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គ្រោះក្នុងការសិក្សានិងដំណោះស្រាយ៖ ករណីសិក្សាលើគ្រូបង្រៀន និង
សិស្សថ្នាក់ទី៩ នៅក្នុងវិទ្យាល័យក្រេក ស្រុកពញាក្រែក ខេត្ត
សៀមរាប

Exploring factors cause at-risk 9th grade students to get low performance and the solutions to achieve their academic performance. A case study of grade 9 teachers and at-risk 9th grade students at Krek high school.

A Mini-Thesis
In Partial Fulfilment of the Requirement
for Master's Degree of Education Major in Mentoring

Heng Konghean

December 2021

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Supervisee : Heng Konghean

Supervisor : Kong Maneth

- Examination Committee :
- 1. Dr. Katerine Prammer
 - 2. Mr. Stanislas Kowalski
 - 3. Mr. Banh Hornmann

December 2021

មូលនិយមសង្ខេប

វិស័យអប់រំគឺជាកត្តាអាទិភាពដែលត្រូវបានកំណត់ក្នុងផែនការយុទ្ធសាស្ត្រចតុកោណ ដំណាក់កាលទី៤របស់រាជរដ្ឋាភិបាលកម្ពុជា ទទ្ធិមនឹងនេះក្រសួងអប់រំក៏បានធ្វើកំណែទម្រង់ ប្រព័ន្ធអប់រំជាច្រើនចំណុចដែលរួមមាន៖ កំណែទម្រង់ការប្រឡងថ្នាក់ជាតិ ការពង្រឹងគុណវុឌ្ឍន៍ គ្រូបង្រៀននិងថ្នាក់គ្រប់គ្រងសាលារៀន ការដំឡើងប្រាក់បៀវត្ស និងការធ្វើវិមជ្ឈការអប់រំជាដើម ។ កំឡុងពេលដែលកម្ពុជាកំពុងធ្វើកំណែទម្រង់ប្រព័ន្ធអប់រំនេះ ក៏មានបញ្ហាជាច្រើនដែលកំពុងនិង បានកើតឡើងក្នុងការអប់រំនៅកម្ពុជាយើង ។ ហើយបញ្ហាចម្បងមួយក្នុងចំណោមបញ្ហាទាំងនោះគឺ ការបោះបង់ចោលការសិក្សាមុនបញ្ចប់ថ្នាក់មធ្យមសិក្សាទុតិយភូមិ ។ ក្នុងនោះសិស្សរៀនយឺតគឺជា ក្រុមសិស្សដែលប្រឈមទៅនឹងការបោះបង់ចោលការសិក្សាច្រើនជាងគេ ។ ពួកគេគឺជាសិស្សដែល ទទួលបានលទ្ធផលសិក្សាទាបជាងមធ្យមភាគរបស់សាលារៀនដែលបានកំណត់ ហើយពួកគេត្រូវ ការការជួយយ៉ាងចាំបាច់ក្នុងការទទួលបានការសិក្សាបន្ថែមទាំងនៅក្នុងថ្នាក់រៀននិងនៅក្រៅ សាលារៀន ។ ហេតុដូច្នេះហើយការសិក្សាស្រាវជ្រាវនេះគឺត្រូវបានធ្វើឡើងដើម្បីសិក្សាស្វែងយល់ អំពីកត្តាដែលនាំឱ្យសិស្សរៀនយឺតនៅកម្រិតមធ្យមសិក្សាក្នុងថ្នាក់ទី៩នៃវិទ្យាល័យក្រែកក្នុងខេត្ត ខេត្តត្បូងឃ្មុំ ទទួលបានលទ្ធផលសិក្សាទាបនៅក្នុងការសិក្សារបស់ពួកគេ និងវិធីដែលអាចជួយឱ្យ ពួកគេទាំងនោះទទួលបានលទ្ធផលជោគជ័យនៅក្នុងការសិក្សា ។ នៅក្នុងការសិក្សាមួយនេះអ្នកសិក្សា ស្រាវជ្រាវធ្វើការសិក្សាអំពីទស្សនៈយល់ឃើញនិងបទពិសោធន៍ របស់គ្រូបង្រៀនថ្នាក់ទី៩និង សិស្សរៀនយឺតនៅក្នុងថ្នាក់ទី៩ផ្ទាល់ ដោយបានកំណត់នូវវត្ថុបំណងជាក់លាក់ចំនួនពីរដូចខាង ក្រោម៖ ទី១ ដើម្បីសិក្សាស្វែងពីកត្តាដែលនាំឱ្យសិស្សរៀនយឺតទទួលបានលទ្ធផលសិក្សាទាបជាង មធ្យមភាគស្តង់ដាររបស់សាលារៀន និងទី២ ដើម្បីសិក្សាស្វែងយល់អំពីមធ្យោបាយជួយសិស្សរៀន យឺតឱ្យទទួលបានលទ្ធផលជោគជ័យនៅក្នុងការសិក្សារបស់ពួកគេ ។ តាមរយៈលទ្ធផលនៃការ សិក្សាស្រាវជ្រាវនេះបានបង្ហាញថាកត្តាដែលនាំឱ្យសិស្សរៀនយឺតទទួលបានលទ្ធផលសិក្សាទាប រួមមាន៖ កត្តាជីវភាពគ្រួសារក្រីក្រ ចំណេះដឹងមានស្រាប់នៅមិនកម្រិត អវត្តមានញឹកញាប់ គុណ វុឌ្ឍន៍គ្រូបង្រៀននៅមានកម្រិត ខ្វះការលើកទឹកចិត្តនិងការយកចិត្តទុកដាក់ពីគ្រូបង្រៀន អនក្ខរភាព នៃមជ្ឈដ្ឋានរស់នៅ និងកត្តាពាក់ព័ន្ធមួយចំនួនទៀតដូចជា ឥទ្ធិពលនៃមិត្តភក្តិ សុខភាពខ្សោយ វិសមភាព និងវិសមធម៌នៅក្នុងសាលារៀន និងការផ្លាស់ប្តូរសាលារៀនជាដើម ។ ឆ្លើយតបទៅនិង បញ្ហាទាំងនេះ ការសិក្សាស្រាវជ្រាវក៏បានរកឃើញនូវកត្តាមួយចំនួនដែលជាវិធីអាចជួយសិស្សរៀន យឺត ឱ្យទទួលបានលទ្ធផលជោគជ័យក្នុងការសិក្សារបស់ពួកគេរួមមាន៖ ការបណ្តុះបណ្តាលរបស់

សិស្សក្នុងការសិក្សារៀនសូត្រ ការបង្កើនសមត្ថភាពនិងគុណវុឌ្ឍិគ្រូបង្រៀន ការផ្តល់ការលើកទឹកចិត្តនិងការយកចិត្តទុក្ខដាក់ចំពោះសិស្សរៀនយឺត ការចំណាយពេលបង្រៀនបន្ថែមដល់សិស្សរៀនយឺត ការបង្កើតក្លឹបសិក្សាសម្រាប់ជួយបំប៉នសិស្សរៀនយឺត និងការបង្កើនទំនាក់ទំនងល្អរវាងអាណាព្យាបាលជាមួយគ្រូបង្រៀន ។ ទន្ទឹមនឹងនេះលទ្ធផលនៃការសិក្សាស្រាវជ្រាវបានរកឃើញថា ទោះបីជាសិស្សរៀនយឺតកំពុងស្ថិតនៅក្នុងស្ថានភាពងាយរងគ្រោះ ហើយប្រឈមទៅនឹងការបោះបង់ចោលការសិក្សាក៏ដោយក៏ពួកគេហាក់ពុំទាន់ទទួលបាននូវការយកចិត្តទុកដាក់និងពុំទទួលបាននូវការបង្រៀនបន្ថែមយ៉ាងពេញលេញពីគ្រូបង្រៀនរបស់ពួកគេនៅឡើយ តែផ្ទុយទៅវិញសិស្សរៀនយឺតនៅក្នុងសាលាបែរជាត្រូវទទួលរងនូវការរើសអើងពីមិត្តរួមថ្នាក់ និងគ្រូបង្រៀនមួយចំនួនរបស់ពួកគេទៅវិញ ។

ពាក្យគន្លឹះ៖ សិស្សងាយរងគ្រោះ លទ្ធផលសិក្សារបស់សិស្ស

ABSTRACT

The education sector is a priority factor identified in the Royal Government of Cambodia's Rectangular Strategic Plan Phase 4, while the Ministry of Education has also reformed several education systems, including: national examination reform, teacher qualification enhancement, school based management enhancement, salary increase and decentralization of education. While Cambodia is reforming the education system, there are a lot of problems that are happening, and one of the main problems is dropping out of school before graduating from high school. Slow learners are the group of students who face the greatest risk of dropping out. They are students who do less than the school average and they need help to get extra education, both in the classroom and out of school. Therefore, this research was conducted to understand the factors that lead to students delaying secondary school in the ninth grade of Krek High School in Tbong Khmum province to get low grades in their studies and ways to help them succeed in school. In this study, researchers studied the perspectives and experiences of 9th grade teachers and slow learners in 9th grade. There are two specific objectives were identified as follows: first, to find out the factors that lead to students' slowness in achieving below-school average standards; and second, to learn about ways to help slow learners achieve success in their studies. The results of this study show that the factors that lead students to get low academic results include: factors of poor family life, limited knowledge, frequent absenteeism, lack of teacher qualifications, lack of motivation and attention, illiterate community, and other relevant factors such as peer influence, poor health, inequality and inequality in schools and school changed. Responding to these issues, the study also found a number of factors that can help slow learners to achieve success in their studies, including: cultivating students' willingness to learn, increasing the ability and qualifications of teachers, providing encouragement and attention to students, the establishment of study clubs to help

slow learners, and enhancing good parent-teacher relationships. At the same time, the results of the study found that even though slow learners are in a vulnerable situation and face the risk of dropping out of school, they do not seem to get attention and do not get full tuition from their teachers yet. Instead, slow learners are more likely to be discriminated against by some of their classmates and teachers.

Key Words: At-risk student, Student's academic achievement

SUPERVISOR'S RESEARCH SUPERVISION STATEMENT

TO WHOM IT MAY CONCERN

Name of program: Master's Degree of Education in Mentoring

Name of candidate: Heng Konghean

Title of thesis: Exploring factors cause at-risk slow learners to get low performance and the solutions to achieve their academic performance. A case study of grade 9 teachers and at-risk 9th grade students at Krek high school.

This is to certify that the research carried out for the above titled master's thesis was completed by the above-named candidate under my direct supervision. I played the following part in the preparation of this thesis: guidance in research problem development, literature review, methodology, data analysis, and discussion finding.

Supervisor (Name): **Kong Maneth**

Supervisor (Sign):

Date:

CANDIDATE’S STATEMENT

TO WHOM IT MAY CONCERN

This is to certify that the thesis that I “Heng Konghean” hereby present entitled “Exploring factors cause at-risk 9th grade students to get low performance and the solutions to achieve their academic performance. A case study of grade 9 teachers and at-risk 9th grade students at Krek high school.”

for the degree of Master of Education major in mentoring at New Generation Pedagogical Research Center 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 Supervisor:

Date:

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List of Abbreviations

UNICEF:	United Nations International Children' Emergency Fund
MoEYS:	Ministry of Education Youth and Sport
USAID:	The United State Agency for International Development
PISA-D:	Program for International Student Assessment for Development
IDI:	In-Depth Interview
SY. 2017-2018:	School year, 2017-2018
ESP. 2019-2023:	Educational Strategy Plan, 2019-2023

CHAPTER 1: INTRODUCTION

1.1 Background of the Study

Education is very important in building human resources for the development of each nation. For example, in the Rectangular Strategy Phase 4, the Royal Government and the policy priorities of the Roadmap for Sustainable Development Goals 2030, the first policy of the Education Strategy 2019-2023 is to ensure quality education, equitable environment. Promote and enhance lifelong educational opportunities. Therefore, to achieve this goal, the Ministry of Education and development partners working in the field of education in Cambodia have jointly increased and developed the capacity of teachers, providing scholarships to poor students, and so on. Despite these advances, UNICEF Annual Report 2018, show that children in Cambodia do not yet meet acceptable age-appropriate learning standards. At the primary level, almost 25 percent of third-graders do not know how to write even a single word in a reading test. Only 27% of 3- to 5-year-olds develop literacy and numeracy according to their age, and 55% of teens drop out of school before they are 17. The PISA D 2018 report also shows that about 28% of Cambodian children are enrolled below their age level, and about 72% of 15-year-olds are in seventh grade. Drop out of school. In addition, USAID Report 2015 also found that the dropout rate has an average student enrollment rate of about 20% at the lower secondary level, compared to the average dropout rate of 9% at the primary level and 12% at the upper secondary level. The highest dropout rates are at the lower secondary level, which includes 7th grade (20%), 9th grade (21%), and 12th grade (15%), and the majority of dropout students are students who are slow learners and at-risk students.

1. At-risk students are facing learning difficulties that are the big challenges in Cambodia's educational context. Some difficulties are related to psycho-socio, economic, school, and other mental or neurological factors. These problems are not easy to understand and solve it needs involvement from parents and educators. Although at-risk students with learning difficulties is defined and supported at school, they are still dealing with some problems in their learning because of uneducated parents and lack of teacher's knowledge regarding how to teach students with learning difficulties (Thida, De Gruiter, & Kuppens, 2019). At-risk middle and high school students in danger of dropping out of school because of academic failure or other problems is a major concern in education today. An average of 30 percent of at-risk students leave school before they graduate (McMillan & Reed, 1994). At-risk students experience many challenges of school disengagement such as unqualified curricular and teachers, often making them leave school early. At-risk students were focused on those who are being associated with school failure and school dropout (Kaufman & Bradby, 1992). There are six main factors that justify students to be at-risk: 1). low socioeconomic status; 2). from a single-parent family; 3). older sibling drop-out of high school; 4). change schools two or more times from 1st to 8th grade; 5). The average grade of "c" or lower from 6th to 8th grade; 6). repeated in early grade from 1st to 8th grade (Kaufman & Bradby, 1992). The study of social and psychological experiences of at-risk students is important for their school attainment and learning (Norris et al., 1999). In the educational Cambodian context, the Education Management Information System showed that the dropout rate at lower secondary school is about 20 percent compared with an average dropout rate of 9 percent in primary and 12 percent in upper secondary (Washington, DC, 2011).

