbooks they read at school such as Khmer literature, social studies, mathematics and science had been asked to find out the detail names. The most read were fiction for Khmer literature, moral and civic education for social studies, geometry for mathematics and biology for science. In addition, the reason to love reading even more and more was gaining more knowledge.

Thirdly, the finding was about obstacles affecting reading. Their obstacles were totally different from previous research. They raised eight obstacles such as health problem, disturb from someone, noise/sound, busy with house work, feeling sleepy, words difficulty, feeling of fear and eyes problem. Their main problem was noise/sound made them could not concentrate on reading as well as someone bother them while reading.

Fourthly, family routinely spends time. The result expressed their everyday activities such as watching TV, listening to music, playing social media and reading with frequency of time (every day, almost every day, a few time a week and never). Hun Sen Saang High School students in grade 10 said they watched everyday with a high percentage. Then reading is second activity they do everyday and followed by playing social media and listening to music.

Finally, this research found their grade 9 examination result which they mentioned that it related to their reading. Four grading result such as passing, satisfactory, good and excellent. Most of them received satisfactory grade while a few students received excellent. Also, it showed averaged time they read everyday as which related to their grading result. Passing grade read 1.41 hours per day, Satisfactory read 1.97 hours, Good read 1.95 hours and Excellence read 2 hours. This finding answer to the question number two.

III. Recommendation

III.1. Further study

Because of the limitation of the study, there were some problems occurred such as documents searching, discussion with our team and supervisor and meeting with all participants. However, this study does not apply to all students in Kandal Province. It is just a small study, so we would like to suggest for further study by setting two or three more high schools or target areas as sample participants. The research design should use the same survey questionnaire but for the instrument, should add two different questionnaires. One for school libraries and teachers in each school in order to understand their perception toward their students' reading.

III.2. Policy reflection

In this part, it does not refer to high policy makers such as MoEYs, but it should be some related parties to consider these suggestions.

To school principal please reconsider to make their school library more attractive to support, to search and to motivate students to read. Because Hun Sen Saang High School exists a standard library, that is no reason to keep school library closed

(Through my observation during collecting data). Library should be prepared with modern technology (Lab, surfing internet with limited time). School principal could also ask for book donations in order to get variety of interesting books then show students that this library is a good place to read, to discuss and learn new things. It is also good if the school could set a regulation on study schedule for students to visit school library at least once a week.

To students please reconsider to read more books every month because the result showed that most of students read fewer books. So please try to change the attitude toward reading by participating actively with their school library as well as at home. They can try different way of reading source such as e-books, books or websites and can read via laptop, smart phones or Ipad/Tablet instead of books. So make use of their possession to gain knowledge. I understand sometimes most of students realize much on their smart phones which make them less attention to reading.

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APPENDIX A: Questionnaire

I.	Background and information	Answer
①	Questionnaire ID.....	
②	Day/Month/Year of interview	
③	Interviewer.....	
④	Gender of respondent	1 male
		2 female
⑤	How old are you?	1 years old
II.	General question about reading	
⑥	How many hours you read per day/week?	1/day or/week
		2 never
⑦	What kind of books you like to read? (more than 1 answer) Please tick ✓	1 Fictions
		2 non fiction
		3 technology/ science
		4 general knowledge
		5 other.....
⑧	What is your favorite language to read in?	1 Khmer
		2 English
		3 Other
⑨	Between Khmer, English or other foreign languages textbooks, which one is easy to find as you wish to read?	1 Khmer
		2 English
		3 Other
⑩	What kind of reading stuffs do you read? (more than 1 answer)	1 books
		2 smart phone/Ipad/tablet

	Please tick ✓		3 Laptop/PC
			4 other
①①	What is your favorite social medias/networks do you use?	1	Facebook
		2	Twitter
		3	Google+
		4	Other
①②	What do you read via them?	1
		2
		3
		4
①③	How about Facebook, what do you read via Facebook?	1
		2
		3
		4
①④	Where can you find books and other sources to read or to research? (more than 1 answer) Please tick ✓		1 bookstore
			2 school library
			3 borrowing from friends
			4 online/website
			5 other
①⑤	Do you go to school library so often?	1	once per week
		2	once a month
		3	twice a month
		4	never
		5	other
①⑥	When is your good time to read?	1	When I'm having test/exam

