



សាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ
ROYAL UNIVERSITY OF PHNOM PENH

ទស្សនៈផ្ទាល់ខ្លួន ការលើកទឹកចិត្ត និងអត្តចរិតនៃការសិក្សារបស់និស្សិតឆ្នាំទី១

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**Self-concept, Motivation and Learning Attitude of First Year Students at
Royal University of Phnom Penh**

A Thesis

is Partial Fulfillment of the Requirement for the Degree of
Master of Education in Higher Education Management

LOCH LOUR

April, 2018



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Examination committee: Mr.....
Mr.....
Mr.....

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មូលនិយមសង្ខេប

ការសិក្សានេះគឺដើម្បីស្វែងយល់អំពីទស្សនៈផ្ទាល់ខ្លួន ការលើកទឹកចិត្ត និងអត្តចរិកនៃការសិក្សារបស់និស្សិតឆ្នាំទី១ នៅសាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ។ គោលបំណងរបស់ការស្រាវជ្រាវមានបី។ គោលបំណងទីមួយ គឺដើម្បីស្វែងយល់អំពីទស្សនៈផ្ទាល់ខ្លួន ការលើកទឹកចិត្ត និងអត្តចរិកនៃការសិក្សារបស់និស្សិតឆ្នាំទី១នៅសាកលវិទ្យាល័យ។ គោលបំណងទីពីរ គឺដើម្បីជួយអោយនិស្សិតអភិវឌ្ឍន៍គំនិតវិជ្ជមាន និងមានជំនឿលើខ្លួនឯងផ្ទាល់។ គោលបំណងទីបី ដើម្បីជួយអោយនិស្សិតអភិវឌ្ឍន៍អត្តចរិក និងការលើកទឹកចិត្ត ចំពោះការសិក្សា និងជឿជាក់លើសក្តានុពលលើខ្លួនឯង។

លើសពីនេះទៅទៀត និស្សិតឆ្នាំទី១នៅសាកលវិទ្យាល័យភូមិន្ទភ្នំពេញចំនួន ១៤០នាក់ត្រូវបានយកមកធ្វើជាគំរូតាំង ដើម្បីធ្វើតេស្តអំពីទស្សនៈផ្ទាល់ខ្លួន ការលើកទឹកចិត្ត និងអត្តចរិកនៃការសិក្សារបស់ពួកគេ។ ហើយយើងយកកម្មវិធី SPSS ត្រូវបានប្រើក្នុងការវិភាគពិន្ទុនៃទស្សនៈផ្ទាល់ខ្លួន ការលើកទឹកចិត្ត និងអត្តចរិករបស់ពួកគេដែលបានមកពីកម្រងសំណួរ។

ABSTRACT

The purpose of this study is to investigate the relationship between affective factors and the academic achievement of first year students at Royal University of Phnom Penh. Self-concept, motivation and attitude are affective factors selected for the study. The general aim of the study is to determine the levels of self-concept, motivation and attitude in students' academic achievement and ultimately come up with some recommendations for enhancing these factors. The result indicated that the students at Royal University of Phnom Penh, their self-concept mean scores is higher than 3. It implied that they had good self-concept and among two self-concepts, physical self-concept and academic self-concept, physical self-concept scores is higher than academic self-concept.

Moreover, the study also showed that the mean scores of their motivation are properly good. Among two kinds of motivation, extrinsic motivation and intrinsic motivation: the mean scores of intrinsic motivation are very higher than extrinsic motivation so it inferred that students have their inner motivation much than from outside motivation.

Additionally, for the learning attitude of students at Royal University of Phnom Penh, the result indicated that it was 2.90. So it inferred that students have properly good mean scores of learning attitude. It means that students like the ways that they studied at university.

Finally, according to this study, it is showed that there are significant different between the male and female students of the physical self-concept, academic self-concept, intrinsic motivation and the learning attitude scores and but there is no significant different between the male and female students of the intrinsic motivation scores.

SUPERVISOR'S RESEARCH SUPERVISION STATEMENT

TO WHOM IT MAY CONCERN

Name of program: Master of Education

Name of candidate: **Loch Lour**

Title of thesis/research report: "Self-concept, Motivation and Learning Attitude of First Year Students at Royal University of Phnom Penh."

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: Guidance in research problem development, conceptual framework, methodology, and presentation and discussion of findings.

Supervisor (s) (Sign)

Date.....

CANDIDATE’S STATEMENT

TO WHOM IT MAY CONCERN

This is to certify that the thesis that I (**Loch Lour**) hereby present entitled “Self-concept, Motivation and Learning Attitude of First Year Students at Royal University of Phnom Penh.” for the degree of Master of Education at the Royal University of Phnom Penh is entirely my own work and, furthermore, that it has not been used to fulfill the requirements of any other qualification in whole or in part, at this or any other University or equivalent institution.

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

Signed by (the candidate):

Date:

Signed by Supervisor:

Date:.....

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LIST OF ABBREVIATIONS

RUPP	Royal University of Phnom Penh
SC	Self-concept
SPSS	Statistical Package for Social Studies

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Cambodia has been experiencing two-digit growth in its economy for the last several years. The remarkable economic growth and political stability undoubtedly bring the country opportunities to revitalize its social sector. Education is one of the prioritized sectors of the country. As a result of integrated efforts, education has been viewed as a success story in Cambodia's reforms. Countries expect higher education to play three major functions in and for society: 1) supporting intellectual innovation by generating new knowledge, accessing global storages of knowledge, and adapting knowledge to local usage; 2) contributing to the creation of human capital by training a qualified and adaptable labour force; and 3) providing the foundation for democracy, nation-building, and social cohesion (World Bank, 2002, p.24). These functions are critical in responding to rapid change in today's globalized world.

Since 2007, Based on James H. Williams, Yuto Kitamura and C. Sopcheak Keng, the enrolment rate of higher education in Cambodia has rapidly grown and large number of students have started university education with higher, medium or lower scores obtained at Grade twelve level. However; after they have started several semesters at university, some of students in Cambodia found that some of them can learn well at university but some of them are not successful, and a certain number of them drop out. What makes a student succeed or fail at university or college? This is a question of great concern to government and many doubtful students who come to university without preparation for a higher level of education. It is also a worry for their parents who are in charge for paying students' school fee and other expenses.

According to McEachron-Hirsch (1993), many researches have provided greatly to our understanding of their school curriculum, learning and teaching methods and student performance documented by grades and standardized test scores. Less is known, however,

about students' perceptions of their schooling experience as well as the extent to which they are motivated to do their best in academic work. The affective aspect of the students should receive as much attention as the cognitive aspect in academic investigations and endeavours.

1.2 Problem Statement

Education is considered as the most important factor for the sustainable development of the countries. It is not uncommon that Cambodian government, especially the Ministry of Education, Youth and Sport, is working hard and collaboratively with other development partners to reform and improve its education system in order to fulfil the demands of skilled labours in all sectors. Since 2007, Based on James H. Williams, Yuto Kitamura and C. Sopcheak Keng, the enrolment rate of higher education in Cambodia has rapidly grown. However, the quality of higher education is not good and most of the students have a lot of troubles that related to their learning. The problems usually showed by students are, for example, feelings of demotivation, loss of interest in studying and reluctance to get fully involved in academic activities which result in deterioration in academic achievement. Some of the feelings usually expressed by students during individual consultations at the unit. They have low interest in academic work, poor attention to their learning, having bad mood to some staff toward student's activities.

1.3 Research Objective

1.3.1 General Aims

The purpose of this study is to investigate the relationship between selected affective factors and academic achievement of students at university. To find out students' self-concepts, attitudes and motivation toward learning at university. To help students develop positive thoughts and beliefs about themselves. To help students develop positive attitudes and achievement motivation toward academic tasks and thus realise their potentialities fully.

1.3.2 Specific Aims

To investigate students' self-concepts, attitudes and motivation toward learning.

To help students develop positive thoughts and beliefs about themselves.

To make the lecturing staff and other stakeholders aware of the levels of psychological factors in students' academic achievement.

1.4 Research Questions

Since 2007, in Cambodia the enrolment rate of higher education in Cambodia has rapidly grown. However, the quality of higher education is not good and most of the students have a lot of troubles that related to their learning. Moreover, around 30 years ago, it was very low rate of students who attended the higher education in the University in Phnom Penh. The researcher's personal experience gained when offering guidance to students with learning problems revealed that some of the students' problems seem to be related to affectivity. The problem can be showed in this question form as follows:

1. What is the levels self-concept of first- year students at RUPP?
2. What are the levels of motivation of first- year students at RUPP?
3. What is the levels learning attitude first- year students at RUPP?
4. Do male and female students have different self-concept, motivation and learning attitude?

1.5 Significance of Study

Self-concept, Motivation and Learning Attitude of First Year Students are very important in this rapid changing and modern society; however, there has been little literature about this topic in Cambodian context. Most of the previous studies reviewed for this study have been conducted in different countries both developing and developed countries around the world. Even though they are in different contexts from Cambodia, they are useful and probably applicable in Cambodian context in terms of identifying the problems and solutions related to topic of this study. This study is significance particularly for four reasons

- It can provide policy makers and educational officials at university levels with the information about self-concept, motivation and learning attitude of first year students that related to their performance.
- It may help lecturing staff and stakeholders aware of the roles of psychological factors in students' academic achievement.
- It may help students to know about their self-concept, motivation and their learning attitude toward their performance.
- It can help new researcher to conduct this research and aware roles of psychological factors in students' academic achievement.

1.6 Definition of key concept

The following key terms are essential for better and clearer understanding of the concept, explanation, interpretation, and discussion in this study. Hence, they need to be defined and presented before the explanation, interpretation, and discussion of the findings of the study, and they are specifically defined based on the context of this study.

Self-concept is a psychological construct which refers to a cluster of ideas and attitudes an individual holds about himself/herself.

Attitude as the evaluation of the attitude object, as comprising a person's likes or dislikes towards an object.

Motivation the need or reason for doing something or "an energiser or a driving force, a desire or an urge that causes an individual to engage in a certain behaviour". Or the willingness to engage in meaningful tasks

Academic achievement as a student's knowledge and his degree of adaptation to academic work, expressed in numerical scores or academic achievement in a psychological sense, implying that it is the student's attitudes towards his achievement and himself, as well as the attitudes of other people such as parents, teachers, lecturers, etcetera, towards his success and himself

1.7 Scope and Limitation

The scope of this study is guide to learn about the self-concept but in self-concept, we discuss only (physical self-concept and academic self-concept), motivation and learning attitude of first year students at Royal University of Phnom Penh toward their learning. The samples will be chosen from Royal University of Phnom Penh. The selected university is Royal University of Phnom Penh. 140 students from Royal University of Phnom Penh will be selected to complete the questionnaire. As a quantitative study, the purpose of this research is not to provide a broad generalization, but to provide an in depth analysis of the self-concept, motivation and learning attitude of students at Royal University of Phnom Penh.

