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ពេលកូរ៉ូណា ១៩

Identifying Causes of Dropout in Rural Upper
Secondary School in the Time of COVID-19
Pandemic

A Mini -Thesis

In Partial Fulfilment of the Requirement for Master's Degree of
Education in Mentoring

Mot Narin

December 2021

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**Identifying Causes of Dropout in Rural Upper
Secondary School in the Time of COVID-19 Pandemic**

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December 2021

មូលនិយមសង្ខេប

ការបោះបង់ចោលការសិក្សា គឺជាបញ្ហាជាអទិភាពមួយដែលកើតឡើងទាំងប្រទេសអភិវឌ្ឍ និង ប្រទេសកំពុងអភិវឌ្ឍនៅលើពិភពលោក។ នៅអំឡុងពេលមានការរាតត្បាតនៃជំងឺកូវីដ ១៩ សាលាជាច្រើន នៅលើពិភពលោកត្រូវបានបិទ និងរង់ចាំដល់ស្ថានភាពមួយសមស្របដែលអាចបើកសាលាឡើងវិញ។ ដូច្នោះ សិស្សជាច្រើនគឺមានហានិភ័យខ្ពស់ក្នុងការបោះបង់ចោលការសិក្សា ដូចដែលអង្គការយូនីសេហ្វបាន បង្ហាញថា ការរាតត្បាតនេះនឹងធ្វើឱ្យសិស្សានុសិស្សយ៉ាងហោចណាស់ ២៤លាននាក់បោះបង់ចោលការ សិក្សា។ ការសិក្សានេះមានគោលបំណងផ្តល់នូវការយល់ដឹងអំពីមូលហេតុថ្មីៗនៃការបោះបង់ការសិក្សានៅ អំឡុងពេលកូវីដ ១៩។ លើសពីនេះទៅទៀត ការសិក្សានេះថែមទាំងស្វែងយល់ពីព័ត៌មានទូទៅរបស់សិស្ស បោះបង់ការសិក្សា មូលហេតុដែលនាំឱ្យសិស្សបោះបង់ការសិក្សា និងលទ្ធផលបន្ទាប់ពីមានការបោះបង់ ចោលការសិក្សា។ ការសម្ភាសន៍ស៊ីជម្រៅ (In-dept interview) ត្រូវបានប្រើប្រាស់ជាមួយអ្នកតបសម្ភាសន៍ ចំនួន១២នាក់ រួមបញ្ចូលទាំងសិស្សដែលបានបោះបង់ការសិក្សាចំនួន០៥នាក់ដែលបោះបង់នៅថ្នាក់ទី១០ ១១ និង១២ អាណាព្យាបាលសិស្សដែលបានបោះបង់ការសិក្សាចំនួន០៣នាក់ គ្រូបង្ហាត់ថ្នាក់០៣នាក់ និង នាយកសាលា០១នាក់។ ព័ត៌មានជាក់លាក់របស់សិស្សដែលបានបោះបង់ការសិក្សា (សិស្សដែលមាន ឪពុកម្តាយមានការអប់រំទាប គ្រួសារដែលមានប្រាក់ចំណូលទាប គ្រួសារដែលរស់នៅឆ្ងាយពីសាលា) ត្រូវ បានកត់សម្គាល់។ លើសពីនេះទៅទៀត មូលហេតុចម្បងៗដែលនាំឱ្យសិស្សបោះបង់ការសិក្សានៅអំឡុង ពេលកូវីដ ១៩ គឺការបិទសាលារយៈពេលយូរ ការរៀនមិនចេះ គុណភាពនៃការបង្រៀន និងរៀននៅមាន កម្រិត ការខ្វះខាតការទំនាក់ទំនងរវាងគ្រូ និងសិស្ស ការបំពេញតួនាទីនៅផ្ទះច្រើន ភាពក្រីក្រ និងការរៀប អាពាហ៍ពិពាហ៍។ អ្វីដែលសំខាន់នោះ សិស្សដែលបោះបង់ការសិក្សាទាំងអស់សុទ្ធតែបានបង្ហាញថា ពួកគេ មិនដែលមានគម្រោងក្នុងការបោះបង់ការសិក្សាទាល់តែសោះ។ ជាងនេះទៅទៀត បន្ទាប់ពីបោះបង់ការ សិក្សា សិស្សមួយចំនួនមិនទាន់មានការងារធ្វើនៅឡើយ គឺគ្រាន់តែជួយការងារឪពុកម្តាយ អំឡុងពេល ដែលសិស្សមួយចំនួនកំពុងធ្វើការនៅរោងចក្រ ធ្វើជាកម្មករសំណង់ និងសិស្សមួយចំនួនគឺកំពុងតែរៀន ជំនាញដូចជា ខាងជួសជុលម៉ាស៊ីន បច្ចេកទេសជាដើម។

ABSTRACT

Dropout of school is the priority problem for both developed and developing countries in the world. In the time of COVID-19 pandemic, many schools around the world have closed to wait for the better situation to re-open. Thus, many students have the high risk to drop out of school as the prediction of UNICEF, pandemic threatened to push at least 24 million students out of school completely. This present study is intended to provide understanding of the current causes of dropout in the time of COVID-19. Moreover, it also investigated the characteristics and demographic profiles, possible causes, and the consequences of school dropout. Semi-structured interview was used with twelfth participants involved in this study included five dropout students from grades 10 and 12, three parents of dropout students, three teachers, and a school principal. Specific characteristics and demographics of dropouts (those who have parents who received a low educational level, families who have low incomes, far away from school) were found. Moreover, the causes that lead students to drop out of school in the time of COVID-19 are long-term school closure, low academic performance, poor teaching and learning quality, missed communication, roles of children at home, poverty, and getting married were found to be perceived as related to dropping out. Importantly, all dropouts reported that they have never planned to drop out of school. Furthermore, after dropping out of school, some students have no work yet, they just help with their parents' housework while other dropouts are working in the factory, working as builders, and some of them are learning vocational skills such as mechanics, technicians.

SUPERVISOR'S RESEARCH SUPERVISION STATEMENT

TO WHOM IT MAY CONCERN

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

Name of candidate: Mot Narin

Title of thesis: **Identifying Causes of Dropout in Rural Upper Secondary School in the Time of COVID-19 Pandemic**

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):

Supervisor (Sign):

Date:

CANDIDATE’S STATEMENT

TO WHOM IT MAY CONCERN

This is to certify that the thesis that I “**Mot Narin**” hereby present entitled “**Identifying Causes of Dropout in Rural Upper Secondary School in the Time of COVID-19 Pandemic**” 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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TABLE OF CONTENTS

មូលនិយមន័យ	i
ABSTRACT.....	ii
SUPERVISOR’S RESEARCH SUPERVISION STATEMENT	iii
CANDIDATE’S STATEMENT	iv
Acknowledgements.....	v
List of Tables	viii
List of Abbreviations	ix
CHAPTER 1: INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Problem	2
1.3 Research Purposes	4
1.4 Research Objectives	4
1.5 Research Questions	4
1.6 Significance of the Study	4
CHAPTER 2: LITERATURE REVIEW	6
2.1 Cambodia’s Education During COVID-19 Outbreaks	6
2.2 The Impact of COVID-19 in Education System	7
2.3 School Dropout Prevention	8
2.4 The Characteristics and Demographic Profiles of Dropout Students	9
2.5 The Causes of Drop Out of School	10
2.6 The Consequences of School Dropout	11
CHAPTER 3: RESEARCH METHODOLOGY	12
3.1 Research Design	12
3.2 Sample Size and Sampling Technique	12
3.3 Research Instrument	13
3.4 Data Collection Procedure	14
3.5 Data Analysis	15
3.6 Ethical Considerations	16
CHAPTER 4: RESULTS/FINDINGS	17

4.1 Background Information of the Participants	17
4.2 The Characteristics and Demographic Profiles of Dropout Students	18
4.3 The Keys Factors Influence Students' Dropout of Upper Secondary School in the Time of COVID-19 Pandemic	22
4.3.1 Long-term School Closure.....	22
4.3.2 Low Academic Performance	23
4.3.3 Poor Teaching and Learning Quality.....	25
4.3.4 Missed Communication	25
4.3.5 Children' Roles at Home	26
4.3.6 Poverty.....	26
4.3.7 Getting Married	27
4.4 The Consequences of School Dropout	27
CHAPTER 5: DISCUSSION.....	30
CHAPTER 6: CONCLUSION, LIMITATIONS, AND RECOMMENDATIONS	33
6.1 Conclusion	33
6.2 Limitations of the Study	34
6.3 Recommendations	34
REFERENCES	37
APPENDIX A: PERMISSION LETTERS	41
APPENDIX B: CONCENT FORM.....	42
APPENDIX C: QUESTION GUIDES	44
APPENDIX C: QUESTION GUIDES	47
APPENDIX C: QUESTION GUIDES	52
APPENDIX C: QUESTION GUIDES	54
APPENDIX C: QUESTION GUIDES	57
APPENDIX C: QUESTION GUIDES	59
APPENDIX C: QUESTION GUIDES	62

List of Tables

Table 1: Demographic information about dropouts

Table 1: Demographic information about teachers and school principal

Table 1: Demographic information about dropouts' parents

List of Abbreviations

ESP	Education Strategic Plan
SDGs	Sustainable Development Goals
GEM	Global Education Monitoring Report
MoEYS	Ministry of Education Youth and Sport
UIS	UNESCO Institute for Statistics

CHAPTER 1: INTRODUCTION

This chapter indicates and provides relevant directions to why this topic is being studied. It includes the background of the study, the statements of problem, purpose and objectives of the study, research questions, and the significance of the study.

1.1 Background of the Study

Education is a fundamental building block of development, which promotes economic participation, strengthens values, improves health outcomes and enriches lives (UNICEF Cambodia, 2020). According to UNESCO (2015), “Education is the key to a better life for every child and the foundation of every strong society – but far too many children are still being left behind. To realize all our development goals, we need every child in school and learning” (p.12). Moreover, education is at the heart of the 2030 Agenda for Sustainable Development and essential for the success of all Sustainable Development Goals. Recognizing the important role of education, the 2030 Agenda for Sustainable Development highlights education as a stand-alone goal (SDG 4) and also includes targets on education under several other SDGs, notably those on health; growth and employment; sustainable consumption and production; and climate change (UNESCO, 2015).

Although the implementation of the Education Strategic Plan 2014–2018 has made remarkable progress towards achieving its policy objectives, there are still some points that require strengthening and further improvements in order to achieve the goals. Importantly, MoEYS approved the 2030 Roadmap of Cambodia’s SDG 4, Education, in early 2019, to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (MoEYS, 2019a). However, the MOEYS vision is to

establish and develop human resources of the very highest quality and ethically sound in order to develop a knowledge-based society within Cambodia (MoEYS, 2015).