		2 I read everyday
		3 I read when I'm free only
		4 I read every day before go to bed
		5 other
①⑦	Why do you read?	1 for pleasure
		2 For examination
		3 to gain knowledge
		4 other
①⑧	Where is your comfort place to read?	1 In the bedroom
		2 In a quiet place
		3 in the library
		4 other
①⑨	How much do you spend on buying materials to read per week/month/year?	1week/month/year
②⑩	Have you ever experienced starving from eating in order to save money to buy books?	1 Often
		2 some time
		3 never
②⑪	Do you have a role model to motivate you to read?	1 If yes, who?
		1a. Father/Mother
		1b. Friends
		1c.. Other.....
		2 No
②⑫	Can you remember how many books do you read per week/month (any type of books)?	1 reading 24 or more books/year or 2 books/month
		2 reading 7-23 books/year or 1 books/month

		3 reading 1-6 books/month or 1 book every 2 month
		4 None
		5 Other.....
②③	Beside your main school reading books, please list down the title of the books you read which related to.....?	1 Khmer literatures
		1a
		1b
		1c
		2 Social Studies
		2a
		2b
		2c
		3 Mathematic
		3a
		3b
		3c
		4 Science
		4a
		4b
		4c
②④	Do you have any obstacles which affect your reading habit?	1

②⑤	What can make you love reading more and more?	<p>.....</p> <p>.....</p> <p>1</p> <p>.....</p>
②⑥	How does your family routinely spend time?	<p>1 Watching TV</p> <p>1a every day</p> <p>1b almost every day</p> <p>1c a few times a week</p> <p>1d Never</p> <p>2 Listening to music</p> <p>2a every day</p> <p>2b almost every day</p> <p>2c a few times a week</p> <p>2d Never</p> <p>3 Playing social media</p> <p>3a every day</p> <p>3b almost every day</p> <p>3c a few times a week</p> <p>3d Never</p> <p>4 Reading</p> <p>4a every day</p> <p>4b almost every day</p> <p>4c a few times a week</p> <p>4d Never</p>

②⑦	Please tell me your grade 9 result last year!	1	poor/falling
		2	passing
		3	satisfactory
		4	good
		5	excellent
②⑧	Do you think reading is related to your grading result or not?	1	poor related
		2	strongly related
		3	not related

Thank you for your participation!

កម្រងសំណួរ
សម្រាប់ការស្រាវជ្រាវបញ្ឈប់ថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់ផ្នែកអប់រំ
ប្រធានបទ៖ ការអនុវត្តការអនាម័យសិស្សថ្នាក់ទី១០នៅខេត្តកណ្តាល
សេចក្តីណែនាំ

ខ្ញុំជានិស្សិតបរិញ្ញាបត្រជាន់ខ្ពស់ផ្នែកអប់រំនៅសាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ ហើយកំពុងធ្វើការសិក្សាស្រាវជ្រាវមួយ លើប្រធានបទខាងលើ។ គោលបំណងនៃការសិក្សាស្រាវជ្រាវនេះគឺដើម្បីស្វែងរក ការអនុវត្តការអនាម័យសិស្សថ្នាក់ទី ១០ និងសង្កេតលើទំនាក់ទំនងរវាងការអនុវត្តការអនាម័យ និងលទ្ធផលពិន្ទុនៃការប្រឡងរបស់ពួកគេ។ សូមអគុណចំពោះការចូលរួម និងការចំណាយពេលវេលាដ៏មានតម្លៃរបស់ប្អូនៗក្នុងការបំពេញកម្រងសំណួរនេះ។ សូមបញ្ជាក់ថារយៈពេលនៃការបំពេញកម្រងសំណួរនេះគឺមានរយៈពេលមិនលើសពី៣០នាទីឡើយ ។

(សូមគូសរង្វង់ឬសញ្ញា ✓ ឬសរសេរចម្លើយរបស់អ្នក)

I.	ព័ត៌មានទូទៅ	ចម្លើយ
១	កម្រងសំណួរលេខ.....	
២	ថ្ងៃខែឆ្នាំ សម្ភាសន៍	
៣	ឈ្មោះអ្នកសម្ភាសន៍	
៤	ភេទ	1 ប្រុស 2 ស្រី
៥	តើអ្នកមានអាយុប៉ុន្មាន?	1 ឆ្នាំ
II.	សំណួរទូទៅអំពីការអនាម័យ	
៦	តើអ្នកអានប៉ុន្មានម៉ោងក្នុងមួយថ្ងៃ ឬមួយសប្តាហ៍?	1/ថ្ងៃ ឬ/សប្តាហ៍ 2 មិនធ្លាប់
៧	តើអ្នកអានសៀវភៅប្រភេទណា? (ចម្លើយអាចលើសពី១) គូសសញ្ញា ✓	1 ប្រលោមលោក 2 មិនមែនប្រលោមលោក 3 បច្ចេកវិទ្យា/វិទ្យាសាស្ត្រ 4 ចំណេះដឹងទូទៅ 5 ផ្សេងៗ.....
៨	តើភាសាអ្វីដែលអ្នកចូលចិត្តអាន?	1 ខ្មែរ 2 អង់គ្លេស

