



**សាកលវិទ្យាល័យក្សេមប៉ូលីណែក**  
**Royal University of Phnom Penh**

**ការផ្លាស់ប្តូរទិសដៅ នៅសាកលវិទ្យាល័យក្សេមប៉ូលីណែក**

**បទពិសោធន៍ បញ្ហាប្រឈម និង ទិសដៅអនាគត**

**Student Exchange at Royal University of Phnom Penh:  
Experiences, Challenges and Future Directions**

**A thesis**

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

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## មូលន័យសង្ខេប

គោលបំណងនៃការសិក្សាស្រាវជ្រាវនេះគឺដើម្បីស្វែងយល់ពីការសិក្សាទាក់ទងទៅនឹងការផ្លាស់ប្តូរនិស្សិតនៅសាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ។ ការសិក្សាស្រាវជ្រាវនេះត្រូវធ្វើឡើងនៅសាកលវិទ្យាល័យភូមិន្ទភ្នំពេញដែលអ្នកចូលរួមនៅក្នុងការសិក្សានេះជានិស្សិតដែលធ្លាប់មានបទពិសោធន៍ទៅធ្វើការផ្លាស់ប្តូរការសិក្សានៅប្រទេសនានា។

ការសិក្សាស្រាវជ្រាវដែលរៀបតាមចំបែបគុណភាពវិស័យនេះត្រូវប្រើឧបករណ៍មួយតាមរយៈ ការសម្ភាសន៍ (Interview Protocol) សំរាប់ការប្រមូលទិន្នន័យទាក់ទងទៅនឹងបទពិសោធន៍ បញ្ហាប្រឈម និងទិសដៅអនាគត។

ក្នុងការសិក្សាតាមវិធីសាស្ត្រគុណវិស័យ អ្នកស្រាវជ្រាវបានប្រើបញ្ជីសំណួរដើម្បីសម្ភាសន៍ដែលផ្តោតទៅលើភាពបត់បែននៃស្ថានភាពពិតរបស់អ្នកចូលរួមក្នុងគោលបំណងដើម្បីប្រមូលព័ត៌មានបន្ថែមទៀត។ មានន័យថាអ្នកសម្ភាសន៍បានសួរអ្នកចូលរួមនូវសំណួរជាច្រើនដែលទាក់ទងទៅនឹងបរិបទជាក់ស្តែងដែលពួកគាត់បានជួបប្រទះនៅក្នុងកម្មវិធីផ្លាស់ប្តូរនិស្សិតកន្លងមកដើម្បីធ្វើការពិពណ៌នានិងវិភាគសម្រាប់និក្ខេបបទនេះ។

តាមការសិក្សាកន្លងមកលទ្ធផលបានបង្ហាញពីការពិពណ៌នារបស់និស្សិតចំពោះការប្រឈម បទពិសោធន៍ និង ទិសដៅអនាគត ថាសិស្សមួយចំនួនបានជួបប្រទះបញ្ហាប្រឈមជាច្រើនដែលកើតមានឡើងនៅពេលពួកគេធ្វើទស្សនៈកិច្ចសិក្សាក្រៅប្រទេសដូចជា បញ្ហាប្រពៃណី ទំនៀមទំលាប់ ធាតុអាកាស ម្ហូបអាហារ ការរើសអើង ភាសា ការទំនាក់ទំនងគ្នា ពេលវេលា ការសិក្សារៀនសូត្រ និង បញ្ហាផ្សេងៗ។

កត្តាទាំងនេះជម្រុញឲ្យពួកគេព្យាយាមដោះស្រាយរាល់បញ្ហាដែលកើតមានឡើងទាំងអស់ដោយខ្លួនគេផ្ទាល់ក៏ដូចជាមួយមិត្តភក្តិដ៏ទៃទៀតដែលបានប្រែក្លាយទៅជាមេរៀន និងបទពិសោធន៍ល្អៗសម្រាប់និស្សិតជំនាន់ក្រោយដែលមានបំណងប្រាថ្នាចំពោះការផ្លាស់ប្តូរនិស្សិតនៅសាកលវិទ្យាល័យភូមិន្ទភ្នំពេញនិងសាកលវិទ្យាល័យនានានៅកម្ពុជា។

## **ABSTRACT**

The purpose of this study was to explore student exchange at Royal University of Phnom Penh (RUPP). The study, which had participants used to have experiences to study abroad, was conducted at RUPP.

In the study was organized through a qualitative research methodology, used an instrument with interview protocol for data collection with experiences, challenges and future directions.

In the study of qualitative method, the researcher used list of questions for interviewing with participants, which could be focused on the flexibilities of situation to get further information. It was meant that the interviewer asked participants about the questions related to contextualization facing with student exchange in order to transcribe and analyzing for this thesis.

The findings demonstrated that students have faced with challenges such as culture shock, tradition, climate, food, discrimination, language, communication, time management, curriculum and other issues in foreign countries.

With these challenges making students deal with by themselves as well as with friends, becoming good lessons and experiences for next junior students, who wish to apply for student exchange program at RUPP and other universities in Cambodia.

# **SUPERVISOR'S RESEARCH SUPERVISION STATEMENT**

## **TO WHOM IT MAY CONCERN**

Name of Program: Master of Education

Name of Candidate: Koeut Kimheng

Title of Thesis: Student Exchange at RUPP

This is to certify that the researched carried out for the above title 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: guide and comment on research problem, significance of the study, literature review, methodology, the findings and discussion, conclusion and recommendation of the research.

Supervisor (sign).....

Date.....

## **CANDIDATE’S STATEMENT**

TO WHOM IT MAY CONCERN

This is certified that the thesis that I (Koeut Kimheng) hereby present entitled: the student exchange at RUPP: a case study at royal university of Phnom Penh (RUPP)

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.

Signed by (the candidate).....

Date: .....

Countersigned by the chief supervisor: .....

Date: .....

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## List of Abbreviations

ASEAN	Association of South East Asian Nations
AUN	ASEAN University Network
IELTS	Internal English Language Test System
IFL	Institute of Foreign Language
IT	Information Technology
IRO	International Relationship Office
GPA	Great Point Average
MEOYS	Ministry of Education, Youth and Sport
RUPP	Royal University of Phnom Penh
TOEFL	Test of English as a Foreign Language
WTO	World Trade Organization

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# CHAPTER 1

## INTRODUCTION

### 1.1 Background of the Study

Student exchange became popular after World War II, and is intended to increase the participants' understanding and tolerance of other cultures, as well as improving their language skills and broadening their social horizons. Student exchange also increased further after the end of the cold war. An exchange student typically stays in the host country for the period of 6 to 10 months. International students or those on study abroad programs may stay in host countries for several years and some exchange programs also offer academic year (Megan, 2012).

The grow demand in high quality of global labor market forces from the globalization makes it important that student exchange aims to create the better human resources for this competitive world. So, student exchange plays the most important role to exchange experiences, perspectives, skills, cultures, traditions and concepts with people around the world and it also gives students a chance to learn to cope with challenges and changes of the era of globalization.

All countries around the world seem to become a global village and so small for all the people to communicate with each other from place to place, so student exchange plays an important and popular role to increase students' understanding, knowledge and tolerance of other cultures, behaviors, as well as improving their language skills and social horizons (Tara, 2012).

Student exchange is an educational globalization for students come from all corners of the world to meet and study in one place that makes the world is becoming more interconnected and independent than ever before. Moreover, student exchange is an essential element in the smart power strategy to maintain and strengthen global leaderships, national and international security and prosperity by building personal connection and mutual understanding and productive partnerships that help students to address critical global issues (Jack, 2015).

Student exchange is necessary for students to study abroad so as to know more about global and cultural awareness, improve their foreign language skills among foreign, native students who come to study with them and it gives students a chance to enhance inter-cultural communication competencies that are very important part today education (Cesericute, 2002).

Moreover, student exchange has become useful addition to students to learn abroad that can make them get a lot of experiences, skills and life decision to improve problem solving skills for their lives and societies and student exchange gives students' benefits from living and learning different cultures and beliefs from their own and the understanding of the foreign cultures (Malmberg, 2003).

Exchange student also provides students with the opportunity to study in different country and it particularly increases the abilities to build global skills, essential tools for the interconnected 21<sup>st</sup> century and help students become more competitive and important attribution for their own culture (Tara, 2012).

As for Cambodia, Ministry of Education, Youth and Sport (MOEYS) is not different from all the countries around the world has sent Cambodian students to study abroad and received foreign students come to study at Royal University of Phnom Penh in order to make a good chance for all the students share their experience, skills, cultures, habits, beliefs with other students studying with them.

Student exchange has made students a lot of chances in strengthening and further developing human resources over the last two decades in order to meet demands and challenges engendered by globalization (Eva, 2005).

Student exchange is important for Cambodian students to learn how to develop and implement effective programs and overcome language, culture, and climate barriers (Tara, 2015).

After ASEAN integration in the late December, 2015, The ASEAN integration opens opportunity for Cambodian youth to catch up with other youth in the neighboring countries so Cambodian students have to prepare its workplace to be skilled and competitive to take the chance to create the human resources that would have the full of capacity to complete with the regional countries (Alessandro, 2016).

According to data published by UNESCO Institute for Statistics, Ministry of Education, Youth and Sport have sent 4221 Cambodian university level students to study outside the country. The top destination countries for Cambodian students are Thailand, Australia, Vietnam, France, The United States, Saudi Arabia, Japan, South Korea, New Zealand and The United Kingdom (Guilfoyle, 2015).

The Royal University of Phnom Penh is a national university of Cambodia, located in Sang kart Teuk Laok III, Khan Toul Kak, Phnom Penh. It was established in 1960, and is the country's largest university in Cambodia. It offers degrees in fields such as the Science, Humanities and Social Sciences, as well as vocational courses in fields such as Information Technology (IT), Electronics, Psychology, and Tourism. RUPP also provides Cambodia's foremost degree level language programs through the Institute of Foreign Languages (IFL). RUPP has full membership in the ASEAN university network (AUN).

So, I have chosen RUPP for this thesis because it is the famous and oldest university in Cambodia which has a lot of experient lecturers working so long and many students, who

have mixtures of experiences both studying in public schools and private schools, come to study at Royal University of Phnom Penh (RUPP) throughout 25 cities and provinces in Cambodia, and some of students have been sent to study abroad on student exchange, which is easy for me to interview with them in order to collect data for this thesis.