1.8 Proposed Chapter Outlines

After I have finished the three chapters: I, II and III, I have discovered that many researchers have conducted a lot of research about self-concept, motivation and learning attitude toward their learning at university in other countries. As a result, researchers are very interested in conducting this research to fulfill inadequate information about self-concept, motivation and learning attitude of first year students at university in Cambodia. Moreover, researchers realize that this research will help students to prepare themselves before going to university in Cambodia and it will tell all the stakeholders that related to the students know about the self-concept, motivation and learning attitude of students in Cambodia. Chapter IV is Finding and Discussion that presenting the findings of self-concept, motivation and learning attitude toward their learning at university. Chapter V is conclusion and recommendation and summarize the problems and findings of the study and suggesting some strategies to help improve self-concept, motivation and learning attitude in learning at university. Moreover, these five chapters are followed systematically by references and appendices.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

Human beings have been progressing on this earth since ancient time and it has been into research since time in memorial, due to this; there were various discovery modes; as a result of this world has become quite accessible. We can say that the world has become a smaller place for us. But desires are unlimited in spite of all the luxury we have. In search of fulfilment of this vicious circle, we leave behind mental peace, consequently our heart cries for peace.

Our ultimate aim in life is to bring peace, happiness and satisfaction in our life. To bring this satisfaction and happiness in our life, we have to be quite adjustable. Self-awareness is necessary for well adjustment. Self-awareness is closely concerned with self-concept.

The concept of self, its development and related terms such as ego and character, from perhaps the most controversial area of current psychological theory and research. Self-concept helps everybody to grow properly and adjust properly. Positive self-concept always strengthens the ability of reasoning, problem solving and efficiency of a child. High self-esteem leads a person towards great success.

Bloom (1976) shows that they are potential factors as *“an important part of the individual’s learning history which has consequences for each new learning situation”*. Students with optimal attitude, motivation and positive self-concept employ the study time allocated to them efficiently and consequently exhibit high achievements. According to Vanden (1988), affective qualities accompany memories, thoughts, ways of thinking, responses, association of impressions and experiences and are inseparably joined to every perception.

According to Rice (1996), students who are confident, they also have positive self-concepts and they are therefore motivated to achieve better in academic work. Students who have negative attitudes about themselves, they usually impose limitations on their

own achievement. Thus, a person may rate himself as competent, a failure, a good athlete, and etcetera. These conceptions of different aspects of the self may influence various forms of behaviour in different roles. For example, a negative self-concept with regard to competency in academic activities may result in poor achievement. Petrick, Wiechers, and Oosthuizen (1990) also shows that the positive self-concept as follows: “When a person’s self-concept is positive, he wishes to identify with values such as honesty, loyalty, perfectionism, dedication to work and so on, with the result that his behaviour will correlate strongly with these values”.

2.2 The Self-Concept

The self-concept as an organizer of behaviour is of great importance. Self-concept refers to the experience of one’s own being. It includes what people come to know about themselves through experience, reflection and feedback from others. It is an organized cognitive structure comprised of a set of attitudes, beliefs, values, variety of habits, abilities, outlooks, ideas and feelings of a person. Consistency of behaviour and continuity of identity are two of the chief properties of the self-concept.

Mwamwenda (1995) regards self-concept (SC) as a person’s way of perceiving himself, which may be either positive or negative. How a person perceives himself is a function of both his perception of himself independently of others and his interpretation of how he is perceived by others. According to Vrey (1979), the self-concept refers to “a configuration of convictions concerning oneself and attitudes toward oneself that is dynamic and of which one is normally aware or may become aware”. Gouws, and Kruger (1994) regard the self-concept as “the concept or image a person has of himself and is unique, personal and highly meaningful to the person concerned”.

The Self-concept develops from childhood through adulthood as a result of a person’s interaction with his environment, which includes his peers, classmates his parents, his teachers. According to Drew, and Watkins (1998), self-concept is a psychological construct which refers to a cluster of ideas and attitudes an individual holds about himself/herself. Gouws, and Kruger (1994) regard the self-concept as “the concept or

image a person has of himself, and is unique, personal and highly meaningful to the person concerned”.

Based on the preceding definitions and descriptions, one may view self-concept as the way an individual regards himself/herself and as a psychological concept which forms an integral part of a person’s personality. It is never static, as it can change from positive to negative, depending on the perceptions the individual has about himself/herself due to the prevailing circumstance or situation. One should always strive toward developing a positive self-concept as it can lead to success rather than a negative self-concept which can make one feel inadequate and worthless, thus leading to failure

2.2.1 The self-concept as an organisation of self-attitudes

Burns (1984) states that the belief, knowledge or cognitive component of an attitude represents a proposition about, or a description of, an object irrespective of whether the knowledge is true or false, based on either objective evidence or subjective opinion. To be a success or a failure, hardworking or lazy, a sportsman or spectator, or any other attribute, involves some evaluative connotations derived from subjectively interpreted feedback from others and from comparison with subjectively interpreted cultural, group and individual standards and values (Burns, 1984). Petrick, Wiechers, and Oosthuizen (1990) state that “*self-evaluation is a person’s assessment of his behaviour, possibilities and attitudes according to his personal standards and values*”. The latter are shaped through interaction with the community and significant others”. For example, if a person regards himself as short in stature, it may evoke a strong emotional feeling and negative self-evaluation since lack of height does not fit with the cultural belief of a typical sportsman and may prevent his development as a good rugby player. This may lead the person to take up other activities such as athletics and academic activities as compensation.

2.2.2 The structure of the self-concept

According to Bracken (1996), self-concept is not an entity within the person, but a hypothetical construct that is potentially useful in explaining and predicting how a person acts. The person’s self-perceptions influence the way he or she acts, and these acts in

turn influence the person's self-perceptions (Bracken, 1996). Bracken (1996) identified the following three features that are critical to the definition of the self-concept and its structure.

2.2.2.1 Social self-concept

Social self-concept may be referred to as people's perceptions of how much other people like and admire them (Bracken, 1996). In other words, social self-concept is defined as self-perceptions in terms of social acceptance. Some scholars have defined the social self-concept as self-perceptions in terms of social acceptance. Other scholars have defined the social self-concept by people's perceptions of their social competence or social skill. For example, people are assumed to have a positive social self-concept when they feel comfortable talking to strangers, and are confident about their social competence. People who perceive themselves as more accepted by other people are likely to perceive themselves as more socially skilled.

2.2.2.2 Physical self-concept

Bracken (1996) defines physical self-concept as "people's perceptions and/or estimations of their physical performance and physical appearance". The physical self is about the acceptance or non-acceptance of one's body and physical skills or abilities. Someone with a positive concept of his physical self will accept his body. He will be proud of it. The one who does not accept his body will find fault with it, for instance, "I am too fat; I cannot play soccer". How one perceives his physique has an important influence on his self-concept.

2.2.2.3 Academic self-concept

Cokley (2000) defines academic self-concept as "attitudes, feelings and perceptions relative to one's intellectual or academic skills". The same author considers academic self-concept to be how a student views his/her academic ability when compared with other students. Students attach a lot of importance to academic ability, so that self-acceptance is based largely on cognitive abilities. A student with a negative academic

self-concept might just avoid studying hard because he would regard the subject content as too difficult. So he would not even try because then he would not face failure and therefore humiliation. Academic self-concept will be fully discussed later in this chapter as it is regarded as the main component of the self-concept in this study.

2.3 Motivation

2.3.1 Definition of motivation

Motivation describes the wants or needs that direct behaviour toward a goal. It is an urge to behave or act in a way that will satisfy certain conditions, such as wishes, desires, or goals. Older theories of motivation stated that rational thought and reason were the guiding factors in human motivation; however, psychologists now believe that motivation may be rooted in basic impulses to optimize well-being, minimize physical pain, and maximize pleasure.

There are many definitions of motivation and much disagreement over its precise nature. Van den (1988) define motivation as “...the driving force, the impetus of the personality, which is put into effect by an act of the will in accordance with what a learner wants to do. It energizes behaviour and can be an intrinsic or an extrinsic force”. According to Mellet (1986), “... *motivation has to do with a set of independent/dependent variable relationships that explain the direction amplitude, and persistence of an individual’s behaviour, holding constant the effects of aptitude, skill, and understanding of the task, and the constraints operating in the environment*”.

Deducing from what has been indicated by various authors, motivation can be defined as a driving force or an urge behind what an individual does. The driving force can be, for example, a desire to do well in a task. We can only see the extent of an individual’s motivational state by his/her behaviour, that is, in the way he/she executes his/her duties. A highly motivated person tries to achieve to the best of his/her abilities and to be consistent in that achievement. According to Pintrich, and Schunk (2002), shows that the term ‘motivation’ is derived from the Latin verb ‘movere’ (to move).

The idea of movement is reflected in such common ideas about motivation as something that gets us going, keeps us moving, and helps us complete tasks. Van den (1988) define motivation as “... the driving force, the impetus of the personality, which is put into effect by an act of the will in accordance with what a learner wants to do. It energizes behaviour and can be an intrinsic or an extrinsic force”. Mashile (1999) defines motivation as “... what moves us from boredom to interest. It is what energizes us and directs our activity.

Energy and direction are at the centre of the concept of motivation”. Pintrich, and Schunk (2002) offer a general definition of motivation that contains the elements which are regarded by most researchers and practitioners to be central to motivation: “*motivation is the process whereby goal-directed activity is instigated and sustained*”.

2.3.2 Intrinsic and extrinsic motivation

2.3.2.1 Extrinsic motivation

The driving force or impetus behind this type of motivation stems from without the learner in order to gain parents’ or teachers’ approval or praise; to work for some reward or gain high marks, etcetera. The reason for an activity, be it work or play, lies primarily externally. Extrinsic motivation is heavily dependent upon others; the teacher is the assertive person and the learner remains motivationally passive. Extrinsic motivation needs continuous reinforcement for if it is withheld, motivation may cease. This type of motivation should be gradually eliminated as the child develops. Motivation such as blame or approval has a different effect on different learners (Mwamwenda, 1995).

2.3.2.2 Intrinsic motivation

Intrinsic motivation, on the other hand, is an inner drive which urges an individual on, fuelled by his own intrinsic goals, curiosity and interests. Intrinsic motivation in itself sustains learning. It is independent of external motivation although external motivation does feature to a certain degree. An inner drive may achieve good marks and the teacher’s praise may further motivate the student. There is a self-perpetuating energy behind intrinsic

motivation which can function in the complete absence of extrinsic motivation (Mwamwenda,1995).