1.2 Statement of the Problem

While educators cannot control community demographics and family conditions, they can modify educational policy and practice to improve the education of at-risk students (Comer, 1987). Policymakers, administrators, teachers, and parents need to understand why some students are resilient and do well in school, while others from similar socioeconomic backgrounds and similar home environments, of similar ability, and even from the same schools and classrooms do not do as well. Examining factors such as a student's personal characteristics, family life, and school environment will allow us to investigate the circumstances that place students at risk, as well as interventions that foster success. Studying educational success or resilience has the additional advantage of shifting the focus of educational research and policy from school failure and predictors of school failure to school success and the predictors of academic success (Waxman, Gray, & Padron, 2002). It seems important to examine the social and psychological experiences of at-risk students as one factor influencing their school attainment and learning (Baker, 1999). In the educational Cambodian context, dropout rates from the Education Management Information System show that in cycle dropout is most acute at the lower secondary level among male and female students with an average dropout rate of about 20 percent compared with an average dropout rate of 9 percent in primary and 12 percent in upper secondary (Kalyanpur, M. (2011). Cambodian schools still face issues of enrollment, high dropout rates, and high repetition rates. The highest percentage of dropping out are the students with the at-risk condition. There is 20% dropout at the lower secondary, especially grade 9 students who have the highest dropout rate at 21% and the top reasons of student dropout cited by at-risk students. At-risk students are at high risk of dropout and especially those who study in rural schools (USAID, 2015). They are not

taken care of by teachers and school administrators, because they are not known as at-risk. There are some articles, books, and educational reports that define the characteristic of at-risk students and the relation of at-risk students to drop-out of school rate.

Nevertheless, the proportion of primary school students who stay until the end of secondary school (grade 9) is reportedly lower due to the increasing rate of drop-outs; especially at the secondary education level (UNICEF, 2015). There is no particular study that explores the perspective of teachers toward at-risk students and their needs, especially a case at a particular secondary level in Cambodia school. That is the reason my current study explores those perceptions.

1.3 Research Purposes

This current study aims to explore teachers' perceptions toward factors that cause at-risk 9th-grade students to get low performance and the ways to help them achieve their learning performance based on teachers' perspectives and experiences, as well as at-risk 9th grade students' perceptions.

1.4 Research Objectives

The purpose of this qualitative descriptive case study is (1) to explore teachers' perceptions on factors cause at-risk 9th -grade students to get low performance based on teachers' perspectives and experiences, (2) to explore the factors that influence academic achievement based on teachers' perceptions and experiences and at-risk 9th grade students' perceptions.

1.5 Research Questions

In order to achieve the objectives, two specific research questions ask the following:

1. What are the factors that cause at-risk 9th-grade students to get low performance?

2. What are the factors that influence the academic achievement of at-risk 9 grade students?

1.6 Significance of the Study

An at-risk student is likely to fail at school, typically seen as dropping out before high school graduation (Kaufman, 1992). Although educational leaders have attempted to address low achievement for the at-risk high school student, high failure rates are still prevalent (Cullen et al., 2013). So, this current study is significant to many stakeholders who are involved in the education sector. First, it is useful for teachers who teach at-risk students to recognize specifically the characteristics, factors that cause them to get low performance, and ways to help them to achieve academic performance. Then, teachers can support at-risk students in ways that will help them learn better and help to improve their academic achievement. Secondly, it would be helpful for school principals to set the policy to support at-risk students and reduce the dropout rate in their schools. Finally, this study would be able to provide learning opportunities to all at-risk students when the teachers recognize them and know their needs, so at-risk students would receive more support in their learning; this will allow them to improve their performance and increase their academic achievement.

1.7 Operational Definition of Key Terms

- **At-risk student.** For an at-risk student in this current study, the researcher focuses on a student who is likely to fail at school whose average score is lower than the school average standard.
- **Student's academic achievement** refers to the percentage of students at a school who's learning currently meets or exceeds their grade-level standards.

CHAPTER 2: LITERATURE REVIEW

2.1 Definition of At-Risk Slow Learners

At-Risk Students are students facing learning outcomes such as school failure (Alsubaie, 2016). At-risk students often get lower academic outcomes than their peers from wealthier households, regarding literacy and mathematics (Duncan et al., 2014). An at-risk student is defined as a student who is likely to fail at school and drop out before high school graduation (Kaufman, 1992) McCann and Austin (1988) described three overarching characteristic categorizations of a student at-risk: 1. Learners in severe danger of not attaining the ends of education exhibited through failure to reach local or state standards for high school graduation and/or failure to gain the understanding, skills, and dispositions to become an industrious participant of society 2. A learner who displays actions that instructors categorize as interfering with the learning and educational processes 3. A learner who's domestic or community upbringing and/or experience may place him or her at-risk. Murray and Zvoch (2011) had defined the term of at-risk students as related to a negative student-teacher relationship and the characteristics that place students at risks such as student gender, socioeconomic status, behavior, and academic ability.

2.2 At-Risk- Slow Learner Students in Cambodia

The educational factor is defined as the priority factor in the Rectangular Strategy Phase 6 of the Cambodian government in order to drive Cambodia to become high middle income by 2030 and high income by 2050. The government, as well as the Ministry of Education, have launched a national policy on lifelong learning to ensure quality education and equity Although the Ministry of Education Youth and Sport have reformed educational policy in Cambodia since 2014, the dropout rate at lower secondary schools is still high. The dropout rate was around 21.2 percent in SY 2013/14 and rose to 15.4

percent in SY 2017/18. The related factors such as schools being far from houses, and a lack of qualified teachers, core textbooks, teaching methods, and scholarships, were cited by slow learners or at-risk of drop out students (ESP, 2019-2023).

2.3 Factors Causing Low Performance in At-Risk Slow Learners

Dropout at upper secondary school level is high, at 18.3 percent in SY 2017/18. The dropout rate is high in rural areas, as students need to work to earn money and support their families. School dropout may result in poor or inadequate educational service provision in rural and remote areas. There is a quiet difference between transition rates from primary to lower secondary. The enrolment rate from primary school is around 94.5 percent, but the rate of lower secondary school graduates is around 44.1 percent and 21.4 at upper secondary school (ESP, 2019-2023). The national assessments in Grade 8 between 2014 and 2017 indicated that results for writing increased by 9.4 percent at the basic level, however, 71 percent of students who did the writing test were below basic level. Reading test results decreased 10 percent at the high level and increased 7 percent at the low basic level. Results of the mathematics assessment did not reveal any remarkable changes between 2014 and 2017, but in reality, more than 80 percent of students who participated in the test have done basic education and low basic education. In fact, according to the National Education Statistics and Public Education Indicators 2019-2020, the gap between the actual rate of primary school students and the actual rate of enrollment at the following levels: Primary schools in remote areas accounted for 94.5%, of which 94.7% were girls, and the primary school graduation rate was 44.1%, 49.9% for girls, and the high school graduation rate was only 21.4% of them are female, only 24.9% (Table 25, National Education Statistics and Public Education Indicators 2019-2020).

2.3.1 Student Related Factors

The one major issue of the at-risk slow learner is limited cognitive capacity, their general intelligence is limited, the slow learner has poor memory, distraction, and lack of concentration (Chonell, 1942). More recent findings suggest that at-risk learners do not have more limited intelligence, but they do tend to have poor memory and lack of concentration because of the other factors in their lives. students who define themselves as slow learners, fail to interpret what they see and hear or they are unable to link the cognitive form of information stemming from different parts of the brain. These limitations may appear as specific difficulties with written and spoken language, coordination, self-control, or lack of attention (Marshall, 1996). The study by (Thida et al.) defined there is a mismatch between the anticipated grade the student should be performing at and their ability to be able to achieve this. Many children with learning difficulties had to repeat their grades because their annual results fell below the average. The slow learner lacks basic knowledge, problems with hearing or visual perception, logical reasoning skills, memory problems (short-term and working memory), lack of interest, and poor concentration or attention. In addition, students' attitudes influence academic performance. Most students at the secondary level are between 12 to 18 years of age. They have the ability to differentiate between what is appropriate and what is inappropriate, so goal-oriented students are really vital to germinate positive feelings regarding their school experiences. With a positive attitude, they will be able to dedicate themselves wholeheartedly towards learning and generate the desired academic outcomes (Maina, 2010). Slow learners have some behavioral problems such as poor communication, quieter, lack of attention to teaching activities, more absenteeism, and easily forget. Some students pretend not to care about lessons; that's why they get a low score in the class (Thida et al. 2019).

Some behavioral problems often occur with slow learner students such as avoiding doing homework, refusing to adhere to discipline in the class, skipping the class, or bullying their peers. The slow learners have learning difficulties such as a lack of social communication skills, and they get rejected or discriminated against by their peers, teacher, and family. In the same study (Thida et al. 2019) had defined more factors that cause slow learners from student-related factors. She stated that some students feel bored, tired, and afraid of the school or teachers, therefore they wanted to play outside. At the same time, there are some slow learners who have more effort to study and come to school regularly, but they cannot understand or remember the lesson easily.

Emotional factors such as dislike of teacher through classes of personality, negative parental attitudes to school creating in the child similar adverse attitudes, feeling of inadequacy, lack of confidence in self and need to achieve, Extreme timidity and anxiety giving rise to poor levels of attainment (Vasudevan, 2017).

2.3.2 Family-Related Factors

Parents and family members play vital roles in the academic results of the student (Chohan & Qadir, 2013). The involvement of parents is really significant in order to improve both students' cognitive growth and achievement motivation (Khajehpour & Ghazvini, 2011). But otherwise, more than half of slow learners reported that they could not get assistance from their parents for their schooling (Thida et al. 2019). The study by Fan and Chen (2001) defined that parent of slower-learning students gave inadequate support to their children, including emotional support and financial support, and there was an association between low socio-economic background, home environment, and children's learning difficulties. The parents who provide more support to their child are very impacted by their child's success, failure, and well-being, and the illiteracy and

inability to support the child from parents leads to students failing in their academics (Chohan & Qadir, 2013). Furthermore, it greatly impacts slow learner outcomes if there is parental involvement in helping students to do homework (Singh, Granville, & Dika, 2002). The lack of communication and connection between parents and school leads their children to get low performance because parents play an important role in producing good academic outcomes for their child. It is vital for the parents, children, and other family members to foster a learning atmosphere within homes. For example, parents and other family members can play a role as private tutoring to support their child in completing homework, so they have a major response in leading to promote growth and development of their children (Kudari, 2016). Slow learners cannot concentrate on their studies while staying in the classroom because they might have some family problems when it comes to parental divorce or domestic violence. (Thida et al. 2019). Divorced families and domestic violence are often confronted with learning difficulties. The family conflict indulging in harmful psychological compensation, the use of alcohol, drugs, or gambling bring negative impact to their children's performance and lead children to leave school early (Thida et al. 2019).

2.3.3 The School and Teacher Related Factors

Besides the students themselves and family factors, the teacher and school factors play an important role in the student's success or failure (Fan & Chen, 2001). Teachers' perspectives of students have been found to directly influence their actions and behavior in the classroom (Houser & Waldbuesser, 2017). The teacher has a powerful influence on the implementation of the curriculum and is the most important person in the implementation process because of knowledge, practice, and competencies (Alsubaie, 2016). In addition, Chohan & Qadi (2013) stated that school discipline was the factor that can facilitate or hinder the process of teaching and learning. The teacher and school

characteristics such as quality, experience, and motivation of the teacher, class size, and school policy, had an effect on the student's learning outcome (Rivkin, Hanushek, & Kain, 2005). The quality of teachers and school administrators relates to students' academic results, and school-related factors such as curricula, textbooks, and school facilities also have an impact on the learning and academic process of the students (Sahin & Gülmez, 2000). Additional findings were also determined such as teachers' motivation and the lack of teaching materials contributing to children's experiencing learning difficulties (Bano, Dogar, & Azeem, 2012). The facilities supported within the school such as textbooks, notes, learning materials, hand-outs, technology, library facilities, and laboratory facilities are very significant to enhance students' academic performance (Maina, 2010). The proper ability in implementing the managerial functions of planning, organizing, controlling, and directing other school activities from principal, teachers, and administrative staff would be able to enhance the academic performance of the students. For instance, teachers have the power to push their students to improve their academic performance (Maina, 2010).

2.3.4 Other Related Factors

Regarding the low academic performance of slow learners, the peer effect, health conditions, and social conditions have influenced students' learning outcomes (Thida et al. 2019). Another study by (Vasudevan, 2017) found that student's health condition such as long illness, shortage of sleep, low quality and low quantity of food and disability cause students to get low academic performance.

2.4. The Solutions for At-Risk Slow Learners for Academic Achievement

The at-risk-slow learner is in a moderate degree of academic success, and they need additional time and support. If their needs were not met, they may be dealing with

school failure and dropping out (Thida et al. 2019). Hence, in order to provide effective support to at-risk slow learners, the researcher conducted the literature review and found some features to improve at-risk student learning outcomes as the following:

2.4.1 Student-Teacher Interaction

The interaction between teacher and students in the learning process is very important. Teachers should understand their students' psychological and learning problems (Thida et al. 2019).

2.4.2 Carefully Guided and Individualized Instruction

Slow learners can learn well if teachers provide careful teaching techniques in a systematic way. They should be sensitive to student needs and provide additional time and support, such as emphasizing the concrete, providing direct instruction to meet student needs, and support learning out-of-school (Vasudevan, 2017).

2.4.3 Tutoring or Extra Learning Opportunity

Tutoring provision is a helpful way to support slow learners, it can be face-to-face or in a small group. Teachers and experienced students can play a role as a tutor and assist slow learners in learning by using their languages. It is very popular in homes and schools (Vasudevan, 2017).

2.4.4 Remedial Instruction

Teachers should eliminate ineffective habits and unwholesome attitudes in teaching. That is really significant in helping slow learners if the teacher can remedy his/her defects in the teaching process (Vasudevan, 2017).

2.4.5 Peer Effect

A study by (Chauhan, 2011) also found that peer learning is the base fundamental in cognitive and social psychology that can be used as an effective method of teaching. This learning technique can be performed in informal, non-formal, and formal; in or outside the class. It's also used as cooperative and active learning in which students can help each other and develop their deficiencies by helping each other in a synergetic way. Slow learners give a positive response to peer tutoring and improve their academic performance. One reason behind peer-tutoring effectiveness is that students remain close and informal to each other and share all without hesitation.

2.4.6 The Organization of Curriculum

In order to support slow learners in learning achievement, the curriculum must be specially designed to assist the total growth as well as to develop basic skills and knowledge. They should not be taught in a normal way as the outstanding students (Chauhan, 2011). To segregate children and give such a curriculum would be a travesty of special educational treatment. On rare occasions, they should be placed in a special class. However, it must involve (a) central core language and number (b) periphery subjects e.g., environment, creative and aesthetic activities, and practical interests. Both should be related. Time table must keep a balance between core and periphery subjects as well as social and group activities. The organization should take the following consideration into account. a. The smaller the school, the more generous the teacher-pupil ratio should be. The class size should be 20. The school is all ages and mixed. b. The younger the age the smaller the class should be if the teacher is to provide a stimulating environment. c. Some provisions should be made for extra remedial work. More specifically, Tansley and Guilford (1971) suggested that the teacher of slow learners should— a. Organize the class in small, carefully, selected groups. b. Have a wide range of supply of activities e.g.,

readers, free access to arts and craft materials. c. Pay particular attention to the preparation of materials. d. Allow brighter children to help duller ones. e. Encourage children to participate in planning activities. f. Allow as much freedom as possible within the well-established limits. g. Avoid rigidity and accept students' suggestions. h. Be sensitive to children's reactions. i. Have several periods each week when the class is engaged as a whole on one activity, story, drama, music. j. Try to obtain parental cooperation. k. Do not be reluctant to admit failure with an individual child.