## **1.2 Research Problem**

Student exchange offers students a lot of benefits to their study in foreign countries, but some of them have faced difficulties with studying as well. On the one hand, foreign students who learn in foreign countries may cause any problems for them, such as language, food, customs, tradition, weather, transportation, family, homesickness, and friends. Because everything is new for them to get used to the entire situation, it also is hard for them to overcome all these and on the other hand, students have to learn to adapt new things and be responsible for preparation for new environment.

Laura (2015) added that student exchange could still experience culture shock, which can affect them in different way. Students from a completely different culture can also encounter homesickness because international students will have to move from their countries to different countries. It means that they are away from their families, so it is difficult experiences as it may lead them to think about their family members and something else.

One more thing for students exchange is that culture change which may bring about emotional and physical discomfort to individuals deciding to live in a place different from their home. Foreign students may find it difficult to adapt to the practices of the local community in order to feel at their home (Kath, 2015).

The change of weather from hot to cold and from cold to hot is also a problem for students. So the change of weather may prove to be a major challenge for many international students. For instance, some areas are generally cooler than others, which others are hotter. Adapting from one climatic condition to another may be quite challenging at the beginning

and sometimes they want to go back home with this situation, exchange students are advised to change their living style in order to adapt to the new condition (Emily, 2011).

Gundy (1998) further mentions that sources of strain for foreign students include radical discrimination weather and food difference, language, accommodation, separation from home, dietary restriction, money diminished, social interaction, role and status.

Ausra (2011) also mentioned that the reasons for the difficulties for student exchange were related to the extent of interaction with other students, and Students' opinion on intercultural communication and the relationships between intercultural communication and professional foreign language teaching and studying.

More broadly, Seza (2014) emphasized that the student exchange has great importance for students as they provide opportunities to see different teaching and research styles in order to make students more interested in course that have international perspectives.

However, there is not any information or document related to student exchange in Cambodia and lack of research for this program, too. There is little information available from the research perspective on the student exchange in English from the Internet only. The question is how higher education institutions in Cambodia can ensure a successful student exchanges. Cambodia is new to this exchange experience. All these reasons have push the researcher to choose this topic for this thesis. Therefore, there is a lot of room for learning in that respect. Yet little research has been conducted in this area which is not desirable given that Cambodia is moving itself quickly to the international platform such as ASEAN, WTO, etc. More studies on this topic are needed to provide meaningful information for effective student exchange at the university, especially at RUPP because it is a flagship university. The purpose of this study is to learn more about the difficulties facing students for successful and meaningful exchange. The information from this study is useful in identifying related to

student exchange and for further research at RUPP in Cambodia and it is a new concept for all the next generation students to do the research.

### **1.3 Research Objectives and Questions**

The purpose of this study was to find out about the types of student exchange, the most common problems for student exchange and strategies which RUPP has for student exchange in the future. Furthermore, finally, the research integrates the questions to examine the students to study in foreign country. Especially, this study was conducted to answer the following research questions.

1. What types of student exchange has RUPP experienced?
2. What experiences of student exchange do students and RUPP have faced?
3. What are the most common problems for student exchange?
4. What strategies does RUPP have for student exchange in the future?

### **1.4 Significance of the Study**

There are three reasons for choosing this topic for this thesis. First, the difficulties for students face with studying abroad and how to struggle to solve all the problems. Second, I am interested in what strategy and challenge university have for students in the future in order to improve the student exchange. Finally, I would like to find out about what experiences which students and university got from their studies.

There is a gap for RUPP students and other Cambodian students who wish to study on student exchange, they should also know how to prepare and get adequate information before they decided to study abroad. It is hoped that the finding from this study may take contributions to share important experiences with students who get used to study in foreign countries. It is also a good topic of knowledge related to reasons for studying abroad. In addition, it is like a specific way of studying abroad the student exchange is broadly research in reasons and difficulties. However, this study mainly focuses on lacking of student



experience and lacking of research for Cambodian students studying in a foreign country and I would like to find out more about satisfied expectations of students to overcome the difficulties after coming back to their home country could share a better experiences with their nations and this research would be useful document for the next researchers who are interested in conducting any research on student exchange and finding more about this research, especially for Royal University of Phnom Penh and other universities in Cambodia.

### **1.5 Proposed Chapter Outlines**

The thesis is organized into five main chapters as following: **Chapter 1** describes background of the study, research problem, research objective and question, significance of the study and proposed chapter outlines. **Chapter 2** presents literature review, student exchange perspective, student activities and challenges in student exchange. **Chapter 3** focuses on research methodology including research design, sample and sampling method, instrument, data collection, data analysis, limitation, ethical consideration. **Chapter 4** talks about findings from the four main questions. **Chapter 5** is about conclusion and recommendation.

### **1.6 Key Terms**

**Student:** A learner or someone who attends an educational institution. In the widest of the world, a student is anyone seeking to learn or to grow by experience. (Longman, Dictionary of Contemporary English).

**Exchange:** The act of giving someone or something and receiving something else from them or a short conversation, usually between two people who are angry with each other, or an agreement in which you stay in someone's home, do someone's job for a short time, while that person stays in your home, does your job etc. (Longman, Dictionary of Contemporary English).

**Student Exchange:** Students who go to a foreign country to study, usually as a part of a program and it also provides students with an opportunity to study in different countries and environment experiencing the history and culture of another country or it is kind of an agreement between university to university or country to country in which a student or a teacher visits or is sent to another university to work or study in order to share experiences, skills or gain knowledge from each other in the world.

## **CHAPTER 2**

### **LITERATURE REVIEW**

This part should be mention what is included in the literature review 2.1 The advantages and The Disadvantages of Student Exchange 2.1.1 Short Term on Student Exchange, 2.1.2 Long-Term Student Exchange, 2.1.3 The advantages of Student Exchange, 2.1.4 The disadvantages of student exchange, 2.2 Student Exchange in Perspective, 2.3 Student Exchange Activities, 2.4 Challenges in Student Exchange and 2.5 Summary

#### **2.1 The advantages and The Disadvantages of Student Exchange**

##### **2.1.1 Short Term on Student Exchange**

A short-term exchange is also known as summer, intensive or cultural exchange program. These focus on homestays, language skills, communication services, or cultural activities. High school and university students can apply for the programs through various government or non-governmental organizations that organize the programs. A short-term exchange lasts from one week to three months and does not require the students to study in any particular school or institution. The students are exposed to an intensive program that increases their understanding of other cultures, communities, and languages.

### **2.1.2 Long-Term Student Exchange**

A long-term exchange lasts from six to ten months or up to one full year. Students are expected to integrate themselves into the host family, immersing themselves in the local communities and surrounding. Upon their return to their home countries, they are expected to incorporate their knowledge into their daily lives, as well as giving a presentation on their experience to their sponsors. Many exchange programs expect students to be able to converse in the language of the host countries, at least on basic level. Some programs require students to pass a standard test for English language comprehension prior to being acceptable into a program taking them to study in foreign countries. Other programs do not examine language ability. Most exchange students become fluent in the language of the host country within a few months (Gaia, 2015).

### **2.1.3 The advantages of Student Exchange**

#### **2.1.3.1 Making new friends**

One of the main exciting advantages of foreign exchange is meeting new friends. Not only students will have an opportunity to meet different people from all over the world, but students will also have a special bond because a lot of them will be foreign exchange students, too. Additionally, students may have a host family, who will welcome them into their home and treat students like a family member.

#### **2.1.3.2 Learning a New Language**

Once students have arrived in a new country, they will be surrounded by a new language those students have to learn. Although it may be difficult at first, students will become lately immersed in the country, which is a major advantage when it comes to learning a foreign language.

#### **2.1.3.3 Educational Diversity**

Studying abroad will open up new educational opportunity for students. Apart from getting to know a completely different educational system, students will have a range of study

options. Students can expand their existing knowledge, acquire new skills and broaden their interests.

#### **2.1.3.4 Innovation**

The field of education is always open to change, implementing new technique and approach and providing students with new possibilities, especially, pushing boundaries of innovation (Kristen, 2015).

### **2.1.4 The disadvantages of student exchange**

#### **2.1.4.1 Culture shock**

While travelling and exploring a new country is always fun, living in it might quite challenging, especially if the country completely different form yours. Apart from not knowing the language, you are faced with unfamiliar and strange customs, difficult beliefs and mentality, which can be overwhelming.

#### **2.1.4.2 Loneliness and homesickness**

Although foreign exchange provides students with an opportunity to meet new people, you may feel lonely and homesick because students will leave all of their loved ones behind. Despite being surrounded with people, students may be overwhelmed because they miss their family and friends especially, the familiarity of their hometown and their everyday routine.

#### **2.1.4.3 Expenses**

Living abroad may require a sizeable amount of money depending on the standard of living in their host country. Apart from admission fees and scholarship, students will have plenty of travel, accommodation and other living costs. In addition, if students do not have health insurance, all the exams and medication can cost them a fortune. Thus, it is advisable that students have certain health exams before travelling abroad.

#### **2.1.4.4 Falling Behind the Studies**

While studying abroad, students will enable students to acquire new knowledge, students risk travelling behind with their studies back home. Some universities do not acknowledge

exams taken at foreign universities, who mean that students may have to re-sit certain exams. In addition, students may have difficulties catching up with the foreign program students have chosen (JESSICA, 2017).

## **2.2 Student Exchange in Perspective**

The most important perspective of exchange student is to promote a greater awareness, appreciation and aspect for other countries and cultures (Kraft, 1994).

Garrey (1994) stated that student exchange enhanced international and global understanding including improved language skills and acquisition for individuals and personal development.

Sassoon (2016) claimed that student exchange promoted peaceful cooperation between country and country by producing students' understanding of their own culture and other foreign countries in order to increase positive relationships and strengthen general awareness and respect for multiple respective on a range of societal issues.

The core of student exchange is to create opportunity for students to interact with people around the world in peaceful and harmony way. In some ways, student exchange aimed to help students improve the lives of individuals in developing nations who needed aid in many different forms by providing technical assistance, developing educational programs and provided needed aid by supporting international service learning (Arum & Van, 1992).

More importantly, the scope and objective of student exchange is to provide students with deep understanding and appreciation of different cultures by comparing students who visited developed nations around the world and reflected into prospectively and adjust their own perspective regularly to their own culture and societal norms (Lamber, 1993).