		3 ផ្សេងៗ.....
៩	រវាងភាសាខ្មែរ អង់គ្លេស និងភាសាផ្សេងទៀតតើអ្នកគិតថាភាសាណាមួយដែលអ្នកចង់ស្វែងរកដើម្បីអាន?	1 ខ្មែរ
		2 អង់គ្លេស
		3 ផ្សេងៗ.....
១០	តើអ្នកប្រើប្រាស់សម្ភារៈអ្វីដើម្បីអាន? (ចម្លើយអាចលើសពី១) គូសសញ្ញា ✓	1 សៀវភៅ
		2 ទូរស័ព្ទ/អាយដេត/ថេប៊ឺត
		3 កុំព្យូទ័រ/កុំព្យូទ័រយូរដៃ
		4 ផ្សេងៗ.....
១១	តើបណ្តាញសង្គមណាមួយដែលអ្នកចូលចិត្តជាងគេ?	១ ហ្វេសប៊ុក Facebook
		2 ទ្វីតធ្វើ Twitter
		3 ហ្គូហ្គលផ្លាស់ Google+
		4 ផ្សេងៗ.....
១២	តាមរយៈបណ្តាញសង្គមនេះ តើអ្នកអានអ្វីដែរ?	1
		2
		3
		4
១៣	តាមរយៈបណ្តាញហ្វេសប៊ុក តើអ្នកអានអ្វីដែរ?	1
		2
		3
		4
១៤	តើអ្នកអាចស្វែងរកសៀវភៅ និងធនធានផ្សេងទៀតសម្រាប់អាន ឬស្រាវជ្រាវនៅឯណា? (ចម្លើយអាចលើសពី១) គូសសញ្ញា ✓	1 នៅបណ្ណាល័យ
		2 នៅបណ្ណាល័យសាលា
		3 ខ្លីពីមិត្តភក្តិ
		4 តាមវេបសាយ/អនឡាញ

		5 ផ្សេងៗ.....
១៥	តើអ្នកទៅបណ្ណាល័យនៅសាលាញឹកញាប់ដែរ ឬទេ?	1 ម្តង/សប្តាហ៍ 2 ម្តង/ខែ 3 ពីរដង/ខែ 4 មិនដែល 5 ផ្សេងៗ.....
១៦	ពេលវេលាដែលល្អសម្រាប់អ្នកក្នុងការអាននៅ ពេលណា?	1 នៅពេលប្រឡងឬធ្វើតេស្ត 2 ខ្ញុំអានជារៀងរាល់ថ្ងៃ 3 អាននៅពេលដែលទំនេរ 4 ខ្ញុំអានជារៀងរាល់ថ្ងៃមុនពេលចូលគេង 5 ផ្សេងៗ.....
១៧	ហេតុអ្វីបានជាអ្នកអាន?	1 ដើម្បីការកំសាន្ត 2 ដើម្បីការប្រឡង 3 ដើម្បីបង្កើនចំណេះដឹង 4 ផ្សេងៗ.....
១៨	តើកន្លែងណាដែលមានសុខភាពសម្រាប់អ្នក ដើម្បីអាន?	1 នៅបន្ទប់គេង 2 នៅកន្លែងដែលស្ងាត់ 3 នៅបណ្ណាល័យ 4 ផ្សេងៗ.....
១៩	តើអ្នកចំណាយលុយប៉ុន្មានដើម្បីទិញសម្ភារៈ សម្រាប់អានក្នុងមួយសប្តាហ៍/ខែ/ឆ្នាំ?	1សប្តាហ៍/ខែ/ឆ្នាំ
២០	តើអ្នកធ្លាប់អត់អាហារដើម្បីសន្សំលុយទិញ សៀវភៅដែរឬទេ?	1 ជាញឹកញាប់ 2 មានពេលខ្លះ 3 មិនដែល
		1 មានគឺជា