2.4 Attitude

2.4.1 Introduction

It is very common for one to find statistics in the newspapers about opinions of people on certain aspects of their lives, after some research has been done. People's opinions are expressions or reflections of attitudes they have about a particular issue. The study of attitudes is important because much of our personal and social lives are influenced by our attitudes. For example the form of beliefs, convictions, desires, hopes, wishes, etcetera. This section of the chapter will provide, among others, a comprehensive definition of attitude, how attitudes and behaviour are related and components and structure of attitudes

2.4.2 Definition of Attitude

Every individual adheres to different sets of values. These values are manifested in the form of attitude of a person. Attitude consists of the acquired state of mind, consisting of feelings, thoughts and tendency to act towards anything we come across. Based on our mind-set, we may attribute a positive or negative character with any particular thing. It is not necessary that we carry the same attitude forever. We might react to a thing different in different times. Also an individual can also have multiple attitude for any object.

Rajecki (1990) provides a definition of attitude as follows: "An attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related". Mohsin (1990) regards attitude as the evaluation of the attitude object, as comprising a person's likes or dislikes for the attitude object. An attitude object may be any real or imagined entity toward which a cognitive, evaluative, or intentional orientation of an individual is directed (Upmeyer, 1989).

In the learning context an attitude may be described as a general tendency or state of preparedness to behave in a particular way with regard to a learning task (Vrey, 1979). An attitude may thus be defined as a perception or belief which develops after evaluation of a certain experience, topic or issue. This perception or belief may be of a positive or negative nature. An attitude can therefore influence an individual to behave in a particular manner.

2.4.3 An attitude is a mental and neural state of readiness

The terms 'mental' and 'neural' mean that attitude is in an individual's mind and as such is part of the nervous system (Tulloch, 1993). One can therefore say that attitude is a psychological entity which we cannot experience directly. We can only assume that an individual has a certain attitude by, for example, what he/she reports.

2.4.4 An attitude is organized through experience

An attitude develops in an individual's mind through experience. The contacts we have with other people and the activities in which we are involved in our daily lives lead to the development of particular attitudes. For example, a student may have a positive attitude towards an institution due to what he/she experiences.

2.4.5 An attitude exerts a directive or dynamic influence

An attitude can influence an individual to act in a certain way. For example, a student who has developed a negative attitude towards a lecturer may decide to stay away from classes of the lecturer concerned.

2.4.6 An attitude has an influence upon the individual's response to all objects and situations with which it is related

An attitude does not only influence an individual to do things but also directs him/her to do them in a particular fashion. A student in the example above may not only stay away from classes but he/she may even try to incite other students to act against the lecturer. Many of the disruptions which occur in institutions of higher learning stem

from students' attitudes which gradually develop and end up in disruptive actions.

2.4.7 Attitudes and their functions

It was noted in the preceding outline that attitudes are a source of behavioural motivation and organisation. But what purpose do attitudes serve? In other words, why do attitudes exist and what functions do they serve? Rajecki (1990) outlines seven functions:

2.4.7.1 Utilitarian or adaptive function

An individual will develop a positive attitude towards things that lead him/her to the attainment of his/her goals. In this way, an attitude can serve a utilitarian function. On the other hand, one will try to avoid things that lead to failure.

2.4.7.2 Economy or knowledge function

People have a tendency to categorise individuals and then react to these individuals according to what they assume about the category. For example, if all students who graduate at a certain institution are considered to be lazy and disruptive, then it will be easy for prospective employers to deal with applicants from that institution because they will not even bother to consider the applications individually. If a lecturer considers all students to be lazy by virtue of their being students, then it will be easy to deal with students' requests for extension of deadlines for assignments. A student asking for such an extension might just receive a denial because of that attitude.

2.4.7.3 Expressive, self-realising function

A lecturer who states that he/she will never turn away a student from his/her office if that student has some academic problems can be regarded as a determined and dedicated person and thus expressing his/her social image as a suitable one.

2.4.7.4 Ego-defensive function

People sometimes do things that they consider to be undesirable or unacceptable.

For example, a student who does not submit an assignment knows that his/her actions are not acceptable to lecturers. But if it is a general tendency that almost all students in the class do not submit their assignments in time, the student may project his/her feelings on others and he/she may see himself/herself in a corrupt class. The student may therefore not regard his/her actions as offensive to the lecturers.

2.4.7.5 Attitude formation

According to Krebs and Schmidt (1993), attitudes develop reasonably from the beliefs people hold about the object of the attitude. Generally speaking, we form beliefs about an object by associating it with certain attributes, i.e., with other objects, characteristics, or events. For example, as a result of watching a television program, one may come to believe that the communist system (the attitude object) is repressive, inefficient, and outdated (attributes). A reaction, whether verbal or non-verbal, whether cognitive, affective or conative, that reflects a positive or negative disposition toward an object can be used to infer the latent attitude, but only cognitions that come to mind spontaneously, for example, beliefs, provide a picture of an attitude's informational foundation (Krebs & Schmidt, 1993).

2.4.7.6 The relation of attitudes to behaviour

As a result of varied experiences we form beliefs about an object that combine to produce an attitude toward it, an attitude that remains relatively stable across time and situations. The actual or symbolic presence of the object elicits this attitude in the form of a generally favourable or unfavourable evaluative reaction. The attitude, in turn, predisposes cognitive, affective, and conative responses whose evaluative tone is consistent with the overall attitude. For example, individuals with positive attitudes toward the medical profession would exhibit various favourable response with respect to hospitals, doctors, nurses, and so on, whereas individuals with negative attitudes toward the medical profession would exhibit unfavourable responses toward these objects.

We generally associate with people we like and avoid people we dislike, we tend to eat foods we consider tasty and nutritious, and we watch television programs we enjoy, and

so on. There is a respected assumption among scientists and lay people alike that knowledge of a person's attitudes permits a fuller understanding of his or her behaviour (Rajecki,1990). This means that the presence of a given attitude is thought to allow for the prediction of some future behaviours or the interpretation of some past behaviours. A considerable amount of research and theorizing appear to have been devoted to the issue of attitude-behaviour consistency. Mohsin (1990) regards a crucial test of the action tendency – the conative component of the attitude construct as whether a consistent relationship has been found to exist between a people's measured attitude and his non- verbal overt behaviour to the attitude object.

2.4.7.7 The drive value of attitudes

Attitude has been referred to earlier in this section on attitudes. The latter part of the definition, “exerting a directive or dynamic influence on the individual's responses”, suggests that attitudes have a drive value, and do not only direct or channel but also control the existing level of energy at the disposal of the individual. Mohsin (1990) raises the problem of consistency between the elicited attitude and the drive it is supposed to generate if attitude is conceived to have driven value. Mohsin (1990) points out that drive may vary independently of an attitude. For example, the same attitude, say, towards marital difficulties, may be accompanied by the impulsion to do something about it when it concerns one's friend, rather than a stranger. “Does the strong impulsion”, Mohsin asks, “in one case, and lack of impulsion in the other signify that there are really two different attitudes of different drive strengths?” Consequently, drive strength varies with variation in the preceding conditions. But the presumed strength or weakness of a person's attitude to a given object is likely to remain more or less constant under ordinary conditions. Mohsin (1990) maintains that “the drives associated with some attitudes” do not stem from the attitudes themselves; “the motivational force comes from factors beyond the attitudes themselves”. It can be concluded from the foregoing discussion that attitude is a learned, enduring predisposition to evaluate an object or person; it has only a directional or channelling influence on the energy of the individual. Attitudes do not possess drive value and may not, therefore, be credited with variation in strength (Mohsin, 1990). In this respect, attitude is different from motive, though it may be associated with a motive.

2.5 SUMMARY

2.5.1 Self-concept

Gouws and Kruger (1994) regard self-concept as “the concept or image a person has of himself, and is unique, personal and highly meaningful to the person concerned”. According to Drew and Watkins (1998) self-concept is a psychological construct which refers to the cluster of ideas and attitudes an individual holds about himself/herself. It involves all the ways he/she uses to describe himself/herself, and his/her evaluation of himself. Mashile (1999) defines self-concept as the “totality of the perceptions that we have about ourselves – our attitude towards ourselves, the language we use to describe ourselves”. The self-concept also determines an individual’s relationships and generally directs the individual’s experience of life events (Mashile, 1999).

Based on the various definitions and descriptions, one may view self- concept as the way an individual regards himself/herself and it is a psychological concept which forms an integral part of a person’s personality. It is never static, as it can change from positive to negative, depending on the perceptions the individual has about himself/herself in relation to the prevailing situation. One should always strive toward developing a positive self-concept as it can lead to success rather than a negative self- concept which can make one feel inadequate and worthless, thus leading to failure.

2.5.2 Motivation

Motivation is defined by Mwamwenda (1995) as “an energiser or a driving force, a desire or an urge that causes an individual to engage in certain behaviour”. Mmyandu (2001) defines motivation in the learning context as the willingness to engage in meaningful tasks. If learners are motivated to attain a given goal, their activities will involve moving in the direction of achieving that goal. They experience pleasure in tackling the task and they tend to develop inner confidence and generally expect to succeed. The opposite is true for learners who are unmotivated. They tend to exhibit maladaptive behavioural patterns in that they do not value or establish reasonable goals, nor maintain striving

towards these goals (Mnyandu, 200). The behaviour of a learner may be either intrinsically or extrinsically motivated.

Deducing from what has been indicated by various authors, motivation can be defined as a driving force or an urge behind what an individual does. The driving force can be, for example, a desire to do well in a task. We can only see the extent of an individual's motivational state by his/her behaviour, that is, in the way he/she performs his/her duties. A highly motivated person tries to achieve to the best of his/her abilities and to be consistent in that achievement. In the learning situation, students who are motivated show several characteristics, such as regular class attendance, preparing for classes, participating in class activities and obtaining good passes in tests and examinations.

2.5.3 Attitude

Mohsin (1990) regards attitude as the evaluation of the attitude object, as comprising a person's likes or dislikes towards an object. Rajecki (1990) defines attitude as "A mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related". In the learning context "an attitude may be described as a general tendency or state of preparedness to behave in a particular way with regard to a school" (Vrey, 1979). Generally, an attitude can be described as a person's positive or negative position on some topic or issue. The core idea is that of preference and it involves evaluation. Preferences vary between people. One of the things which makes individuals what they are, and distinguishes them from others, is their sets of preferences. Attitude research can be seen as the attempt to specify and measure what we commonly think of as people's views or preferences.

An attitude may be defined as a perception or belief which develops in an individual after evaluation of a certain experience, topic or issue. This perception or belief may be of a positive or negative nature. An attitude can therefore influence an individual to behave in a particular manner. For example, a student who has developed a negative attitude toward a lecturer may stay away from classes of the lecturer concerned.