Most importantly, student exchange makes students participate in and contribute to a multicultural world and international understanding of various issues and it also has strong effect on students' interest and engagement in learning about different cultures, art, foreign

language, architect and history. Furthermore, the students will get a lot of benefits when they return to their home country with newfound strength, confidence, self-understanding and new experience that can help them for their society (Ana, 2012).

Kevin (2010) emphasized that student exchange also provides students with broad knowledge of their world as well as depth-study in a specific area of interest, particular skills such as, communication, analytical and problem-solving skills and ability to apply knowledge.

More broadly, student exchange offers students to have the great importance for students as they provide opportunities to see different teaching, studying and research styles other countries and it makes students be interested in course that have international perspectives (Seza,2014).

Student exchange is an extremely enriching and rewarding experience which encompasses so many lessons about life and gets more memories and friendships to last a life time (Raza, 2015).

Student exchange could give students to learn foreign language and mention one more thing. It seems that people always obey laws and everything is clear and clean everywhere and is good order. Therefore, it gives students a good and strong impressive on their exchange (Sang, 2005).

There are a lot of exchange students from all over the world, so it is fairly easy to meet people and get friends from all continents, so it makes students come home with memories that will not ever fade away (Joni, 2012).

Studying abroad offers students an excellent opportunity to gain international experiences which is highly respected by employers. Studying in a foreign country can also be an enriching experience both academically and personally. It can give a wider perspective of

the field students are studying and developing students' intercultural communication skills and bring students lifetime international friendships and contacts (Ronish, 2012-2013).

### **2.3 Student Exchange Activities**

Student exchange activity plays the most important role for all the students who come to study in foreign countries to do activities, study, work together and share what they have with other students from all over the world.

There are opportunities for students to share their own cultures and traditions with foreign students on student exchange and strengthen the relationships with international exchange groups, especially promote international cooperation with the world.

Estiaresera (2005) mentioned that student exchange encourage academic exchange among students and family members through joint research by promoting education and academic research at a global level and sharing the corresponding achievement.

William (2012) claimed that exchange student gives students to have so much funny activities while learning at university with what students learn in the classroom is only the first step, they have the opportunity to go on field trips, conduct research together, participate in international student exchange programs and so much more.

Anna (2012) added that student exchange makes students learn cultural and research activity to help international students engage with the campus and local community in getting acquainted with university life as well as help international students learn about the many sources available in the university and community where they are in.

Guest (2015) also stated that student exchange activities usually get students involved in cross-cultural activities that help them grow closer to their host family members, better understand and adjust to their host activities, make great friends and enjoy successful exchange program when they with them all.



Jode (2017) also claimed that it is important that student exchange offers students activate themselves with activities when they are not in university with activities they will always have many activities to do with other foreign students and it is also the best way for them to meet new people and friends from different countries.

Furthermore, most countries have many activities through the universities. It could be sports, drama class, school band and a lot more. All of these could provide students to improve language and communication skills and broaden the scope of understanding and knowledge necessary to assess progress in the global society moreover, it provides the students with an excellent to learn more about history and culture and exchange student are likewise encouraged to become active in community based on volunteer activities .(Malmberg, 2003).

Student exchange is also a chance for students to experience student life in a foreign country and learn to be a global citizen. It is a good opportunity for student to pick up a new language, absorb new cultures and make new friends. This exchange trip has equipped student more to ward being a better person in life and has helped students to further understanding various ways of living (Jay, 2014).

Studying on student exchange is definitely a life-rewarding experience to students, and benefit is long-lasting. It would greatly broaden horizons and develop their international exposure (Pia, 2016).

## **2.4 Challenges in Student Exchange**

So for all the students who plan to study overseas, they will meet some challenges when applying, transition into, and living in a new country.

Van (2005) proved that studying and living in new countries can be difficult for unfamiliar culture, feeling homesickness, making friends , especially getting involved in new activities, trying new food and visiting new places and dealing with language difficulties.

Persuad (1993) demonstrated that leaving the family home is our chance to gain independent and experience new things. It has a lot of challenges paying rent and bills on their own.

The difficult part is finding accommodation for student exchange form foreign country and the rent is pretty high in cultural area of city-living costs are a bit higher compared to another country (Maja, 2015).

Study overseas may make challenges to struggle some that might face during experiences because all students have to adjust to new culture and environment, even though foreign students are friendly and welcoming, living in a new country and adjusting to an unfamiliar culture can be difficult (Chaney & Martin, 2007).

Lindblom (2016) added that keeping a budget can be difficult for foreign students who study on exchange students and one more thing is that it is almost certain students will end up with feeling like an outsider at least some of the time in most countries. It is unlikely that students will be deliberately made to feel uncomfortable and unwanted, but it can still be tiring at first, trying to get to grips with new cultural norms.

Jenaye (2016) showed that overcoming the language barrier for students to learn a new language pretty much from scratch or find they are unable to understand the strange local accent.

Getting used to currency differences are also challenges process like most of the challenges of studying abroad, currency differences are one of the those things that really hurt if students are only visiting for the short time and being far away from support network, these challenge is likely to be felt most especially true for the first new month of studying abroad but things will build up a new support network and after a year or so, everything will be alright and another challenge is coping with cultural misunderstanding local culture (Reddy,2012).

Persuad (1993) states that new assignment on test papers and class participation, doing research and citing sources in written assignments can be a tough challenge. Many college professors want learning to be collaborative experience and encourage participation from students both in class and during their office hours.

Some universities require students to take a set of general education class to expose them a wide range of subjects, and a lot of international students want to integrate and connect just experience more of the culture firsthand and have more friends and it is difficult for international students to adjust to new food in unlimited qualities can be especially challenging and are not accustomed to daily meals (Katy, 2012).

## **2.5 Summary**

The study of student exchange led us know what difficulties, activities, problems and challenges for students, who try to solve with when they go to study abroad and these findings suggested that most students had a lot of issues, such as language, information, accommodation, finance, climate, culture and so forth. Even though it is only what we have found from the sources finding from the global goggles, there are not enough relevant documents for Cambodian how to prepare themselves before going abroad. Particularly, students have a lack of information and a lack of doing any research on student exchange to be well-prepared before going abroad, so these results could be explained by assuming that students go to study abroad should get a lot of useful information related to their study.

However, the study was the small one, focusing on a university which does not have enough information for student exchange need at RUPP, and other researches are needed to produce more results that fit into the context of universities in Cambodia. Most of researches found using in this research are quantitative research with questionnaires, survey...etc. But in this study will be used qualitative research with interview protocol for the research in-depth information on student exchange at RUPP in Phnom Penh, Cambodia.

## CHAPTER 3

### RESEARCH METHODOLOGY

The overall research methodology was used in this study includes research design, sample and sampling, instrument for data gathering, data collection, data analysis, limitations of method and ethical considerations.

#### 3.1 Research Design

Since the research is not doing with the numbers, it depends only on the interaction with the researcher and participants, a qualitative research methodology and interviewed questions were used to promote a deep, holistic understanding of a particular occurred in a naturalistic setting and context. It will focus on student exchange experiences which can be easily examined through the qualitative interview. A researcher claimed that qualitative method is a kind of methodology in educational field, which the research based on the whole aspects from participants. It meant that the researcher asks broadly general questions in order to collect data depending on actual context or trust for describing and analyzing any problems in flexible and responsible responses (Gay, Mills & Arasian, 2009).

Another research mentioned that that qualitative method, the researcher deeply analyzed general ideas focused on direct, real situation. Due to the qualitative research offers the participants good opportunities to reveal difficulties or worries happening to them. Also researchers proved that the main target in the qualitative method, the researcher would rather collect all participants' difficulties completely through all ideas than separate problems into small parts (Hancock & Algozzine, 2005).

### **3.2 Sample and Sampling Method**

Twenty two students and two lecturers of The Royal University of Phnom Penh (RUPP) who had exchange experiences of student exchange were selected to interview for this thesis.

The purposive sampling technique was used in the research for selecting research participants who have knowledge and study experiences from foreign countries in order to share with Cambodian students. Two different steps were used to interview the students and lecturers of RUPP.

The students were divided into small groups (two or three students in a group) for interview and discussion on what they had learned and met at RUPP or at other universities in foreign countries. Information was shared among the groups. The interviews were voice recorded and the main points of the interview were written for descriptive data.

Twenty two students were chosen from four different departments: five from Department of Environment (Faculty of Science), six from Department of Tourism, five from Department of Media and Communication (DMC) and six from Department of International Business Management (IBM) who are all in Humanities and Social Sciences were interviewed.

### **3.3 Instrument**

There are several ways to gather the data, such as observation, interview, questionnaires, phone calls, messenger, documents, photographs, recordings, and e-mail with the purpose of getting information. With the purpose of getting trustworthy information, one instrument, interviews, which could help the researcher to get much more objective information and help understand the nature environment and get more in-depth information, were used in the data collection process in this thesis study (Gay, Mills, & Airasian, 2009).

The nature of the interview needs the participants to be honest and open. More importantly, to avoid losing or forgetting any responses from the participants, note taking and audio recording devices were used for the data collection during the interview. Interviewed questions were simply translated into Khmer language.

Interview protocol was used for data collection because the interview guide must be built to conduct a qualitative interview to highlight the known and unknown issues and define very well the theory framework and then relating the questions to the research topic, and it will be focused on four main sectors (types of student exchange, the experiences of student exchange, the most common problems for student exchange, and the strategies for RUPP have for student exchange in the future) which contain some questions in each.

### **3.4 Data Collection**

After finalizing the supporting documents for conducting procedures this research, the researcher asked for permission from the rector of Royal University of Phnom Penh (RUPP) with an official letter of the approval from the Ministry of Education, Youth and Sport (MOEYS), and all relevant sectors, consent forms and question forms preparing in Khmer and English with interview questions as following steps:

First, the researcher sent the letters to the Head of faculty of Sciences and Social Sciences, and after that to the four Chiefs of Departments, such as Department of Environment, Department of Tourism, Department of International Business Management (IBM), and Department of Media and Communication (DMC), and finally, to lectures and students at RUPP to get permission from them with all the supporting documents and the purpose of the study.

Second, the researcher began to make appointments with the participants and find good time and suitable quiet place without interrupting from the voice of the crowds, vehicles, staff, students or other people and then started interviewing the participants.

### 3.5 Data Analysis

The interview of each student and lecturer will be categorized and themes analysis method will be used to analyze the data collected from the interviews. The main points of the descriptions recorded from the interview and the findings were written down and analyzed thoroughly.