2.5 Summary of Literature Review

An at-risk slow learner is facing school failure and dropout. There are four main factors that cause at-risk students to get low performance as student-related factors that include their general intelligence, basic knowledge, self-confidence, learning preference, health condition, emotional condition, and behavioral problems. The second effect is family-related factors such as parents' motivation, financial and emotional support, family background, economic status, parents' education, and the connection between parent and school. The third factors are school and teacher-related. It consists of teacher perspectives, teacher motivation, teacher experiences, teacher knowledge, teacher practice and teacher competence, and the school support such as textbooks, curricula, and teaching support facilities. And the last is other related factors that consist of peer effect, health condition, and social condition. According to the literature review, methods to support the slow learners through support systems and intervention include student-teacher interaction, additional learning, informal education, learning and teaching materials, teacher training and other technical support, peer learning club or self-learning groups, teacher-parent communication, and referral service.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Research Design

This study uses the qualitative research method, by using semi-structured interviews with grade 9th teachers and grade 9th at-risk students at Krek High School toward the factors of at-risk students and their needs. Qualitative research methods were selected for this study both because the researcher did not know a priori what he would find and because he wanted to generate data rich in detail and embedded in context. Classroom participant observation, student interviews, and teacher interviews are the primary sources [methods] of data collection (Maxwell, 2012). According to Mills (2000), the qualitative research method is the way that the researcher collects data, analysis, and does interpretation to gain insights into a particular phenomenon of interest. The researcher seeks to understand the participants' perspective, so it is required for researchers to apply qualitative methods to interact extensively and intimately with participants during the study, using time-intensive data collection methods through interviews.

3.2 Sample Size and Sampling Technique

Non-probability sampling is often associated with case study research design and qualitative research. With regards to focusing on small samples and are intended to examine a real-life phenomenon, not to make statistical inferences in relation to the wider population (Taherdoost, 2016). The researcher decided to select five experienced teachers who are teaching grade 9th students and their classes consist of at-risk students who are non-randomly selected as the participants, and three-grade 9th at-risk students through snow ball sampling as the sample in this study, lastly the school principal was selected. All the participants were asked for consent to participate in the study because they are the

targets who will provide the qualitative information to respond with the research objectives and research questions.

3.3 Identification of the Slow Learner

For the slow learner's identifications, all interviewed teachers used two ways to notify them. Slow learners were identified depending on their results of academic performance. For those who got lower scores than the school average (under 25.00), another way used is observation techniques by focusing on frequent attendance and absenteeism, and learning activities engagement.

3.4 Research Instrument

This study uses the qualitative research method. The researcher conducted the interview with all participants by using semi-structured interviews to deeply understand their perceptions regarding the factors that cause at-risk low academic performance and the solution to support at-risk students in their learning process.

3.5 Data Collection Procedure

In this qualitative study, the researcher used the most frequently used data collection methods: Semi-structure interviews. Then, the researcher conducted individual interviews with participants through phone calls. Because the purpose of the qualitative study intends to deeply understand the meanings of central themes in the life world of the participants, the researcher used open-ended questions with interviewees. The researcher triangulated the data collection, so the researcher used probing questions to explore and gather all information with a flexible in-depth interview (IDI). This is the most common method in qualitative research. It was used to gain a better understanding of the individual's perception of a particular phenomenon or topic. In this research, the

researcher used the IDI to collect the information regarding the children's learning difficulties from all selected participants

3.6 Data Analysis

A qualitative descriptive analysis of the data was undertaken. The content analysis which is the typical method used to evaluate documents or qualitative data collected from the IDI was applied in this study. This analytical method can also be conducted using voice recording, written text, and transcribed speech. Basically, it is used to analyze the theme or content of each communication act which is coded from the individual messaging for IDI. In this study, data included interview transcripts and field notes. The method of data analysis involves managing the data manually. This human coding process allowed the researcher to read, code, view, and interpret the qualitative information as the target content carefully. The result from the content analysis was discussed and verified carefully. To allow for easier interpretation of the data, answers given by the different target groups (students, parents, teachers, and school director) were collected separately." We gathered a series of concepts that persons used to characterize; the conditions in which they teach, the difficulties encountered by the teaching staff, and the director's involvement. The dispatched features were recorded, noting a system of categories depending on their nature, origin, and effect on the learning process.

3.7 Ethical Considerations

To ensure the ethical considerations in this study, first of all, the researcher set out the purpose of this study and explained it clearly to make it easy to understand and get the agreement from the participants. Then, in all steps of conducting this study, the researcher used the coding number instead of the participants' real names, and all of the data was kept confidential. No one else was there to break the confidentiality. Moreover, before the

researcher started interviewing and recording their voices, the researcher asked permission from participants to record and explained to them that the recording would be used appropriately in data interpretation only and the researcher would inform all participants in advance if the researcher needed to use more than that.

CHAPTER 4: RESULTS/FINDING

This chapter reports the results of this study that consists of two different aspects which helps to describe the factors, causes, and effects of at-risk 9th grade students to get lower performance, and methods used to assess and address the issues.

4.1 Background Information of the Participants

The present finding was collected data from three participants who are at-risk 9th students, five experienced grade 9 teachers and 1 participant is school principal. All the answers were categorized into 9 themes. Themes 1, 2, 3, 4, and 5 responded to the first research question; “What are the factors that cause at-risk 9th-grade students to get low performance?” themes 6, 7, 8, and 9 answered research question number 2; What are the factors that influence academic achievement of at-risk 9th grade students?

4.2 The Cause of Low Academic Performance for At-Risk 9th Grade Students

There were 8 themes that caused at-risk 9th grade students to get low academic performance. all those majorities were low socio-economic status, lacking of basic knowledge, frequent absenteeism, lacking of learning preference, poor teacher’s qualification, demotivation, uneducated community and others related factors.

4.2.1 Low Socio-Economic Status

Low socioeconomic status causes students to become slow learners and get low performance in his/her academics. Although the students learned at school, their family still plays an important role and affects their learning outcomes. The students needed support both from school and their families in order to bring them to get the achievement. While the students lived in a poor family with shortage conditions, their parents would not be able to provide them with both physical and mental needs. Most of the poor

parents needed to work a full day to support their family lives, and they could not be involved fully to foster their children in learning. In addition, some parents asked their children to work instead of attending school. P1, P2, P5, P7, and P8 who were teaching 9th-grade students defined that poor families caused students to get low performance.

P1 said, “The poor family affects the students’ performance; their families are careless with their studies and some ask their son/daughter to work for money.” And P2 had also stated that “the family plays an important role in support their children learning, but when the family was poor, they took the child to work and did not care about their learning.”, P5 mentioned, “because of his/her family were poor his/her parents ask him/her to work for money.” P7 stated, “Depending on my experience, most of the slow learners are from poor families, and their family lacked learning material supported, lack of food, domestic violence, blaming, and asked their children to be a counterpart in a family supported.” And P8 illustrated that “When the poor students learned with the rich, they felt the pressure; for example, they compared their facilities to friends and some of the slow learner’s lack of existing knowledge. If the teachers don’t understand them, it is a risk for them.”

P5: “Family is the one factor that causes slow learners to fail in their academic performance, his/her parents keep them for work in the farm or field to support family, so the slow learners are more absent in school. Some parents do not follow up their child, and some students leave home but not attend school.”

4.2.2 Lacking of Basic Knowledge

All the interviewed participants illustrated the cause regarding the low performance of slow learners lacking basic knowledge. They focused on the lower existing knowledge of the students, which is the most important thing that led them to fail

in daily learning. Most of the slow learners were poor at reading and math. Some students tried hard to study and came to school regularly, but they cannot understand or remember the lesson easily. Some students are successful at learning Khmer literature, but are very poor in math. P1, a 9th-grade teacher, who was teaching slow learners stated “Depending on my experiences of teaching more than 10 years, there are many factors that cause students to fail, the first is the basic knowledge of students does not match with their level. They are poor at reading and almost all subjects that lead them to fail”. Slow learner students were poor since primary school; they were passed to the next grade level from year to year without quality. The slow learner cannot even read the contents of the lesson, so it was really hard for them to understand its meaning. Like the P1 and P2, math 9th-grade teachers mentioned “Most of the slow learners were poor since primary level, they have problems with reading and math, but the school still transferred them to the next grade until they could not understand all the contents learned and felt demotivated.” It was very complicated for slow learners to catch up with the contents that were very high because they were not familiar with those. The slow learners cannot make sense of the meaning of the new lesson. S1, S2, and S3, 9th grade slow learners stated that they tried to listen and concentrate while their teacher explained in the class, but they still did not understand and forgot everything after class.

Although I tried to listen and concentrate during my class, I cannot remember the lesson I have learned from school [...] Most of the time, I feel worried and afraid of my learning
(17 years old boy, 9th-grade slow learner)

4.2.3 Frequent Absenteeism

Absenteeism was identified as the main factor causing slow learners to get low scores in performance. Because of missing some content in the classroom, the students

could not catch up with the meaning of the new lessons, they started feeling bored with learning and then became slow learners. Most of the slow learner students were regularly absent during class, and some of them skipped the class even when they were left home for school. P1, P2, P3, P4, P5, and P6 stated because students were regularly absent on school days and sometimes during exam days, slow learners got lower scores than the school average. P1 mentioned “The slow learner students are always absent and, I really don’t know whether their parents bring them to work or they did it themselves. They were absent around 7 to 10 times per month, so it led them to get low scores.” And P2 similarly stated “In my own class, the slow learners had the most issues with the time. They did not attend class regularly; they were always absent and careless in learning.”

P6 had also defined the cause of slow learners “I observed and followed up slow learners in my class, most of them absent in learning time, and I tried to contact their parents, but they did not care and did not collaborate with me. It is so hard to deal with these. To me, I thought the biggest problem is that the slow learner gets low performance because of his/her self. They did not try to learn and were careless with the lesson or assignments that teachers provided. For example, in my subject I tried to force them to do the homework and I set the principle for punishment if they did not complete the homework. So, the big challenge was the students don’t have potential and it is hard for them to learn.”

The reasons behind slow learner’s absenteeism were similarly clarified by S1, S2, and S3, the 9th grade slow learners shared that because of working hard at home and sometimes working at night time, they felt tired and sleepy and arrived at school late.

“I arrived at school late and did not have enough time for schooling because my father was working away from home and I needed to help my mother for fieldwork, and I did not have a motor for my traveling... (16-year-old boy 9th-grade slow learner)”.

“[...] I sometimes skipped my class and some subjects, because I was very busy with my housework, (a 14-year-old-girl 9th-grade slow learner)

4.2.4 Lacking of Learning Preference

This study also found that lack of interest and poor concentration or attention in learning activities as defined by most of the teachers who were teaching slow learner students. Slow learners were easily distracted during class. They did not seem to listen to what the teacher said to them. They were unable to work in the group, or individually. Most slow learners hardly return their homework to teachers and they seem to be passive learning activities.

P1: “The poor learners had never done the homework and didn’t take notes, they didn’t care or follow the teacher’s advice.”

P3: “Some students played games during class, did not listen to the teacher, made noise, and were talkative.”

P5: “Hmm, it was difficult to answer, I was not sure, but maybe they didn’t understand and were lazy. I assigned homework for them, but they didn’t complete it, and some students copied from others.”

P6: “Slow learners having no self-discipline, and did not value learning. They were careless in learning. And I did not know why they did not focus on the subject although I tried to explain a lot of reasons to them.”

4.2.5 Poor Teacher's Qualification

Teacher's qualification was one of the factors that contributed to the low performance of 9th grade slow learners. This may refer to a teacher's professional and teacher's behavior that included teaching style, lesson preparation, teaching materials, content knowledge, personal problems, and lack of motivation. Within large class sizes, the slow learners were sitting at the back of the class, and they were overlooked and not taken care of by teachers. Most of the interviewed teachers, including the school principal, agreed that the lack of teaching professionalism and motivation really contributed to the low performance of slow learners.

P1 explained, "Hmm, the school factors also affected them because some teachers were very strict and blamed us for making us feel afraid and bored with learning."

P2 stated "The class had mix-ability students and, the teacher did not know the students' people and did not take care of them, so led them to become poorer and poorer in their studies. And one more issue, when we assign students to work in groups, teachers did not have the ability to support and facilitate them during group work."

P3 said, "It was related to the teaching method and low-performance students, if the teacher could not set learning objectives, and was not well prepared with teaching activities, the students were not able to achieve learning goals at all, especially slow learner students."

P6 mentioned "Hmm, I don't want to say about this; to be honest, there were some problems that occurred from teachers such as some teachers absented during teaching time and some just wrote the title of the lesson on the board and left the class, that is why it is too hard for the slow learners to understand and led to poorer and poorer results.

Some teachers were busy with his/her private business and could not perform his role completely.”

P5 said “Unqualified teaching method, curricular and scheduling error, the main subjects like math were passed to teach at 11 am or 5 pm, so the teachers and students were tired at that time and could not pay attention and concentrate on the lesson at all. Teachers and students didn’t have enough time to practice the lesson.”

P7stated, “I thought teacher and teaching method and peer effect also influence slow learners’ performance. Actually, the teacher's ability, teaching method, lesson plan, and lesson objectives were very vital, but it was so hard with doing these and most of us are still facing that.”

P8 “Some teachers were selfish and didn’t care about the students. There were a lot of problems in public school. And the most important thing is teaching preparation, lesson planning, and learning objectives setting; all of these are the biggest challenges and as the factors that cause students to become slow learners. But it was so hard to do that. Some teachers teach the book, not the student they didn’t care whether the students were able to learn it or not, and some teachers kept their power for a private class.”

4.2.6 Demotivation

Demotivation was the one factor that caused 9th grade slow learners to get low academic performance because learners needed help and support both in physical and mental aspects from teachers and parents. Slow learners always get some minded pressure in school because they were not certified by his/her teachers.

P1 said, “They became bored with learning and just only attended the class with hopeless, careless and negative self-talk. Most of them were not confident; some of them left home, but they skipped the class, and they became poor in almost all subjects.”

P2 stated “Motivation, caring, and love from teachers were really important. It really affects slow learners, if the teachers didn’t open their mind and heart to help them, it is really hard for them, the slow learners.”

P6 said “Outstanding students didn’t concern their teachers, but teachers would be concerned with slow learners. When the teacher could not teach all the students with fairness and justice, and was careless in teaching, especially demonstrating bad behaviors and negative attitudes to the students, it really affected the students. Especially to the slow learners because they were afraid of their teachers and felt ashamed in the class.”

At the same time, regarding the unqualified teacher’s factor, three interviewed participants, who were 9th grade slow learners, had illustrated similar concerns to the teacher's behavior and teaching techniques that were really inappropriate to help them in learning.