2.6 Evaluation

This chapter has offered an in-depth discussion on self-concept, attitude and motivation, with more emphasis on educational context. It can be concluded that these variables are influential in learning and academic achievement. The following are brief indications, deduced from definitions and descriptions by various authors, of how the information gathered from literature sources on self-concept, attitude and motivation relates to learning and academic achievement and thus important for formulation of items of the questionnaire for the next chapter (chapter4), which explains how the empirical investigation will be undertaken in this study.

2.6.1 Self-concept

What a student believes about himself with regard to the following aspects will affect his learning attempts:

- How a student views his/her academic ability when compared with other students.
- Perceptions of the student relative to his/her intellectual or academic skills.
- The student's level of aspiration with regard to academic performance.
- The extent to which the student feels accepted as opposed to feelings of isolation and rejection.
- The student's ability and willingness to take leadership roles and being initiative.

2.6.2 Motivation

The way a student involves himself in a learning task can indicate the extent of his motivational state. The following are examples of aspects characteristic of a student who is motivated to learn:

- The student's goal-directedness.
- Student's perseverance and strong will for successful completion of a task.
- The student's intellectual inquisitiveness.
- The extent to which the student can study independently.

2.6.3 Learning Attitude

A student's attitude, whether positive or negative, stems mainly from his evaluation of his own experiences with regard to the learning situation as it is indicated in the following examples:

- The student's attitude towards the institution.
- The student's attitude towards academic activities in general.
- How the student views his/her relationship with fellow students.
- How the student views his/her relationship with the lecturers.
- How the student views his/her field of study.

CHAPTER 3

METHODOLOGY

3.1 Research design

This is a quantitative survey research involving a questionnaire which will be administered to the respondents. The survey research design has been chosen as it can be easily applied to a large population by selecting a sample representing a particular population and it is the most suitable when investigating aspects such as attitudes, beliefs, opinions and other types of information. Moreover, quantitative can be analysed using mathematically based method. A literature study will be conducted concerning affective factors and their relation to academic achievement. The literature study will also enable the researcher to construct the items of the questionnaire for measuring the affective variables and self-concept, motivation and their learning attitude toward their performance.

3.2 Instrument

Questionnaires were used in the survey. Schumacher and McMillan (1993) state that *“the general layout and organisation of the questionnaire is very important. If it appears to be carelessly done or confusing, respondents are likely to set it aside and never respond”*. A well-designed format and appearance will stimulate interest in the respondents and this can result in co-operation and reliable responses.

The following rules by Schumacher and McMillan (1993) were adhered to when compiling the questionnaire:

- Printing is clear and easy to read.
- Instructions are brief and easy to understand.
- Avoid abbreviated items.
- Keep the questionnaire as short as possible.
- Use a logical sequence, and group related items together

The questionnaire was also comprised of sections where different affective factors will be measured by using items to be answered on a four-point scale. They focus on backgrounds of the students, their self-concept, motivation and their learning attitude. The responses to

the items are coded and will be read into a computer for analysis.

3.2.1 Items for self-concept Measurement

From the literature study (see chapters 2), the self-concept was selected as one of affective factors which have an important role in academic achievement. The following are examples of the characteristics of a student with a strong academic self-concept as identified from the literature study:

- Have aspiration in academic activities.
- Show academic interest and satisfaction.
- Show leadership and initiative.
- He/she anticipates the realisation of a goal.
- Attaches a lot of importance to academic ability.
- Is confident when carrying out academic tasks.

These characteristics are examples of the operational constructs of the self-concept and form the basis for the construction of items to measure the self-concept.

3.2.2 Items for attitude Measurement

Attitude was selected as another affective factor in this study (see chapters 2). The following are examples of students' attitudes towards academic work or educational settings as identified from the literature study:

- A positive attitude towards the institution.
- Develops a great liking for the institution.
- Willingness to assist other students.
- Positive attitude toward a particular field of study.
- Positive attitude toward the lecturers.

These characteristics are examples of the operational constructs of attitude and formed the basis for the construction of items to measure attitude.

3.2.3 Items for motivation Measurement

From the literature study, motivation was selected as another affective factor in

this study (see chapters 2).The following examples of the characteristics of a student who is motivated was identified from the literature:

- Have a strong will for successful completion of a task.
- Conduct more independent study.
- Learning is for him a meaningful activity.
- Prefer challenge rather than easy work.
- Have a desire for internal enrichment.

These characteristics are examples of the operational constructs of motivation and form the basis for the construction of items to measure motivation.

3.3 Sample and sampling method

This study was conducted in one public university, Royal University of Phnom Penh (RUPP) in Phnom Penh, Cambodia. Because RUPP, it is the biggest and the most recognized university. So far, this university has trained thousands of students and most of them have worked for the government and non-government such as organizations, industry, manufacturing and other private companies. Nowadays, the school has been making momentous improvements, both in qualitative and quantitative terms on its equipment.

The population involved in the study has been selected from 2nd year students. During the 2016-2017 academic years, around 650 students are enrolled as the 2nd year students. But only 140 random students were selected some of the students from the six classes in order to answer to the questionnaires. Random sampling has the advantage of avoiding biases and providing a statistical means for estimating sampling errors.

3.4 Pilot test

One draft of questionnaires, which were written in English, were taken by 5 random respondents. They found some difficulty such as some technical words and how to answer to the questionnaires. Thus the researchers revised and translate it in to Khmer language to make it easier to understand.

3.5 Data collection and analysis

First of all the researcher went to ask permission for his fieldwork from the rector of Royal University of Phnom Penh. After he got the permission letters he went to the class of year 2 students, he cooperated with the classroom lecturers and to selected sample to take parts in his study by their willingness. Moreover, the questionnaire will be administered to all students in the selected sample. The researcher would be in control during administering of the questionnaire and each member of the group will be given a questionnaire to which he/she has to respond. The questionnaires will be retained at the end of each testing session. The SPSS computer program will be used to analyse the data. The following statistical techniques will be used: An item analysis will be performed to determine the suitability of the items and the reliability of the measuring instrument and t-test analysis.

3.5.1 Item analysis

Item analysis is a statistical technique used to assign weights to a number of items measuring a particular construct. Item analysis results tell a researcher how well the items relate to a factor or construct (Neuman, 1997). An item analysis was performed on the sections of the questionnaire measuring each of the three affective factors. The aim of item analysis is to establish whether each item makes a positive contribution to the total of that section of the questionnaire (Schnel, 2001).

In order to determine whether to omit or retain an item, two procedures were followed. Firstly, item-total correlations were calculated and the item was omitted if the item- total correlation was very low or negative (Schnel, 2001). Secondly, an Alpha reliability coefficient was calculated for each section of the questionnaire, in the event that all items were retained. The Alpha reliability coefficient was also calculated when a specific item was left out. An item was omitted if doing so resulted in a significantly higher Alpha reliability coefficient. Thus, on the basis of the item-total correlation, and the Alpha reliability coefficient one can decide whether a specific item should be retained or left out (Schnel, 2001).

3.5.2 Validity and Reliability Checks

In order to check the validity and of research instruments, the pre -test was done in some class of Royal University of Phnom Penh. The reliability of instrument was measured by using Cronbach alpha test. A reliability test was performed to check the consistency and accuracy of the measurement scales.

In accordance with Bonett(2002), Cronbach’s Alpha measurement method was broke down into 5 classification as follows:

Cronbach’s Alpha	Internal Consistency
$a \geq 0.9$	Excellent (High-Stakes testing)
$0.7 \leq a < 0.9$	Good (Low-Stakes testing)
$0.6 \leq a < 0.7$	Acceptable
$0.5 \leq a < 0.6$	Poor
$a < 0.5$	Unacceptable

3.5.3 Item analysis of Self-Concept

3.5.3.1 Table 1 Item analysis of Physical Self-Concept

Reliability Statistics

Cronbach's Alpha	N of Items
.742	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Physical self-concept_ I do not mind if my lecturers asks me to answer	6.31	1.635	.521	.709

questions

Physical self-concept_ I try my best when assignments are difficult	6.26	1.324	.624	.585
Physical self-concept_ I try very hard to study	6.35	1.476	.561	.663

One item (question 1) is correlated negatively with the total of Alpha and if it was omitted, the total of Alpha is 0.742. The other items were retained.

3.5.3.2 Table 2 Item analysis of Academic Self-Concept

Cronbach's Alpha	N of Items
.751	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Academic self-concept_ I feel that I am responsible and accountable for my academic work Attitude	6.75	67.124	.994	.018
Academic self-concept_ I am eager to do well in my studies	6.56	67.241	.994	.017
Academic self-concept_ I trust in myself when writing or exam	7.51	264.352	.055	.999

One item (question 8) is correlated negatively with the total of Alpha and if it was omitted, the total of Alpha is 0.751. The other items were retained.

3.5.4 Item analysis of Motivation

3.5.4.1 Item analysis of Extrinsic Motivation

Cronbach's Alpha	N of Items
.746	7

Item-Total Statistics

	Scale Mean if Deleted	Scale Variance if Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Deleted
Extrinsic motivation_ My parents/ guardians and other people think I am a failure in my academic work	17.33	8.020	.052	.819
Extrinsic motivation_ I enjoy the lecturing styles of my lecturers	17.23	6.309	.624	.678
Extrinsic motivation_ My lecturers are satisfied with my work	17.37	6.888	.591	.694
Extrinsic motivation_ I feel that lecturers are friendly and helpful	17.17	6.226	.638	.674
Extrinsic motivation_ I have good relationships with my lecturers	17.42	6.709	.586	.691
Extrinsic motivation_ I feel that students are doing enough in helping each other with academic task	17.33	6.803	.517	.704
Extrinsic motivation_ Administrative services for students are good at my university	17.66	6.907	.407	.729

One item (question 5) is correlated negatively with the total of Alpha and if it was omitted, the total of Alpha is 0.746. The other items were retained.

3.5.4.2 Item analysis of Intrinsic Motivation

Cronbach's Alpha	N of Items
.849	6

Item-Total Statistics

	Scale Mean if Deleted	Scale Variance if Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Intrinsic motivation_ I think my degree will be valuable and marketable when I graduate	16.00	8.207	.690	.812
Intrinsic motivation_ I feel that I have a sense of purpose and direction as a student.	15.98	8.511	.654	.820
Intrinsic motivation_ I am proud to be a student at my university	15.79	7.765	.809	.788
Intrinsic motivation_ My studies are important for my future	15.53	7.984	.781	.795
Intrinsic motivation_ I enjoys the course that I take at my university	15.85	7.993	.733	.803
Intrinsic motivation_ I lost interest in my studies after the first few days of a new semester.	16.18	10.428	.180	.901

One item (question 10) is correlated negatively with the total of Alpha and if it was omitted, the total of Alpha is 0.849. The other items were retained.