Qualitative methodology was used to analyze the data, by reading through all data collection again and again for many times in order to avoid missing any useful and important information, and all ideas were written down into the list of topics which were categorized based on similarities, and made into themes to support the thesis based on the interviews using audio recording device for voice recording and all information were coded into different themes to reflect on student exchange experiences, challenges, and future directions for promoting student exchange experience, and finally, the findings were classified for the thesis.

Data are organized into four sectors to align with the research questions and they are coded to form main themes. In response to the research questions, the interview content analysis will be analyzed in the relation to the following themes:

**Types of student exchange RUPP has experienced:** The responses from the interview were showed which countries and what purposes RUPP has sent students to.

**The experiences of student exchange, students and RUPP have faced:** The responses from the interviews were analyzed to show any to study abroad and receiving foreign students come to study at RUPP.

**The most common problems for student exchange:** The responses from the interviews were analyzed to identify the general common problems for student exchange facing with information before going to study abroad and we want to know what Cambodian

students get from their studying in foreign countries comparing with foreign students gain from what they have done at RUPP in Cambodia.

**The strategies for RUPP have for student exchange in the future:** the interviews will reveal the goal, perspective and future direction for student exchange at RUPP in order to make any improvement for Cambodian students as well as for foreign students.

### **3.6 Limitations**

The study was conducted at Royal University of Phnom Penh (RUPP) in Phnom Penh, Cambodia. The data was collected from students and lecturers, who used to study in foreign countries. The research was focused on the students and lecturers' experiences, perspectives, and challenges they had from. Due to time constrains and availability of the participants, the interview was done about thirty minutes to one hour for each.

The research was used the qualitative research methodology for this. It also helped the researcher to get more detailed information from the study. Moreover, this method offered a chance for the researcher to discuss with the participants freely and to expand their responses without worries.

Moreover, the sample size for this study is a small case focusing on a university, which cannot cover all aspects of student exchange as stated in the literature or student exchange theory. It only focused on Royal University of Phnom Penh, so the findings of the study were also limited by the perceptions of the participants

In order to collect all information smoothly, the researcher should be respectful, flexible and polite to the participants and most importantly, the researcher's honesty is the most important to build trust and relationships with the participants which is necessary for the researchers to participate in doing the research.



### **3.7 Ethical Consideration**

In the interview with the participants, Ethical consideration plays the most important role for researcher to conduct research because the researcher without ethical consideration appears to be unprofessional. The researcher should follow the participants' rule or get permission from them before doing the interview, respect the participants' dignity or keep their names' secret if they do not want the researcher to reveal. Furthermore, the researcher should ask the participants to do the approval to express their willingness and voluntary to participate in the study freely and also told them the purpose of the study for. Especially, the researcher has no rights to force the participants to answer all the questions. The participants can reject some of the questions which they are not satisfied to answer. It means that the participants have fully rights to answer the questions or not on. Names of participants are not revealed in the assessment results. To do this a consent form will be developed and handed in to the participants.

## **CHAPTER 4**

### **FINDINGS**

This chapter is divided into two sections: Findings and discussion of the finding of the research. This chapter shows the findings of the case study. It starts with the student exchange at Royal University of Phnom Penh (RUPP). As stated in chapter one, the study reported here examined in detail the student exchange's translation of the Experiences, Challenges, and Future Directions. Along with the study's objectives, the original research questions guided the analysis of the study findings. The four research questions were:

1. What types of student exchange has RUPP experienced?
2. What experiences of student exchange do students and RUPP have faced?
3. What are the most common problems for student exchange?
4. What strategies does RUPP have for student exchange in the future?

Following is an outline of the two main sections with related sub-sections that emerged from the data.

#### **4.1 Types of Student Exchange**

Every year The Royal University of Phnom Penh sends several students to study abroad on student exchange programs. The interviewed students who received the exchange programs from China for Leadership Submit and Hong Kong for Credit Transfer, Japan for

Modernization Post-War Experience and Inter-Cultural Program, Sweden for KA plus 104 International Credit Ability, Singapore for Sustainable Community Development, Thailand for TEMASAK (the name of university), Foundation International Specialist Community Action and Leadership Exchange and Cultural Camp, and United States of America for Global Upgrade and for Teaching Exchange Achievement Program which focused on Improving Technical Methodology, Information-Communication Technology (ICT) Instruction and Exchange Culture proved that student exchange had given them good opportunities to go on student exchange in different majors and different countries for short term and long term periods.

## **4.2. Experiences of Student Exchange, Students and RUPP have faced**

### **4.2.1. Access to Student Exchange**

Through the interviews, the interviewees provided the feedback of different ways of getting information for student exchange, for instance, for urgent cases the students were called directly from International Relationship Office (IRO) for interviewing and asking some questions from lecturers to be selected for student exchange while others got information from social media by researching online, website, Internet, Facebook, newspaper, and magazine pages, and from senior students at RUPP. However, other interviewees needed to apply for student exchange at IRO. If they are successfully shortlisted, they will get a call to take exams and interviews for the program. But in general, RUPP announces the exchange programs publicly with criteria, eligibility and requirements.

### **4.2.2. Student Exchange Experiences**

Data analysis and empirical investigation of the study clearly showed that the student exchange program could give students good opportunities to do activities like group discussion, trips, learning multicultural society and meeting with many speakers from other countries, solving and sharing problems together, and be able to produce activities with other

students from all corners of the world, “ I have come to study in classes with friends in the morning and discuss lessons with friends in work fields or going to museums or galleries for more research in the afternoon.” One participant added. In addition, student exchange also encouraged students to be brave, well prepared and confident to work in group with other students from different nationalities and do their project presentations. Through this the students learned different cultures and gained technical knowledge, experiences and leadership skills. Moreover, they got a chance to work in groups and run the projects with older exchange students who had more experience and skills. However, some participants complained that it was hard to work in groups and to learned long hours, day and night to achieve their assignment and difficult to live with diverse cultures. But they said that they it is the best way to learn good points to develop Cambodian country.

#### **4.2.3 Student Exchange Benefits**

Working hard is always important to get good ideas from people all the corners of the world. In order to achieve it, exchange student would be pushed students to study with foreign students in class, or going to fieldwork and doing something together so as to get very closed through telling story, preparing traditional clothes for showing its own tradition or cultures to be recognized internally. Student exchange provided students good opportunities to meet many people from different places that it was precious time to learn from each other and make better understanding for countries.

Through the interview, it was proved that living in houses or dormitories with foreign people would be made student get involved in cross-cultural activities that helped them grow closer to their host family members, better understanding and adjust to their host activities, which they could make great friends and enjoy successful exchange program with them all later on. Therefore, it was very important to be open for collaboration and to know how to work in teams, of course these would greatly improve during the studies on student exchange.

Sometimes the groups were formed by teachers and students based on the topic of studies. The lecturers and other helpers or organizers were highly motivated to transfer the knowledge to the students that were always prepared to help.

Natural disasters were a good lesson to deal with how to protect the country from Tsunami, earthquakes, storms, landslides and flood by learning some useful technical methods and gaining knowledge from skillful experts around the world how to build walls or plant big trees along the beaches or coastal areas to prevent from natural disasters that could be easy for people to do in every country.

From interviews it became clear that students could start learning from small projects to big ones how to take care of old people and make them happy by creating funny games or activities for them. Sometimes it was really crazy to make old people funny even though it was a bit strange before, it could give lots of experience how to take care of people both in family and in society by bringing back good memories and experiences for nations which doing the same for their own countries.

There is really precious way to learn new cultures, skills which students have never practiced, which is very helpful to change perspectives as well. It is zoomed that every education around the world is the same, not different at all from ancient people, since student exchange was established the misunderstanding of perspectives has been changed totally, which made students open eyes to see the wide developing world and share what he saw and learned to all people through countries.

As noted previously that student exchange was an opportunity for students to build a good credit for another program in the next time, and it made students open new context in foreign country and share with junior students for exchange students with Culture cross, life style, environment and educational system. It was found that it was a good chance to think about dealing with different environment and exploring the big universe.

Time management was hard for students to adjust to prepare for studying or travelling and doing some activities in foreign countries. Punctualities and responsibilities were the most important thing to do everything inside and outside school, time is time for studying, practicing is practicing for all students. It meant that time is money.

#### **4.2.4 Personal Approach**

It was said good selecting system was really important for university to prepare some accurate procedures by preparing some staff to inform as many students as possible with some information related to student exchange. When student exchange approached, it would not be late for preparation everything first, so Students should have taken IELTS or TOEFEL exams, and prepare everything, such as transcripts, English efficiencies for student exchange in advance.

It became clear that students should involve in public events with someone who used to go abroad on student exchange and students themselves should have high passion for student exchange by not only try to know what program was right for them, but also try to know or study about the object of the program. Selling for it was the crucial thing to succeeding in applying for.

The interviewees added that student exchange could provide cultural and research activity to help international students engage with the campus and local community in getting acquainted with university lives as well as many sources available in the university and community where they were in.

It was added that failure was not important, Failure was failure. It was meant no one was perfect to apply for this program. It was a lesson, which making students do the best and keep eye on it and then the dream would be come true one day.

Other participants showed that they always forwarded it to their group chat so that they had ideas and what to do to recommend them some tips in order to prepare for student

exchange. But the remote students who did not have enough money to afford the electronic device, like phone, computer, so, he tried to share experiences with junior students and encourage them to apply for student exchange in order to win scholarship and study hard to get high GPA for scholarship which depended on what kind of scores GPA, IELTS, or TOFELT scholarships need.

#### **4.2.5 Lessons learnt**

From data collection in the interviews with participants it was showed that working hard was a key to success in this study when students went on student exchange. If there was a project to complete related to student exchange program, students should have to get information about foreign culture and education system first. Most people coming from developing countries had to work so hard to adapt to new environment at that time, sometimes making them so busy to work all day and night to finish what to do related to study both in individual and in group work.

From the data collected in the interviews with interviewees it was proved that student exchange also played the most important and popular role to increase the students' understanding, knowledge and tolerance of other cultures with good behaviors, as well as improving their language skills and social horizons.

It was evident that students should read a lot of lessons and doing activities by going to library every day to do more research for every topic in it or through social media online system and asking friends or foreigners for help if it was necessary for any help.

Moreover, students should not be afraid to ask lecturers, students or organizers to help explain what they wonder and try to listen to teachers what they explained to. Because everything was unfamiliar with foreign students in communicating with each other, so

spending much time to practice speaking with English speaking people and try to be recognized what to do was the best method to get used to.