S1 “My teacher treated all the students unfair, outstanding students were sitting near to the teacher’s side, and they were always asked and given the opportunity to talk, but to me, I could not hear and see clearly the lesson because I sit at the back of the class, and my teacher hardly moves or walks there.” S2 mentioned, “I felt afraid and very shy to ask the questions to my teacher because my friends and teacher always laugh at me when I talk.” S3 said, “Because I did not attend the extra class with my teachers, I was not asked in the class, and I did not dare to ask my teachers back.”

4.2.7 Uneducated Community

All interviewed teachers and the school principal believed that an uneducated community really influenced slow learner academic performance. The common view and all aspects of the student's life indirectly affected the student's self-esteem, behavior, and perspectives. An uneducated community consisting of drunken and gambling people produced a bad model and unsafe conditions for students' lives.

P2 stated "I observed that most of the slow learners lived in poor families within the uneducated community. So, they neither valued education nor committed to learning as well."

P6 indicated "[...] I mean that, when the student lives in such a bad community, they would get used to that condition, they only saw those most of the time, so this common aspect would affect their mind. And it was really hard for them to have big dreams or higher self-esteem. And as soon as, they would drop out of school for work or because of feeling hopeless in learning."

4.2.8 Others Related Factors

Regarding the low academic performance of slow learners, the peer effect, health conditions, inequality and inequity condition, the school change, and social condition have influenced the learning outcomes of 9th-grade slow learner students.

P2 stated that "when slow learners close with a bad friend they will fall into trouble.

P3 mentioned "School changes and inequality at school causes students to become slow learners and get low performance in his/her academics. It means that they differentiated between the poor and the rich students, poor students were affected emotionally when they were with the rich student in school."

P5 said “Hmm, one more factor was the gap between the school and parents, if the parents were involved with the school, it would be easy to collaborate to support their children learning together. The community chief was not involved and did not support the school at all.”

P6 pointed out “Yes, friends are divided into two kinds: good friends and bad friends. If they were close with a good friend who was a good student it would be better, but if they make friends with the bad one, they would lead them to be outside of school, skip class, and become materialistic students, careless in learning, and beginning to be wicked people.” S1 stated “Sometimes I felt tired and too lazy to study because I worked hard with fieldwork. And sometimes I got sick.”

4.3 Response to The Issue of Low-Performance 9th Grade Slow Learner

Student learning preferences, student-teacher interaction, additional learning, informal education, learning and teaching materials, teacher training, technical support, peer learning club, teacher-parent communication were indicated as the approaches to support slow learners. Most of the interviewed participants stated that there were no particular approaches to support 9th grade slow learners to improve academic achievement, unless students themselves commit to learning with higher effort. In order to help 9th grade, slow learners, the teachers, and school director focused on students’ learning preferences as the first priority.

4.3.1 Develop Student’s Learning Preferences

All teachers interviewed indicated that it was so hard that we tried to help someone without their effort. Although the school had the course syllabus, schedule, and assessment to support students’ learning process, it would be useless if the students did not involve and try their best to learn. The interviewed teachers and school principal

demonstrated that the passion and commitment in learning by the students was the main step of success for all learners including the slow learners.

P2 stated “If the students were to put effort and anger into learning, it would be useful, so the teacher should take time with students to convince and follow up with them.

Moreover, the teacher should know the student as a person, (students’ background and learning difficulty section), it would be helpful for them. Teachers must apply new teaching techniques and methods to develop students’ interest and foster learning engagement.”

P6 pointed out that [...] “Yes, if slow learners committed to learning and tried to study hard, they would be successful in learning. Slow learners did not have self-discipline in learning and most of the time they delayed or missed the assignments and homework.”

“Depending on my own experiences, if the student has a vision and commits to learning, they would achieve more, but most of slow learners never got it. They just performed as learning in their day without an expected goal. That was the reason they were poor (a math 9th-grade teacher stated).”

4.3.2 Improve The Teaching Profession

All the participants' teachers illustrated that qualified teachers were really important to support slow learners to achieve academic performance. Teachers played a very vital role to produce the student’s learning outcomes through teaching techniques, motivation and caring for them, especially to those who were slow learners. Teachers have to be skillful and professional in both content knowledge, teaching techniques, and motivation skills. Teaching was not the way of transferring or receiving between teachers and students, but it was the two ways of interaction between teacher and student. To

ensure that all the students reach the teaching goal, they should be taught with love, care, equity, and an equal environment.

P2 stated “In order to help students, especially slow learners, teachers must reflect on teaching methods and teaching techniques that were used. If the teaching process was not effective and achievable, we must change and apply the new one.”

P3 also said similarly “I believe slow learners should be taken care of and supported by their teachers, and changing the traditional teaching habit is better way that teachers should apply. If the teacher was able to recognize slow learners and support their intention to learn, it would be best, but it is so hard and I don’t know what is the effective way to do it.”

“Teachers must apply new teaching techniques and methods to increase students’ interest and engagement with learning. If the teacher could produce and show an attractive teaching style, the students would try their best to learn happily. So, teachers should try to find and learn new things to develop the teaching profession. It is really helpful, I think.”

P6 who was the school principal was also concerned with the learning outcomes of slow learners, he mentioned that “It was easy to say, but it was so hard to do. Teaching ability was very important but the teacher’s willingness was the first priority. If a teacher is willing to teach and the students commit to learning, we would achieve it, I do believe in it. All the teachers in my school needed to respond to the results of their students, and I had also motivated my teachers through training to build up teachers’ competency. And I always check and follow up with them.”

4.3.3 Teacher's Motivation and Caring

Some interviewed teachers also indicated that the way of calling a student's name, pointing at a student's face, and placing a student seat in the classroom also affected learning outcomes of slow learners. Teachers should spend more time caring and following up because slow learners need additional help and support from teachers. The positive way of communication between teachers and slow learners could develop good relationships and trust to slow learners. A safe learning environment contributes to slow learners 'academic achievement.

“I always called their name and motivated them when they had completed an assignment although it was not completely right. I thought the teacher's motivation could empower slow learners and push them to try to learn harder than before he did. When we admired and motivated them among the others, he/she was really happy and excited. It was a good way to help them (P1, who was a 9th-grade math teacher said).”

P2 stated “slow learners were not eager to learn, so it was useless that we tried to teach them. The teacher should take time with students to convince and follow up with them. Moreover, teachers should know the reason behind a slow learner's life. and fulfill their needs. It would be helpful for them. Motivation, caring, and being loved by teachers was really influential to slow learners. If the teachers did not open their minds and hearts to help them, it would be really hard for them.”

P5 also said, “In the classroom, the teachers should focus on slow learners, and if we could provide more teaching in free time or break time, then try to check and follow up the student attendant and learning process regularly, it could be helpful for them.”

“Teachers must check on and follow up with students, and try to complete teaching time. If teachers teach the students without attention, it is like a play with no audience, teaching

just like talking. In addition, if a slow learner could attend the class regularly and tried to study hard, they could get the result, And the motivation by the teacher in the class and outside the class is really important for them, that was all, I think. (P6, who was the school principal indicated.)”

4.3.4 Friend Helps Friend

Some interviewed teachers recommended using the friend helps friend technique to support slow learners. The outstanding students could help to explain and teach the poor learning students instead. Some slower-learning students were asked by their teachers to practice and participate in learning activities or groups at school.

P1 stated “Oh, I had a successful experience, I asked my slow learners to sit with a good student and asked a good student to help and explain to his friend all that he concerns, but do not let him copy, let him try to do it himself. This way can help them to attend the class regularly and try to learn like this pair.”

P2 said “I used to apply friend help friend technique to support slow learners in my grade 9a, I assigned an outstanding student who was good at communication skills, and he could help me a lot in order to support others, especially slow learners. He (an outstanding student) was representative to me, understands his friends, and can fulfill the needs of his friends by using their own words. Because they are friends and they have similar perspectives and worldviews, so they could easily understand one another.”

P7 said “We can use one technique called friend help friend, and extra study club where the teacher just played a role as facilitator. It was really helpful for slow learners. I used to do it before the Covid pandemic. At the weekend, we ran an extra class that was intended to support slow learners. It was amazing that the slow learners could learn well in informal classes. I allowed all the students to talk and ask questions, then I recognized

some of the slow learners who became active and brave enough to talk to their friends, and sometimes they asked me. They enjoyed learning more than in the normal class, but the main challenge was that all the slow learners could not attend the club for long.”

4.3.5 Additional Teaching/ Extra Class

Providing extra classes and additional teaching to slow learners was suggested as the solution to support slow learners from all the interviewed participants. This task could take time during the school vacation for failing students or those having reportedly poor performance at school. Teachers could encourage the students and suggested that they receive the extra lessons. Doing this way would give them a chance to study what they failed to understand from their previous lessons, especially for math and all science subjects.

“I invited the slow learners to attend the extra class without paying the money. I can help only those who attended my class, but there were some slow learner students who did not attend this course.”

P5 said “I was not sure, because the extra class was conducted outside the classroom, it was free and happier than in the normal class. Their friend was the facilitator, so they were close and understood each other, especially since they felt free in the course.”

Regarding the additional teaching, all slow learners interviewed had proposed that they need more additional teaching and support from teachers because they missed most of the content after class, especially the contents of science subjects. S1, S2, and S3 stated similarly “They wanted the teacher to teach clearly and slowly to let them get more understanding of the lessons, especially all science subjects. They need more explanation and real examples to make the connection between the lesson and the real world.

S1 said, “I want the teacher to teach and explain to me more and wider than the context in the book.”

S2 said, “I did not understand sometimes although my teacher said it was easy. I want my teacher to teach and explain to me directly.”

S3 stated, “I want my teachers to teach and try to explain slowly and care for me as the others, helping me outside the class.”

4.3.6 Parent and Community Contribution

All interviewed teachers and school authorities believed that parents or guardians of the slow learners play an important role in order to support slow learners. It would be more effective in helping them learn better if the school, parents, and community members collaborate to help students learn.

P2 stated “Regarding this issue, the SSC must be involved in the learning process, the community members could help to educate and motivate parents and students to learn. For example, the chief of the village and commune members must stop the game store around school, give advice and explain to them to be involved in education for all. I think parents have to take care, motivate and persuade their children to try to learn hard. If everyone is involved and takes this issue apart, we will achieve it.”

P5 said “School and parents were important in creating student’s learning outcomes. I think parents must stay involved with their children in learning such as; monitoring attendance, homework, assessments and test results. If parents understood their child’s learning and could support them to learn completely, they would be better.”

P4 stated “Hmm... the best solution to support slow learners, we need the contribution from everyone. The teachers must set the schedule for teaching them in extra time and

integrate students into a homogeneous class. If we know the root cause of the problem, we will take action straight to the point. The important thing is whether we do it or not. As the teachers or school principal must be the supporter to all the students both in physical and mental needs.”

“Hmm, this needs collaboration from all educational stakeholders, if not so, we cannot achieve it. Parents, community teachers, school administrators, and students themselves must be involved in education. Parents must play an important role to evaluate, check and follow up with their children in learning and develop close relationships with the school and teacher in order to find support for the children. And they should not allow their children to play or use a lot of smartphones because most of them use them in the wrong context (P6, the school principal mentioned).”

CHAPTER 5: DISCUSSION

This chapter indicates the discussion of significant results. At-risk students are facing learning difficulties that are the big challenges in Cambodia's educational context (Thida et al. 2019). A slow learner who gets a lower score than the school average was defined as an at-risk student and they were faced with school dropout (Kaufman & Bradby, 1992). In the school year 2019-2020, the dropout rate of 9th-grade students in Krek high school was about 21%, which was the higher rate and most of the dropout students were cited by the at-risk slow learners (annual report, Krek high school, 2019-2020). It was the reason that this current study was conducted to explore the perception of 9th-grade teachers and 9th grade slow learners toward the factors that cause at-risk slow learners to get low performance and the solutions to achieve their academic performance. In order to respond with this study, the researcher defined two research objectives: (1) to explore the teacher's perceptions on factors causing at-risk 9th -grade students to get low performance based on teacher's perspectives and experiences, (2) to explore the factors influencing academic achievement based on teachers' perceptions and experiences and at-risk students' perceptions. To respond to the two research objectives, two research questions were developed: (1) What are the factors that cause at-risk 9th-grade students to get low performance? (2) What are the factors that influence the academic achievement of 9th-grade at-risk students? After the data was analyzed, the key findings of this research emerged into 8 themes which answered the research questions number one and 6 themes response to research question number two.

Based on the results of this study, both the students and teachers interviewed indicated **low socioeconomic status**, which is the main factor that caused students to become slow learners and get low performance in his/her academics. Although the

students learned at school, their family status really affected their learning outcomes.

Regarding the low socio-economic status, previous studies by (Fan & Chen, 2001; Chohan & Qadir, 2013; Mahuro & Hungi, 2016) strongly depicted that the family factor has strongly influenced the stability of a child's schooling as well as the academic failure.

Lacking Basic Knowledge was perceived as the cause of the low academic performance of 9th grade slow learners. All teachers and students interviewed mentioned similarly, the existing knowledge of slow learners was not matched with new content knowledge, although teachers taught inappropriate way, the slow learner tried to focus on the lesson without absenteeism, but they were still not caught up the meaning of the lesson, especially they were forgotten immediately after class. It was the same as the finding by (Thida et al.) which indicated that slow learners lack basic knowledge, may have problems with hearing or visual perception, logical reasoning skills, memory problems (short-term and working memory), lack of interest, and poor concentration or attention.

Absenteeism was found as the factor that caused slow learners to get a low score in their schooling. All interviewed teachers similarly mentioned that most of the slow learners feel bored attending the class, they were frequently absent, and sometimes although they left home, they skipped the class. The literature review found that attendance at school regularly is really important for academic achievements (Kearney & Graczyk, 2014). On the other hand, students who always are absent from school have lower academic performance, and face social and emotional problems in the future (Askeland, Haugland, Stormark, Bøe, & Hysing, 2015).

Lacking learning preference was defined by all of the interviewed teachers. Slow learners were easily distracted during class. They did not seem to listen to what the teacher said to them. They were poor at attention and concentration during class. Most of

the slow learners hardly returned their homework to teachers, and they seemed to ignore it when teachers asked or advised them to get involved in learning activities. These findings were similar to a previous study (Thida et al.) that indicated slow learners always have some behavioral problems such as avoiding doing homework, refusing to adhere to discipline in the class, skipping the class, or bullying their peers. The slow learners have learning difficulties such as a lack of social communication skills, and they get rejected or discriminated against by their peers, teacher, and family. In the same study they defined more factors that cause slow learners than student-related factors. It was stated that some students feel bored, tired, and afraid of the school or teachers. Therefore, they wanted to play outside. At the same time, there are some slow learners who put forth more effort to study and come to school regularly, but they cannot understand or remember the lesson easily.

Poor teacher qualification contributed to the low performance of the 9th-grade slow learner. The interviewed school principal, teachers, and 9th grade slow learners indicated that the quality of teaching was still not matched with students' learning capability. These included teaching professionals, teachers' behavior, teaching style, lesson preparation, teaching materials, content knowledge, and motivation. Slow learners needed additional support and care from teachers, so qualified teachers with a sense of motivation were very influential to learning. Teachers' perspectives of students have been found to directly influence their actions and behavior in the classroom (Houser & Waldbuesser, 2017). The teacher has a powerful influence on the implementation of the curriculum and is the most important person in the implementation process because of knowledge, practice, and competencies (Alsubaie, 2016).