3.5.5 Item analysis of Learning Attitude

Cronbach's Alpha	N of Items
.752	9

Item-Total Statistics

	Scale Mean if Deleted	Scale Variance if Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Learning Attitude_ I deal with my challenges effectively	25.25	10.577	.305	.631
Learning Attitude_ My academic performance does not measure up to the standard of others	25.55	11.717	-.031	.695
Learning Attitude_ I have perseverance when completing my academic work	24.87	9.091	.590	.569
Learning Attitude_ Even though I do not like a subject I still work hard to obtain high marks	25.93	13.232	-.312	.752
Learning Attitude_ I work hard in my studies	24.95	8.839	.654	.554
Learning Attitude_ I like the subject that I am studying	24.86	8.641	.600	.558
Learning Attitude_ I do not like to study for test or exam	25.16	9.515	.385	.612
Learning Attitude_ I want to achieve as high as possible in the coming exam	25.06	10.176	.307	.630
Learning Attitude_ I pay attention in my class	25.14	9.706	.533	.590
Learning Attitude_ I like challenging in my studies	25.10	10.062	.398	.613

Seven items (question 1, 2, 6, 7, 14, 15, 16, 17) are correlated negatively with the total of Alpha and if they were omitted, the total of Alpha is 0.752. The other items were retained

3.6 Ethical Consideration

Participation of the participants in this study is voluntary. No personal identifying information is collected in the data and the survey instruments will not require any personal identifying information. Particularly, the information supplied by the participants will be kept confidential, and each survey instrument will be completed secretly. The information from participants will be assisted in protection from harm. Moreover, to maintain honesty

with the study, the informed consent form will also explain to the participants' right to privacy and notify participants of their right to withdraw from the study at any time, when they desire.

CHAPTER 4

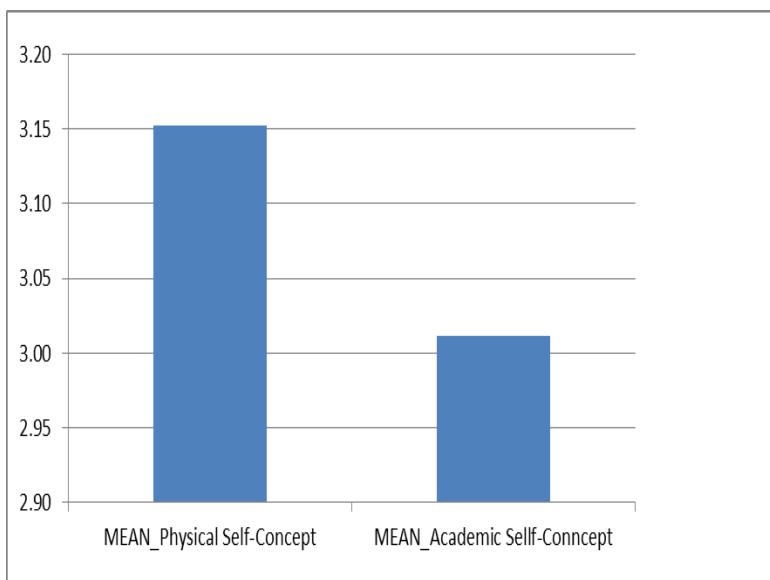
FINDINGS and DISCUSSION

4.1 Findings

This chapter presents the analysis and interpretation of the data gathered by questionnaire instrument. The summary of the quantitative data has been presented by the use of tables that cooperates various statistical tools. There are total 42 questionnaires were distributed to 6 classes of 3 faculties of Royal University of Phnom Penh. And the researcher also used a descriptive method to analyse the data which got from the respondent who respond it through questionnaire. The researcher read and organized respondents answer a whole. The last process was the interpretation of data with literature supporting idea. On the other hand, SPSS was used to analyse the data quantitatively for research question.

This chapter presents the result and data analysis from this study in 4 sections. The first section analysis the mean scores of self-concept, the second section analysis the mean scores of motivation, the third section analysis the mean scores of learning attitude and the mean scores of the gender.

4.2 Self-Concept



Based on the definitions and descriptions of different authors, one may view self-concept as the way an individual regards himself/herself and as a psychological concept which forms an integral part of a person's personality. It is unique, as no two individuals can have the same or equal self-concepts. The ideas, beliefs and attitudes we have about ourselves are never static, as they can change from positive to negative. In the learning situation, most of the students are positive self-concept. Among the two self-concept such as physical and academic self-concept. Based on the learning shows that students of Royal University of Phnom Penh feel more positive to physical self-concept rather than academic self-concept. It means that students, they have better mood to their physical self-concept rather than academic self-concept.

4.2.1 Physical self-concept

	Item Statistics		
	Mean	Std. Deviation	N
Physical Self-Concept_ I do not mind if my lecturers asks me to answer questions	3.15	.658	139
Physical Self-Concept_ I try my best when assignments are difficult	3.20	.744	139
Physical Self-Concept_ I try very hard to study	3.11	.709	139

In this study, it shows that their physical self-concept scores of 140 students, 50 females and 90 male of first year students at RUPP are 3.15. Bracken (1996) defines physical self-concept as “people’s perceptions and/or estimations of their physical performance and physical appearance”. The physical self is about the acceptance or non-acceptance of one’s body and physical skills or abilities. Someone with a positive concept of his physical self will accept his body. He will be proud of it. The one who does not accept his body will find fault with it, for instance, “I am too fat; I cannot play soccer”. How one perceives his physique has an important influence on his self-concept. Based on this study, it shows that students’ achievement of academic are related to the physical value. Based on the study, it shows that 3.15 is the mean score of their physical self-

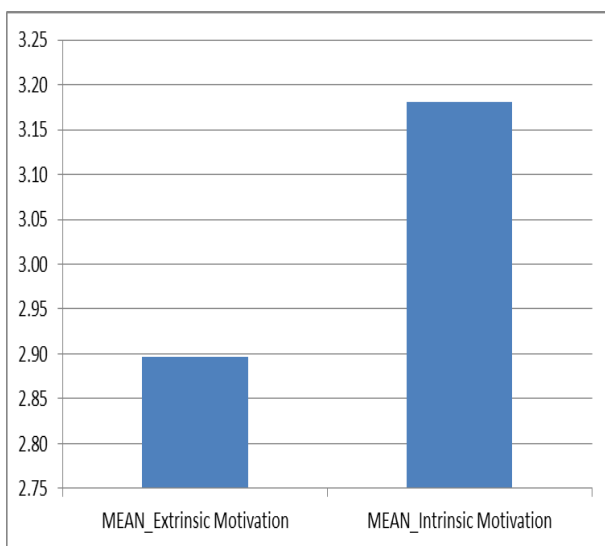
concept, it indicated that it was a good scores of their physical self-concept of students at Royal university of Phnom Penh.

4.2.2 Academic self-concept

Item Statistics			
	Mean	Std. Deviation	N
Academic Self-Concept_ I feel that I am responsible and accountable for my academic work Attitude	3.66	8.140	140
Academic Self-Concept_ I am eager to do well in my studies	3.85	8.131	140
Academic Self-Concept_ I trust in myself when writing or exam	2.90	.649	140

In this study, it shows that their academic self-concept scores of 140 students, 50 females and 90 male of first year students at RUPP are 3.01. Academic self-concept is referred to “attitudes, feelings and perceptions relative to one’s intellectual or academic skills” (Cokley, 2000). The same author considers academic self-concept to be how a student views his/her academic ability when compared with other students. Students attach a lot of importance to academic ability, so that self-acceptance is based largely on cognitive abilities. A student with a negative academic self-concept might just avoid studying hard because he would regard the subject content as too difficult. So he would not even try because then he would not face failure. Based on the study, it shows that 3.01 is the mean score of their academic self-concept, it indicated that it was a good scores of their academic self-concept of students at Royal university of Phnom Penh although it is less than their physical self-concept.

4.3 Motivation



Motivation can be regarded as a driving force or an urge behind what an individual does. There is always a motive or an urge which causes an individual to act in a particular way. A desire to do well in a task can be a driving force behind an individual's success. A motivated person tries to achieve to the best of his/her abilities and to be consistent in that achievement. In the learning situation, most of the students are positive with motivation. Among the two motivations such as extrinsic and intrinsic motivation. The learning shows that students feel the most positive to intrinsic motivation rather than extrinsic motivation. It means that students, they have intrinsic motivation higher than extrinsic motivation

4.3.1 Extrinsic Motivation

	Item Statistics		
	Mean	Std. Deviation	N
Extrinsic Motivation_ My parents/ guardians and other people think I am a failure in my academic work	2.92	.817	139
Extrinsic Motivation_ I enjoy the lecturing styles of my lecturers	3.02	.686	139

Extrinsic Motivation_ My lecturers are satisfied with my work	2.88	.558	139
Extrinsic Motivation_ I feel that lecturers are friendly and helpful	3.09	.697	139
Extrinsic Motivation_ I have good relationships with my lecturers	2.83	.609	139
Extrinsic Motivation_ I feel that students are doing enough in helping each other with academic task	2.92	.638	139
Extrinsic Motivation_ Administrative services for students are good at my university	2.59	.710	139

In this study, it shows that their extrinsic motivation scores of 140 students, 50 females and 90 male of first year students at RUPP are 2.90. Extrinsic motivation is referred to the driving behind this type of motivation stems from without the learner in order to gain parents' or teachers' approval or praise; to work for some reward or gain high marks, etcetera. It is heavily dependent upon others; the teacher is the assertive person and the learner remains motivationally passive. Extrinsic motivation needs continuous reinforcement for if it is withheld, motivation may cease. This type of motivation should be gradually eliminated as the child develops, (Mwamwenda, 1995). Based on the study, it shows that 2.90 is the mean score of their extrinsic motivation, it indicated that it was a properly good scores of their extrinsic motivation of students at Royal university of Phnom Penh.