២១	តើអ្នកមានមនុស្សដែលជាគម្រូក្នុងការជម្រុញអ្នកក្នុងការអានដែរឬទេ?	1a. ឪពុក/ម្តាយ
		1b. មិត្តភក្តិ
		1c. ផ្សេងៗ
		2 មិនមាន
២២	តើអ្នកចាំប្រទេចអ្នកអានសៀវភៅប៉ុន្មានក្នុងមួយសប្តាហ៍/ខែ? (សៀវភៅគ្រប់ប្រភេទ)	1 ២៤ក្បាលឬលើសពីនេះ/ឆ្នាំ ឬ ២ក្បាល/ខែ
		2 ៧-២៣ក្បាល/ឆ្នាំ ឬ ១ក្បាល/ខែ
		3 ១-៦ក្បាល/ខែ ឬ ១ក្បាលរៀងរាល់ពីរខែ
		4 មិនមាន
		5 ផ្សេងៗ.....
២៣	ក្រៅពីសៀវភៅសិក្សាគោលនៅសាលារៀនសូមផ្តល់នូវឈ្មោះសៀវភៅមួយចំនួនដែលអ្នកអានទាក់ទងនឹង....	1 អក្សរសាស្ត្រខ្មែរ
		1a
		1b
		1c
		2 សិក្សាសង្គម
		2a
		2b
		2c
		3 គណិតវិទ្យា
		3a
		3b
		3c
		4 វិទ្យាសាស្ត្រ
4a		
4b		
4c		

២៤	តើអ្នកមានឧបសគ្គឬបញ្ហាអ្វីខ្លះដែលប៉ះពាល់ដល់ទម្លាប់អានរបស់អ្នក?	1
២៥	តើអ្វីដែលធ្វើឲ្យអ្នកស្រឡាញ់ការអានកាន់តែខ្លាំងឡើងៗ?	1
២៦	តើក្រុមគ្រួសាររបស់អ្នកចំណាយពេលធ្វើអ្វីខ្លះជាទម្លាប់ប្រចាំថ្ងៃ?	1 ការមើលទូរទស្សន៍ 1a រៀងរាល់ថ្ងៃ 1b ស្ទើរតែរាល់ថ្ងៃ 1c ពីរ ឬបីដងក្នុងមួយសប្តាហ៍ 1d មិនដែល/មិនធ្លាប់ 2 ការស្តាប់ចម្រៀង 2a រៀងរាល់ថ្ងៃ 2b ស្ទើរតែរាល់ថ្ងៃ 2c ពីរ ឬបីដងក្នុងមួយសប្តាហ៍ 2d មិនដែល/មិនធ្លាប់ 3 ការប្រើប្រាស់បណ្តាញសង្គម 3a រៀងរាល់ថ្ងៃ 3b ស្ទើរតែរាល់ថ្ងៃ 3c ពីរ ឬបីដងក្នុងមួយសប្តាហ៍ 3d មិនដែល/មិនធ្លាប់ 4 ការអាន 4a រៀងរាល់ថ្ងៃ 4b ស្ទើរតែរាល់ថ្ងៃ

		4c ពីរ ឬបីដងក្នុងមួយសប្តាហ៍
		4d មិនដែល/មិនធ្លាប់
២៧	សូមអ្នកប្រាប់ពីនិទ្ទេស ដែលអ្នកបានប្រឡងសញ្ញាបត្របឋមភូមិកន្លងមក!	1 និទ្ទេស ខ្សោយបំផុត
		2 និទ្ទេស មធ្យម
		3 និទ្ទេស ល្អបង្អស់
		4 និទ្ទេស ល្អ
		5 និទ្ទេស ល្អណាស់
២៨	តើអ្នកយល់ថាការអាន មានចំណែកក្នុងការជួយឲ្យអ្នកបាននិទ្ទេស និងពិន្ទុខាងលើដែរទេ?	1 មានចំណែកតិចតួច
		2 មានចំណែកខ្លាំង
		3 មិនមានចំណែកទេ

សូមអរគុណសម្រាប់ការចូលរួមឆ្លើយសំណួរ !

APPENDIX B: Research Timeframe

This research study will conduct for 9 months from June, 2016 to February, 2017.

Stage	Activity	Date
1. Developing a research plan	Reviewing literature	June and July, 2016
	Forming research questions	
	Designing research methodology	
2. Going to target area	Applying for research ethic	August, 2016
3. Collecting and analyzing data	Collecting data	September, 2016
	Analysis the data	October, 2016
	Interpreting the result	November, 2016
	Discussion the result	December, 2016
	Concluding the research finding	January, 2017
4. Finalization	Writing an abstract and submission	February, 2017