Demotivation factor was also found as the cause of 9th grade slow learners to get low academic performance. In the interview with slow learners, they expressed negative thoughts about their learning and it was hard to get motivation from parents, friends, and teachers, but instead, they got pressure from the environment in which they lived and learned. It was the same the study by (Vasudevan, 2017) that indicated the demotivation condition of slow learners in the classroom such as dislike of teacher through classes of personality, negative parental attitudes to school creating in the child similar adverse attitudes, feeling of inadequacy, lack of self-confidence and extreme timidity and anxiety causing slow learners to get low performance.

Uneducated community contributed to the low-performance of slow learners. All interviewed teachers, and the school principal believed that living conditions and the environment greatly contributed to slow learners' learning outcomes. All the 7 finding themes were aligned with the previous study by (Mlambo, 2011) which identified the factors that cause slow learners to get low academic performance because of students' effort, previous schooling, parents' education, family income, self-motivation, age of the student, students' learning preferences, class attendance, and entry qualifications such as teacher qualification, curricular, and school environment as well.

Regarding research question number two, **what are the factors that influence the academic achievement of 9th grade at-risk students?** This current finding indicated some key responses to this issue such as; teachers' professional development, students' learning preference development, additional teaching, motivation and caring improvement, friend help friend, and teacher-parent involvement.

Teacher professional development was the first response illustrated. All the participants' teachers illustrated that qualified teachers were really important to

supporting slow learners to improve academic performance. Teachers played a very vital role to produce the student's learning outcomes through teaching techniques, motivation and caring for them, especially to those who were slow learners. Teachers have to be skillful and professional in both content knowledge, teaching techniques, and motor skill. Teaching was not the way of transferring or receiving between teachers and students, but it was the two-way interaction between teacher and student. To ensure that all the students reach the teaching goal, they should be taught within an environment of love, care, equity, and equality. This finding was supported by previous studies in the literature review. Besides teaching competencies, professional conscience is really significant to improve a student's learning outcomes. Teachers should eliminate ineffective habits and unwholesome attitudes in teaching. That is really significant in helping slow learners if the teacher can remedy his/her defects in the teaching process (Vasudevan, 2017). All learners are supposed to achieve their learning goals through appropriate teaching techniques and flexible methodology from a teacher (Rajendran, 2017).

Students' learning preferences improvement was the next key response in the current finding. All teachers interviewed indicated that it was so hard to help slow learners without their effort. Although the school had the course syllabus, schedule, and assessment to support students' learning process, it would be useless when the contents of the lesson cannot make sense and meaning for slow learners. The needs of slow learners were misunderstood; hence he/she did not catch up and could not fully participate in learning. The interviewed teachers and school principal focused on development of passion and commitment in learning as the main step of success for all students, especially slow learners. Motivation can strongly improve students' learning preferences; therefore, teachers should teach all the students with love, empathy, compassion, and care. The previous study by (Vasudevan, 2017) indicated that slow learners can learn well

if teachers provided careful teaching techniques delivered systematically and sensitively. They should provide additional time and support, such as emphasizing the concrete and addressing the specific problems and materials in teaching. They Should provide direct instruction that satisfies their needs, and support learning out -of school. The teacher's motivation/ caring greatly influenced the learning outcomes of slow learners. Some interviewed teachers also indicated the way of calling students' names, pointing students' faces, and placing student seats in the classroom also affected learning outcomes of slow learners. Teachers should spend more time caring and following up because slow learners need additional help and support from teachers. The positive way of communication between teachers and slow learners could develop good relationships and trust to slow learners. A safe learning environment contributes to slow learners 'academic achievement.

Friend helps Friend technique: all interviewed teachers recommended to a user the friend helps friend technique to support slow learners. The outstanding students could help to explain and teach the poor learning students instead. Some slower-learning students were asked by their teachers to practice and participate in the self-learning activities or groups at school. A study by (Chauhan, 2011) also found that peer learning is the base fundamental in cognitive and social psychology that can be used as an effective method of teaching. This learning technique can be performed in informal, non-formal, and formal settings, in or outside the class. It's also used as cooperative and active learning in which students can help each other and develop their deficiencies by helping each other in a synergetic way. Slow learners responded positively to peer tutoring and it improved their academic performance. One reason behind peer-tutoring's effectiveness is that students remain close and informal to each other, therefore, they can share everything without hesitation.

Additional teaching/ Extra Class: Providing extra class and additional teaching to slow learners was suggested as the solution to support slow learners from all the interviewed participants especially for science subjects. Teachers could take time during the break time and during school vacation to help failing students or those who have poor performance at school. Teachers could encourage the students and suggested they have additional teaching. Doing this way would give them a chance to study what they failed to understand from their previous lessons, especially for math and all science subjects. The previous study by (Vasudevan, 2017) illustrated that tutoring provision is a helpful way to support slow learners. It can be face-to-face or in a small group. Teachers and outstanding students can be a supporter, and they can assist slow learners in learning by using their languages.

Parent and community contribution: in order to improve slow learners' performance, all interviewed teachers and school authorities demanded that parents or guardians of the slow learners must collaborate to support slow learners. It would be more effective in helping them learn better if the school, parents, and community members contribute to help students learn. As the study by (Chohan & Qadir, 2013) similarly found that parents and family members play vital roles in the academic results of the student. The involvement of parents is really significant in order to improve both students' cognitive growth and achievement motivation.

There are some contrast perspectives between teachers and slow learners toward the cause and solution to help them achieve in academic performance. Most of participant teachers blamed to those who were slow learners with laziness, careless and absenteeism, but instead the slow learners mentioned they were hard to understand the lesson event they tried to learn and some time they were lonely and bullied in the class.

CHAPTER 6: CONCLUSION, LIMITATIONS, AND, RECOMMENDATIONS

6.1 Conclusion

Slow learners in Cambodia are faced with school dropout, especially for those who live in a lower socio-economic family in a rural area. The rural slow learners might not be cared for or understood about their needs and their challenge in academic performance. Therefore, this study was conducted to (1) explore teachers' perceptions on factors causing at-risk 9th -grade students to get low performance based on teacher's perspectives and experiences, (2) explore the factors that influence academic achievement of at-risk 9th grade students based on teachers' perceptions and experiences and at-risk student's perceptions. The analyzed data indicated the findings of this study regarding the causes of low performance for low learner were defined as low socio-economic status, lacking of basic knowledge, frequent absenteeism, poor teacher qualification, demotivation, uneducated living environment and other related factors such as peer effect, unhealthy, inequality and inequity condition, and school changed. The major factor that caused 9th grade slow learners to get low performance is lack of existing knowledge. Most at-risk slow learners could not understand the lessons, although they try hard to understand the lesson and follow the teacher's explanation. There is a big gap between slow learner's competency and their graded level because they were transferred to higher grade. Although their credit did not match the average standard. Responding to this issue, this research found some keys that were proposed from all participants. In order to enhance the academic performance of 9th grade slow learners all these solutions were suggested such as: develop student learning preferences, improve teaching profession, improve teacher's motivation/ caring, provide additional learning, friend help friend or peer learning club and enhance teacher-parent collaboration. The findings of this study

would be significant for those who want to study about the cause related to slow learners in Cambodia. It could be used as a resource for future studies and assist novice researchers to enhance his/her quality academic writing. These findings also would be able to be used as guiding support to teachers who were teaching slow learners. It would be appropriate for teachers to use the key finding as the strategy to help slow learners directly, and it would help to reduce some mistakes of pre-assumption toward slow learner learning ability. Lastly, this study would be able to contribute to help school principals in developing action plans to improve the quality of teaching and learning at the school level, especially to plan for supporting slow learners and reduce the dropout rate.

6.2 Limitations of the Study

The limitations in this study were: (1) the researcher cannot conduct the classroom observation in order to observe the real condition and process of teaching and learning because of a Covid-19 pandemic and time constraint. (2) the researcher conducted in-depth interviews through mobile phone, therefore the researcher cannot make a close and pleasurable environment and cannot observe the participants' behavior during the interview process. (3) The study focused on the factors that cause at-risk grade 9th at Krek high school, used a small sample size which did not involve all stakeholders, so these findings could not compare with another school in a different context or a different situation, so they may not be generalizable.

6.3 Recommendations

For future research, study should be focused on the larger population that involves all stakeholders; parents, community members and educational experts that can provide more in-depth information regarding this issue. In order to get more in-depth information,

future research should be conducted using classroom observation to recorded the way slow learners learn in the real class. The data collection process should be conducted face to face. Teachers should use appropriate teaching techniques, teaching materials, and prepare orderly teaching activities that could support slow learners to learn better. In addition, teachers should treat all students with equity, and illustrate love, empathy, and compassion to all without discrimination to slow learners. Moreover, teachers have to provide additional support to slow learners, both physical and mental motivation. School principals have to recognize slow learner students in school, then take action to make a plan to keep slow learners in school. The school should provide capacity building to all teachers to improve the teaching profession. One more thing, teacher and school director should consider in the way to support slow learners by applying new teaching style such as constructivism and all the teachers should have fully autonomous and ownership in teaching (NGS). Teachers have to use teaching concrete techniques in the class that would be helpful to make visualization in student's learning. Another way, teacher should spend more time to support slow learners because they need more additional teaching and support from teachers because they missed most of the content after class, especially the contents of science subjects. The positive way of communication between teachers and slow learners could develop good relationships and build trust to slow learners. Lastly, the school administrator should build good and close relationships between parents and teachers. That is a good way to improve parents' involvement, which could fill the educational gaps.

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APPENDIX A: INTERVIEW PROTOCOL

Topic: Exploring factors cause at-risk 9th grade students to get low performance and the solutions to achieve their academic performance. A case study of grade 9 teachers and at-risk 9th grade students at Krek high school.

The purpose of the interviews: The researchers aim to find out the reasons why at-risk 9th grade students of Krek High School are vulnerable to low academic achievement and the need for help them achieve in the study. The information obtained from each participant is collected as data for analysis and all the data obtained by the researcher will be kept confidential. Also, the duration of the interview should not exceed 30 minutes, then the researcher also asked for permission to record during the interview, because to prevent recording gaps. Finally, the researcher asks the interviewer to read the interview transcript and sign the consent form.

Interview Protocols for Teachers

I. Personal Information

1. Could you tell me what your name is?

.....

2. How old are you?

.....

3. How long have you been teaching here?

.....

4. How many classes of grade 9 are you teaching this year?

.....

II. What are the factors that cause at-risk 9th-grade students to get low performance?

1. Are there any slow learners in your grade nine class?

.....

2. Depending on your experiences and perceptions, what are the factors that cause at-risk 9th grade students to get low performance in their academic, do you think?

.....

3. Could you tell me more, why that factors caused those students to become slow learners and to get low performance, do you think?

.....

4. Are there any more factors that effect to those students, do you think? why?

.....

III. What are the factors that influence the academic achievement of at-risk 9th grade students?

1. Depending on your experiences and perceptions, what are the factors that influence the academic achievement of at-risk 9th grade students, do you think?

.....

2. Could you tell me more, why those factors influence the academic achievement of at-risk 9th grade students, do you think?

.....

3. Are there any more factors that influence the academic achievement of at-risk 9th grade students, do you think? why?

.....

Interview Protocol for School Principle

I. Personal Information

1. Could you tell me what your name is?

.....

2. How old are you?

.....

3. How long have you been working here?

.....

4. How long have you been a school principal here?

.....

II. What are the factors that cause at-risk 9th-grade students to get low performance?

1. Are there any slow learners in your school?

.....

2. Depending on your experiences and perceptions, what are the factors that cause at-risk 9th grade students to get low performance in their academics, do you think?

.....

3. Could you tell me more, why that factors caused those students to become slow learners and to get low performance, do you think?

.....

4. Are there any more factors that effect to those students, do you think? why?

III. What are the factors that influence the academic achievement of at-risk 9th grade students?

1. Depending on your experiences and perceptions, what are the factors that influence the academic achievement of at-risk 9th grade students, do you think?

.....

2. Could you tell me more, why those that influence the academic achievement of at-risk 9th grade students, do you think?

.....

3. Are there any more factors that influence the academic achievement of at-risk 9th grade students, do you think? why?

.....

Interview Protocols for Students

1. Personal Information

1. Could you tell me your name, please?

.....

2. How old are you?

.....

3. How many members in your family?

.....

4. What your parents' jobs?

.....

I. What are the factors that cause at-risk 9th-grade students to get low performance?

1. wha is your rank in your previous study?

.....

2. Could you tell me what are the factors cause you to get lower rank your class?

.....

3. Could you describe why those factors cause you to get lower rank in your class?

.....

4. Are there any more factors that effect to your study, do you think? why?

.....

II. What are the factors that influence the academic achievement of at-risk 9th grade students?

1. Depending on your experiences and perceptions, what are the factors that influence your academic achievement, do you think?

.....

2. Are there any suggestions do you want to say in order to support your academic achievement?

APPENDIX B: CONCENT FORM



មជ្ឈមណ្ឌលស្រាវជ្រាវវិទ្យាសាស្ត្រសម័យថ្មី NEW GENERATION PEDAGOGICAL RESEARCH CENTER

ថ្ងៃសុក្រ ១៥រោច ខែបសាសាណ ឆ្នាំឆ្លូវ ត្រីស័ក ព.ស ២៥៦៥
រាជធានីភ្នំពេញ ថ្ងៃទី០៩ ខែកក្កដា ឆ្នាំ ២០២១

សូមគោរពជូន

លោក ឡេង ម៉ិលឡេង នាយកវិទ្យាល័យក្រែក

កម្មវត្ថុ: សំណើសុំអនុញ្ញាតឱ្យលោក **ហេង គង់ហ៊ុន** ជាវិស្វកម្មវិញ្ញាបនបត្រជាន់ខ្ពស់អប់រំឯកទេសប្រឹក្សាគុណសិទ្ធិ ជំនាន់ទី២ នៃមជ្ឈមណ្ឌលស្រាវជ្រាវវិទ្យាសាស្ត្រសម័យថ្មីបានចុះប្រមូលទិន្នន័យស្រាវជ្រាវនៅ វិទ្យាល័យក្រែក ក្នុងចន្លោះពីថ្ងៃទី ១០ ដល់ថ្ងៃទី ៣០ ខែកក្កដា ឆ្នាំ ២០២១។

សេចក្តីជូនបានជម្រាបជូនក្នុងកម្មវត្ថុខាងលើ ខ្ញុំសូមជម្រាបលោកនាយកជ្រាបថា លោក**ហេង គង់ហ៊ុន** ជាវិស្វកម្មវិញ្ញាបនបត្រជាន់ខ្ពស់អប់រំ ឯកទេសប្រឹក្សាគុណសិទ្ធិ ជំនាន់ទី២ នៃមជ្ឈមណ្ឌលស្រាវជ្រាវវិទ្យាសាស្ត្រសម័យថ្មី។ លោកសរសេរសារណាពេលប្រធានបទ "កត្តាជះឥទ្ធិពលដល់សិស្សវាយងគ្រោះឱងគម្រោះការដើម្បីសម្រេចលទ្ធផលសិក្សាស្រាវជ្រាវសិក្សាស្រាវជ្រាវ និងសិស្សវាយងគ្រោះថ្នាក់ទី៩ នៅក្នុងវិទ្យាល័យក្រែក" ដើម្បីបញ្ចប់ការសិក្សាថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់អប់រំឯកទេសប្រឹក្សាគុណសិទ្ធិ។ គោលបំណងនៃការចុះប្រមូលទិន្នន័យនេះគឺដើម្បីប្រមូលព័ត៌មានសំខាន់ៗ ដែលទាក់ទងទៅនឹងប្រធានបទស្រាវជ្រាវខាងលើ។ លទ្ធផលនៃការសិក្សាស្រាវជ្រាវនេះអាចចូលរួមចំណែកក្នុងការជួយជំរុញ និងលើកកម្ពស់ឱ្យការរៀននិងបង្រៀនកាន់តែមានគុណភាពប្រសើរឡើងថែមទៀត។

អាស្រ័យហេតុនេះ សូមលោកនាយកមេត្តាអនុញ្ញាតនិងជួយសម្រួលដល់វិស្វកម្មនេះបានចុះប្រមូលទិន្នន័យតាមការស្នើសុំជូនមាននៅក្នុងកម្មវត្ថុខាងលើដោយក្តីអនុគ្រោះ។

សូមលោកនាយកទទួលខុសត្រូវការគោរពរាប់រាន បីស្មោះ អំពីខ្ញុំ

ប្រធានមជ្ឈមណ្ឌល

បណ្ឌិតសភាចារ្យ ម៉ីន រ័ត្ន

ឯកសារ មសគផ.