4.3.2 Intrinsic Motivation

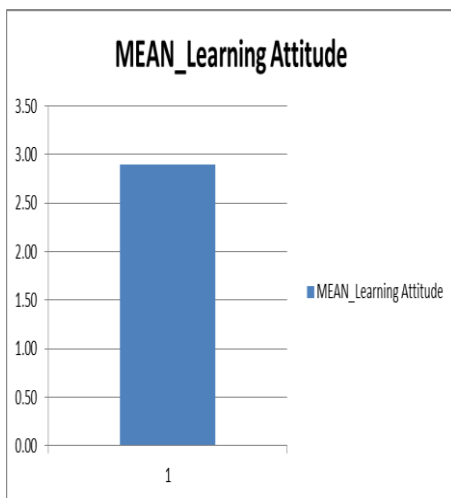
	Item Statistics		
	Mean	Std. Deviation	N
Intrinsic Motivation_ I think my degree will be valuable and marketable when I graduate	3.07	.772	136
Intrinsic Motivation_ I feel that I have a sense of purpose and direction as a student.	3.09	.735	136
Intrinsic Motivation_ I am proud to be a student	3.27	.774	136

at my university

Intrinsic Motivation_ My studies are important for my future	3.54	.749	136
Intrinsic Motivation_ I enjoys the course that I take at my university	3.21	.783	136
Intrinsic Motivation_ I lost interest in my studies after the first few days of a new semester.	2.89	.747	136

In this study, it shows that their intrinsic motivation scores of 140 students, 50 females and 90 male of first year students at RUPP are 3.18. Intrinsic motivation, on the other hand, is an inner drive which urges an individual on, fuelled by his own intrinsic goals, curiosity and interests. Intrinsic motivation in itself sustains learning. It is independent of external motivation although external motivation does feature to a certain degree. An inner drive may achieve good marks and the teacher's praise may further motivate the student. There is a self-perpetuating energy behind intrinsic motivation which can function in the complete absence of extrinsic motivation, (Mwamwenda, 1995). Based on the study, it shows that 3.18 is the mean score of their intrinsic motivation, it indicated that it was a very good scores of their extrinsic motivation of students at Royal university of Phnom Penh.

4.4 Learning Attitude



Item Statistics

	Mean	Std. Deviation	N
Learning Attitude_ I deal with my challenges effectively	2.74	.583	140
Learning Attitude_ My academic performance does not measure up to the standard of others	2.44	.712	140
Learning Attitude_ I have perseverance when completing my academic work	3.11	.700	140
Learning Attitude_ I work hard in my studies	3.04	.704	140
Learning Attitude_ I like the subject that I am studying	3.13	.794	140
Learning Attitude_ I do not like to study for test or exam	2.83	.804	140
Learning Attitude_ I want to achieve as high as possible in the coming exam	2.92	.710	140
Learning Attitude_ I pay attention in my class	2.84	.603	140
Learning Attitude_ I like challenging in my studies	2.89	.636	140

In this study, it shows that their learning attitude scores of 140 students, 50 females and 90 male of first year students at RUPP are 2.90. In the learning situation it is common that a student develops a positive or negative attitude towards a certain subject or lecturer. The development of such an attitude may be due to a perception or belief which the student has about the lecturer. An attitude may be defined as a perception or belief which develops in an individual after evaluation of a certain experience, topic or issue, and this perception or belief may be of a positive or negative nature. An attitude can therefore influence an individual to behave in a particular manner. A student may develop a positive or negative attitude towards the institution, academic activities, fellow students, the lecturers and the field of study he/she has chosen. Based on the study, it shows that 2.90 is the mean score of their learning attitude, it indicated that it was a very good scores of their extrinsic motivation of students at Royal university of Phnom Penh.

4.5 Gender differences

T. Test

4.5.1 Gender of Physical self-concept

		F	Sig.	T	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference
MEAN_ Physical Self_ Concept	Equal variances assumed	.730	.394	- 2.179	138	.031	-.21630	.09924
	Equal variances not assumed			- 2.171	100.257	.032	-.21630	.09961

The result from the table indicated that the significant value was less than 0.05. Therefore, it could claim that there was significant difference between male and female students of the physical self-concept scores of students at Royal University of Phnom Penh. It showed those female and male students among 140 students, 50 females and 90 male students, they don't have the same physical self-concept.

4.5.2 Gender of Academic Self-Concept

		F	Sig.	T	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference
MEAN_ Academic Self- Concept	Equal variances assumed	.015	.902	- 1.049	138	.296	-.10148	.09677
	Equal variances not assumed			- 1.009	90.390	.316	-.10148	.10059

The table revealed that the significant value was less than 0.05. Therefore, it could imply that there was significant difference between male and female students of the

academic self-concept scores of students at Royal University of Phnom Penh. It showed those female and male students among 140 students, 50 females and 90 male students, they don't have the same academic self-concept.

4.5.3 Gender of Extrinsic Motivation

		F	Sig.	T	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference
MEAN_ Extrinsic Motivation	Equal variances assumed	.006	.939	-.197	138	.844	-.01492	.07557
	Equal variances not assumed			-.192	92.729	.848	-.01492	.07788

The result from the table indicated that the significant value was bigger than 0.05. Therefore, it could claim that there was no significant difference between male and female students of the extrinsic motivation scores of students at Royal University of Phnom Penh. It showed those female and male students among 140 students, 50 females and 90 male students, they have the same extrinsic motivation.

4.5.4 Gender of Intrinsic Motivation

		F	Sig.	T	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference
MEAN_ Intrinsic	Equal variances assumed	.342	.560	- 1.083	138	.281	-.10867	.10033

Motivation	Equal						
	variances	-	91.699	.298	-.10867	.10379	
	not	1.047					
	assumed						

The table indicated that the significant value was less than 0.05. Therefore, it could imply that there was significant difference between male and female students of the intrinsic motivation scores of students at Royal University of Phnom Penh. It showed those female and male students among 140 students, 50 females and 90 male students, they don't have the same intrinsic motivation.

4.5.5 Gender of Learning Attitude

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
MEAN_ Learning attitude	Equal							
	variances	.090	.765	-1.394	138	.166	-.10133	.07271
	assumed							
	Equal							
	variances			-1.361	94.512	.177	-.10133	.07445
	not							
	assumed							

As can be seen from the table, it is indicated that the significant value was less than 0.05. Therefore, it could imply that there was significant difference between male and female students of the learning attitude scores of students at Royal University of Phnom Penh. It showed those female and male students among 140 students, 50 females and 90 male students, they don't have the same learning attitude.

CHAPTER 5

CONCLUSION, LIMITATION, RECOMMENDATIONS

5.1 Conclusion

The research study was conducted in one public university in Phnom Penh, It was consisted of 140 second year students who were randomly selected some students from the six classes in the list. Administering of the questionnaire was very successful due to an appreciable co-operation from the lecturers, school administrators as well as the respondents themselves. All the respondents agreed to answer these questionnaires by their willingness to participate in this research study.

The result indicated that the students at Royal University of Phnom Penh, their self-concept mean scores is higher than 3. It implied that they had good self-concept and among two self-concepts, physical self-concept and academic self-concept, physical self-concept scores is higher than academic self-concept.

Moreover, the study also showed that the mean scores of their motivation are properly good. Among two kinds of motivation, extrinsic motivation and intrinsic motivation: the mean scores of intrinsic motivation are very higher than extrinsic motivation so it inferred that students have their inner motivation much than from outside motivation.

Additionally, for the learning attitude of students at Royal University of Phnom Penh, the result indicated that it was 2.90. So it inferred that students have properly good mean scores of learning attitude. It means that students like the ways that they studied at university.

Finally, according to this study, it is showed that there are significant different between the male and female students of the physical self-concept, academic self-concept, intrinsic motivation and the learning attitude scores and but there is no significant different between the male and female students of the intrinsic motivation scores.

5.2 Recommendations

In this study, it has been indicated in the preceding of self-concept, motivation and learning attitude of students at Royal University of Phnom Penh. The literature is filled with reports indicating that learning increases when self-concept increases. The data analysis of the study has revealed a positive relationship of self-concept of students at Royal University of Phnom Penh. So it is inferred that most of the students at RUPP feel confident in themselves and they will be better in their learning. Students have a good self-concept of themselves – as learners generally, and also as learners of specific subjects. Students require sufficient confidence in themselves and their abilities to make some effort to succeed. It is the responsibility of the educationists to provide a wide range of learning activities that will enhance the self-concepts of their students.

Motivation is an important factor in academic achievement. It is very essential that educationists should understand the differences in motivational orientations of their students in order to facilitate effective learning. Educationists need to help students to focus not only on the extrinsic motivation gains such as passing tests or examinations but to also stimulate them intrinsically to be involved proactively in their academic tasks.

Learning Attitude was found to be significantly related to self-concept and motivation. According to Ruggiero (1998) an attitude is habitual emotional response driven by belief. Beliefs are ideas we hold to be true. Before students can be motivated to alter their attitudes, they must first understand which ones are beneficial and which create obstacles to their success and personal fulfilment. Educationists should help students analyse their own behaviour and evaluate the underlying beliefs and decide whether they are reasonable or not.

5.3 LIMITATION

This research study was conducted about self-concept, motivation and learning attitude of first year students at Royal University of Phnom Penh. It would be interesting to study them separately such as: the relationship between affective factors such as self-concept and students' achievement in specific academic subjects, the values and beliefs that learners attach to education affect the manner in which they spend effort on classroom achievement, and the learners' motivation at multiple points of individual school career to better understand how and where motivation may fluctuate. In addition, only one institution of higher education in Phnom Penh was conducted. It would be great to conduct it more in other higher education institution in Cambodia. Moreover, another limitation of the study should study other years such as second, third and fourth year students are included. Moreover, it should involve studying other method – Qualitative.

APPENDIX A: INFORMED CONSENT FORM



សាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ

ROYAL UNIVERSITY OF PHNOM PENH

Dear Participants,

I am Loch Lour, a student of a Master's program in education at the Royal University of PhnomPenh. The topic of my thesis is "The Self-concept, motivation and learning attitude of first year students at Royal University of Phnom Penh". In this study, it can provide policy makers and educational officials at university levels with the information about self-concept, motivation and learning attitude of first year students related to their performance. Second, it may help lecturing staff and stakeholders be aware of the roles of psychological factors in students' academic achievement. Third, it may help students to know about their self-concept, motivation and their learning attitude toward their performance. Moreover, it can help a new researcher to conduct this research and be aware of roles of psychological factors in students' academic achievement.

For this reason, I would like you to participate in filling this survey by completing this questionnaire. Your response is highly appreciated. Please note that all of your answers are kept confidential.

Should you have any questions, please feel free to contact me via email: loch_lour@yahoo.com or phone number: 010 683 866.

APPENDIX B: QUESTIONNAIRE IN ENGLISH

Your participation in this study is voluntary. No personal information is collected in the data. Particularly, the information supplied by the participants will be kept confidential, and each survey instrument will be completed secretly. The information from participants will be assisted in protection from harm. Moreover, to maintain honesty with the study, the informed consent form will also explain to the participants' right to privacy and notify participants of their right to withdraw from the study at any time, when they desire

This survey explores your self-concept, motivation and learning attitude toward learning at university. This survey will require 10 minutes or less of your time. Please note that this survey is completely anonymous and voluntary.

Section 1: Background Information

Answer the first 2 items in this page by circling the appropriate number in the open box in the column on the right.