1.2 Statement of the Problem

Student dropout has become an international priority that has received attention in every country in the world, both developed and developing countries (សំអា អង្គារតី et al., ២០១៦). The student dropout rates at lower and upper secondary levels are still high. Most secondary schools do not have science labs, computer rooms, libraries, and teaching aids or workshops in accordance with the curriculum framework (MoEYS, 2019a). Moreover, UNESCO (2017), UNESCO Institute for Statistics (UIS) and the Global Education Monitoring Report (GEM) 2017 estimate that some 61 million children of primary school age (6 to 11 years), 62 million of lower secondary school age (12 to 14 years) and 141 million youth of upper secondary school age (15 to 17 years) are out of school in the world.

In the context of Cambodia, dropout at upper secondary school level is high, at 18.3 percent in School Year 2017/18 (MoEYS, 2019a). According to the Public Education Statistics & Indicators (2018-2019), (2019-2020) indicated that the dropout rates in upper secondary school level (grades 10- 12) for the whole kingdom was the same, 16.90% in School Year 2017/18 and in School Year 2018/2019 (MoEYS, 2019b, 2020c). Moreover, the data also shows that the dropout rate in upper secondary school for the rural area is higher than the urban area. In School Year 2017-2018, there are 15.60% in the urban area and 17.50% in the rural area. Not different, in School Year 2018-2019, there are 14.8% in the urban area and 17.80% in the rural area.

The COVID-19 pandemic has had a devastating impact on education systems globally, including in Cambodia. Since the official announcement of the implementation of early vacation and the postponement of the reopening of schools across the country,

the Ministry of Education, Youth and Sport, together with relevant stakeholders, has been working hard to promote distance learning, to enable students to continue their studies safely from home (MoEYS, 2020d). A global pandemic has closed schools, exacerbated child poverty and risks to halt development opportunities for children across Cambodia. More than three million children have been affected by school closures in the country, and the scale of this crisis threatens to roll back years of progress and leave the most vulnerable deprived of essential services in protection, education, health, nutrition, and water. The impact could span generations (UNICEF, 2020). In March 2020, the Government announced a nationwide school closure. This affected millions of students in the country as many had limited ability to keep learning from home due to a lack of internet connection and equipment combined with limited technical skills and access to ICT tools (OpenDevelopment Cambodia, 2020). At least 24 million students could drop out of school due to the coronavirus pandemic, UN says (Feuer, 2020). In the context of Cambodia, the analysis revealed that the country currently suffers from a high drop-out rate, particularly in lower and upper secondary education, and that quality learning remains a major challenge. The World Bank Cambodia's May 2020 Economic Update highlights that COVID-19 and the long-term school closures will likely result in student learning lagging behind, due to learning losses and increases in the risk of school drop-out in the medium term (MoEYS, 2020a).

According to the school principal, the dropout rates in the selected school was 11.50% in SY 2017-2018, decreased to 10.50% in SY 2018-2019, and increased to 18.50% in SY 2019-2020. The data shows that the dropout rate was rising from one level to another, especially in the time of COVID-19, SY 2019-2020. It indicated that in the time of COVID-19 pandemic the selected school also faced the higher dropout rates that

researcher considered and have to conduct the research to gather information which necessary to solve the problem.

1.3 Research Purposes

This study is intended to provide understanding of the current causes of dropout in rural upper secondary school in the time of COVID-19 pandemic.

1.4 Research Objectives

The present study aims:

- 1) To identify the characteristics and demographic profiles of dropout students during school closures due to COVID-19 pandemic.
- 2) To explore the key factors influencing students' decision to drop out during school closure due to COVID-19 pandemic.
- 3) To explore the immediate consequences of school dropout during school closures due to COVID-19 pandemic.

1.5 Research Questions

In order to achieve the objectives, three specific research questions are listed in the following:

- 1) What are the characteristics and demographic profiles of dropout students?
- 2) What are the key factors that influence students' dropout in upper secondary school in the time of COVID-19 pandemic?
- 3) What are the immediate consequences of dropouts during COVID-19 pandemic?

1.6 Significance of the Study

This current study provides the basic knowledge to pedagogical students, teachers, other researchers, and stakeholders for many reasons. First, because of this study intends to identify the characteristics and demographic profiles of dropout students during school closures due to COVID-19, teachers or educators get some knowledge to recognize students who are at risk to drop out of school. Second, regarding the key factors influencing students' decision to drop out during school closure due to COVID-19, this study also provides important information about possible and real causes that educators and stakeholders could analyze to prevent students from dropping out of school. Moreover, it contributes to a better understanding of parents' involvement, and communities' involvement in motivating the students for schooling because the study finds out the effective strategies to fulfill the shortage that push students to dropout. Importantly, this study helps teachers to reflect about what they have done well as well as what they have to improve in order to help students to stay in school for both, the normal condition and pandemic condition. Finally, this study would become a document for the relevant research studies in which findings provide important information to teachers as well as educators to understand about the dropout problems and find the suitable solution to overcome it as well as to motivate students to continue their studying until graduation.

CHAPTER 2: LITERATURE REVIEW

With reference to the many different studies conducted on different research sites, methodologies which related to school dropout, this chapter reviews in detail about the Cambodia's education during COVID-19 outbreaks, and moves to the impact of COVID-19 in the education system as well as school dropout prevention. Moreover, it identifies the characteristics and demographic profiles of dropout students, the key factors influencing students' decision to drop out, and the consequences of school dropout.

2.1 Cambodia's Education During COVID-19 Outbreaks

On February 11, 2020, the World Health Organization proposed an official name of the virus as COVID-19, an acronym for Coronavirus disease 2019. It was first identified in Wuhan, China on December 31, 2019 (WHO, 2020a). On March 11, 2020 the World Health Organization (WHO) declared COVID-19 as a pandemic (WHO, 2020b).

The COVID-19 pandemic in Cambodia is part of the in-progress worldwide pandemic of coronavirus disease 2019 (COVID-19) which first case was detected on a Chinese national in Sihanoukville on 27 January 2020 (Asia, 2020). On 7 March, a 38-year-old man in Siem Reap was the first Cambodian diagnosed with the coronavirus. He was among four Cambodians placed under quarantine at the Siem Reap Provincial Referral Hospital because of direct contact with a Japanese citizen who left Cambodia on Tuesday that week and tested positive upon arrival at the Chubu Centrair International Airport near Nagoya, Japan. At the same time, some 40 other people in Siem Reap have been isolated under medical supervision because of indirect contact with the Japanese man.

The government prompted the decision to close all schools and cancelled the celebration of the upcoming Khmer New Year (Chhengpor, 2020). On 14 March, MOEYS published an article, declaring to close down all educational institutes in Phnom Penh and Siem Reap until further notice (TOP NEWS, 2020). Moreover, on 16 March, 2020, The Ministry of Education announced the closure of all public and private educational institutions across the country (Khemara & Narin, 2020). On 26 August, 2020, the government announced its decision to reopen kindergartens, primary and secondary schools- both public and private on 7 September, 2020 (Vantha, 2020). Schools in Cambodia reopened on the next Monday after a six-month closure due to the impact of the COVID-19 pandemic but to strictly adhere to the guidelines issued by the Ministry of Health to curb the virus spread (Xinhua, 2020). After signing a memorandum of understanding (MoU) between the Hungarian Minister of Foreign Affairs and Trade Peter Szijjarto and the Cambodian Minister of Agriculture, Forestry and Fisheries Veng Sakhon at a ceremony presided over by Prime Minister Hun Sen on November 23, 2020, the Minister of Education, Youth and Sports Hang Chuon Naron announced that both state and private schools in Phnom Penh and Kandal province would be closed for two weeks to prevent the spread of COVID-19 (Kunthear, 2020). Finally, on 17 November, 2020, MOEYS published an article, declaring the operation of all public schools in SY 2020/2021 on 11 January, 2021 (MoEYS, 2020b).

2.2 The Impact of COVID-19 in Education System

On 16 March 2020, the Royal Government of Cambodia (RGC) took the decision to close all education institutions, together with public and private schools, as a prevention of the spread of COVID-19. These school closures have resulted in disturbance to learning processes in all of Cambodia's estimated 13,482 schools, from

preschool to upper secondary schools, with an estimated 3.2 million students affected (UNICEF, MoEYS, Save the Children, 2021).

UNESCO (2020) released that at the height of COVID-19, schools in 192 countries were closed, keeping 1.6 billion students away from school. Moreover, by mid-September, UNICEF also recorded that 870 million students, or half the world's student population in 51 countries, were still unable to return to school. In the same analysis, UNICEF predicted that the pandemic threatened to push at least 24 million students out of school completely.

According to MoEYS (2021), students from households with valid ID Poor card were found to be at higher risk of drop-out compared to students from non-ID Poor card households.

According to the World Bank Group (2020), dropout risk is raised, as the lack of encouragement from teachers reduces the attachment to schooling for marginal students.

2.3 School Dropout Prevention

Although secondary school enrolment rates achieved their targets, MoEYS must pay more attention to reducing student dropout by addressing geographical issues and other reasons that students do not pursue their learning. MoEYS must develop appropriate strategies to assist students to stay in school. These could include enhancing the scholarship programme, an early warning system to reduce student dropout, implementing SBM, classroom management and new curricula, and encouraging students to be more active in the classroom (MoEYS, 2019a).

Moreover, in the time of COVID-19 pandemic MoEYS has cooperated with development partners and has taken actions to make sure that students are safe, protected and healthy, in face of school closure. It includes the production of information, education and communication materials and correlated risk communication activities; support in

building stronger and stronger learning environments; providing of basic hygiene supplies to schools; support with school and student grants; the ID Poor cash transfer programme, and providing school meals to children from poor households; and school preparedness for safe school re-opening. Regarding engaging students' learning, MoEYS made efforts on continuous distance learning to students from pre-school to upper secondary school with variety platforms such as online learning which includes MoEYS e-learning website, Facebook page, YouTube channel, Krou Cambodia and Komar Rien Koma Cheh, the ministry's official Facebook page for early grade learning. Furthermore, with the support of many development partners, MoEYS has started continuous distance learning programmes through a new dedicated education television channel (TVK2) and on radio. The television channel focused on learning content relevant to students from pre-school to upper secondary, while the radio programmes focused on reaching children engaged in pre-school and multilingual education from Grades 1 to 3 (MoEYS, 2020a).

In addition, since teachers plays very important roles in supporting students to learn by distance, MoEYS has established a set of guidelines outlining teachers' roles and responsibilities in this area such as establishing online learning groups with students and parents or caregivers, providing information on how to access continuous learning programmes, ensuring that students could access additional paper-based learning materials/textbooks, and conducting home visits to facilitate and monitor distance learning activities (MoEYS, 2020a).