អាសយដ្ឋាន: មហាវិថីព្រះនរោត្តម, វិទ្យាស្ថានជាតិអប់រំ, អគារ ៤, រាជធានីភ្នំពេញ, លេខទូរស័ព្ទ និងតេឡេក្រាម: ០១១៦៩៧០៣៨
Address: #123, Preah Norodom Blvd, NIE, Building 4, Phnom Penh, Cambodia, www.nie.edu.kh, ngpro@moeys.gov.kh

ព្រះរាជាណាចក្រកម្ពុជា
ជាតិ សាសនា ព្រះមហាក្សត្រ

រដ្ឋបាលស្រុកពញាឮក្រែក
ការិយាល័យអប់រំ យុវជន និងកីឡា
វិទ្យាល័យក្រែក
លេខ៖ ០២៩/២១ វិ.ក្រែក

ថ្ងៃអង្គារ ៤កើត ខែទុតិយាសាណ ឆ្នាំឆ្លូវ ត្រីស័ក ព.ស.២៥៦៥
វិ.ក្រែក, ថ្ងៃទី១៣ ខែកក្កដា ឆ្នាំ២០២១

ជម្រាបជូន

- លោកគ្រូ **លឹម ផល្លា** បន្ទុកថ្នាក់ទី៩ A
- លោកគ្រូ **វ៉ែន សេងលី** បន្ទុកថ្នាក់ទី៩ B
- លោកគ្រូ **ហេង ម៉ូរ៉េត** បន្ទុកថ្នាក់ទី៩ C
- អ្នកគ្រូ **អ៊ឺ ចិន្តា** បន្ទុកថ្នាក់ទី៩ E
- លោកគ្រូ **ឡាយ ប័ន្ទគុណ** បន្ទុកថ្នាក់ទី៩ F

កម្មវត្ថុ ៖ សំណើសុំការអនុញ្ញាតឱ្យលោក **ហេង គង់ហ៊ាន** ជានិស្សិតបរិញ្ញាបត្រជាន់ខ្ពស់អប់រំឯកទេសប្រឹក្សាគរុកោសល្យ ជំនាន់ទី២ នៃមជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី បានចុះប្រមូលទិន្នន័យស្រាវជ្រាវ និងសម្ភាសន៍តាមរយៈទូរស័ព្ទជាមួយលោកគ្រូ អ្នកគ្រូ ចាប់ពីចន្លោះថ្ងៃទី១០ ដល់ថ្ងៃទី៣០ ខែកក្កដា ឆ្នាំ២០២១ ។

យោង ៖ លិខិតស្នើសុំ ចុះថ្ងៃទី០៩ ខែកក្កដា ឆ្នាំ២០២១ របស់មជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី ។
សេចក្តីដូចមានចែងក្នុងកម្មវត្ថុ និងយោងខាងលើ ខ្ញុំសូមជម្រាបជូនលោកគ្រូ អ្នកគ្រូឱ្យបានជ្រាបថា លោក**ហេង គង់ហ៊ាន** ជានិស្សិតបរិញ្ញាបត្រជាន់ខ្ពស់អប់រំឯកទេសប្រឹក្សាគរុកោសល្យ ជំនាន់ទី២ នៃមជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី។ លោកគ្រូសរសេរសារណាលើប្រធានបទ **កត្តាជះឥទ្ធិពលដល់សិស្សងាយរងគ្រោះ និងតម្រូវការដើម្បីសម្រេចលទ្ធផលសិក្សា៖ ករណីសិក្សាលើគ្រូបង្រៀន និងសិស្សងាយរងគ្រោះថ្នាក់ទី៩ នៅក្នុងវិទ្យាល័យក្រែក** ដើម្បីបញ្ចប់ការសិក្សាថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់អប់រំឯកទេសប្រឹក្សាគរុកោសល្យ។ គោលបំណងនៃការចុះប្រមូលទិន្នន័យនេះគឺដើម្បីប្រមូលព័ត៌មានសំខាន់ៗ ដែលទាក់ទងទៅនឹងប្រធានបទស្រាវជ្រាវខាងលើ។ លទ្ធផលនៃការសិក្សាស្រាវជ្រាវនេះអាចចូលរួមចំណែកក្នុងការជួយជម្រុញ និងលើកកម្ពស់ឱ្យការរៀន និងបង្រៀនកាន់តែមានភាពល្អប្រសើរឡើងផងដែរ។

អាស្រ័យហេតុនេះសូមលោកគ្រូ អ្នកគ្រូ មេត្តាអនុញ្ញាត និងជួយសម្រួលលទ្ធភាពដល់និស្សិតរូបនេះបានចុះប្រមូលទិន្នន័យតាមការស្នើសុំដោយក្តីអនុគ្រោះ។


សូមលោកគ្រូ អ្នកគ្រូទទួលនូវការស្រឡាញ់រាប់អានដ៏ស្មោះពីខ្ញុំ

នាយកវិទ្យាល័យ

លោក ប៊ុន លាត

ឧបសម្ព័ន្ធ ខ៖ សំណើសុំធ្វើការសម្ភាសន៍


ខ្ញុំបាទឈ្មោះ ហេង គង់ហ៊ាន ដែលជានិស្សិតកំពុងសិក្សាបរិញ្ញាបត្រជាន់ខ្ពស់ឯកទេសប្រឹក្សាគុណសិក្សានៅមជ្ឈមណ្ឌលស្រាវជ្រាវគុណសិក្សាជំនាន់ថ្មីនៃវិទ្យាស្ថានជាតិអប់រំ។ ខ្ញុំបាទបាន និងកំពុងធ្វើការសិក្សាស្រាវជ្រាវលើប្រធានបទទស្សនៈយល់ឃើញរបស់គ្រូបង្រៀនចំពោះកត្តាជះឥទ្ធិពលដល់សិស្សងាយរងគ្រោះក្នុងការសិក្សានិងដំណោះស្រាយ៖ ករណីសិក្សាលើគ្រូបង្រៀន និងសិស្សងាយរងគ្រោះ ថ្នាក់ទី៩ នៅក្នុងវិទ្យាល័យក្រែក ស្រុក ពញាក្រែក ខេត្តត្បូងឃ្មុំ។ ការសិក្សានេះគឺដើម្បីស្វែងយល់ដើម្បីសិក្សាស្វែងយល់អំពីកត្តាដែលនាំឱ្យសិស្សរៀនយឺតនៅកម្រិតមធ្យមសិក្សាក្នុងថ្នាក់ទី៩នៃវិទ្យាល័យក្រែកនៃខេត្តត្បូងឃ្មុំ ទទួលបានលទ្ធផលសិក្សាទាបនៅក្នុងការសិក្សា របស់ពួកគេ និងវិធីដែលអាចជួយឱ្យពួកគេទាំងនោះទទួលបានលទ្ធផលជោគជ័យនៅក្នុងការសិក្សា។ នៅក្នុងកិច្ចដំណើរការសម្ភាសន៍ នោះលោកគ្រូ អ្នកគ្រូនឹងត្រូវសួរនូវសំណួរមួយចំនួនទាក់ទងនឹងប្រធានបទស្រាវជ្រាវ ដែលនឹងត្រូវចំណាយពេលពី៣០ទៅ៣៥នាទី។ ចំពោះសិស្សដែលចូលរួមក្នុងការសម្ភាសន៍នេះ ប្អូនៗនឹងត្រូវសួរសំណួរមួយចំនួនទាក់ទងនឹងប្រធានបទស្រាវជ្រាវ ដែលនឹងត្រូវចំនាយពេលពី២០ទៅ ៣០នាទី ហើយយើងសុំការអនុញ្ញាតពីអ្នកចូលរួមទាំងអស់ដើម្បីចែករំលែកនូវលទ្ធផលនៃការសម្ភាសន៍ដើម្បីប្រើប្រាស់ក្នុងការបកស្រាយទិន្នន័យ។ រាល់ព័ត៌មានទាំងអស់នឹងរក្សាការសម្ងាត់ជូនលោកគ្រូ/អ្នកគ្រូ និងប្អូនៗ។ វាជាជម្រើសរបស់លោកគ្រូ អ្នកគ្រូ និងប្អូនៗបើទោះបីជាលោកគ្រូ/អ្នកគ្រូ និងប្អូនៗចង់ឬមិនចង់ចូលរួមក៏ដោយ។ ប្រសិនបើលោកគ្រូ/អ្នកគ្រូ និងប្អូនៗជ្រើសរើសចូលរួមជាមួយការសិក្សានេះ លោកគ្រូ អ្នកគ្រូ និងប្អូនៗមានសិទ្ធិមិនឆ្លើយសំណួរណាមួយ ឬបញ្ចប់ការឆ្លើយសំណួរនៅគ្រប់ចំណុចណាមួយក៏បាន។ ប្រសិនបើលោកគ្រូ/អ្នកគ្រូ និងប្អូនៗមានសំណួរឬបញ្ហាណាមួយពាក់ព័ន្ធនឹងការស្រាវជ្រាវនេះ លោកគ្រូ/អ្នកគ្រូ និងប្អូនៗអាចទំនាក់ទំនងមកកាន់ខ្ញុំដែលជាអ្នកស្រាវជ្រាវតាមរយៈលេខទូរស័ព្ទ 097 30 92 684 ឬអាស័យដ្ឋានសារអេឡិចត្រូនិក sakana.heng86@gmail.com


អ្នកចូលរួម
 កាលបរិច្ឆេទ៖ 22 កក្កដា 2021
 ហត្ថលេខា៖ 
 ឈ្មោះ៖ Pi

អ្នកស្រាវជ្រាវ
 កាលបរិច្ឆេទ៖ 22 កក្កដា 2021
 ហត្ថលេខា៖ Chear
 ឈ្មោះ៖ សោនី គង់ហ៊ាន

ឧបសម្ព័ន្ធ ខ៖ សំណើរសុំធ្វើការសម្ភាសន៍

ខ្ញុំបាទឈ្មោះ ហេង គង់ហ៊ាន ដែលជានិស្សិតកំពុងសិក្សាបរិញ្ញាបត្រជាន់ខ្ពស់ឯកទេសប្រឹក្សាគរុកោសល្យ នៅមជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មីនៃវិទ្យាស្ថានជាតិអប់រំ។ ខ្ញុំបាទបាន និងកំពុងធ្វើការសិក្សាស្រាវជ្រាវ លើប្រធានបទទស្សនៈយល់ឃើញរបស់គ្រូបង្រៀនចំពោះកត្តាជះឥទ្ធិពលដល់សិស្សងាយរងគ្រោះក្នុងការសិក្សានិង ដំណោះស្រាយ៖ ករណីសិក្សាលើគ្រូបង្រៀន និងសិស្សងាយរងគ្រោះ ថ្នាក់ទី៩ នៅក្នុងវិទ្យាល័យក្រែក ស្រុក ព ញក្រែក ខេត្តត្បូងឃ្មុំ។ ការសិក្សានេះគឺដើម្បីស្វែងយល់ដើម្បីសិក្សាស្វែងយល់អំពីកត្តាដែលនាំឱ្យសិស្សរៀន យឺតនៅកម្រិតមធ្យមសិក្សាក្នុងថ្នាក់ទី៩នៃវិទ្យាល័យក្រែកនៃខេត្តត្បូងឃ្មុំ ទទួលបានលទ្ធផលសិក្សាទាប នៅក្នុងការសិក្សា របស់ពួកគេ និងវិធីដែលអាចជួយឱ្យពួកគេទាំងនោះទទួលបានលទ្ធផលជោគជ័យនៅក្នុង ការសិក្សា។ នៅក្នុងកិច្ចដំណើរក្នុងការសម្ភាសន៍ នោះលោកគ្រូ អ្នកគ្រូនឹងត្រូវសួរនូវសំណួរមួយចំនួនទាក់ទងនឹង ប្រធានបទស្រាវជ្រាវ ដែលនឹងត្រូវចំណាយពេលពី៣០ទៅ៣៥នាទី។ ចំពោះសិស្សដែលចូលរួមក្នុងការសម្ភាសន៍ នេះ ប្អូនៗនឹងត្រូវសួរសំណួរមួយចំនួនទាក់ទងនឹងប្រធានបទស្រាវជ្រាវ ដែលនឹងត្រូវចំណាយពេលពី២០ទៅ ៣០ នាទី ហើយយើងសុំការអនុញ្ញាតពីអ្នកចូលរួមទាំងអស់ដើម្បីចែករំលែកក្នុងដំណើរការសម្ភាសន៍ដើម្បីប្រើប្រាស់ក្នុងការបក ស្រាយទិន្នន័យ។ រាល់ព័ត៌មានទាំងអស់នឹងរក្សាការសម្ងាត់ជូនលោកគ្រូ/អ្នកគ្រូ និងប្អូនៗ។ វាជាជម្រើសរបស់ លោកគ្រូ អ្នកគ្រូ និងប្អូនៗបើទោះបីជាលោកគ្រូ/អ្នកគ្រូ និងប្អូនៗចង់ឬមិនចង់ចូលរួមក៏ដោយ។ ប្រសិនបើលោកគ្រូ/ អ្នកគ្រូ និងប្អូនៗជ្រើសរើសចូលរួមជាមួយការសិក្សានេះ លោកគ្រូ អ្នកគ្រូ និងប្អូនៗមានសិទ្ធិមិនឆ្លើយសំណួរណា មួយ ឬបញ្ចប់ការឆ្លើយសំណួរនៅត្រង់ចំណុចណាមួយក៏បាន។ ប្រសិនបើលោកគ្រូ/អ្នកគ្រូ និងប្អូនៗមានសំណួរឬ បញ្ហាណាមួយពាក់ព័ន្ធនឹងការស្រាវជ្រាវនេះ លោកគ្រូ/អ្នកគ្រូ និងប្អូនៗអាចទំនាក់ទំនងមកកាន់ខ្ញុំដែលជាអ្នក ស្រាវជ្រាវតាមរយៈលេខទូរស័ព្ទ ០៩៧ ៣០ ៩២ ៦៨៤ ឬអាស៊ីយ៉ាងសារអេឡិចត្រូនិក sakana.heng86@gmail.com