1	What is your gender (sex)?	1=male	2=female	1	2
2	What is your faculty?			1	2
	1= Faculty of Science		2= Faculty of Social Science		

Section 2: Self-Concept

Answer questions 1-8 by circling the appropriate number of your choice in the box on the right. The numbers have the following meaning:

4= Strongly Agree 3= Agree 2=Disagree 1= Strongly Disagree

Physical self-concept					
1	I get high marks when lecturers strict or use violence sometime.	1	2	3	4
2	I do not mind if my lecturers asks me to answer questions	1	2	3	4
3	I try my best when assignments are difficult	1	2	3	4
4	I try very hard to study	1	2	3	4
Academic self-concept					
5	I feel that I am responsible and accountable for my academic work Attitude	1	2	3	4
6	I am eager to do well in my studies	1	2	3	4

7	I trust in myself when writing or exam	1	2	3	4
8	I like subject that I study very much	1	2	3	4

Section 3: Motivation

Answer questions 1-16 by circling the appropriate number of your choice in the box on the right. The numbers have the following meaning:

4= Strongly Agree 3= Agree 2=Disagree 1= Strongly Disagree

Extrinsic motivation					
1	My parents/ guardians and other people think I am a failure in my academic work	1	2	3	4
2	I enjoy the lecturing styles of my lecturers	1	2	3	4
3	My lecturers are satisfied with my work	1	2	3	4
4	I feel that lecturers are friendly and helpful	1	2	3	4
5	I think lecturers are doing everything they can to make the university a good place for learning	1	2	3	4
6	I have good relationships with my lecturers	1	2	3	4
7	I feel that students are doing enough in helping each other with academic task	1	2	3	4
8	I become discouraged when I obtain lower marks in a test.	1	2	3	4
9	Administrative services for students are good at my university	1	2	3	4
Intrinsic motivation					
10	I think my degree will be valuable and marketable when I graduate	1	2	3	4
11	I enjoy the company of my fellow students	1	2	3	4
12	I feel that I have a sense of purpose and direction as a student.	1	2	3	4
13	I am proud to be a student at my university	1	2	3	4
14	My study is important for my future	1	2	3	4
15	I enjoys the course that I take at my university	1	2	3	4
16	I lost interest in my studies after the first few days of a new semester.	1	2	3	4

4: Learning Attitude

Answer questions 1-17 by circling the appropriate number of your choice in the box on the right. The numbers have the following meaning:

4= Strongly Agree 3= Agree 2=Disagree 1= Strongly Disagree

1	I find it difficult to cope with my studies.	1	2	3	4
2	I act with confidence when doing my academic tasks	1	2	3	4
3	I deal with my challenges effectively	1	2	3	4
4	My academic performance does not measure up to the standard of others	1	2	3	4
5	I have perseverance when completing my academic work	1	2	3	4
6	Even though I do not like a subject I still work hard to obtain high marks	1	2	3	4
7	I give up easily when I battle with my studies	1	2	3	4
8	I work hard in my studies	1	2	3	4
9	I like the subject that I am studying	1	2	3	4
10	I do not like to study for test or exam	1	2	3	4
11	I want to achieve as high as possible in the coming exam	1	2	3	4
12	I pay attention in my class	1	2	3	4
13	I like challenging in my studies	1	2	3	4
14	I work as hard as I can in my studies	1	2	3	4
15	When I am absent I will try to catch up with work that I have missed	1	2	3	4
16	I attend my class regularly	1	2	3	4
17	I am serious with my studies at my university	1	2	3	4

Thank for participating in the survey.

APPENDIX C: QUESTIONNAIRE IN KHMER

កម្រងសំណួរ

កម្រងសំណួរទាំងនេះគឺធ្វើឡើងដើម្បីស្វែងយល់អំពីទស្សនៈផ្ទាល់ខ្លួនរបស់អ្នក ការលើកទឹកចិត្ត និងអត្តចរិកនៃសិក្សារបស់អ្នក នៅឯសាកលវិទ្យាល័យក្នុងឆ្នាំទី១។ កម្រងសំណួរទាំងនេះត្រូវការចំណាយពេលរបស់អ្នកប្រហែលជា១០នាទី ឬតិចជាង ដើម្បីបំពេញឬឆ្លើយ។ សូមដឹងថាកម្រងសំណួរទាំងនេះគឺការស្នាក់ចិត្ត និងមានកា សម្ងាត់បំផុត។

ជំពូកទី១: ព័ត៌មានផ្ទាល់ខ្លួន

សូមឆ្លើយសំណួរខាងក្រោមដោយគួររង្វង់នូវចំនួនលេខសមរម្យណាមួយនៅក្នុងប្រអប់ ខាងស្តាំ។

១	ភេទ	១=ប្រុស	២=ស្រី	១	២
២	តើអ្នករៀននៅក្នុងមហាវិទ្យាល័យអ្វី?			១	២
	១= មហាវិទ្យាល័យវិទ្យាសាស្ត្រ សង្គមសាស្ត្រ	២= មហាវិទ្យាល័យ			

ជំពូកទី២: ទស្សនៈផ្ទាល់ខ្លួន

សូមឆ្លើយសំណួរខាងក្រោមដោយគួររង្វង់នូវចំនួនលេខសមរម្យណាមួយនៅក្នុងប្រអប់ខាង ស្តាំ។ ចំនួនលេខមានអត្ថន័យដូចខាងក្រោម

៤= យល់ស្របយ៉ាងខ្លាំង ៣=យល់ស្រប ២=មិនយល់ស្រប ១=មិនយល់ស្របយ៉ាងខ្លាំង

ទស្សនៈផ្ទាល់ខ្លួនខាងក្រៅនៃរូបរាងកាយ				
១	ខ្ញុំនឹងទទួលបានពិន្ទុខ្ពស់នូវពេលដែលសាស្ត្រាចារ្យតឹងរឹង ឬគាត់ប្រើអំពើហឹង្សាពេលខ្លះ	១	២	៣ ៤
២	ខ្ញុំមិនប្រកាន់ទេប្រសិនបើសាស្ត្រាចារ្យអោយខ្ញុំឆ្លើយសំណួររបស់គាត់	១	២	៣ ៤
៣	ខ្ញុំព្យាយាមអស់ពីសមត្ថភាពរបស់ខ្ញុំនៅពេលដែលកិច្ចការស្រាវជ្រាវជួបការលំបាក	១	២	៣ ៤
៤	ខ្ញុំព្យាយាមសិក្សារៀនសូត្រ	១	២	៣ ៤
ទស្សនៈផ្ទាល់ខ្លួននៃកិច្ចការសិក្សា				
៥	ខ្ញុំមានអារម្មណ៍ថាខ្ញុំជាមនុស្សដែលមានទំនួលខុសត្រូវចំពោះការសិក្សារបស់ខ្ញុំ	១	២	៣ ៤
៦	ខ្ញុំជាមនុស្សដែលចង់ធ្វើអោយបានល្អចំពោះការសិក្សារបស់ខ្ញុំ	១	២	៣ ៤
៧	ខ្ញុំជឿជាក់លើខ្លួនឯងនៅពេលដែលខ្ញុំមានការប្រឡង	១	២	៣ ៤
៨	ខ្ញុំចូលចិត្តមុខវិជ្ជាដែលខ្ញុំសិក្សាយ៉ាងខ្លាំង	១	២	៣ ៤

ជំពូកទី៣: ការលើកទឹកចិត្ត

សូមឆ្លើយសំណួរខាងក្រោមដោយគូររង្វង់នូវចំនួនលេខសមរម្យណាមួយនូវក្នុងប្រអប់ខាងស្តាំ។ ចំនួនលេខមានអត្ថន័យដូចខាងក្រោម

៤= យល់ស្របយ៉ាងខ្លាំង ៣=យល់ស្រប ២=មិនយល់ស្រប ១=មិនយល់ស្របយ៉ាងខ្លាំង

ការលើកទឹកចិត្តខាងក្រៅ

១	អាណាព្យាបាល ឬឪពុកម្តាយរបស់ខ្ញុំនិងមនុស្សដ៏ទៃទៀតគិតថាខ្ញុំនឹង បរាជ័យចំពោះការសិក្សារបស់ខ្ញុំ	១	២	៣	៤
២	ខ្ញុំចូលចិត្តការបង្រៀន របស់សាស្ត្រាចារ្យរបស់ខ្ញុំ	១	២	៣	៤
៣	សាស្ត្រាចារ្យរបស់ខ្ញុំសប្បាយរីករាយជាមួយនឹងការសិក្សារបស់ខ្ញុំ	១	២	៣	៤
៤	ខ្ញុំមានអារម្មណ៍ថា សាស្ត្រាចារ្យចិត្តល្អនិងរុយរាយរាក់ទាក់	១	២	៣	៤
៥	ខ្ញុំគិតថាសាស្ត្រាចារ្យរបស់ខ្ញុំធ្វើអ្វីៗដើម្បីអោយសាកលវិទ្យាល័យគឺ ជាទីកន្លែងល្អសម្រាប់ការសិក្សា	១	២	៣	៤
៦	ខ្ញុំមានទំនាក់ទំនងល្អជាមួយសាស្ត្រាចារ្យរបស់ខ្ញុំ	១	២	៣	៤
៧	ខ្ញុំមានអារម្មណ៍ថានិស្សិតចេះជួយគ្នាទៅវិញទៅមកជាមួយកិច្ចការ សាលា	១	២	៣	៤
៨	សេវាកម្មរដ្ឋាបាលនិស្សិតគឺល្អនូវសាកលវិទ្យាល័យរបស់ខ្ញុំ	១	២	៣	៤
ការលើកទឹកចិត្តខាងក្នុង					
៩	ខ្ញុំគិតថាសញ្ញាបត្ររបស់ខ្ញុំនឹងមានតម្លៃ និងមានទីផ្សារនៅពេលដែល ខ្ញុំបានបញ្ចប់ការសិក្សា	១	២	៣	៤
១០	ខ្ញុំចូលចិត្តក្រុមហ៊ុនដែលសិស្សច្បងរបស់ខ្ញុំ គាត់បានធ្វើការ	១	២	៣	៤
១១	ខ្ញុំមានអារម្មណ៍ថា ខ្ញុំមានគោលដៅច្បាស់លាស់ក្នុងនាមជា និស្សិត	១	២	៣	៤
១២	ខ្ញុំមានមោទនភាពជានិស្សិតនៃសាកលវិទ្យាល័យរបស់ខ្ញុំ	១	២	៣	៤
១៣	ការសិក្សារបស់ខ្ញុំគឺមានសារៈសំខាន់ណាស់សម្រាប់អានាគតរបស់ខ្ញុំ	១	២	៣	៤
១៤	ខ្ញុំចូលចិត្តមុខវិជ្ជាដែលសិក្សានៅសាកលវិទ្យាល័យរបស់ខ្ញុំ	១	២	៣	៤

១៥	ខ្ញុំបាក់ទឹកចិត្តបន្ទាប់ពីបានសិក្សាអស់រយៈពេលពីរបីថ្ងៃ	១	២	៣	៤
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ជំពូកទី៤: អត្តចរិកនៃការសិក្សា