2.4 The Characteristics and Demographic Profiles of Dropout Students

According to many researches, student individual factors have been widely documented to play a vital role in determining school dropout. Among the main factors, we can cite absenteeism (Christle, Te, & Nelson, 2007; Heng, Sok, & No, 2016; Mughal, Aldridge, & Monaghan, 2019; TAŞ, BORA, SELVİTOPU, & DEMİRKAYA, 2013;

Weybright, Caldwell, Xie, Wegner, & Smith, 2017), low self-esteem (Heng et al., 2016), the inability to meet the standards of education (Mughal et al., 2019; Şahin, Arseven, & Kılıç, 2016), poor educational background (Heng et al., 2016; Mughal et al., 2019), intensive curriculum (TAŞ et al., 2013) , failing in examination (Mughal et al., 2019; TAŞ et al., 2013), grade repetition (Christle et al., 2007; TAŞ et al., 2013; Weybright et al., 2017), problems with school administration and peers (TAŞ et al., 2013), encountering the wrong person to be friends with (TAŞ et al., 2013), lower levels of intrinsic motivation (Weybright et al., 2017), higher rates of alcohol and tobacco use (Weybright et al., 2017).

2.5 The Causes of Dropout

There is no single reason why students drop out of high school. The following sections describes problems and the possible causes and factors of dropout in detail.

According to many researches, there are many possible causes that influence students' decision to drop out of school. Generally, they found that that students who are unable to meet the standards of education have the higher risk to drop out of school (Mughal et al., 2019; Şahin et al., 2016). Poor teaching quality in early classes and poor educational background are also important- students complained about poor quality teaching especially at public schools in remote rural areas. (Heng et al., 2016; Mughal et al., 2019). Other factors include intensive curriculum (TAŞ et al., 2013) , failing in examination- this failure is an evidence that most students are unable to stay in school anymore (Mughal et al., 2019; TAŞ et al., 2013), grade repetition (Christle et al., 2007; TAŞ et al., 2013; Weybright et al., 2017), lower levels of intrinsic motivation (Weybright et al., 2017), higher rates of alcohol and tobacco use (Weybright et al., 2017). In addition, the home learning environment is also another factor that leads students to stay in school or drop out of school- students who have many works to do at home also have the higher

risk to drop out of school because they do not have the time to extend study support at home (Mughal et al., 2019).

Moreover, lack of social security provision for families (Mughal et al., 2019), lack of student enrollment campaign and dropout prevention within both urban and rural community (Heng et al., 2016), little community support and awareness of the issues of dropout (Heng et al., 2016) also contributed to drop out of school.

Regarding the time of COVID-19 pandemic, dropout has increased. Global evidence indicates that the longer students are out of school, the less likely they are to return. For the most marginalized children, missing out on school—even if only for a couple of weeks—can lead to negative outcomes that last a lifetime (MoEYS, 2020a). Moreover, during this pandemic, children with disabilities are two times more likely to be out of school than their non-disabled peers in Cambodia (MoEYS, 2020a).

2.6 The Consequences of School Dropout

School dropout is the culmination of a long-term process, not an event, which may begin prior to the start of formal schooling. Moreover, the consequences of dropping out can extend beyond an individual's lifetime. Students who drop out of high school are more likely to be unemployed, to earn less than those who graduate, to be on public assistance, and to end up in prison (Christle et al., 2007). Moreover, Global evidence shows that children who lack education have a lower life expectancy and experience poorer health outcomes (MoEYS, 2020a). Regarding the immediate consequences, dropout of school creates a heightened risk of children witnessing or suffering violence and abuse as global literature shows that for girls, especially those living in poor households, the risks are even higher. When girls remain out of school they are at higher risk of sexual exploitation and abuse (MoEYS, 2020a). On the other hand, after dropping out of school, some dropouts had to assist with domestic chores, including helping their

parents work on the land (Mughal et al., 2019). Hence, there is a need for Cambodia's response and recovery strategies to try to minimize school drop-out, especially for children already vulnerable or at-risk of dropping out.

CHAPTER 3: RESEARCH METHODOLOGY

This chapter describes the procedures and practices in conducting the research. It also presents the methods for the study which includes the research design, sample and sampling techniques, instruments, data collection procedure, data analysis, ethical consideration, work plan, and scope and limitation.

3.1 Research Design

The present study employed the qualitative research approach to obtain a better understanding of the complexity of research inquiry for school dropouts. Research studies that investigate the quality of relationships, activities, situations, or materials are frequently referred to as qualitative research (Fraenkel, Wallen, & Hyun, 2012). According to the nature of the study, a single-case study was used in this study. A case study research is a qualitative research approach in which researchers focus on a unit of study known as a bounded system (e.g., individual teachers, a classroom, or a school) (Mills & Gay, 2016). Moreover, the case study method explores a real life, contemporary bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information and reports a case description and case themes (Creswell, 2012).

3.2 Sample Size and Sampling Technique

To explore the various reasons for upper secondary school dropout, one school was chosen based on the high dropout rates. The school was located in a rural area in

Siem Reap province. Twelfth participants participated in this study: five dropout students from grades 10 and 12, three parents of dropout students, three teachers, and a school principal. To reach and get the information, the researcher employed the snowball sampling technique and purposive sampling technique. Snowball sampling refers to the way to select a few people who fit a researcher's needs, then use those participants to identify additional participants, and so on, until the researcher has enough participants. Moreover, snowballing is most useful when it is difficult to find participants of the type needed. On the other hand, purposive sampling, also referred to as judgment sampling, is the process of selecting a sample that is believed to be representative of a given population. In other words, the researcher selects the sample using his experience and knowledge of the group to be sampled (Mills & Gay, 2016).

3.3 Research Instrument

The term instrumentation refers to the entire process of collecting data in a research investigation (Fraenkel et al., 2012). Since the objectives of the study intended to gain a better understanding of the characteristics and demographic profiles of dropout students, of factors that contribute for the students' dropout, and of the immediate consequences of school dropout, four semi-structured question guides were developed for dropouts, dropouts' parents, teachers, and school principal. Moreover, In-Depth Interview (IDI) was used to collect the data of this research study. A qualitative data collection method, in-depth interviews offer the opportunity to capture rich, descriptive data about how people think and behave, and unfold complex processes. In-depth interviews are normally carried out face to face so that a rapport can be created with respondents. In addition, the question guides were developed according to the literature review which reviewed the previous studies in many countries including Cambodia. Moreover, the

question guides was also adapted from (Heng et al., 2016; UNICEF Cambodia, 2020) that can lead participants to provide specific and enough information for this study which included the characteristics and demographic profile of dropout students, key factors that influence dropout, and immediate consequences of school dropout.

3.4 Data Collection Procedure

Dropout students were purposively selected with reference to the dropout rate reported in the data collected by the school principal. All participants were requested for consent before participating in this study and treated with great caution to protect their privacy. Any identities of the participants were not required in any form. Moreover, the five steps were conducted as follows. The first step was to identify participants and sites to be studied and to engage in a sampling strategy that was best to help the researcher understand the central phenomenon and the research questions. Second, the next phase was to gain access to these individuals and sites by obtaining permissions. Third, once permissions were in place, the researcher considered what types of information will best answer research questions. Fourth, at the same time, interviews began with a brief review of the purpose of the research, an assurance of confidentiality, and description of participant rights. Finally, the researcher administered the data collection with special attention to potential ethical issues that may arise. To obtain some understanding of the context of the school, interviews were conducted with the school principal, teachers, dropouts' parents, and dropouts' students lasted between 30 and 45 min.

Moreover, the researcher also collected data from the secondary data. Secondary data is the data that has already been collected through primary sources and made readily available for researchers to use for their own research. Sources of secondary data includes books, personal sources, journal, newspaper, website, government record etc. In this

study, the researcher has collected from many websites such ResearchGate, Springer, Google Scholar, Google, Hun Sen Library, MoEYS website.

3.5 Data Analysis

Data analysis in qualitative research involves summarizing data in a dependable and accurate manner and leads to the presentation of study findings in a manner that has an air of un-deniability (Mills & Gay, 2016) . After completing the data collection with dropout students, dropout' parents, teachers, and school principals, the process of data analysis had started. To analyze data, these six steps below were used to provide concrete illustrations of potential codes and themes that might emerge in the study. First, the researcher organized and prepared the data for analysis. Because the researcher collected data from many sources, the data organization was the first step to sort and arrange the data into different types depending on the sources of information. This involved transcribing interviews. Second, the researcher read or looked at all the data. This required the researcher to read the data, several times, to get a sense of what it contains. Third, the researcher started coding all the data. Coding is the process of segmenting and labeling text to form descriptions and broad themes in the data. Fourth, the researcher used the coding process to generate a small number of themes or categories. Fifth, the thematic and content analysis were used to analyze data. According to Fraenkel et al. (2012), Content analysis is a technique that enables researchers to study human behavior in an indirect way, through an analysis of their communications. Thematic analysis is a method of analyzing qualitative data. It is usually applied to a set of texts, such as interview transcripts. The researcher closely examines the data to identify common themes – topics, ideas, and patterns of meaning that come up repeatedly. Sixth, the researcher made an interpretation of the meaning of the research. This interpretation

consisted of advancing personal views, making comparisons between the findings and the literature, and suggesting limitations and future research.

3.6 Ethical Considerations

Ethical considerations play a role in all research studies, and all researchers must be aware of and attend to the ethical considerations related to their studies (Mills & Gay, 2016) . In this study, the researcher used the consent letter to ask and inform the school principal about the topic and research purpose. Moreover, before conducting the interview, the researcher asked and informed respondents whether they were available or not by informing them about the topic and purpose of the study, and the duration of the interview. On the other hand, to ensure confidentiality, the researcher used pseudonyms for all participants.

Regarding the secondary data, the researcher has cited and acknowledged the authors who have tried their best to keep such valuable sources for other researchers as well as new generation.

CHAPTER 4: RESULTS/FINDINGS

In this chapter, the researcher demonstrates the results which obtained from the data analysis including the characteristic and demographic profile of dropouts, the factors that contributes to drop out, and the immediate consequences of dropouts.

4.1 Background Information of the Participants

Four different kinds of participants involved in this study include students who have dropped out of school, dropouts' parents, teachers, and a school principal.

Table 1: Demographic information about dropouts

	Age (Year)	Gender	Dropout Grade
Student 1 (ST 1)	18	Male	10
Student 2 (ST 2)	17	Female	10
Student 3 (ST 3)	18	Female	11
Student 4 (ST 4)	19	Female	11
Student 5 (ST 5)	21	Female	12

There were five dropouts who participated in this study. Two students dropped out when they were at grade 10, other two students who dropped out when they were in grade 11, and another one was dropped out when she was in grade 12.

Table 2: Demographic information about teachers and the school principal

	Age (Year)	Gender	Experience
Teacher 1 (T 1)	27	Male	4
Teacher 2 (T 2)	30	Female	5
Teacher 3 (T 3)	29	Male	8
School Principal (T 4)	51	Male	6

There were three teachers who participated in this study. One of them is a mathematics teacher who was a grade 10 homeroom teacher, another one is a chemistry teacher who was a grade 11 homeroom teacher, and the last one is Moral-Civics teacher who was a grade 10 homeroom teacher. Importantly, a school principal also participated in this study.