#### **4.2.6 Advantages.**

From the interviews, it revealed that student exchange was a really good program that allowed students to understand other cultures, education, learning techniques so that they could share it to the world what bringing from each country to the world.

It was a great time to teach students how to live, learn to work independently and solve problem by themselves without any help from family, and relatives that was also help build a good credit for students in being selected for the next chance. In addition, Persuad (1993) demonstrates “that leaving the family home is our chance to gain independent and experience new things.”

It was found that the student exchange had a great importance to see different teaching and research styles in order to make them more interested in courses that had international perspectives in the modern world.

From the interviews, this program pushed students to convert zoom from a small, poor country to the big, modern one to learn challenge what students met with and learn to open an eye to see what was going on to happen in new places in the world. “Study overseas may make challenges to struggle some that might face during experiences because all students have to adjust to new culture and environment, even though foreign students are friendly and welcoming, living in a new country and adjusting to an unfamiliar culture can be difficult” (Chaney & Martin, 2007).

Most importantly, student exchange could provide students a lot of benefits, and knowledge from challenges which becoming good in experiences in life to do something alone without any help from families, friends, and relatives.



From the interview with participants it was clear that students could get a lot of experiences from student exchange through exploring the countries and learning the process of education system in effective way.

Moreover, student exchange could give students a lot of chances to learn more about new concepts from other people around the world and discovered them by feeling more brave and confident in competency after coming back from student exchange. It was claimed that student exchange promoted peaceful cooperation between country and country by producing students' understanding of their own culture and other foreign countries in order to increase positive relationships by strengthening general awareness and respect for multiple respective on a range of societal issues.

What emerged from the interviews with interviewees was that student exchange would broadly expand knowledge, and get new learning concepts from foreign people by exposing for so long and it would proudly offer students the way or strategy to work with people in the region as well as in the world in harmony way.

It was evident that it was the best time for students to learn more about how to access with people around the world with a good communication to explore other countries, which they could make a lot of friends from all the corners of the world.

#### **4.2.7 Advice for Student Exchange**

It was indicated that students should do more research on what subjects they were going to do with before going. Working hard and trying the best was a good achievement for this program. It was clear that doing some research related to university and foreign cultures was a clue to get success in student exchange, and high commitment and self-confidence was the best way to achieve it.

The interviewees explained that students could learn to be sociable and open-minded with foreign students, and adapt to new environment in different countries was the best thing to deal with all problems that happened by making good communication with the organizers, foreign people and trying to get along with in friendly, reasonable way.

From the interviews of participants, it was also pointed out that student did not hesitate to apply for this by asking for help from experienced people. Students should have willingness to learn hard to improve his language in order to get high scores and take opportunity to study abroad on student exchange and need to devote and commit all time and energy to study hard for this.

It became clear from the interviews with students that separate clearly time was the best method for students complementing their study, like the time for hanging out with friends and the time they need to concentrate on studying and doing any research, set goals what to do such as timeframe or network, contact with people.

It was evident that spending time to do voluntary work and get involved in community services related to student exchange with senior students could either have happy time or get some experiences from.

### **4.3. The most common problems for students on student exchange**

#### **4.3.1 Student Exchange Challenges**

From the data collected in the interviews with students, it was mentioned that sources of strain for foreign students include radical discrimination, weather, food, language, and accommodation, dietary, restriction, money diminished, social interaction, role and status were not the same as their home country.

From the interviews, the interviewees further added that culture shock was hard to adapt to the new situation for long to get accustomed with foreign cultures because the greetings, tradition, life style were completely different from home country. Similarly, according to Reddy (2012) explains that “this challenge is likely to be felt most especially true for the first new month of studying abroad but things will build up a new support network and after a year or so, everything will be alright and another challenge is coping with cultural misunderstanding local culture.”

It was revealed that using high technology equipment, which was used and installed with electronic devices everywhere not only in classrooms or buildings, but also in public places that making hard to adapt, was a problem for students from developing countries

It was complained that staying in a dormitory with lots of students making a noise all day and night was a main issue for homework or assignments for class, and especially the climate often changed from cold to hot and from cold to hot which was hard to live in.

It was true that expenditure of goods, food, study materials were limited because everything was so different from home country. It was meant that all things had high prices comparing with own countries, so saving money could survive for tomorrow. Similarly, according to Lindblom (2016) adds “that keeping a budget can be difficult for foreign students who study on exchange students and one more thing is that it is almost certain students will end up with feeling like an outsider at least some of the time in most countries. It is unlikely that students will be deliberately made to feel uncomfortable and unwanted, but it can still be tiring at first, trying to get to grips with new cultural norms.”

Most importantly, it was showed that discrimination was controversial issue of foreign students who coming from poor countries on student exchange, because some countries still needed more support both technical supplies and funds from other countries which made rich

people from developed countries often look down on the poor ones by not want to communicate and study or to keep in touch with each other.

#### **4.3.2 Preparing on Student Exchange**

It was added that it was difficult for doing some assignments for school, doing more research related to student exchange by taking care of its tips and get information on internet in order to know which university or country we were going to.

More importantly, knowing about the country to go, weather, food, tradition, culture, education and new contexts in foreign countries was necessary to do more research about the topic or program which applying to.

The participants also continued that most of information on student exchange was received from International Relationship Office (IRO) which was a good place for students to apply for student exchange. But sometimes the information was spread through lecturers teaching students in classrooms or in urgent cases, students were called to interview immediately from personnel office or organizers and otherwise preparing IELTS, TOEFEL score was the requirement of student exchange which was necessary for this program.

#### **4.3.3 Gap in Learning Experiences**

The interviewees confirmed that culture shock, language barrier, discrimination were the main problems on themes through reading related to student exchange. What students had to do was to prepare additional information for what to learn in the country, do more research in course study, and prepare study materials for living in foreign countries. Knowing about themes or objectives on student exchange was the best thing to be ready for studying abroad and learning about culture was also better for students to adapt to new contexts in foreign

countries, too. The most important thing was trying to develop learning and writing interesting letters for applying in order to convince committees to choose for this program. Additionally, preparing passports, English proficiency references and some relevant documents would be the most important things for students.

Finally, Students should prepare a lot of warm clothes, material, books, computers, and other important study materials would be better for students, because everything was very different from Cambodia, even though the climate was changeable from sunny to rainy or foggy, and everything was so expensive that caused students facing with different environment, especially financial problems.

#### **4.3.4 Pre- Student Exchange Problems**

From discussion with interviewees, it was clear that the university website was hard to access to and information was not updated related to purposes. So students usually complained about insufficient information doing research for student exchange. In opposite way, social media such as Google, Facebook, and internet would be helpful for student to get reliable information for applying for this program online.

#### **4.3.5 Problems during Student Exchange**

##### **4.3.5.1 Time and Language Barrier**

It was found that Student exchange was important for students to learn how to develop and implement effective programs like overcoming language barriers, and adapting to culture, and climate. It was hard to communicate with different intonation which was not easy to understand each other due to language intonation with students who were from non-English speaking countries that was difficult to adapt abilities with students from other countries in ASEAN community as well as around the world. Some foreign people spoke English with

familiar tongues, or slang words that made difficulties to understand or listen to, especially when student exchange organizers or foreigners whispered or spoke quietly and silently it was scary time to hear from and Sometimes trying to understand and communicate with each other through gestures or activities were better for students. Jenaye (2016) showed that “overcoming the language barrier for students to learn a new language pretty much from scratch or find they are unable to understand the strange local accent.”

#### **4.3.5.2 Student Exchange Discriminations**

It was proved that studying and living in new countries could not be easy for unfamiliar culture to adapt with the new environment, which made students feel homesick, and it took long time to be accustomed with new places, new food and people around them, especially getting involved in new activities, dealing with difficulties. “a lot of international students want to integrate and connect just experience more of the culture firsthand and have more friends and it is difficult for international students to adjust to new food in unlimited quantities can be especially challenging and are not accustomed to daily meals” (as cited in Katy, 2012).

Sometimes students could become victims of racial discrimination from their friends in classes, fieldwork, group discussion, dormitories.

Some participants proved that the best way for this issue, students should:

.....put on smile all the time

..... stay close to each other and be friendly to make friends with them.

.....Try to forget to what happened to them.

.....friendliness and smiling is the best way to make friends.

It was clear that everything became a lesson to learn to adapt to new culture or environment in order to cooperate with each other so that students could live ,work, and solve problems together in a harmony way.

#### **4.3.5.3 Problem in Foreign Countries**

It was not strange at all for people who were away from home countries to live in a new place, and environment for the first time. It was evident that homesickness, pressure and loneliness made students hard to accept for living in a new environment without acquaintance of people in foreign countries that sometimes students felt compelled to study. So, it was a reason why students wanted to go back home.

From the interviews it was added that student exchange could still experience culture shock, which affected them in different way that Students from a completely different culture could also encounter homesickness because international students would have to move from their countries to different countries. What emerged from the interviews with participants was that different cultures could be conflict with activities, culture shock relation, which was too difficult to get used with new environment, different life style, and taste of food.

As a matter of fact, Culture complex, and technical knowledge was a barrier as well. It was sometimes thought someone was rude for Cambodian students, in contrast way, it was polite for foreign students with their culture. So, it was hard to adapt diverse cultures to communicate with foreign people.

#### **4.3.5.4 Presentation**

It was also showed that the presentation time was the time that made students felt nervous about standing in front of lecturers and students, because all facilities were installed with high technology which sometimes caused any problem for students to operate with these objects. Before having presentation, Students should try to memorize all what they want to explain and do rehears for slides, keep eyes contacts or ask friends to help you if they do not know the contexts and try to understand.

### **4.3.6 Post-student exchange problems**

The interviewees complained that students needed to skip class for weeks or months after coming back from student exchange, or work hard to catch up with all lessons which they missed from subjects at university, such as doing some quizzes and presentation or redoing exams for some subjects, which some lectures needed scores from student. If students did not get enough points to pass in the exam, they would be given another chance to improve their grade from lecturers.

It was found that students have faced with transferring credit and repeated some subjects after coming back from student exchange. Even though, they asked permission from lecturers to redo all subjects they missed from class, but it was too late for quizzes, and it was deducted 5% of students' total scores for their GPA.