អ្នកចូលរួម
 កាលបរិច្ឆេទ៖ 14 កក្កដា 2021
 ហត្ថលេខា៖ 
 ឈ្មោះ៖ P2

អ្នកស្រាវជ្រាវ
 កាលបរិច្ឆេទ៖ 14 កក្កដា 2021
 ហត្ថលេខា៖ 
 ឈ្មោះ៖ គង់ហ៊ាន ហេង

ឧបសម្ព័ន្ធ ខ៖ សំណើសុំធ្វើការសម្ភាសន៍


ខ្ញុំបាទឈ្មោះ ហេង គង់ហ៊ាន ដែលជានិស្សិតកំពុងសិក្សាបរិញ្ញាបត្រជាន់ខ្ពស់ឯកទេសប្រឹក្សាគុណសិក្សា នៅមជ្ឈមណ្ឌលស្រាវជ្រាវគុណសិក្សាជំនាន់ថ្មីនៃវិទ្យាស្ថានជាតិអប់រំ។ ខ្ញុំបាទបាន និងកំពុងធ្វើការសិក្សាស្រាវជ្រាវ លើប្រធានបទ ទស្សនៈយល់ឃើញរបស់គ្រូបង្រៀនចំពោះកត្តាជះឥទ្ធិពលដល់សិស្សងាយរងគ្រោះក្នុងការសិក្សានិង ដំណោះស្រាយ៖ ករណីសិក្សាលើគ្រូបង្រៀន និងសិស្សងាយរងគ្រោះ ថ្នាក់ទី៩ នៅក្នុងវិទ្យាល័យក្រែក ស្រុក ព ញាក្រែក ខេត្តត្បូងឃ្មុំ។ ការសិក្សានេះគឺដើម្បីស្វែងយល់ដើម្បីសិក្សាស្វែងយល់អំពីកត្តាដែលនាំឱ្យសិស្សរៀន យឺតនៅកម្រិតមធ្យមសិក្សាក្នុងថ្នាក់ទី៩នៃវិទ្យាល័យក្រែកនៃខេត្តត្បូងឃ្មុំ ទទួលបានលទ្ធផលសិក្សាទាប នៅក្នុងការសិក្សា របស់ពួកគេ និងវិធីដែលអាចជួយឱ្យពួកគេទាំងនោះទទួលបានលទ្ធផលជោគជ័យនៅក្នុង ការសិក្សា។ នៅក្នុងកិច្ចដំណើរការសម្ភាសន៍ នោះលោកគ្រូ អ្នកគ្រូនឹងត្រូវសួររសំណួរមួយចំនួនទាក់ទងនឹង ប្រធានបទស្រាវជ្រាវ ដែលនឹងត្រូវចំណាយពេលពី៣០ទៅ៣៥នាទី។ ចំពោះសិស្សដែលចូលរួមក្នុងការសម្ភាសន៍ នេះ ប្អូនៗនឹងត្រូវសួររសំណួរមួយចំនួនទាក់ទងនឹងប្រធានបទស្រាវជ្រាវ ដែលនឹងត្រូវចំណាយពេលពី២០ទៅ ៣០ នាទី ហើយយើងសុំការអនុញ្ញាតពីអ្នកចូលរួមទាំងអស់ដើម្បីថតសំឡេងក្នុងដំណើរការសម្ភាសន៍ដើម្បីប្រើប្រាស់ក្នុងការបក ស្រាយទិន្នន័យ។ ពល័តមានទាំងអស់នឹងរក្សាការសម្ងាត់ជូនលោកគ្រូ/អ្នកគ្រូ និងប្អូនៗ។ វាជាជម្រើសរបស់ លោកគ្រូ អ្នកគ្រូ និងប្អូនៗបើទោះបីជាលោកគ្រូ/អ្នកគ្រូ និងប្អូនៗចង់ឱ្យមិនចង់ចូលរួមក៏ដោយ។ ប្រសិនបើលោកគ្រូ/ អ្នកគ្រូ និងប្អូនៗជ្រើសរើសចូលរួមជាមួយការសិក្សានេះ លោកគ្រូ អ្នកគ្រូ និងប្អូនៗមានសិទ្ធិមិនឆ្លើយសំណួរណា មួយ ឬបញ្ចប់ការឆ្លើយសំណួរនៅក្នុងចំណុចណាមួយក៏បាន។ ប្រសិនបើលោកគ្រូ/អ្នកគ្រូ និងប្អូនៗមានសំណួរឬ បញ្ហាណាមួយពាក់ព័ន្ធនឹងការស្រាវជ្រាវនេះ លោកគ្រូ/អ្នកគ្រូ និងប្អូនៗអាចទំនាក់ទំនងមកកាន់ខ្ញុំដែលជាអ្នក ស្រាវជ្រាវតាមរយៈលេខទូរស័ព្ទ 097 30 92 684 ឬអាស័យដ្ឋានសារអេឡិចត្រូនិក sakana.heng86@gmail.com


អ្នកចូលរួម
 កាលបរិច្ឆេទ៖ 14 ធ្នូ 2021
 ហត្ថលេខា៖ 
 ឈ្មោះ៖ P គី

អ្នកស្រាវជ្រាវ
 កាលបរិច្ឆេទ៖ 14 ធ្នូ 2021
 ហត្ថលេខា៖ 
 ឈ្មោះ៖ សារ៉ា គង់ហ៊ាន

ឧបសម្ព័ន្ធ ខ៖ សំណើសុំធ្វើការសម្ភាសន៍

ខ្ញុំបាទឈ្មោះ ហេង គង់ហ៊ាន ដែលជានិស្សិតកំពុងសិក្សាបរិញ្ញាបត្រជាន់ខ្ពស់ឯកទេសប្រឹក្សាគរុកោសល្យ នៅមជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មីនៃវិទ្យាស្ថានជាតិអប់រំ។ ខ្ញុំបាទបាន និងកំពុងធ្វើការសិក្សាស្រាវជ្រាវ លើប្រធានបទទស្សនៈយល់ឃើញរបស់គ្រូបង្រៀនចំពោះកត្តាជះឥទ្ធិពលដល់សិស្សងាយរងគ្រោះក្នុងការសិក្សានិង ដំណោះស្រាយ៖ ករណីសិក្សាលើគ្រូបង្រៀន និងសិស្សងាយរងគ្រោះ ថ្នាក់ទី៩ នៅក្នុងវិទ្យាល័យក្រែក ស្រុក ព ញ្ញក្រែក ខេត្តត្បូងឃ្មុំ។ ការសិក្សានេះគឺដើម្បីស្វែងយល់ដើម្បីសិក្សាស្វែងយល់អំពីកត្តាដែលនាំឱ្យសិស្សរៀន យឺតនៅកម្រិតមធ្យមសិក្សាក្នុងថ្នាក់ទី៩នៃវិទ្យាល័យក្រែកនៃខេត្តត្បូងឃ្មុំ ទទួលបានលទ្ធផលសិក្សាទាប នៅក្នុងការសិក្សា របស់ពួកគេ និងវិធីដែលអាចជួយឱ្យពួកគេទាំងនោះទទួលបានលទ្ធផលជោគជ័យនៅក្នុង ការសិក្សា។ នៅក្នុងកិច្ចដំណើរការសម្ភាសន៍ នោះលោកគ្រូ អ្នកគ្រូនឹងត្រូវសួរនូវសំណួរមួយចំនួនទាក់ទងនឹង ប្រធានបទស្រាវជ្រាវ ដែលនឹងត្រូវចំណាយពេលពី៣០ទៅ៣៥នាទី។ ចំពោះសិស្សដែលចូលរួមក្នុងការសម្ភាសន៍ នេះ ប្តូរនឹងត្រូវសួរសំណួរមួយចំនួនទាក់ទងនឹងប្រធានបទស្រាវជ្រាវ ដែលនឹងត្រូវចំណាយពេលពី២០ទៅ ៣០នាទី ហើយយើងសុំការអនុញ្ញាតពីអ្នកចូលរួមទាំងអស់ដើម្បីថតសំឡេងក្នុងដំណើរការសម្ភាសន៍ដើម្បីប្រើប្រាស់ក្នុងការបក ស្រាយទិន្នន័យ។ រាល់ព័ត៌មានទាំងអស់នឹងរក្សាការសម្ងាត់ជូនលោកគ្រូ/អ្នកគ្រូ និងប្តូរៗ។ វាជាជម្រើសរបស់ លោកគ្រូ អ្នកគ្រូ និងប្តូរៗបើទោះបីជាលោកគ្រូ/អ្នកគ្រូ និងប្តូរៗចង់ឬមិនចង់ចូលរួមក៏ដោយ។ ប្រសិនបើលោកគ្រូ/ អ្នកគ្រូ និងប្តូរៗជ្រើសរើសចូលរួមជាមួយការសិក្សានេះ លោកគ្រូ អ្នកគ្រូ និងប្តូរៗមានសិទ្ធិមិនឆ្លើយសំណួរណា មួយ ឬបញ្ចប់ការឆ្លើយសំណួរនៅត្រង់ចំណុចណាមួយក៏បាន។ ប្រសិនបើលោកគ្រូ/អ្នកគ្រូ និងប្តូរៗមានសំណួរឬ បញ្ហាណាមួយពាក់ព័ន្ធនឹងការស្រាវជ្រាវនេះ លោកគ្រូ/អ្នកគ្រូ និងប្តូរៗអាចទំនាក់ទំនងមកកាន់ខ្ញុំដែលជាអ្នក ស្រាវជ្រាវតាមរយៈលេខទូរស័ព្ទ ០៩៧ ៣០ ៩២ ៦៨៤ ឬអាស៊ីយដ្ឋានសារអេឡិចត្រូនិក sakana.heng86@gmail.com

អ្នកចូលរួម
 កាលបរិច្ឆេទ៖ 15 កញ្ញា 2021
 ហត្ថលេខា៖ 
 ឈ្មោះ៖ P 4

អ្នកស្រាវជ្រាវ
 កាលបរិច្ឆេទ៖ 15 កញ្ញា 2021
 ហត្ថលេខា៖ 
 ឈ្មោះ៖ គង់ហ៊ាន ហេង

ឧបសម្ព័ន្ធ ខ៖ សំណើសុំធ្វើការសម្ភាសន៍

ខ្ញុំបាទឈ្មោះ ហេង គង់ហ៊ាន ដែលជានិស្សិតកំពុងសិក្សាបរិញ្ញាបត្រជាន់ខ្ពស់ឯកទេសប្រឹក្សាគម្រោងសេដ្ឋកិច្ច នៅមជ្ឈមណ្ឌលស្រាវជ្រាវគម្រោងសេដ្ឋកិច្ចជំនាន់ថ្មីនៃវិទ្យាស្ថានជាតិអប់រំ។ ខ្ញុំបាទបាន និងកំពុងធ្វើការសិក្សាស្រាវជ្រាវ លើប្រធានបទស្រាវជ្រាវនេះយល់ឃើញរបស់គ្រូបង្រៀនចំពោះកត្តាជះឥទ្ធិពលដល់សិស្សងាយរងគ្រោះក្នុងការសិក្សានិង ដំណោះស្រាយ៖ ករណីសិក្សាលើគ្រូបង្រៀន និងសិស្សងាយរងគ្រោះ ថ្នាក់ទី៩ នៅក្នុងវិទ្យាល័យក្រែក ស្រុក ព ញក្រែក ខេត្តត្បូងឃ្មុំ។ ការសិក្សានេះគឺដើម្បីស្វែងយល់ដើម្បីសិក្សាស្វែងយល់អំពីកត្តាដែលនាំឱ្យសិស្សរៀន យឺតនៅកម្រិតមធ្យមសិក្សាក្នុងថ្នាក់ទី៩នៃវិទ្យាល័យក្រែកនៃខេត្តត្បូងឃ្មុំ ទទួលបានលទ្ធផលសិក្សាទាប នៅក្នុងការសិក្សា របស់ពួកគេ និងវិធីដែលអាចជួយឱ្យពួកគេទាំងនោះទទួលបានលទ្ធផលជោគជ័យនៅក្នុង ការសិក្សា។ នៅក្នុងកិច្ចដំណើរក្នុងការសម្ភាសន៍ នោះលោកគ្រូ អ្នកគ្រូនឹងត្រូវសួររកសំណួរមួយចំនួនទាក់ទងនឹង ប្រធានបទស្រាវជ្រាវ ដែលនឹងត្រូវចំណាយពេលពី៣០ទៅ៣៥នាទី។ ចំពោះសិស្សដែលចូលរួមក្នុងការសម្ភាសន៍ នេះ ប្តូរនឹងត្រូវសួររកសំណួរមួយចំនួនទាក់ទងនឹងប្រធានបទស្រាវជ្រាវ ដែលនឹងត្រូវចំណាយពេលពី២០ទៅ ៣០ នាទី ហើយយើងសុំការអនុញ្ញាតពីអ្នកចូលរួមទាំងអស់ដើម្បីថតសំឡេងក្នុងដំណើរការសម្ភាសន៍ដើម្បីប្រើប្រាស់ក្នុងការបក ស្រាយទិន្នន័យ។ រាល់ព័ត៌មានទាំងអស់នឹងរក្សាការសម្ងាត់ជូនលោកគ្រូ/អ្នកគ្រូ និងប្តូរៗ។ វាជាជម្រើសរបស់ លោកគ្រូ អ្នកគ្រូ និងប្តូរៗបើទោះបីជាលោកគ្រូ/អ្នកគ្រូ និងប្តូរៗចង់ឬមិនចង់ចូលរួមក៏ដោយ។ ប្រសិនបើលោកគ្រូ/ អ្នកគ្រូ និងប្តូរៗជ្រើសរើសចូលរួមជាមួយការសិក្សានេះ លោកគ្រូ អ្នកគ្រូ និងប្តូរៗមានសិទ្ធិមិនឆ្លើយសំណួរណា មួយ ឬបញ្ចប់ការឆ្លើយសំណួរនៅគ្រង់ចំណុចណាមួយក៏បាន។ ប្រសិនបើលោកគ្រូ/អ្នកគ្រូ និងប្តូរៗមានសំណួរឬ បញ្ហាណាមួយពាក់ព័ន្ធនឹងការស្រាវជ្រាវនេះ លោកគ្រូ/អ្នកគ្រូ និងប្តូរៗអាចទំនាក់ទំនងមកកាន់ខ្ញុំដែលជាអ្នក ស្រាវជ្រាវតាមរយៈលេខទូរស័ព្ទ 097 30 92 684 ឬអាសយដ្ឋានសារអេឡិចត្រូនិក sakana.heng86@gmail.com