Table 3: Demographic information about dropouts' parents

	Age (Year)	Gender	Career
Parents 1 (P 1)	48	Female	Farmer
Parents 2 (P 2)	43	Male	Builder
Parents 3 (P 3)	43	Female	Farmer

There were three dropouts' parents who were involved in this study. Two of them are farmers and another one is a builder.

4.2 The Characteristics and Demographic Profiles of Dropout Students

This session illustrates the characteristics and demographic profiles of dropout students in the selected school. Based on the data, various characteristics were found.

First, it is about the age of the member in the family. There are five dropout students who participated in this study. Four of them are eighteen years old and more than that, whereas there is only one participant who is only seventeen years old. Moreover, four dropout students are the oldest child, whereas there is only one dropout student who is the youngest child in the family. It indicated that family size either big or small, was not recognized in this study.

Second, it is about parents' career and educational level. All dropout' parents are farmers and most of them had low educational levels. The result from this study showed

that four of dropout's parents hadn't finished primary education, whereas there is only one dropout's father who had finished high school. Moreover, it also indicated that nearly all of dropout' parents got very little education that was very hard with job opportunities and it is the hard way to motivate their children to stay in school.

Third, it is about like and dislike things about school before leaving. All participants reported that they all have the opportunity to study and get new knowledge, and spend time together with peers/friends. However, there was a participant who reported that "I hate when some students look down on me because I am not an outstanding student like them". The data showed that most of them were enjoyable at school.

Fourth, it's about the importance of education to them. When asking about "How school/ education is important to you?" All dropouts willingly reveal that it is very important. ST3 reported that, "Studying provided me with knowledge, concepts, experiences, and helped people to get a better job in the future".

In this case, school principals, teachers, and parents also emphasize that valuing education of people in this community depends on their living standard and level of education. Moreover, they mentioned that some middle class, rich and educated families value someone who is educated because they have enough resources to support their children and support them to continue their studying until they graduate, whereas some poor and uneducated families seem not to really value education because they don't know how much education can help their children. However, some poor and uneducated families value education because they think that education can help their children to get the future bright but they cannot support their children to go to school.

Fifth, it is about location. The selected school is in one district which includes twelve communes. “Students who study in this school are from nine communes and the farthest one is around twenty-five kilometers from school,” said the school principal.

Mainly, students who dropped out of school tend to have family who are staying far away from school. The result from this study illustrated that there are around twelve to twenty-five kilometers from their home to the school and they have to spend around fifteen to thirty minutes to reach school by their motorbike. Among all of them, four students reported that they own a motorbike, whereas two participants reported that they have no motorbike- they have only a bicycle and they need to stay at school and their relative's home which is near the school.

Sixth, it is about trouble at school. Three of them reported that they have never been in trouble, whereas two participants reported that she/he has ever been in trouble. ST4 reported that it was a kind of bullying, “One or two of my classmates bullied me about the fact that I am a poor student”. Moreover, ST 3 also reported that, “I was in trouble when I got the low score in the examinations or when I dialed for some subjects”. However, ST 1 stated, “I have never been in trouble but I have seen my friends in trouble when it was time to study with teachers who are very strict and nasty”.

Seventh, it is about spending time with friends in school and outside school. In this case, only two participants reported that they had many friends in school, whereas three of them reported that they did not have many friends in school. ST 5 reported that, “I have only two close friends in school. My close friends have already dropped out of school”.

Moreover, all participants reported that they had many friends outside school but they did not spend much time with them because most of them did not live in the village

anymore. The data also illustrate that nearly fifty percent dropped out of school and migrated or immigrated to find work. They also reported that some of their friends work as electricians, truck drivers, and factory workers. ST1 reported that:

Most of my friends who I have known since I was young, have already dropped out. However, some of my friends who I have known since I have studied at lower secondary school, are continuing their study. He added that they are now become truck drivers, electricians, labor force and construction workers.

In addition, ST4 reported that, “forty percent of my friends were already dropouts and they are labor force, construction workers, and factory workers.”

Eighth, it is about his/her role model. Four of them reported that they have their own role model, whereas only one of them reported that he has never thought about that. The role models of four dropouts are their friend as well as class monitor, teachers, uncle. ST 5 reported that, “My role model was my teacher to teach students with high commitment and fairness, I have ever wished to be a teacher like him.”

Ninth, it is about lateness and absenteeism. All dropout students mentioned that they are rarely absent or late- there were three participants who said that they came to school late or are absent from school no more than two times per week, whereas two of them reported that they were rarely late and absent from school, only around two or three times per month. However, all of them added that they all have reasons for going to school late or be absent such as doing housework, helping mother for selling, joining other events such as weddings and other events. ST1 reported that, “every morning, I have to help my mother open the store- my mother is selling porridge and I have to spend around twenty-five minutes to reach school”. Moreover, ST3 reported that, “sometimes I

get up late and reach school around 7: 10 AM. I have to be absent because the school gates are closed. I have to go back home”.

Tenth, it is about planning to leave school. When asking “Have you ever planned to leave school?” None of them reported that they have ever planned to leave school. It was clearly recognizable that all dropouts have just decided to leave school during the time of COVID-19 pandemic.

In short, results from data analysis showed that the demographic profiles of dropouts were associated with family size, parents who received low education, families with low incomes, the location is far away from school.

4.3 The Keys Factors Influence Students’ Dropout of Upper Secondary School in the Time of COVID-19 Pandemic

After interviews with school principal, teachers, dropouts, and dropouts’ parents, several key factors influence students’ dropout of upper secondary school students in the time of COVID-19 pandemic were found.

4.3.1 Long-term School Closure

Long-term school closure is the primary reason for dropouts. One of the most important and immediate causes associated with dropping out is long-term school closure. Since the COVID-19 outbreak in late March 2019, the education sector has been impacted very hard-students could not go to school and some activities which related to teaching and learning process were interrupted that made them lack satisfaction in their learning. Relating to the schools has been closing very long time, all dropout students mentioned the same that it was their primary reason for dropout of school. In this case, the school principal and all teachers also raised this problem. In the time of school

closure, teachers don't have activities to boost the learning engagement processes. T2 reported that “because waiting for school re-opening is too long, they were free, so their parents ask them to help with their housework.” Similarly, T4 also indicated that:

The school closure started from the middle of March until the end of May. Because it was the first time for us to meet this pandemic, we did not have some action plan and activities to boost students' learning engagement, we were just waiting for the announcement from the MoEYS. Until the end of May, we had some activities to re-activate education in the form of distance learning. In this case, all teachers had to go to the village where students were living and inform them to come to school to take some learning material such as summary lesson, exercises as well as questions to do at home and return to school in the next week.

4.3.2 Low Academic Performance

Long-term school closure also influences students to drop out of school for other reasons such as; low academic performance. When they all were asked to provide the reason for their poor academic background, all dropout students reported that they drop out of their upper secondary school because they all were not taught very suitably, which made it difficult to catch up the lesson very well during the distance learning. At the end of May 2022, all students were informed about distance learnings. Students who represent their group in the village have to go to school to take some material to read and exercises to do and return back to school on the same day next week. That teaching and learning activities made dropout students feel that they were not able to meet the standard of their grade education because they didn't get any explanations about the lesson, they just came to school and took some materials and did it by themselves. ST4 stated that:

When our teachers were informed about distance learning, I was very stressed that I could hardly understand the lesson, one thing that I had to do was going to school to take the summary lesson and copy it to my books. Moreover, I have to do exercises by myself without any explanation from teachers and turn it back to teachers. Once again, these activities from day to day made me very stressed and unmotivated in learning. I felt that I got nothing from this distance learning, so I decided to drop out.

Similarly, ST 5 reported that, “I don’t know how to complete the task provided, especially for mathematics and other science subjects such as chemistry, physics, biology because I did not learn about the theory- I’ve just got the formulas like they are already in the book.”

Evidence from ST 1 who took part also stated, “I am not an outstanding student and I lost my interest in studying since I could not go to school because I recognized that my abilities were getting down and I felt that my abilities were not fit with my grade.”

Other dropout students mentioned similar experiences regarding the lack of experiences of teaching and learning distancing at their school context in the rural area.

In this case, the dropouts’ parents also reported that they wanted their child to go to study until the end high school, but their child refused and complained that he/she found it hard to understand the lesson”.

In short, the findings from this study showed that in the context of distance learning, students were facing the difficulty to catch up the lesson. Moreover, students who experienced such a weak academic background, they could not deal successfully with the context of distance learning, and thus it led to drop out of school. P 1 stated:

“My child told me that she could not catch up the lesson in her grade and she told me that if COVID-19 pandemic would not disappear very soon, she would not be able to pass the national exam for sure because she felt that she knew nothing.” Not different, P 3 also mentioned that, “My child is not an outstanding student- she just got the passing score since her primary school. In the time of COVID-19 pandemic, she told me that she had no feeling to learn anymore.”

4.3.3 Poor Teaching and Learning Quality

The findings from this study illustrated that poor teaching’ quality has a negative impact for students, especially in the time of COVID-19 pandemic. All dropouts reported that both students and teachers could not adapt to this pandemic situation, thus it led to poor students’ engagement. Moreover, some teachers and students have been able to access distance learning in the time of school closure while many of them have struggled with it. ST 1 reported, “By practicing distance learning, I could not control myself to learn as well as focus on learning processes”. In this case teachers themselves also mentioned, “I don’t know how to teach students via online, I’ve just provided them with the summary lesson and exercises to do and turn back. Moreover, I’ve just forwarded some videos from MoEYS to students’ groups.” Similar, school principal also reported, “To be honest, most teachers in this school have limited technology-related capabilities. So, it was difficult to adapt to this new situation, COVID-19 pandemic.”

In short, both teachers and students could not adapt to a situation such as the COVID-19 pandemic. Thus, it affected their teaching and learning processes.

4.3.4 Missed Communication

Missing communication was another reason for dropout of school. The findings from this study showed that in the time of school closure, teachers haven’t had any

activities to boost the learning engagement processes. In this case, teachers and students were just staying silent to wait the school re-opening announcement. Moreover, missing communication also led students to drop out of school because they did not know what they should do in the time of school closure as well as in the time for conducting such a distance learning. ST 2 reported that, “I have never planned to drop out of school. Because of COVID-19 pandemic, I have been procrastinating. I have been to Phnom Penh to work and I did not do the tasks provided by school, so my name was noted as repeated class so I decided to drop out.”

4.3.5 Children’ Roles at Home

Children’ roles at home were another reason that influenced dropout. The data illustrated that helping family with farming, and other housework also made some students lose attention in studying. ST 2 reported, “distance learning as well as learning from home, is much duplicated because sometimes my mother asks me to do something as well as go somewhere. I cannot understand the lesson”. Similarly, ST 5 also indicated, “My parents do not understand about the distance learning, they just see that I am at home and they ask me to go somewhere to do something, etc.”