## **4.4 University's Proposed Strategies for Student Exchange**

### **4.4.1 Planning**

The interviewees complained that they always felt lonely or desperate when they were in foreign countries, so they needed any help form RUPP.

One participant agreed that student exchange organizers should stay closed to students or candidates to give information or deal with problems which happened to them regularly, and the organizers could offer some courses not only for examination on student exchange, but also for how and what to get access useful information to apply for and prepare application form.

It became clear that lecturers did not look into only a C V which was just a piece of paper about candidate information, but it was not real capacity what they learn from class.

From the data collected in the interviews with the interviewees it was clear that student exchange should be increased the number of students to study abroad as many as possible so



that they should broaden their opportunities to work with foreign people in order to get experiences.

The access of website should be upgraded automatically so that students could send forwards and backwards those information related to student exchange to other students, So they could have a clue what to do, and could access information faster.

From the interview with participants it became clear that RUPP should provide as much as information possible for accessing to exchange student or keeping data online what students needed.

The interviewees added that the procedure of visa application form was more convenience for students to prepare for study exchange rather than going to IRO office to ask for information for themselves.

It was also found that RUPP should try to prepare for the upcoming student exchange by inviting alumni to give advice to all junior students for exchange student and sharing experience with audiences who want to process strategy in order to apply for student exchange or announce clearly how to apply for, what page they could go through or find all information.

It was explained that RUPP should spread the news to all students with clear structure of transferring a credit system from another country to study abroad.

It was really important to have a consultant office in foreign countries, so that it could help share information or events related to student exchange, and most importantly, Ministry of Youth and Sport should have corporations with student exchange partnership to establish MOEYS booths which can help students what they need.

#### **4.4.2 View on Student Exchange**

What emerged from the interviews with students was said that university should think carefully of selecting students to work on student exchange, all students should have well-

qualified capacity, motivation and high commitment to this program, which could build activities to work with foreign students in effective way. Some students were outstanding in class but they did not have good attitude and flexibility or something else for student exchange.

Interviewees added more RUPP or organizers should have a good organism system for choosing students to study in foreign countries on student exchange.

#### **4.5 Summary**

This research finding presented in this chapter identified the student exchange that students faced with challenges and difficulties on student exchange. On one hand, students could use skillful capacities to deal with problems that happened to them in foreign countries. And the other hand, students could learn more about the way of learning to develop and improve their knowledge with other friends in useful and flexible way.

It was also evident from research findings that time and language are also the barriers to cope with. More importantly, the main issue is culture shock and discrimination which make participants hard to accept from all people around the world.

All these problems were presented in detail as following in the discussion.

#### **4.6 Discussion**

This study examined students toward student exchange by using interview protocol questions for data collection in this thesis. There are emerging themes and sub-themes from the data which allows researcher to describe clearly what students learn from this program.

As noted by Tara (2012), Student exchange plays the most important and popular role to increase the students' understanding, knowledge and tolerance of other cultures, behaviors, as well as improving their language skills and social horizons with other students from all the corners of the world.

Jenaye (2016) showed that overcoming the language barrier for students to learn a new language pretty much from scratch or find they are unable to understand the strange local accent which causes students not to communicate with others easily.

The most important perspective of exchange student is to promote a greater awareness, appreciation and aspect for other countries and cultures (Kraft, 1994).

Garrey (1994) stated that student exchange enhanced international and global understanding including improved language skills and acquisition for individuals and personal development.

Gundy (1998) further mentions that sources of strain for foreign students include radical discrimination weather and food difference, language, accommodation, separation from home, dietary restriction, money diminished, social interaction, role and status.

The study clearly indicated that student exchange was very similar and fit with what the researcher found and stated in the literature review. It meant that the participants of the study expressed both positive and negative aspects of student exchange which students have experienced with their exchange program in foreign countries. These emerging themes of the positive aspects of the student exchange emphasized on what students gained new concepts or ideas which they could use all these experiences for their country development in positive way. The biggest things that students learned were how to connected with and teach language learners and what competition the culture of a classroom could make students' attitudes about education in their own country were changed in a positive way.

In term of personal growth, students also learnt how to appreciate the things they own and be more independent. Students needed to do things without any help from parents. Students learned how to take care of themselves when they met difficulties and have also learned to respect different cultures.

However, within this study, other themes emerged which are also the significant concerns for student exchange. Students mentioned that the difficulties in allocation the suitable time for activities because time was so short but there were many descriptive activities happening in at time which was caused to be in hurry all the time. This new study emerging themes that was different from the study conducted at the other countries in the literature review.

More importantly, students also indicated that the way of study was very different from their country which they did not only learn to work with other students from diverse cultures in classrooms, but they also needed to work hard most of the time in group discussions such as going to work field or museums, going to libraries to read books or doing more research related to subjects or topics that they studied.

Some participants expressed the strange feeling about classrooms which were installed with modern facilities or modern technologies which made students hard to adapt to the new environment on student exchange.

Noticeably, the participants from the interviews expressed their feeling by showing the way to solve what they have challenged with, like culture shock, language barrier and discrimination in skillful and flexible way by compromising and trying to understand the unique each person which caused students to be able to build good relationships with each other in order to work successfully and create a good environment to achieve their goal, too.

Finally, through conducting this research, the researcher found out that in order to get details and depth information from participants, focus-group-discussion was the better way to do than in depth-interview because in the focus-group-discussion, participants were able to share more ideas to each other in cheerful way, but some participants in the depth-interview were not really brave to answer or share all ideas they had. They only shared little ideas and then they stopped, even the interviewer asked the follow up questions but they hesitated to

reply in detail. So, participants were very happy and satisfied with answering every question in the focus-group-discussion.

According to the above discussion, it was indicated that the study answered all the four main research questions which focus on the student exchange as mentioned above.

## **CHAPTER 5**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Conclusions**

The findings of this study are in line with these reported other research, the literature review of the study. It reflected that student exchange could provide students many skillful things to use what they have such as conceptual ability, mental ability, and physical ability for their countries.

It has also brought to light that student exchange produces a transformer, a behavior-modeler, a coordinator, a good communicator, and importantly, it also gives students back some hope and joy and a sense of togetherness. This program aims to unite all students from all corners of the world under one umbrella; they all have the same aim and objective to work together in order to promote peace. Although, students are people who have different colors, but they are one and share the same goal. Indeed, people come from different colors, one people living in the only one sky.

However, what appeared to be problems were that RUPP has not had trained students to be well-qualified for the student exchange program. It was also complained that there was not definitely organism system to select candidates for student exchange whether RUPP sending students to study in foreign universities in the right way or not. Some students did not have any commitment or have right competency with student exchange.

The study found out that student exchange expressed their mixed perceptions toward their studies focusing on experiences, and challenges. Some students demonstrated the stress and challenges of student exchange from inadequate support from their organizers when they needed any help from their organizations, so student exchange organizers and relevant sectors really play the most important role to build strong partnerships with other students' stakeholders and provide effective supervision, consultant and support in order to deal with problems in foreign countries.

As noted above, the study reported here was a case study of the student exchange at RUPP; this research mainly used a qualitative research methodology, intending to perceive the meaning of the events to the participants. The case study depended particular on interview protocol, indeed.

## **5.2 Recommendation**

From this study a number of recommendations can be made to improve the student exchange.

The first thing is RUPP should have a proper transfer system or quality assurance for selecting candidates for this program which allowed all students to join exams for student Exchange.

Secondly, RUPP should gather all senior exchange students as a group giving a workshop or orientations for all students to join and everyone who used to work with student exchange, which they could share their experiences with junior students who want to apply for this and Student exchange package program should be prepared in advance, so that it could make easy apply for it.

One participant agreed that Student Exchange Organization or Organizer should stay close to students or candidates to give information when they need any help deal with

problems regularly, and Student Exchange Organization or Organizer could offer some courses not only for what to do on student exchange, but also for how and what to get access useful information to apply for application form and prepare for it lately.

More important thing is RUPP should provide remain funded so that students could get full funded on student exchange.

Another point is RUPP should cooperate with relevant universities establishing student services in countries where students can need any help or support.

Additionally, university staff should work hand in hand with international partners, or relevant universities in order to increase students' capacity for role model and set up an effective procedure system what students do in order to get scholarship on student exchange and tell students what level or kind of students RUPP should choose for student exchange.

Finally, There should have official discussions on student exchange with foreign university counterpart and most importantly, RUPP should not constantly get full fund from other foreign partners which making its university weak and less power and rights to decide on something, so RUPP should allocate small amount of fund for student exchange to interact well with relevant countries to increase a real picture for RUPP's students, too.

The last important point, there should organize Memorandum of Understanding (MOU) or Memorandum of Agreement (MOA) with other world universities in order to strongly build a credit system sending the agreement of interaction between RUPP and other foreign universities in the world.

### **5.3 Avenues for Further Research**

According to the study, there are some significant gaps and issues that are needed more researches in relation to the student exchange at RUPP in Cambodia. The following are the key issues for future research.



This topic was the new one for conducting research in Cambodia which caused the researcher meets difficulties for this thesis because of lacking of documents related to Cambodian students going abroad on exchange program, only searching some documents from the Internet, social media and other information from participants who have experienced on student exchange programs.

The sample size for this study, which was limited to student exchange, was small only focused on four departments with twenty two students and two lecturers at RUPP while there have been a few studies of this issues, the researcher suggest that further research is needed on student exchange at RUPP which produce other findings, and the other research related to student exchange with both local students who go to study abroad and foreign students coming to study at universities in Cambodia would be broader and better than this one.