អ្នកចូលរួម
 កាលបរិច្ឆេទ៖ 17 កក្កដា 2021
 ហត្ថលេខា៖ By
 ឈ្មោះ៖ PS

អ្នកស្រាវជ្រាវ
 កាលបរិច្ឆេទ៖ 17 កក្កដា 2021
 ហត្ថលេខា៖ Chen
 ឈ្មោះ៖ ចេន ហ៊ុន ឆេន

ឧបសម្ព័ន្ធ ខ៖ សំណើសុំធ្វើការសម្ភាសន៍


ខ្ញុំបាទឈ្មោះ ហេង គង់ហ៊ាន ដែលជានិស្សិតកំពុងសិក្សាបរិញ្ញាបត្រជាន់ខ្ពស់ឯកទេសប្រឹក្សាគរុកោសល្យ នៅមជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មីនៃវិទ្យាស្ថានជាតិអប់រំ។ ខ្ញុំបាទបាន និងកំពុងធ្វើការសិក្សាស្រាវជ្រាវ លើប្រធានបទ ទស្សនៈយល់ឃើញរបស់គ្រូបង្រៀនចំពោះកត្តាជះឥទ្ធិពលដល់សិស្សងាយរងគ្រោះក្នុងការសិក្សានិង ដំណោះស្រាយ៖ ករណីសិក្សាលើគ្រូបង្រៀន និងសិស្សងាយរងគ្រោះ ថ្នាក់ទី៩ នៅក្នុងវិទ្យាល័យក្រែក ស្រុក ព ញាត្រែក ខេត្តត្បូងឃ្មុំ។ ការសិក្សានេះគឺដើម្បីស្វែងយល់ដើម្បីសិក្សាស្វែងយល់អំពីកត្តាដែលនាំឱ្យសិស្សរៀន យឺតនៅកម្រិតមធ្យមសិក្សាក្នុងថ្នាក់ទី៩នៃវិទ្យាល័យក្រែកនៃខេត្តត្បូងឃ្មុំ ទទួលបានលទ្ធផលសិក្សាទាប នៅក្នុងការសិក្សា របស់ពួកគេ និងវិធីដែលអាចជួយឱ្យពួកគេទាំងនោះទទួលបានលទ្ធផលជោគជ័យនៅក្នុង ការសិក្សា។ នៅក្នុងកិច្ចដំណើរក្នុងការសម្ភាសន៍ នោះលោកគ្រូ អ្នកគ្រូនឹងត្រូវសួរនូវសំណួរមួយចំនួនទាក់ទងនឹង ប្រធានបទស្រាវជ្រាវ ដែលនឹងត្រូវចំណាយពេលពី៣០ទៅ៣៥នាទី។ ចំពោះសិស្សដែលចូលរួមក្នុងការសម្ភាសន៍ នេះ បួនៗនឹងត្រូវសួរសំណួរមួយចំនួនទាក់ទងនឹងប្រធានបទស្រាវជ្រាវ ដែលនឹងត្រូវចំណាយពេលពី២០ទៅ ៣០ នាទី ហើយយើងសុំការអនុញ្ញាតពីអ្នកចូលរួមទាំងអស់ដើម្បីចាត់សំឡេងក្នុងដំណើរការសម្ភាសន៍ដើម្បីប្រើប្រាស់ក្នុងការបក ស្រាយទិន្នន័យ។ រាល់ព័ត៌មានទាំងអស់នឹងរក្សាការសម្ងាត់ជូនលោកគ្រូ/អ្នកគ្រូ និងបួនៗ។ វាជាជម្រើសរបស់ លោកគ្រូ អ្នកគ្រូ និងបួនៗបើទោះបីជាលោកគ្រូ/អ្នកគ្រូ និងបួនៗចង់ឬមិនចង់ចូលរួមក៏ដោយ។ ប្រសិនបើលោកគ្រូ/ អ្នកគ្រូ និងបួនៗជ្រើសរើសចូលរួមជាមួយការសិក្សានេះ លោកគ្រូ អ្នកគ្រូ និងបួនៗមានសិទ្ធិមិនឆ្លើយសំណួរណា មួយ ឬបញ្ចប់ការឆ្លើយសំណួរនៅគ្រប់ចំណុចណាមួយក៏បាន។ ប្រសិនបើលោកគ្រូ/អ្នកគ្រូ និងបួនៗមានសំណួរប្រ បញ្ហាណាមួយពាក់ព័ន្ធនឹងការស្រាវជ្រាវនេះ លោកគ្រូ/អ្នកគ្រូ និងបួនៗអាចទំនាក់ទំនងមកកាន់ខ្ញុំដែលជាអ្នក ស្រាវជ្រាវតាមរយៈលេខទូរស័ព្ទ ០៩៧ ៣០ ៩២ ៦៨៤ ឬអាស៊ីយដ្ឋានសារអេឡិចត្រូនិក sakana.heng86@gmail.com


អ្នកចូលរួម
 កាលបរិច្ឆេទ៖ 18 កក្កដា ២០២១
 ហត្ថលេខា៖ [Signature]
 ឈ្មោះ៖ P. G.

អ្នកស្រាវជ្រាវ
 កាលបរិច្ឆេទ៖ 18 កក្កដា ២០២១
 ហត្ថលេខា៖ [Signature]
 ឈ្មោះ៖ ស៊ីវីល គង់ហ៊ាន

ឧបសម្ព័ន្ធ ខ៖ សំណើសុំធ្វើការសម្ភាសន៍

ខ្ញុំបាទឈ្មោះ ហេង គង់ហ៊ាន ដែលជានិស្សិតកំពុងសិក្សាបរិញ្ញាបត្រជាន់ខ្ពស់ឯកទេសប្រឹក្សាគរុកោសល្យ នៅមជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មីនៃវិទ្យាស្ថានជាតិអប់រំ។ ខ្ញុំបាទបាន និងកំពុងធ្វើការសិក្សាស្រាវជ្រាវ លើប្រធានបទទស្សនៈយល់ឃើញរបស់គ្រូបង្រៀនចំពោះកត្តាជះឥទ្ធិពលដល់សិស្សងាយរងគ្រោះក្នុងការសិក្សានិង ដំណោះស្រាយ៖ ករណីសិក្សាលើគ្រូបង្រៀន និងសិស្សងាយរងគ្រោះ ថ្នាក់ទី៩ នៅក្នុងវិទ្យាល័យក្រែក ស្រុក ព ញ្ញក្រែក ខេត្តត្បូងឃ្មុំ។ ការសិក្សានេះគឺដើម្បីស្វែងយល់ដើម្បីសិក្សាស្វែងយល់អំពីកត្តាដែលនាំឱ្យសិស្សរៀន យឺតនៅកម្រិតមធ្យមសិក្សាក្នុងថ្នាក់ទី៩នៃវិទ្យាល័យក្រែកនៃខេត្តត្បូងឃ្មុំ ទទួលបានលទ្ធផលសិក្សាទាប នៅក្នុងការសិក្សា របស់ពួកគេ និងវិធីដែលអាចជួយឱ្យពួកគេទាំងនោះទទួលបានលទ្ធផលជោគជ័យនៅក្នុង ការសិក្សា។ នៅក្នុងកិច្ចដំណើរក្នុងការសម្ភាសន៍ នោះលោកគ្រូ អ្នកគ្រូនឹងត្រូវសួរនូវសំណួរមួយចំនួនទាក់ទងនឹង ប្រធានបទស្រាវជ្រាវ ដែលនឹងត្រូវចំណាយពេលពី៣០ទៅ៣៥នាទី។ ចំពោះសិស្សដែលចូលរួមក្នុងការសម្ភាសន៍ នេះ ប្អូនៗនឹងត្រូវសួរសំណួរមួយចំនួនទាក់ទងនឹងប្រធានបទស្រាវជ្រាវ ដែលនឹងត្រូវចំណាយពេលពី២០ទៅ ៣០ នាទី ហើយយើងសុំការអនុញ្ញាតពីអ្នកចូលរួមទាំងអស់ដើម្បីចែករំលែកក្នុងដំណើរការសម្ភាសន៍ដើម្បីប្រើប្រាស់ក្នុងការបក ស្រាយទិន្នន័យ។ រាល់ព័ត៌មានទាំងអស់នឹងរក្សាការសម្ងាត់ជូនលោកគ្រូ/អ្នកគ្រូ និងប្អូនៗ។ វាជាជម្រើសរបស់ លោកគ្រូ អ្នកគ្រូ និងប្អូនៗបើទោះបីជាលោកគ្រូ/អ្នកគ្រូ និងប្អូនៗចង់ឬមិនចង់ចូលរួមក៏ដោយ។ ប្រសិនបើលោកគ្រូ/ អ្នកគ្រូ និងប្អូនៗជ្រើសរើសចូលរួមជាមួយការសិក្សានេះ លោកគ្រូ អ្នកគ្រូ និងប្អូនៗមានសិទ្ធិមិនឆ្លើយសំណួរណា មួយ ឬបញ្ចប់ការឆ្លើយសំណួរនៅត្រង់ចំណុចណាមួយក៏បាន។ ប្រសិនបើលោកគ្រូ/អ្នកគ្រូ និងប្អូនៗមានសំណួរប្រ បញ្ហាណាមួយពាក់ព័ន្ធនឹងការស្រាវជ្រាវនេះ លោកគ្រូ/អ្នកគ្រូ និងប្អូនៗអាចទំនាក់ទំនងមកកាន់ខ្ញុំដែលជាអ្នក ស្រាវជ្រាវតាមរយៈលេខទូរស័ព្ទ 097 30 92 684 ឬអាស័យដ្ឋានសារអេឡិចត្រូនិក sakana.heng86@gmail.com

អ្នកចូលរួម
 កាលបរិច្ឆេទ៖ 15 កញ្ញា 2021
 ហត្ថលេខា៖ 
 ឈ្មោះ៖ Si

អ្នកស្រាវជ្រាវ
 កាលបរិច្ឆេទ៖ 15 កញ្ញា 2021
 ហត្ថលេខា៖ 
 ឈ្មោះ៖ ហេង គង់ហ៊ាន

ឧបសម្ព័ន្ធ ខ៖ សំណើសុំធ្វើការសម្ភាសន៍

ខ្ញុំបាទឈ្មោះ ហេង តង់ហ៊ាន ដែលជានិស្សិតកំពុងសិក្សាបរិញ្ញាបត្រជាន់ខ្ពស់ឯកទេសប្រឹក្សាគរុកោសល្យ នៅមជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មីនៃវិទ្យាស្ថានជាតិអប់រំ។ ខ្ញុំបាទបាន និងកំពុងធ្វើការសិក្សាស្រាវជ្រាវ លើប្រធានបទទស្សនៈយល់ឃើញរបស់គ្រូបង្រៀនចំពោះកត្តាជះឥទ្ធិពលដល់សិស្សងាយរងគ្រោះក្នុងការសិក្សានិង ដំណោះស្រាយ៖ ករណីសិក្សាលើគ្រូបង្រៀន និងសិស្សងាយរងគ្រោះ ថ្នាក់ទី៩ នៅក្នុងវិទ្យាល័យក្រែក ស្រុក ព ញាក្រែក ខេត្តត្បូងឃ្មុំ។ ការសិក្សានេះគឺដើម្បីស្វែងយល់ដើម្បីសិក្សាស្វែងយល់អំពីកត្តាដែលនាំឱ្យសិស្សរៀន យឺតនៅកម្រិតមធ្យមសិក្សាក្នុងថ្នាក់ទី៩នៃវិទ្យាល័យក្រែកនៃខេត្តត្បូងឃ្មុំ ទទួលបានលទ្ធផលសិក្សាទាប នៅក្នុងការសិក្សា របស់ពួកគេ និងវិធីដែលអាចជួយឱ្យពួកគេទាំងនោះទទួលបានលទ្ធផលជោគជ័យនៅក្នុង ការសិក្សា។ នៅក្នុងកិច្ចដំណើរការសម្ភាសន៍ នោះលោកគ្រូ អ្នកគ្រូនឹងត្រូវសួររកសំណួរមួយចំនួនទាក់ទងនឹង ប្រធានបទស្រាវជ្រាវ ដែលនឹងត្រូវចំណាយពេលពី៣០ទៅ៣៥នាទី។ ចំពោះសិស្សដែលចូលរួមក្នុងការសម្ភាសន៍ នេះ ប្អូនៗនឹងត្រូវសួរសំណួរមួយចំនួនទាក់ទងនឹងប្រធានបទស្រាវជ្រាវ ដែលនឹងត្រូវចំណាយពេលពី២០ទៅ នាទី ហើយយើងសុំការអនុញ្ញាតពីអ្នកចូលរួមទាំងអស់ដើម្បីថតសំឡេងក្នុងដំណើរការសម្ភាសន៍ដើម្បីប្រើប្រាស់ក្នុងការបក ស្រាយទិន្នន័យ។ រាល់ព័ត៌មានទាំងអស់នឹងរក្សាការសម្ងាត់ជូនលោកគ្រូ/អ្នកគ្រូ និងប្អូនៗ។ វាជាជម្រើសរបស់ លោកគ្រូ អ្នកគ្រូ និងប្អូនៗបើទោះបីជាលោកគ្រូ/អ្នកគ្រូ និងប្អូនៗចង់ឬមិនចង់ចូលរួមក៏ដោយ។ ប្រសិនបើលោកគ្រូ/ អ្នកគ្រូ និងប្អូនៗជ្រើសរើសចូលរួមជាមួយការសិក្សានេះ លោកគ្រូ អ្នកគ្រូ និងប្អូនៗមានសិទ្ធិមិនឆ្លើយសំណួរណា មួយ ឬបញ្ចប់ការឆ្លើយសំណួរនៅគ្រប់ចំណុចណាមួយក៏បាន។ ប្រសិនបើលោកគ្រូ/អ្នកគ្រូ និងប្អូនៗមានសំណួរឬ បញ្ហាណាមួយពាក់ព័ន្ធនឹងការស្រាវជ្រាវនេះ លោកគ្រូ/អ្នកគ្រូ និងប្អូនៗអាចទំនាក់ទំនងមកកាន់ខ្ញុំដែលជាអ្នក ស្រាវជ្រាវតាមរយៈលេខទូរស័ព្ទ ០១៧ ៣០ ៩២ ៦៨៤ ឬអាស៊ីយ៉ាងសារអេឡិចត្រូនិក sakana.heng86@gmail.com

អ្នកចូលរួម
 កាលបរិច្ឆេទ៖ ១០ កញ្ញា ២០២១
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 ហត្ថលេខា៖ Clear
 ឈ្មោះ៖ សេនី គីហ៊ុន