4.3.6 Poverty

Poverty was another reason for dropout. There were three participants who reported about this problem. ST 1 reported, “My father was in debt, so I have to find a job to get some money and help him as much as possible.” ST 3 also reported that, “In the time of school closing, I decided to find a job to get some money to support my studies when the school opened, but I cannot come back because I have just found a job and worked for three weeks, I heard that the school was re-open. I decided to drop out.” Moreover, ST 4 mentioned that, “I have no mother, nowadays I live with my father and

grandmother. They don't have enough money to support my studies as my sisters are studying at secondary school too. So, I decided to drop out to find a job to get some money to support my sisters." Evidence from T4, "Because of poverty some students were persuaded to work at Phnom Penh and other provinces by recruiters in the community".

4.3.7 Getting Married

The results from this study also indicated that one of the factors that led students to drop out of school was getting married. While waiting to go to school, two students decided to get married and now one of them has a baby already. ST3 reported that, "I've decided to get married on November 2021 because I did not go to school anymore and I did not know when the school is re-opened."

4.4 The Consequences of School Dropout

This session illustrates the consequences of dropout students in the selected school. Based on the data, various consequences were found.

As we all know, education is very important for students in creating chances for themselves and educating them to stay away from illegal activities.

The results from this study showed that after dropping out of school, some students haven't had a job yet, whereas other students are working in factory, working as builders, and learning skills for their future. T1 reported that:

Last year, I was a home room teacher in grade 10. There were eleven students who dropped out of school in that year and eight of them dropped out in the time of COVID-19. Three of them now are working as builders, two are

working in a factory, and another one is working as a mechanics, for the others students I don't have any information.

Moreover, T 2 reported that, "As I know, two of my female students are already getting married, three dropout students migrated to other provinces or Phnom Penh to work at factory, while three of my male students are learning skills as mechanics."

More importantly, T 3 mentioned that:

There are five students who dropped out of school in the time of COVID-19. One of my female students is working as a waitress, one male student is running his own business with his family, and another one is learning to repair motorbikes. Moreover, two of my female students have already gotten married, one of them is pregnant while another one is just giving birth to her child.

In addition, ST1 reported that:

Now I'm working at Phnom Penh, working as a dental prosthetist where I can earn some money to support my family. Working here, a room is provided and I have to work from 7:00 AM to 11:30 AM and 1:30 PM to 6:00 PM.". When asking about the salary, ST1 emphasized that "I get 130\$ per month and other bonuses. Totally around 250\$ per month.

ST 2 reported that, "After dropping out of school, I went to work in Siem Reap province for five months. Now I'm back home because I've just got engaged. I have no work now, just help my parents as a farmer." Moreover, ST3 reported that, "Now I'm at Phnom Penh, working as a coffee seller that I can earn 170\$ per month. However, I

planned to have my own café in the future.” Similarly, ST 4 reported that, “Now I’m at Phnom Penh, working at babysitter that I can earn 200\$ per month.”

CHAPTER 5: DISCUSSION

As has been mentioned, school dropout is a serious problem that occurs in both developed and developing countries.

This study has analyzed the factors of school dropout in the time of COVID-19 from the perspective of rural upper secondary school dropouts, dropouts' parents, teachers, and the school principal who is relevant to this study. Four groups of participants have direct knowledge and experience of school dropout, which is why their information on the topic can help us understand the problems as well as the real causes and identify possible strategies to deal with it.

The results of this study show that, from the teachers as well as dropouts reported, the factors most likely relevant to school dropout in the time of COVID-19 is related to long term school closure. This result is consistent with the report of UNICEF (2020), these school closures have resulted in disturbance to learning processes in all of Cambodia's estimated 13,482 schools, from preschool through to upper secondary schools, with an estimated 3.2 million students affected. Authors such as (Mughal et al., 2019; Şahin et al., 2016) have found another factor that pushes students to drop out is poor educational background. This study also found that most students who have poor educational background as well as lower performance dropped out in the time of COVID-19 because they hardly understand the contents since teachers are also not familiar with proposing students to adapt distance learning. Moreover, by just taking summary lessons as well as homework that was assigned from school, students were not able to catch up with the lesson. According to other studies, the dropout reason is related to family-based problems such as socio-economic status and low income (Heng et al., 2016; Mughal et al., 2019; Şahin et al., 2016; TAŞ et al., 2013) and MoEYS (2021), students from households with valid ID Poor card were found to be at higher risk of drop-out compared

to students from non-ID Poor card households. The result from this study also indicated that poverty is still the reason that led students to drop out of school, especially in the time of COVID-19 because COVID-19 impacted badly on the economic sector. In this case, low-income and middle-class families cannot support their children to continue their studies. Moreover, some families need their children to find jobs and have some money for them to support their basic needs. Regarding to poverty, MoEYS also established programme to support with school and student grants; the ID Poor cash transfer programme, and providing of school meals to children from poor households; and school preparedness for safe school re-opening.

According to the World Bank Group (2020), dropout risk is raised, by the lack of encouragement from teachers. According to the present study, the findings also illustrated that those teachers and students also struggle with distance learning that make teachers difficult to engage students. Moreover, due to the lack of students' engagement, both teachers and students missed some information from each other. For instance, the finding showed that a dropout decided to drop out of school because the teacher marked her name to repeat the class. Regarding this problem, teachers who have participated in this study also illustrated that they didn't get all students' information and marking students as re-exam or repeat the class was according to the numbers of exercises which students take from school and return back regularly. Thus, students who haven't turned back their tasks may be forced to re-exam or repeat class.

According to (Christle et al., 2007) and World Bank Group (2020), for long term consequences, students who drop out of high school are more likely to be unemployed, to earn less than those who graduate, to be on public assistance. Regarding the immediate consequences, dropout of school creates a heightened risk of children witnessing or suffering violence and abuse as global literature shows that for girls, especially those

living in poor households, the risks are even higher. However, this present study seems different from the previous study because participants haven't raised up about this problem.

On the other hand, after dropping out of school, some dropouts had to assist with domestic chores, including helping their parents work on the land (Mughal et al., 2019). Comparing to this research findings, some dropouts seem like the previous study- they have just stay at home to help their family in farming, to be a public assistance like working in a restaurant, hotel, etc. Moreover, some dropouts are working in factory or working as a builder for male dropouts. However, the results from this study also indicated other consequences of dropouts in the positive ways- they are learning specific skills such as dental prosthetist and mechanics.

CHAPTER 6: CONCLUSION, LIMITATIONS, AND RECOMMENDATIONS

This chapter concludes the results of the study that have found. It is also providing the short summary of the findings.

6.1 Conclusion

The findings of this study came from qualitative data to examine the causes of school dropout in the time of COVID-19 in selected schools in rural areas of Siem Reap province.

Various characteristics and demographics profiles were found to contribute to school dropout in the time of COVID-19. They included parents' career and academic performance. Many of the students who dropped out of school in the time of COVID-19 were from families whose parents had very little education background or uneducated families. Beside parents' career and academic performance, location – the dropouts were from the village far from school, more than fifteen kilometers.

The findings also emphasize many causes of dropout of school in the time of COVID-19. They included long-term school closure- students and teachers just wait for the school reopening without doing activities to boost students' learning engagement. Moreover, long-term school closure also led students to have low academic performance that is also relevant to the low of teaching and learning quality in the new situation. Furthermore, it is about poverty-the students were forced to drop out of school in order to help family in farming as well as find a job to be part in their families' financial and survival.

After dropping out of school, some dropouts haven't had job yet-they've just helped their parents' housework while others are working in factory and working as builders. Importantly, some of them had acquired specific skills such as mechanics.

6.2 Limitations of the Study

This study was conducted using qualitative research designs to explore upper secondary school dropout issues in rural schools of Cambodia in the time of COVID-19. In this regard, the findings of this study were limited in a few respects. First, only one rural school in Siem Reap province was considered for this study. Second, the results cannot be generalized. Like all qualitative research, the results of this study are specific to the school that was selected, people who will participate with the study, and are not representative of the whole country. Third, the research cannot reach the target samples of dropouts' parents which leads to a lack of important information.

6.3 Recommendations

The COVID-19 pandemic affected teaching and learning processes because of long-term school closure that made the students struggle in their studies. It also led some students to drop out of school. According to the research findings, there are many possible causes that push and pull students to drop out of school in the time of COVID-19 pandemic including individuals' problems, family problems, and school problems that we all could consider. Even though this problem is not easy to address, the researcher would like to provide some recommendations that are very suitable to keep students at school longer. First, teachers should use multiple distance learning strategies to provide impartial opportunities for students' learning. All dropouts who participated in this study mentioned that their studying was getting lower and lower because they have just gone to

school to take the paper from the teacher and turn back to them. Moreover, teachers themselves and the school principal also raised their weaknesses to adapt with this pandemic situation. In this case, the researcher does believe that if teachers can adapt a little faster with this situation, dropout will be reduced.

First, teachers should try their best to follow the set of guidelines outlining teachers' roles and responsibilities that has been established by MoEYS. All dropouts who participated in this study mentioned that their studies were getting lower and lower because they have just gone to school to take the paper or worksheet from the teacher and turn back to them. Moreover, teachers themselves and the school principal also raised their weaknesses to adapt with this pandemic situation. In this case, the researcher does believe that if teachers can adapt a little faster with this situation, dropout will be reduced. Furthermore, in this situation, teachers should pay more attention to students to engage, motivate them and understand their needs and concerns. Importantly, teachers should pay more attention in continuing professional development, especially ICT in education. Beside this, teachers and the school principal should have strategies to identify the characteristics of students who are at risk to drop out of school and conduct the implementation to prevent students from drop out of school as much as possible as the school-based could. Finally, in this time of pandemic, teachers should empower students' parents to understand about the importance of quality learning during school closures as well as distance learning to facilitate their children learning because parents also play very important roles to their children learning processes because the findings showed that all dropouts' parents who participated in this study had lower secondary levels or are uneducated people.

Second, students' parents should motivate, encourage, and provide their children enough time for their studying. The findings also showed that dropping out of school is related to children's roles at home. In this case, parents should not ask children to do housework that impacts their study time. Moreover, parents should try their best to encourage and motivate their children to do self-study as much as possible.

Third, students themselves should understand their roles and responsibilities as students. Being a student, studying at school is not enough for their improvement. In this case, students should not tend to this pandemic as well as school closure. They should try to find different ways to continue their learning processes. Moreover, they should pay more attention in their learning processes by trying to get the information for school because this research study also found that missing communication is another cause that led students to drop out of school. More importantly, students should improve their critical thinking skills as well as soft skills because it can help them much to adapt with situation both in their learning processes as well as own life because of the research found that all dropouts who participated in this study had never planned to drop out of school, they have just decided to drop out in the time of school closure.