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**Appendix A**

**លិខិតយល់ព្រមចូលរួមក្នុងការសិក្សាស្រាវជ្រាវ**

យើងខ្ញុំជាក្រុមសិក្សាស្រាវជ្រាវមកពីសាលាករិទ្យាល័យភូមិន្ទភ្នំពេញសូមអញ្ជើញលោក  
លោកស្រីឬសិស្សានុសិស្សចូលរួមនៅក្នុងការសិក្សាស្រាវជ្រាវរបស់យើង។ ជាបឋមអ្នក  
ត្រូវចុះហត្ថលេខាលើលិខិតព្រមព្រៀងក្នុងការចូលរួមការសិក្សានេះដោយមានការអនុញ្ញាត  
ពីអាណាព្យាបាលឬលោកគ្រូអ្នកគ្រូ។

**គោលបំណងនៃការសិក្សាស្រាវជ្រាវ**

គោលបំណងនៃការសិក្សាស្រាវជ្រាវនេះ ដើម្បីសិក្សាស្វែងយល់ពីការផ្លាស់ប្តូរនិស័យនៅ  
សាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ។ ការចូលរួមនៅក្នុងការសិក្សាស្រាវជ្រាវនេះត្រូវចូលរួមកិច្ច  
សម្ភាសន៍រយៈពេលពី៣០នាទីទៅ៦០នាទី។ ការសិក្សាស្រាវជ្រាវនេះមិនផ្តោតសំខាន់លើ  
ព័ត៌មាន ឬទិន្នន័យផ្ទាល់ខ្លួនរបស់អ្នកចូលរួម ដោយមិនហួសពីការកំណត់នៅក្នុងគោល  
បំណងនៃការស្រាវជ្រាវនេះឡើយ។

ភ្នាក់ងារសម្ភាសន៍របស់យើងនឹងជួយណែនាំអ្នកចូលរួមដើម្បីឆ្លើយសំណួរនានា។ អ្នកចូល  
រួមមានសិទ្ធិសួរ និងស្នើសុំការពន្យល់បន្ថែមប្រសិនបើចាំបាច់។ ការចូលរួមក្នុងការសិក្សា  
ស្រាវជ្រាវនេះជាការស្ម័គ្រចិត្ត។ អ្នកចូលរួមអាចដកខ្លួនចេញពីការស្រាវជ្រាវនេះបានគ្រប់  
ពេលវេលា ប្រសិនបើអ្នកយល់ថាការសិក្សាស្រាវជ្រាវនេះប៉ះពាល់ដល់ខ្លួន ។ ការស្រាវជ្រាវ  
នេះមិនមែនផ្តោតទៅលើការបើកកាយប្រវត្តិ ទស្សនៈយល់ឃើញ ឬព័ត៌មានផ្ទាល់ខ្លួន  
របស់អ្នក ចូលរួមជាសាធារណៈទេ។ ព័ត៌មានទាំងអស់នឹងត្រូវរក្សាជាការសម្ងាត់ហើយនឹង  
មិនត្រូវប្រើប្រាស់ក្នុងគោលបំណង ណាផ្សេងក្រៅរាប់នៅក្នុងគោលបំណងនៃការសិក្សា  
ស្រាវជ្រាវនេះទេ។ ព័ត៌មានជនរបស់លោកអ្នកនឹងត្រូវបានគោរពនឹងរក្សាការពារ ។

**អំពីហានិភ័យ និងបញ្ហាប៉ះពាល់មួយចំនួន**

ក. ក្នុងការពេលសម្ភាសន៍ សំណួរអាចត្រូវបានចោទសួរទាក់ទងនឹងបញ្ហានានាអំពីអ្នក។  
សំណួរមួយចំនួនអាចមានខ្លឹមសារអវិជ្ជមាន ឬទាក់ទង-បញ្ហារសើប ដែលអាចប៉ះពាល់ដល់  
លំអារម្មណ៍របស់អ្នកចូលរួម។

ខ. សំណួរមួយចំនួនទាក់ទងនឹងព័ត៌មានផ្ទាល់ខ្លួនរបស់អ្នក ប៉ុន្តែចម្លើយនឹងសំណួរទាំងនោះនឹងត្រូវទទួលបាន ការក្បាច់ការសម្ងាត់ខ្ពស់បំផុត។

គ. សំណួរនានានឹងមិនបង្កជាហានិភ័យចំពោះសុខភាពរូបរាងកាយនិងបញ្ហារបស់អ្នកឡើយ។

**អំពីផលកម្រៃពីការចូលរួមការសិក្សាស្រាវជ្រាវ**

អ្នកនឹងមិនទទួលបានកម្រៃអ្វីពីការចូលរួមរបស់ខ្លួននៅក្នុងការសិក្សាស្រាវជ្រាវនេះឡើយ។

អ្នកនឹងទទួលបានប្រយោជន៍ដោយប្រយោលពីការសិក្សាស្រាវជ្រាវនេះ។ យ៉ាងណាមិញ៖

ក. លទ្ធផលនៃការស្រាវជ្រាវនេះនឹងបង្ហាញពីបទពិសោធន៍ល្អៗនឹងចង់ចែលរំលែក។

ខ. អ្នកនឹងមានឱកាសបង្ហាញគំនិតនិងទស្សនៈល្អៗតាមការសិក្សាស្រាវជ្រាវនេះ។

គ. អ្នកនឹងមានឱកាសរួមចំណែកជួយគម្រោងការសិក្សាស្រាវជ្រាវនេះដើម្បីបង្កើនការយល់ដឹងអំពីការផ្លាស់ប្តូរនិស្សិតនៅសាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ។

ប្រសិនបើលោកអ្នកមានសំណួរ ឬចម្ងល់ផ្សេងៗទាក់ទងនឹងការសិក្សាស្រាវជ្រាវ សូមទាក់ទងមកកាន់ប្រធានដឹកនាំក្រុមសិក្សាស្រាវជ្រាវនេះ បណ្ឌិត **ហេង គ្រេង** នៃសាកលវិទ្យាល័យភូមិន្ទភ្នំពេញតាមរយៈសារអេឡិចត្រូនិច។

[Krengheng@gmail.com](mailto:Krengheng@gmail.com) ឬទូរស័ព្ទលេខ ០៧៧ ៧៧៧ ៩៣៤

**ហត្ថលេខាអ្នកចូលរួម ឬអាណាព្យាបាល**

**ហត្ថលេខាអ្នកសម្ភាសន៍**



## **Appendix B**

### **CONSENT FORM**

#### **Title of the study**

Student Exchange at Royal University of Phnom Penh: Experiences, Challenges and Future Directions: A Case Study of Royal University of Phnom Penh

#### **Researcher:**

Name: KOEUT Kimheng

Address: #33, st29cc1, Sangkat Choam Chao, Khan Por Sen Chey, Phnom Penh

Phone: (+855)12919170

Email Address: [kimhengkoeurt168@gmail.com](mailto:kimhengkoeurt168@gmail.com)

#### **Background**

You are invited to take part in this research study. Before you decide to participate in this study, it is very important to understand why the researcher conducts this research and what will be included. Please take time to read the information and in case you have any hesitancy or you need more clarification, please do not hesitate to contact the researcher.

#### **The purpose of the study is:**

The purpose of the study is to examine the students who are studying at the Royal University of Phnom Penh. The focus is on student exchange. This study also aims to explore the experiences, challenges and future directions.

**Study Procedure:**

While studying, you will be interviewed from thirty minutes to sixty minutes. The questions ask you about the common problems, experiences, challenges and strategies which RUPP has had for student exchange.

**Unexpected Risks:**

Some questions in the interview may upset the respondents. They may skip or refuse to answer any or all questions and they may dismiss involvement at any time.

**Benefits:**

There will be no direct benefit to the respondents for their participant in this study. However, the research expects that the answer obtained from this study may encourage students to gain a lot of experiences from what senior students share to them.

**Alternative Procedures:**

If you do not want to be in the study, you may choose not to participate

**Confidentiality:**

The respondents' identity in this study would be anonymous. It will not be possible to know who chooses to participate in this study and who does not. It will also be possible to know who are invited for the interview.

**Person to Contact:**

The researcher, KOEUT Kimheng via my email: [kimhengkoeurt168@gmail.com](mailto:kimhengkoeurt168@gmail.com) or via my phone number: (+855)12919170 at any time convenient to you.

**Voluntarily Participation:**

Your participant in this study is completely voluntary. If you choose not to participate in this study, this will have no harm or pressure to you. You may refuse to answer any of the questions we ask you and you stop or walk away from the interview at any time.

**Consent:**

I have read the procedure describe about. I voluntarily agree to participate in the procedure and I have received a copy of this description. If recording is used and required for participation, and I understand that this interview will be audio or video recorded.

Signature:.....(participant1)Date:.....

Signature:..... (participant2) Date:.....

Signature:.....(participant3) Date:.....

Signature:.....(participant4) Date:.....

Signature:.....(participant5) Date:.....

Signature:.....(participant6) Date:.....

Researcher:..... Date:.....

If recording is used but it is optional, add: I agree to allow this interview to be audio or video recorded. I understand that I can request that recording be stopped at any time.

Signature:.....

There will be no direct benefit to the respondents for their participant in this study. However, the researcher expects that the answer obtained from this study may encourage students to gain a lot of experiences from what senior students share to them.

**Alternative Procedures:**

If you do not want to be in the study, you may choose not to participate

**Confidentiality:**

The respondents' identity in this study would be anonymous. It will not be possible to know who chooses to participate in this study and who did not. It will also be possible to know who were invited for the interview.

**Person to contact:**

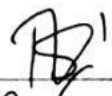

The researcher, KOEUT Kimheng via my email: kimhengkoeurt168@gmail.com or via my phone number: (+855)12919170 at any time convenient to you.

**Voluntarily participation:**

Your participant in this study is completely voluntary. If you choose not to participate in this study, this will have no harm or pressure to you. You may refuse to answer any of the questions we ask you and you may stop or walk away from the interview at any time.

**Consent:**

I have read the procedure described above. I voluntarily agree to participate in the procedure and I have received a copy of this description. If recording is used and required for participation, add: I understand that this (interview) will be audio/ video recorded.

Signature:  (Participant1) Date: 16<sup>th</sup>, Nov, 2017  
Signature:  (Participant2) Date: 16<sup>th</sup> Nov 2017  
Signature: \_\_\_\_\_ (Participant3) Date: \_\_\_\_\_  
Signature: \_\_\_\_\_ (Participant4) Date: \_\_\_\_\_  
Signature: \_\_\_\_\_ (Participant5) Date: \_\_\_\_\_

## **Appendix C**

### **Interview Protocol for Students**

The objective of the interview is to find out the problems, challenges which students have faced with on student exchange and perspective, strategies, and the future directions which students advised for RUPP in order to collect data for this thesis.

During the interview, the participants can skip or reject some of the questions which are not satisfied to answer. It means that the participants have full rights to answer or not to answer the questions, and especially, names of the participants are not mentioned in the assessment results in the thesis.