សូមឆ្លើយសំណួរខាងក្រោមដោយគូររង្វង់នូវចំនួនលេខសមរម្យណាមួយនូវក្នុងប្រអប់

ខាងស្តាំ។ ចំនួនលេខមានអត្ថន័យដូចខាងក្រោម

៤= យល់ស្របយ៉ាងខ្លាំង ៣=យល់ស្រប ២=មិនយល់ស្រប ១=មិនយល់ស្របយ៉ាងខ្លាំង

១	ខ្ញុំយល់ថាវាពិតជាមានលំបាកដើម្បីដោះស្រាយជាមួយនឹងការសិក្សារបស់ខ្ញុំ	១	២	៣	៤
២	ខ្ញុំអនុវត្តន៍ដោយមានទំនុកចិត្តនៅពេលដែលខ្ញុំសិក្សា	១	២	៣	៤
៣	ខ្ញុំដោះស្រាយភាពប្រឈមយ៉ាងមានប្រសិទ្ធិភាព	១	២	៣	៤
៤	ការសិក្សារបស់ខ្ញុំមិនបានវាស់វែងជាស្តង់ដារជាមួយសិស្សដទៃទៀតទេ	១	២	៣	៤
៥	ខ្ញុំមានការតាំងចិត្តខ្ពស់នៅពេលបញ្ចប់ការសិក្សារបស់ខ្ញុំ	១	២	៣	៤
៦	ទោះបីជាខ្ញុំមិនចូលចិត្តមុខវិជ្ជា ខ្ញុំនូវតែមានការព្យាយាមដើម្បីទទួលបានពិន្ទុខ្ពស់	១	២	៣	៤
៧	ខ្ញុំងាយបោះបង់នៅពេលដែលខ្ញុំជួបបញ្ហាជាមួយនឹងការសិក្សារបស់ខ្ញុំ	១	២	៣	៤
៨	ខ្ញុំព្យាយាមយ៉ាងខ្លាំងជាមួយនឹងការសិក្សារបស់ខ្ញុំ	១	២	៣	៤
៩	ខ្ញុំចូលចិត្តមុខវិជ្ជាដែលខ្ញុំកំពុងសិក្សា	១	២	៣	៤
១០	ខ្ញុំមិនចូលចិត្តសិក្សានៅពេលដែលមានការប្រឡងទេ	១	២	៣	៤

១១	ខ្ញុំចង់បានពិន្ទុខ្ពស់នៅពេលការប្រឡងជិតមកដល់	១	២	៣	៤
១២	ខ្ញុំយកចិត្តទុកដាក់យ៉ាងខ្លាំងនៅក្នុងថ្នាក់រៀន	១	២	៣	៤
១៣	ខ្ញុំចូលចិត្តការប្រគូតប្រជែងជាមួយនឹងការសិក្សារបស់ខ្ញុំ	១	២	៣	៤
១៤	ខ្ញុំព្យាយាមយ៉ាងខ្លាំងដែលខ្ញុំអាចធ្វើទៅបានជាមួយនឹងការសិក្សារបស់ខ្ញុំ	១	២	៣	៤
១៥	នៅពេលដែលខ្ញុំមិនបានមករៀន ខ្ញុំតែងតែព្យាយាមរៀនដើម្បីអោយយល់នូវមេរៀនដែលខ្ញុំមិនបានរៀននោះ	១	២	៣	៤
១៦	ខ្ញុំតែងតែមករៀនទៀងទាត់	១	២	៣	៤
១៧	ខ្ញុំជាមនុស្សប្រកដប្រជា ជាមួយនឹងការសិក្សារបស់ខ្ញុំនៅឯសាកលវិទ្យាល័យរបស់ខ្ញុំ	១	២	៣	៤

អរគុណសម្រាប់ការចូលរួមឆ្លើយសំណួរ

APPENDIX D: PERMISSION REQUEST LETTER

ព្រះរាជាណាចក្រកម្ពុជា
ជាតិ សាសនា ព្រះមហាក្សត្រ

សាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ
មហាវិទ្យាល័យអប់រំ

សូមគោរពជូន
ឯកឧត្តមបណ្ឌិត សាកលវិទ្យាធិការ សាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ

កម្មវត្ថុ: សំណើសុំអនុញ្ញាតឲ្យនិស្សិតឈ្មោះ ឡុច ឡោ បានចុះប្រមូលទិន្នន័យស្រាវជ្រាវ នៅដេប៉ាតឺម៉ង់
អក្សរសាស្ត្រខ្មែរ និងដេប៉ាតឺម៉ង់ចិត្តវិទ្យា ក្នុងមហាវិទ្យាល័យវិទ្យាសាស្ត្រសង្គមនិងមនុស្សសាស្ត្រ
នៃសាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ រយៈពេលពីរខែ ចាប់ពីថ្ងៃទី១២ ខែតុលា ឆ្នាំ២០១៧ ដល់ថ្ងៃទី
១២ ខែមករា ឆ្នាំ២០១៨។

តាមកម្មវត្ថុខាងលើ ខ្ញុំសូមជម្រាប ឯកឧត្តម មេត្តាជ្រាបថា និស្សិតឈ្មោះ ឡុច ឡោ ជានិស្សិត
ថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់ ផ្នែកអប់រំ ជំនាន់ទី១០ នៃសាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ។ លោកមានគម្រោង
ចុះសិក្សាស្រាវជ្រាវលើប្រធានបទ "ទស្សនៈផ្ទាល់ខ្លួន ការលើកទឹកចិត្ត និងអត្ថប្រយោជន៍នៃការសិក្សារបស់
និស្សិតឆ្នាំទីមួយ នៅសាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ" ដើម្បីសរសេរនិក្ខេបបទបញ្ចប់ការសិក្សាថ្នាក់បរិញ្ញាបត្រ
ជាន់ខ្ពស់ ផ្នែកអប់រំ។ គោលបំណងនៃការចុះស្រាវជ្រាវនេះ គឺដើម្បីប្រមូលទិន្នន័យសំខាន់ៗដែលទាក់ទង
នឹងប្រធានបទខាងលើ។

អាស្រ័យដូចបានជម្រាបជូនខាងលើ សូម ឯកឧត្តម មេត្តាអនុញ្ញាត និងជួយសម្រួលដល់និស្សិត
រូបនេះបានចុះធ្វើការប្រមូលទិន្នន័យដោយក្តីអនុគ្រោះ។

សូម ឯកឧត្តម ទទួលនូវការគោរពដ៏ខ្ពង់ខ្ពស់ពីខ្ញុំ

ជូន
លោកព្រឹទ្ធបុរសជ័យសហការដោយអនុគ្រោះ។

រាជធានីភ្នំពេញ ថ្ងៃទី០៩ ខែតុលា ឆ្នាំ២០១៧
ព្រឹទ្ធបុរសមហាវិទ្យាល័យអប់រំ

បណ្ឌិត សុខ សុរត

10/10/17

APPENDIX E: PERMISSION REQUEST LETTER

**ព្រះរាជាណាចក្រកម្ពុជា
ជាតិ សាសនា ព្រះមហាក្សត្រ**

**សាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ
មហាវិទ្យាល័យម៉ែរី**

**សូមគោរពជូន
ឯកឧត្តមបណ្ឌិត សាកលវិទ្យាចិការ សាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ**

កម្មវត្ថុ: សំណើសុំអនុញ្ញាតឲ្យនិស្សិតឈ្មោះ ឡុច ឡោ បានចុះប្រមូលទិន្នន័យស្រាវជ្រាវ នៅដេប៉ាតឺម៉ង់ បរិស្ថាន ក្នុងមហាវិទ្យាល័យវិទ្យាសាស្ត្រ នៃសាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ រយៈពេលបីខែ ចាប់ពីថ្ងៃទី១២ ខែតុលា ឆ្នាំ២០១៧ ដល់ថ្ងៃទី១២ ខែមករា ឆ្នាំ២០១៨។


តាមកម្មវត្ថុខាងលើ ខ្ញុំសូមជម្រាប ឯកឧត្តម មេត្តាជ្រាបថា និស្សិតឈ្មោះ ឡុច ឡោ ជានិស្សិត ថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់ ផ្នែកអប់រំ ជំនាន់ទី១០ នៃសាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ។ លោកមានគម្រោង ចុះសិក្សាស្រាវជ្រាវលើប្រធានបទ "ទស្សនៈផ្ទាល់ខ្លួន ការលើកទឹកចិត្ត និងអត្តចរិតនៃការសិក្សារបស់ និស្សិតឆ្នាំទីមួយ នៅសាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ" ដើម្បីសរសេរនិក្ខេបបទបញ្ចប់ការសិក្សាថ្នាក់បរិញ្ញាបត្រ ជាន់ខ្ពស់ ផ្នែកអប់រំ។ គោលបំណងនៃការចុះស្រាវជ្រាវនេះ គឺដើម្បីប្រមូលទិន្នន័យសំខាន់ៗដែលទាក់ទង នឹងប្រធានបទខាងលើ។


អាស្រ័យដូចបានជម្រាបជូនខាងលើ សូម ឯកឧត្តម មេត្តាអនុញ្ញាត និងជួយសម្រួលដល់និស្សិត រូបនេះបានចុះធ្វើការប្រមូលទិន្នន័យដោយក្តីអនុគ្រោះ។

សូម ឯកឧត្តម ទទួលនូវការគោរពដ៏ខ្ពង់ខ្ពស់ពីខ្ញុំ

ជូន
លោកព្រីធុបុរសជួយសហការដោយអនុគ្រោះ។

រាជធានីភ្នំពេញ ថ្ងៃទី០៩ ខែតុលា ឆ្នាំ២០១៧
ព្រីធុបុរសមហាវិទ្យាល័យម៉ែរី


20/11/17


បណ្ឌិត សុខ សុវ្រា

APPENDIX F: TIME FRAME

With the purpose of completing this thesis, the research spends around 11 months. First and foremost, April to May, the researcher starts drafting and designing research instruments which are significant to collect the data. More importantly, pre-testing instruments will be carried out in order to get reliable and valid data in April. The researcher spends around 4 weeks to be in the field setting selecting data. Then the researcher needs months to analyze the data collected. In December, the researcher starts writing the final in order to fulfill the requirement of the program. Finally, the researcher prepares to present a report of the study due to the deadline of the program.

Work plan and Timeline

Plan	April 2017	May 2017	June 2017	July 2017	Sep 2017	Oct 2017	Nov 2017	Dec 2017	Jan 2018	Feb 2018	April 2018
Draft Research											
Draft Instrument											
Pre-testing instrument											
Data Collection											
Data analysis											
Writing Reports											
Submitting for defence											
Defence the thesis											

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