In short, educators and all relevance stakeholders have to be aware of the real causes that influence students' decision making to drop out of school in the time of COVID-19 pandemic and take action to prevent and supports for students who are at risk of dropping out.

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APPENDIX A: PERMISSION LETTERS



មជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី
NEW GENERATION PEDAGOGICAL RESEARCH CENTER

ថ្ងៃព្រហស្បតិ៍ ៩កើត ខែជេស្ឋ ឆ្នាំឆ្លូវ ត្រីស័ក ព.ស ២៥៦៥
រាជធានីភ្នំពេញ ថ្ងៃទី២០ ខែឧសភា ឆ្នាំ ២០២១

សូមគោរពជូន

លោក ព្រាម មុនី នាយកវិទ្យាល័យអំពៅ

កម្មវត្ថុ៖ សំណើសុំអនុញ្ញាតឱ្យគរុនិស្សិតឈ្មោះ ម៉ូត ណារិន បានចុះប្រមូលទិន្នន័យស្រាវជ្រាវនៅ វិទ្យាល័យអំពៅ ក្នុងចន្លោះពីថ្ងៃទី ២០ ខែឧសភា ដល់ថ្ងៃទី ៣១ ខែ កក្កដា ឆ្នាំ២០២១។

សេចក្តីជូនបានជម្រាបជូនក្នុងកម្មវត្ថុខាងលើ ខ្ញុំសូមជម្រាបជូន លោកនាយកឱ្យបានជ្រាបថា លោក ម៉ូត ណារិន ជាគរុនិស្សិតថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់អប់រំ ឯកទេសប្រឹក្សាគរុកោសល្យ ជំនាន់ទី២ នៃមជ្ឈមណ្ឌល ស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី។ លោកមានគម្រោងចុះស្រាវជ្រាវលើប្រធានបទ "ការកំណត់អំពីមូលហេតុ នៃការបោះបង់ការសិក្សារបស់សិស្សកម្រិតវិទ្យាល័យ នៅក្នុងអំឡុងពេលមានការរាតត្បាត ជំងឺកូវីដ ១៩" ដើម្បីសរសេរសារណាបញ្ចប់ការសិក្សាថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់អប់រំ។ គោលបំណងនៃការ ចុះប្រមូលទិន្នន័យនេះគឺដើម្បីប្រមូលព័ត៌មានសំខាន់ៗដែលទាក់ទងទៅនឹងប្រធានបទស្រាវជ្រាវខាងលើ។ លទ្ធផលនៃការសិក្សាស្រាវជ្រាវនេះក៏អាចរួមចំណែកក្នុងការ ជំរុញឱ្យការរៀននិងបង្រៀនកាន់តែល្អប្រសើរ ឡើងផងដែរ។

អាស្រ័យហេតុនេះ សូមលោកនាយកមេត្តាអនុញ្ញាតនិងជួយសម្រួលដល់គរុនិស្សិតរូបនេះបានចុះ ប្រមូលទិន្នន័យតាមការស្នើសុំដូចមានក្នុងកម្មវត្ថុខាងលើដោយក្តីអនុគ្រោះ។

សូមលោកនាយកទទួលនូវការគោរពរាប់អានដ៏ស្មោះអំពីខ្ញុំ

ប្រធានមជ្ឈមណ្ឌល

បណ្ឌិតសភាចារ្យ ម៉ន្ត រ័ត្ន

ឯកសារ មសគថ.

APPENDIX B: CONCENT FORM

សំណើសុំធ្វើការសម្ភាសន៍

ខ្ញុំបាទឈ្មោះ ម៉ូត ណារិន ដែលជាគរុនិស្សិតកំពុងសិក្សាបរិញ្ញាបត្រជាន់ខ្ពស់ឯកទេសផ្នែកប្រឹក្សា គរុកោសល្យ នៅមជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មីនៃវិទ្យាស្ថានជាតិអប់រំ។ ខ្ញុំបាទបាននឹងកំពុងធ្វើ ការសិក្សាស្រាវជ្រាវលើប្រធានបទ “ការកំណត់អំពីមូលហេតុនៃការបោះបង់ការសិក្សារបស់សិស្សកម្រិត វិទ្យាល័យ នៅអំឡុងពេលមានការរាតត្បាតជំងឺកូវីដ ១៩” ដែលជាសារណាបញ្ចប់ថ្នាក់អនុបណ្ឌិតរបស់ខ្ញុំ។

១. គោលបំណងនៃការស្រាវជ្រាវ

ការសិក្សានេះបានធ្វើឡើងក្នុងគោលបំណង ស្វែងយល់អំពីមូលហេតុដែលនាំឱ្យសិស្សកម្រិតវិទ្យាល័យ បោះបង់ចោលការសិក្សានៅអំឡុងពេលមានការរាតត្បាតនៃជំងឺកូវីដ ១៩។ តាមរយៈលទ្ធផលក៏ដូចជា ការប្រមូលបាននូវព័ត៌មានសំខាន់ៗពីអ្នកពាក់ព័ន្ធទាំងនាយកសាលា លោកគ្រូ/អ្នកគ្រូ សិស្សានុសិស្ស និង អាណាព្យាបាលសិស្សដែលបានបោះបង់ការសិក្សា ការសិក្សានេះនឹងផ្តល់ជាព័ត៌មានដ៏មានសារៈសំខាន់ អំពីព័ត៌មានប្រជាសាស្ត្ររបស់ក្រុមសិស្សបោះបង់ការសិក្សា មូលហេតុពិតប្រាកដដែលនាំអោយសិស្ស បោះបង់ការសិក្សា និងផលជាក់ស្តែងបន្ទាប់ពីពួកគេបោះបង់ការសិក្សា។ មួយវិញទៀត ឯកសារយោងមួយ ចំនួននៅក្នុងការសិក្សានេះនឹងផ្តល់ជាមូលដ្ឋានគ្រឹះនិងភស្តុតាងសម្រាប់បង្ហាញអ្នកពាក់ព័ន្ធផ្នែកអប់រំរួម មានអ្នកគ្រប់គ្រង គ្រូបង្រៀន អាណាព្យាបាលសិស្ស ដើម្បីជំរុញឱ្យកាន់តែមានចំណាប់អារម្មណ៍ទៅលើ បញ្ហានៃការបោះបង់ការសិក្សារបស់សិស្សនៅកម្រិតវិទ្យាល័យ។ លើសពីនេះទៅទៀត ការរកឃើញនៃការ សិក្សាមួយនេះនឹងចូលរួមចំណែកដល់អ្នកគ្រប់គ្រង គ្រូបង្រៀន អាណាព្យាបាលសិស្ស និងសហគមន៍ឱ្យ មានការចូលរួមក្នុងការទប់ស្កាត់ និងកាត់បន្ថយការបោះបង់ចោលការសិក្សារបស់សិស្សនៅកម្រិតវិទ្យាល័យ ផងដែរ។ ជាចុងក្រោយ ការសិក្សានេះអាចនឹងក្លាយទៅជាឯកសារយោងដ៏សំខាន់សម្រាប់ការស្រាវជ្រាវ បន្ថែមមកលើប្រធានបទនេះ ដែលវាអាចនឹងផ្តល់អត្ថប្រយោជន៍ជាច្រើនដល់សិស្ស/និស្សិត គ្រូបង្រៀន ក៏ ដូចជាស្ថាប័នពាក់ព័ន្ធក្នុងការចូលរួមកាត់បន្ថយការបោះបង់ការសិក្សារបស់សិស្ស។

២. ដំណើរការនៃការស្រាវជ្រាវ

ប្រសិនបើលោកគ្រូ/អ្នកគ្រូអនុញ្ញាតចូលរួមក្នុងការសម្ភាសន៍នេះ នោះលោកគ្រូ/អ្នកគ្រូនឹងត្រូវសួរនូវ សំណួរសំខាន់ៗមួយចំនួនដែលទាក់ទងជាមួយនឹងគោលបំណងនៃការសិក្សាស្រាវជ្រាវមួយនេះប៉ុណ្ណោះ។ តាមផ្នែកនៃសំណួរនីមួយៗលោកគ្រូ/អ្នកគ្រូអាចនឹងចំណាយពេលប្រមាណពី ៣ ទៅ ៥នាទី ដូច្នោះការ សម្ភាសអាចចំណាយពេលលោកគ្រូ/អ្នកគ្រូប្រហែលជា ៣០ ទៅ៥០ នាទី។ ព្រមគ្នានេះដែរ កំឡុងពេល សម្ភាស នាងខ្ញុំសុំអនុញ្ញាតធ្វើការថតសម្លេង ក៏ដូចជាថតវីដេអូ (ប្រសិនបើសម្ភាសតាមរយៈកម្មវិធីZoom) ដើម្បីទុកជាឯកសារនិងរបាយការណ៍ដែលជាជំនួយនៅក្នុងការបកស្រាយទិន្នន័យសម្រាប់ការសិក្សា ស្រាវជ្រាវមួយនេះ ហើយឯកសារទាំងនេះនឹងអាចមានការផ្ទៀងផ្ទាត់ជាមួយលោកគ្រូ/អ្នកគ្រូនៅពេល ក្រោយទៀតប្រសិនបើមានករណីមួយចំនួន ដែលនាងខ្ញុំអាចនឹងសុំលោកគ្រូ/អ្នកគ្រូផ្តល់ការសម្ភាសសារជា

ថ្មីម្តងទៀត ។ អ្វីដែលសំខាន់នោះគឺរាល់ព័ត៌មាននិងឯកសារទាំងឡាយដែលទាក់ទងនឹងលោកគ្រូ/អ្នកគ្រូ នាងខ្ញុំនឹងរក្សាការសម្ងាត់ជូន ដោយពុំមានការបង្ហាញព័ត៌មានផ្ទាល់ខ្លួនរបស់លោកគ្រូ/អ្នកគ្រូក្នុងការ ស្រាវជ្រាវឡើយ ប្រសិនបើពុំមានការអនុញ្ញាតអំពីលោកគ្រូ/អ្នកគ្រូដែលជាសាមីខ្លួន។

៣. គោលការណ៍រក្សាការសម្ងាត់

ព័ត៌មានទាំងអស់នឹងរក្សាការសម្ងាត់ ដោយមានតែអ្នកស្រាវជ្រាវតែម្នាក់ដែលអាចប្រើប្រាស់បាន។ វា មិនមែនជាតេស្ត ហើយក៏គ្មានចម្លើយខុសឬត្រូវដែរ។ ព័ត៌មានរបស់លោកគ្រូ/អ្នកគ្រូ ពិតជាមានសារៈសំខាន់ ណាស់សម្រាប់ខ្ញុំ ហើយខ្ញុំសង្ឃឹមថាលោកគ្រូ/អ្នកគ្រូ អាចចូលរួមជាមួយការសិក្សាស្រាវជ្រាវនេះ។ វាជា ជម្រើសរបស់លោកគ្រូ អ្នកគ្រូ បើទោះបីជាលោកគ្រូ/អ្នកគ្រូ ចង់ឬមិនចង់ចូលរួមក៏ដោយ។ ប្រសិនបើលោក គ្រូ/អ្នកគ្រូ ជ្រើសរើសចូលរួមជាមួយការសិក្សានេះ លោកគ្រូ អ្នកគ្រូមានសិទ្ធិមិនឆ្លើយសំណួរណាមួយ ឬ បញ្ចប់ការឆ្លើយសំណួរនៅត្រង់ចំណុចណាមួយក៏បាន។