The interview protocol is designed based on the four research questions that are categorized into sections as follow:

## Appendix D

### List of the questions

- 1.1 What type of student exchange have you experienced?
  - 1.2 Have you ever been to a foreign country?
  - 1.3 Which country have you been to? What for? How long?
  - 1.4 How did you get information on student exchange?
  - 1.5 What are the factors of student exchange activities?
  - 1.6 What personal approach did you used to promote the student exchange?
  - 1.7 What kind of benefits could you share to all the next students who want to study on student exchange?
- II. What experiences of student exchange do students and RUPP have faced?
- 2.1 What kind of things should you prepare before going to study abroad?
  - 2.2 What ways did you use to be succeeded in your study on student exchange?
  - 2.3 Have you got any problems on student exchange?
  - 2.4 What problems and difficulties have you faced with on student exchange?
  - 2.5 How did you deal with the problems and difficulties on problems and difficulties?
- III. What challenges do you have for student exchange?
- 3.1 What are the challenges you have met on student exchange?
  - 3.2 What strategies did you use to fight off these challenges?
  - 3.3 What are the most common problems for student exchange at RUPP?
- IV. What strategies should RUPP have for student exchange in the future?
- 4.1 What strategies did you use to fight off these challenges?
  - 4.2 What is your view on student exchange?
  - 4.3 What will you do the planning or advise for student exchange?

4.4 What are the advantages and disadvantages of student exchange?

Appendix E

Form TS-3

សាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ  
មហាវិទ្យាល័យអប់រំ

សំណើប្រមូលទិន្នន័យ

ឈ្មោះនិស្សិត: គឹម ភី ថាវា ឧប្បស  ស្រី  
ទូរសព្ទ: 012 919 170 Fax: .....

អ៊ីមែល: Kimheng.koemth168@gmail.com

ចំណងជើងនិក្ខេបបទ: ការសរសេរវិស័យវិស័យសិក្សាស្រាវជ្រាវ  
សេវាសាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ : បរិច្ចាគសិក្សា  
បណ្ណបណ្ណបណ្ណ វិស័យ វិស័យ វិស័យ វិស័យ

សូមមេត្តាចេញលិខិតជូនទៅអ្នកពាក់ព័ន្ធ ដើម្បីស្នើសុំប្រមូលទិន្នន័យសម្រាប់ និក្ខេបបទរបស់ខ្ញុំបាទ/នាងខ្ញុំ:

\* សូមភ្ជាប់នូវកម្រងសំណួរស្រាវជ្រាវមកជាមួយសំណើសុំនេះ។

ជូន: លោក/លោកស្រីនិងគូនាទី វ. ភូមិ ថាវា គឹម ភី ថាវា (សាកលវិទ្យាល័យ)

ស្ថាប័ន: សាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ

អាសយដ្ឋាន: វ. ភូមិ ថាវា គឹម ភី ថាវា វិស័យ វិស័យ វិស័យ វិស័យ

ប្រភេទនៃអ្នកឆ្លើយតប: (ឧ. គ្រូ សិស្ស និស្សិត) សាកលវិទ្យាល័យ វិស័យ វិស័យ

ជូន: លោក/លោកស្រីនិងគូនាទី.....

ស្ថាប័ន:.....

អាសយដ្ឋាន:.....

ប្រភេទនៃអ្នកឆ្លើយតប: (ឧ. គ្រូ សិស្ស និស្សិត).....

រយៈពេល: ថ្ងៃទី ១២ ខែ កញ្ញា ឆ្នាំ ២០១៨ ដល់ ថ្ងៃទី ០១ ខែ តុលា ឆ្នាំ ២០១៨

ថ្ងៃទី ១២ ខែ កញ្ញា ឆ្នាំ ២០១៨  
ហត្ថលេខាសាមីខ្លួន

គឹម ភី ថាវា  
គឹម ភី ថាវា

ឯកភាពតាមសំណើ  
ថ្ងៃទី ១២ ខែ កញ្ញា ឆ្នាំ ២០១៨  
ហត្ថលេខាស្រាវជ្រាវដឹកនាំ

គឹម ភី ថាវា  
គឹម ភី ថាវា

Appendix F

**ព្រះរាជាណាចក្រកម្ពុជា  
ជាតិ សាសនា ព្រះមហាក្សត្រ**

**សាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ  
មហាវិទ្យាល័យអប់រំ**

**សូមគោរពជូន  
ឯកឧត្តមបណ្ឌិត សាកលវិទ្យាធិការ សាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ**

**កម្មវត្ថុ៖** សំណើសុំអនុញ្ញាតឲ្យនិស្សិតឈ្មោះ កើត គឹមហេង បានចុះប្រមូលទិន្នន័យស្រាវជ្រាវ នៅដេប៉ាតឺម៉ង់បរិស្ថាន ក្នុងមហាវិទ្យាល័យវិទ្យាសាស្ត្រ នៃសាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ រយៈពេលបីខែ ចាប់ពីថ្ងៃទី១ ខែតុលា ដល់ថ្ងៃទី៣១ ខែធ្នូ ឆ្នាំ២០១៧។

តាមកម្មវត្ថុខាងលើ ខ្ញុំសូមជម្រាប ឯកឧត្តម មេត្តាជ្រាបថា និស្សិតឈ្មោះ កើត គឹមហេង ជានិស្សិតថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់ ផ្នែកអប់រំ ជំនាន់ទី១០ នៃសាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ។ លោកមានគម្រោងចុះសិក្សាស្រាវជ្រាវលើប្រធានបទ “ការផ្លាស់ប្តូរនិស្សិតនិងសាស្ត្រាចារ្យនៅសាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ៖ បទពិសោធន៍ បញ្ហាប្រឈម និងទិសដៅអនាគត” ដើម្បីសរសេរនិក្ខេបបទបញ្ចប់ការសិក្សាថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់ ផ្នែកអប់រំ។ គោលបំណងនៃការចុះស្រាវជ្រាវនេះ គឺដើម្បីប្រមូលទិន្នន័យសំខាន់ៗ ដែលទាក់ទងនឹងប្រធានបទខាងលើ។

អាស្រ័យដូចបានជម្រាបជូនខាងលើ សូម ឯកឧត្តម មេត្តាអនុញ្ញាត និងជួយសម្រួលដល់និស្សិតរូបនេះបានចុះធ្វើការប្រមូលទិន្នន័យដោយក្តីអនុគ្រោះ។

សូម ឯកឧត្តម ទទួលនូវការគោរពដ៏ខ្ពង់ខ្ពស់ពីខ្ញុំ

រាជធានីភ្នំពេញ ថ្ងៃទី០៤ ខែតុលា ឆ្នាំ២០១៧  
**ព្រីឌីបុរសមហាវិទ្យាល័យអប់រំ**

*(Handwritten signature and text)*  
លោក គង់ ឡាន ឡាន  
លោក គង់ ឡាន ឡាន

*(Handwritten signature)*  
**បណ្ឌិត សុខ សុភ**

*(Handwritten signature and date)*  
06/10/17  
លោក គង់ ឡាន  
Department គ្រប់គ្រងការសិក្សា  
លោក គង់ ឡាន  
06/10/2017



**ព្រះរាជាណាចក្រកម្ពុជា  
ជាតិ សាសនា ព្រះមហាក្សត្រ**

**អាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ  
មហាវិទ្យាល័យអប់រំ**

**សូមគោរពជូន  
ឯកឧត្តមបណ្ឌិត អាកលវិទ្យាមិកា អាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ**

**កម្មវត្ថុ:** សំណើសុំអនុញ្ញាតឲ្យនិស្សិតឈ្មោះ: កើត គឹមហេង បានចុះប្រមូលទិន្នន័យស្រាវជ្រាវ នៅដេប៉ាតឺម៉ង់ប្រពន្ធផ្សព្វផ្សាយ និងសារគមនាគមន៍ ក្នុងមហាវិទ្យាល័យវិទ្យាសាស្ត្រសង្គម និងមនុសាស្ត្រ នៃសាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ រយៈពេលពីរខែ ចាប់ពីថ្ងៃទី០១ ខែវិច្ឆិកា ដល់ ថ្ងៃទី៣១ ខែធ្នូ ឆ្នាំ២០១៧។

តាមកម្មវត្ថុខាងលើ ខ្ញុំសូមជម្រាប ឯកឧត្តម មេត្តាជ្រាបថា និស្សិតឈ្មោះ: កើត គឹមហេង ជានិស្សិតថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់ ផ្នែកអប់រំ ជំនាន់ទី១០ នៃសាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ។ លោកមាន គម្រោងចុះសិក្សាស្រាវជ្រាវលើប្រធានបទ "ការផ្លាស់ប្តូរនិស្សិតនិងសាស្ត្រាចារ្យនៅសាកលវិទ្យាល័យ ភូមិន្ទភ្នំពេញ៖ បទពិសោធន៍ បញ្ហាប្រឈម និងទិសដៅអនាគត" ដើម្បីសរសេរនិក្ខេបបទបញ្ចប់ការសិក្សា ថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់ ផ្នែកអប់រំ។ គោលបំណងនៃការចុះស្រាវជ្រាវនេះ គឺដើម្បីប្រមូលទិន្នន័យសំខាន់ៗ ដែលទាក់ទងនឹងប្រធានបទខាងលើ។

អាស្រ័យដូចបានជម្រាបជូនខាងលើ សូម ឯកឧត្តម មេត្តាអនុញ្ញាត និងជួយសម្រួលដល់និស្សិត រូបនេះបានចុះធ្វើការប្រមូលទិន្នន័យដោយក្តីអនុគ្រោះ។

សូម ឯកឧត្តម ទទួលនូវការគោរពដ៏ខ្ពង់ខ្ពស់ពីខ្ញុំ

ជូន  
លោកព្រឹទ្ធបុរសជ័យសហការដោយអនុគ្រោះ។

រាជធានីភ្នំពេញ ថ្ងៃទី៣១ ខែតុលា ឆ្នាំ២០១៧  
**ព្រឹទ្ធបុរសរង្សាយមហាវិទ្យាល័យអប់រំ**

**បណ្ឌិត ពៅ ណារី**

១/10/17

សូម គោរព ជូន ឯកឧត្តម បណ្ឌិត ពៅ ណារី  
និង គ្រូបង្រៀន គ្រូបង្រៀន គ្រូបង្រៀន  
នៃ មហាវិទ្យាល័យ វិទ្យាសាស្ត្រ សង្គម និង មនុសាស្ត្រ  
នៃ សាកលវិទ្យាល័យ ភូមិន្ទ ភ្នំពេញ  
ថ្ងៃ ទី ៣១ ខែ តុលា ឆ្នាំ ២០១៧  
សិស្ស និស្សិត  
កើត គឹមហេង