៤. ការទំនាក់ទំនងមកអ្នកស្រាវជ្រាវ

ប្រសិនបើលោកគ្រូ/អ្នកគ្រូមានសំណួរឬបញ្ហាណាមួយពាក់ព័ន្ធនឹងការស្រាវជ្រាវនេះ លោកគ្រូ/អ្នក គ្រូអាចទំនាក់ទំនងមកកាន់ខ្ញុំដែលជាអ្នកស្រាវជ្រាវតាមរយៈលេខទូរស័ព្ទ ០៨៩ ៩៨ ៩៤ ០៣ ឬ អាស័យ ដ្ឋានសារអេឡិចត្រូនិក Mot Narin ។

៥. កិច្ចព្រមព្រៀងក្នុងការចូលរួម

គោលបំណង របស់ការស្រាវជ្រាវបានពន្យល់យ៉ាងច្បាស់ដោយអ្នកស្រាវជ្រាវ ហើយខ្ញុំនឹងចូលរួមក្នុង ការសិក្សាស្រាវជ្រាវមួយនេះ។ខ្ញុំដឹងថា ខ្ញុំអាចឆ្លើយឬ មិនឆ្លើយនូវសំណួរណាមួយ ដោយគ្មានពិន័យអ្វីទាំង អស់។

<p>អ្នកចូលរួម</p> <p>កាលបរិច្ឆេទ៖ _____</p> <p>ហត្ថលេខា៖ _____</p> <p>ឈ្មោះ៖ _____</p>

<p>អ្នកស្រាវជ្រាវ</p> <p>កាលបរិច្ឆេទ៖ _____</p> <p>ហត្ថលេខា៖ _____</p> <p>ឈ្មោះ៖ _____</p>

APPENDIX C: QUESTION GUIDES

(Question Guide for Dropout Students)

My name's Mot Narin, a student who is studying at New Generation Pedagogical Research Center. Currently, I am studying on the topic "Identifying Causes of Dropout in Rural Upper Secondary School in the Time of COVID-19".

The interviews will be spent around 50 minutes. There are no 'right' or 'wrong' answers to each question that will be asked here. Your answers should be the ones that are 'right' for you. Your answers will be combined with others to make totals and averages in which no individual can be identified. All your answers will be kept confidential and will be used only for the purpose of the research. Hence, your honest response is of much importance.

I. Democratic Information

1. Gender
2. Age
3. Dropout Level

II. The characteristics and demographic profiles of dropout students

4. What do your parents do?

Prompt: Level of education, incomes,

5. How many brothers and sisters do you have?
6. What did you like and dislike about school before leaving?
7. How school/ education is important to you?

- prompt: compared to other things in your life

8. How did you get to school? How long did it take you to travel to your school?

- clarify: for example, did you walk, ride a bicycle, and drive a motorbike

9. Have you ever been in trouble or seen other students in trouble at school?

- clarify: with peers, teachers, bullying - physical/verbal/cyber, etc.

• prompt: how would you feel if you experienced the types of trouble you mentioned?

10. Did you spend time with friends in school? Did you spend time with friends outside of school? What are your friends from school doing now?

11. Who are your role models and why are they your role models? What do they do for work?

12. Did you ever come to school late? How many days per week were you late to school? Why were you late to school?

13. Did you ever miss school? How many days per week did you miss school? Why did you miss school?

14. Have you ever planned to leave school?

III. Possible causes of and factors of influence for the dropout

15. What were the reasons you left school?

Prompt: Which one was the most priority?

16. Who decided that you would leave school?

- Prompt: This could have been you, or your parents, or both of you together

17. Did you feel pressure to leave school or stay in school? Who was this pressure from, what was it like?

18. Did school or your teacher contacted to you or give any intervention when you decided to left the school?

19. Did you work while you were in school? What type of work did you do?

IV. Consequences

20. What do you do now?

21. How do you feel now about not going to school anymore?

22. Have you thought about going back to school?

If yes, what would be your reasons for going back to school?

APPENDIX C: QUESTION GUIDES

(Question Guide for Dropout Parents)

My name's Mot Narin, a student who is studying at New Generation Pedagogical Research Center. Currently, I am studying on the topic "Identifying Causes of Dropout in Rural Upper Secondary School in the Time of COVID-19".

The interviews will be spent around 50 minutes. There are no 'right' or 'wrong' answers to each question that will be asked here. Your answers should be the ones that are 'right' for you. Your answers will be combined with others to make totals and averages in which no individual can be identified. All your answers will be kept confidential and will be used only for the purpose of the research. Hence, your honest response is of much importance.

I. Demographic Information

1. Gender
2. Age
3. Level of Education
4. Numbers of children

II. The characteristics and demographic profiles of dropout students

5. How important is education to you?
6. How do you support your family?
 - clarify: housework, farming, and salaried job
7. What are your hopes for your child's future?

8. Did your child's school keep you informed of your child study? Or besides you, is there anybody in your family helped to follow up your child's study (brother, sister, ...)?

III. Possible causes of and factors of influence for the dropout

11. When did your child leave school?

- prompt: what was the reason your child left school?

12. Who makes the decision for your child to stay in school? OR Who made the decision for your child to leave school?

13. Did you agree with your child's decision to drop out of school?

14. When your child dropped out, did the school put any effort in convincing you to send your child to go back to school?

15. How satisfied are you with the education your child received/is receiving?

- prompt: are the teachers good at their job? Are the subjects relevant for their future?

Are the facilities good enough quality?

15. How satisfied are you with the disciplinary structures in school?

- clarify: punishments for misbehavior, school regulations.

IV. Consequences

16. What is your child doing after leave school?

17. Have they thought about going back to school? If yes, what would be his/her reasons for going back to school?

18. How do they feel now about not going to school anymore?

APPENDIX C: QUESTION GUIDES

(Question Guide for Teachers)

My name's Mot Narin, a student who is studying at New Generation Pedagogical Research Center. Currently, I am studying on the topic "Identifying Causes of Dropout in Rural Upper Secondary School in the Time of COVID-19".

The interviews will be spent around 50 minutes. There are no 'right' or 'wrong' answers to each question that will be asked here. Your answers should be the ones that are 'right' for you. Your answers will be combined with others to make totals and averages in which no individual can be identified. All your answers will be kept confidential and will be used only for the purpose of the research. Hence, your honest response is of much importance.

I. Democratic Information

1. Gender
2. Age
3. Teaching subject.....
4. Teaching Experience.....
5. Teaching Hours.....
6. Classes of teaching.....

II. The characteristics and demographic profiles of dropout students

7. Do families in this community value education?
8. How important is education to your students?
9. How do you see students' home lives affecting their studies?

III. Possible causes of and factors of influence for the dropout

10. How satisfied are you with the education your students received?

- prompt: are the teachers good at their job? Are the subjects relevant for their future?

Are the facilities good enough quality?

11. How satisfied are you with the disciplinary structures in school?

- clarify: punishments for misbehavior, school regulations.

12. How much time each week do students need to spend doing schoolwork outside of school

(Homework) in order to succeed in school?

13. What knowledge and skills do you think are most important for your students to learn?

Do you think they are learning those things?

14. How many of your students miss school or arrive late each week? What are the problems that arise when students miss school or arrive late?

15. Do you have a strategy to identify students who are at-risk of dropping out?

16. Is there anything specific your school are doing to try to keep these at-risk students in school?

17. Is there anything specific you are doing to try to keep these at-risk students in school?

18. How many students in your class leave school?

Prompt: in the time of COVID-19

19. Why do you think students leave upper secondary school?

Prompt: in the time of COVID-19

20. Who makes the decision for your students to leave school?

IV. Consequences

21. What are your students doing after leave school?

22. Have they thought about going back to school?

If yes, what would be his/her reasons for going back to school?

APPENDIX C: QUESTION GUIDES

(Question Guide for School Principal)

My name's Mot Narin, a student who is studying at New Generation Pedagogical Research Center. Currently, I am studying on the topic "Identifying Causes of Dropout in Rural Upper Secondary School in the Time of COVID-19".

The interviews will be spent around 50 minutes. There are no 'right' or 'wrong' answers to each question that will be asked here. Your answers should be the ones that are 'right' for you. Your answers will be combined with others to make totals and averages in which no individual can be identified. All your answers will be kept confidential and will be used only for the purpose of the research. Hence, your honest response is of much importance.

I. Democratic Information

1. Gender
2. Age
3. Experience

II. The characteristics and demographic profiles of dropout students

4. Do families in this community value education?
5. How important is education to your students?
6. How do you see students' home lives affecting their studies?

III. Possible causes of and factors of influence for the dropout

7. Why do you think students leave upper secondary school?

Prompt: in the time of COVID-19

8. How many of your students leave school in the time of COVID-19?
9. Do you have any strategies to identify students who are at-risk of dropping out?
10. Is there anything specific your school are doing to try to keep these at-risk students in school?
11. Is there anything specific you are doing to try to keep these at-risk students in school?

IV. Consequences

12. What are your students doing after leave school?
13. Where are the children going to work after they drop out of school?
14. Have they thought about going back to school?

If yes, what would be his/her reasons for going back to school?

APPENDIX C: QUESTION GUIDES

(កម្រងសំណួរសម្រាប់សិស្សបោះបង់ការសិក្សា)

ខ្ញុំបាទឈ្មោះ ម៉ូត ណារិន ជាគរុនិស្សិតដែលកំពុងតែសិក្សានៅមជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី។ ឥឡូវនេះ ខ្ញុំកំពុងតែសិក្សាលើប្រធានបទ “ការកំណត់អំពីមូលហេតុនៃការបោះបង់ចោលការសិក្សារបស់សិស្សវិទ្យាល័យនៅជនបទ នៅអំឡុងពេលមានការរាតត្បាតជំងឺកូវីដ១៩”.

ការសម្ភាសន៍នេះនឹងចំណាយពេលប្រហែល៣០នាទី។ រាល់ឆ្លើយរបស់ប្អូនៗនឹងមានការកំណត់ថាត្រូវ ឬខុសនោះទេ។ ក្នុងលក្ខខណ្ឌនេះ ចម្លើយរបស់ប្អូនគួរតែជាចម្លើយដែលត្រឹមត្រូវសម្រាប់ប្អូន។ ចម្លើយរបស់ប្អូននឹងត្រូវបានរួមបញ្ចូលជាមួយអ្នកដទៃ ដើម្បីបង្កើតចំនួនសរុប និងវិភាគដែលមិនអាចកំណត់អត្តសញ្ញាណបុគ្គលណាមួយបានឡើយ។ ចម្លើយទាំងអស់របស់ប្អូននឹងត្រូវបានរក្សាទុកជាសម្ងាត់ ហើយនឹងត្រូវបានប្រើសម្រាប់គោលបំណងនៃការស្រាវជ្រាវតែប៉ុណ្ណោះ។ ដូច្នេះ ការឆ្លើយតបដោយស្មោះត្រង់របស់ប្អូនមានសារៈសំខាន់ណាស់សម្រាប់ការសិក្សាស្រាវជ្រាវនេះ។

I. ព័ត៌មានប្រជាសាស្ត្រ

1. ភេទ.....
2. អាយុ
3. កម្រិតថ្នាក់ដែលបានបោះបង់ការសិក្សា.....

II. លក្ខណៈ និងទម្រង់ប្រជាសាស្ត្ររបស់សិស្សបោះបង់ការសិក្សា

4. តើឪពុក ម្តាយរបស់ប្អូនមានមុខរបរអ្វី?
បញ្ជាក់បន្ថែម: កម្រិតនៃការអប់រំ, កម្រិតនៃប្រាក់ចំណូល
5. តើប្អូនមានបងប្អូនប៉ុន្មាននាក់?
6. តើអ្វីដែលប្អូនចូលចិត្ត និងមិនចូលចិត្តមុនពេលដែលប្អូនបានបោះបង់ការសិក្សា?
7. តើការអប់រំសំខាន់បែបណាខ្លះសម្រាប់ប្អូន?

- បញ្ជាក់បន្ថែម: ប្រៀបធៀបទៅរឿងផ្សេងៗនៅក្នុងជីវិត

8. តើប្អូនធ្វើដំណើរទៅសាលាដោយមធ្យោបាយអ្វី? តើប្អូនត្រូវចំណាយពេលប៉ុន្មាន ដើម្បីទៅដល់សាលា?

- បញ្ជាក់: ឧទាហរណ៍ដើរ ជិះកង់ ម៉ូតូ

9. តើអ្នកធ្លាប់មានបញ្ហា ឬឃើញសិស្សផ្សេងទៀតមានបញ្ហានៅសាលាទេ?

- បញ្ជាក់បន្ថែម: ជាមួយដៃគូ, គ្រូបង្រៀន, ការធ្វើឱ្យប៉ះពាល់អារម្មណ៍ - ផ្លូវកាយ ផ្លូវចិត្ត

- បញ្ជាក់បន្ថែម: តើប្អូននឹងមានអារម្មណ៍យ៉ាងណា ប្រសិនបើប្អូនជួបប្រទះបញ្ហាដែលអ្នកបានលើកឡើង?

10. តើអ្នកបានចំណាយពេលជាមួយមិត្តភក្តិនៅសាលាទេ? តើអ្នកបានចំណាយពេលជាមួយមិត្តភក្តិនៅខាងក្រៅសាលាទេ? តើមិត្តភក្តិប្អូនដែលបានបោះបង់ការសិក្សា កំពុងធ្វើអ្វីឥឡូវនេះ?

11. តើនរណាជាជនគំរូរបស់ប្អូន? ហើយហេតុអ្វីបានជាពួកគេជាជនគំរូរបស់ប្អូន? តើពួកគាត់មានការងារអ្វីដែរ?

12. តើប្អូនធ្លាប់មកសាលាយឺតទេ? តើប្អូនមករៀនយឺតប៉ុន្មានថ្ងៃក្នុងមួយសប្តាហ៍? ហេតុអ្វីបានជាប្អូនមករៀនយឺត?

13. តើប្អូនធ្លាប់អវត្តមានទេ? តើប្អូនអវត្តមានប៉ុន្មានថ្ងៃក្នុងមួយសប្តាហ៍? ហេតុអ្វីបានជាប្អូនអវត្តមាន?

14. តើប្អូនធ្លាប់មានគម្រោងក្នុងការបោះបង់ចោលការសិក្សាដែរឬទេ?

III. មូលហេតុដែលអាចកើតមាន និងកត្តានៃឥទ្ធិពលសម្រាប់ការបោះបង់ការសិក្សា

15. តើមានហេតុផលអ្វីខ្លះ ដែលជម្រុញឱ្យប្អូនបោះបង់ការសិក្សា?

- បញ្ជាក់បន្ថែម: តើហេតុផលមួយណាដែលជាហេតុផលអាទិភាព?

16. តើអ្នកណាសម្រេចចិត្តថា ប្អូននឹងបោះបង់ការសិក្សា?

- បញ្ជាក់បន្ថែម: នេះអាចជាប្អូនផ្ទាល់ ឬឪពុកម្តាយរបស់ប្អូន ឬអ្នកទាំងពីររួមគ្នា

17. នៅពេលដែលប្អូននៅកំពុងសិក្សា និងនៅពេលដែលប្អូនបានបោះបង់ការសិក្សា តើប្អូនមានសម្ពាធដែរ
ឬទេ? តើសម្ពាធនេះមកពីអ្នកណា តើវាបែបណា?

18. តើសាលា ឬគ្រូរបស់ប្អូនបានទាក់ទងមកប្អូន ឬផ្តល់ការអន្តរាគមន៍ណាមួយនៅពេលអ្នកសម្រេចចិត្ត
បោះបង់ចោលការសិក្សាលំដែរឬទេ?

19. នៅពេលដែលប្អូននៅរៀន តើប្អូនមានធ្វើការងារទេ? តើការងារប្រភេទណាដែលប្អូនបានធ្វើ?

IV. វិបាកបន្ទាប់ពីបោះបង់ការសិក្សា

20. តើប្អូនកំពុងតែធ្វើការងារអ្វី សព្វថ្ងៃនេះ?

21. តើប្អូនមានអារម្មណ៍យ៉ាងណាដែរ ដែលមិនអាចសិក្សាបន្ត?

22. តើប្អូនធ្លាប់គិតថានឹងចង់ទៅសាលារៀនវិញទេ?

ប្រសិនបើបាទ/ចាស តើអ្វីជាហេតុផលដែលជម្រុញប្អូនក្នុងការចង់ត្រលប់ទៅសាលាវិញ?

APPENDIX C: QUESTION GUIDES

(កម្រងសំណួរសម្រាប់អាណាព្យាបាលរបស់សិស្សបោះបង់ការសិក្សា)

ខ្ញុំបាទឈ្មោះ ម៉ូត ណារិន ជាគរុនិស្សិតដែលកំពុងតែសិក្សានៅមជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី។ ឥឡូវនេះ ខ្ញុំកំពុងតែសិក្សាលើប្រធានបទ “ការកំណត់អំពីមូលហេតុនៃការបោះបង់ចោលការសិក្សារបស់សិស្សវិទ្យាល័យនៅជនបទ នៅអំឡុងពេលមានការរាតត្បាតជំងឺកូវីដ១៩”.

ការសម្ភាសន៍នេះនឹងចំណាយពេលប្រហែល៣០នាទី។ រាល់ម៉ឺនុយរបស់អ្នកនឹងមានការកំណត់ថាត្រូវ ឬ ខុសនោះទេ។ក្នុងលក្ខខណ្ឌនេះ ចម្លើយរបស់អ្នកគួរតែជាចម្លើយដែលត្រឹមត្រូវសម្រាប់អ្នក។ ចម្លើយរបស់អ្នកនឹងត្រូវបានរួមបញ្ចូលជាមួយអ្នកដទៃ ដើម្បីបង្កើតចំនួនសរុប និងវិភាគដែលមិនអាចកំណត់អត្តសញ្ញាណបុគ្គលណាមួយបានឡើយ។ ចម្លើយទាំងអស់របស់អ្នកនឹងត្រូវបានរក្សាទុកជាសម្ងាត់ ហើយនឹងត្រូវបានប្រើសម្រាប់គោលបំណងនៃការស្រាវជ្រាវតែប៉ុណ្ណោះ។ ដូច្នេះ ការឆ្លើយតបដោយស្មោះត្រង់របស់អ្នកមានសារៈសំខាន់ណាស់សម្រាប់ការសិក្សាស្រាវជ្រាវនេះ។

I. ព័ត៌មានប្រជាសាស្ត្រ

1. ភេទ
2. អាយុ
3. កម្រិតនៃការអប់រំ
4. ចំនួនកូន

II. លក្ខណៈ និងទម្រង់ប្រជាសាស្ត្ររបស់សិស្សបោះបង់ការសិក្សា

5. តើការអប់រំ មានសារៈសំខាន់ដែរទេសម្រាប់អ្នក ?
6. តើអ្នកផ្តល់ផ្តល់គ្រួសារដោយមធ្យោបាយណា (មុខរបរ) ?
 - បញ្ជាក់បន្ថែម: កសិករ, មន្ត្រីរាជការ,.....

7. តើអ្នកមានក្តីសង្ឃឹមយ៉ាងណាចំពោះអនាគតរបស់កូនរបស់អ្នក ?
8. តើសាលារបស់កូនអ្នកបានជូនដំណឹងដល់អ្នកអំពីការសិក្សារបស់កូនអ្នកទេ ? ឬក្រៅពីអ្នក តើមាននរណាម្នាក់ក្នុងគ្រួសាររបស់អ្នកបានជួយតាមដានការសិក្សារបស់កូនអ្នក (បងប្រុស បងស្រី...) ?

III. មូលហេតុដែលអាចកើតមាន និងកត្តានៃឥទ្ធិពលសម្រាប់ការបោះបង់ការសិក្សា

11. តើកូនរបស់អ្នកបានបោះបង់ការសិក្សាតាំងពីពេលណា ?
 - បញ្ជាក់បន្ថែម: តើអ្វីជាមូលហេតុដែលកូនរបស់អ្នកបោះបង់ចោលការសិក្សា ?
12. តើអ្នកណាជាអ្នកសម្រេចចិត្តឱ្យកូនរបស់អ្នកបន្តការសិក្សា ? ឬអ្នកណាជាអ្នកសម្រេចចិត្តឱ្យកូនរបស់អ្នកបោះបង់ការសិក្សា ?
13. តើអ្នកយល់ស្របនឹងការសម្រេចចិត្តរបស់កូនអ្នកក្នុងការបោះបង់ការសិក្សាទេ ?
14. នៅពេលដែលកូនរបស់អ្នកឈប់រៀន តើសាលាបានប្រឹងប្រែងបញ្ចុះបញ្ចូលអ្នកឱ្យបញ្ជូនកូនរបស់អ្នកឱ្យទៅសាលារៀនវិញទេ ?
15. តើអ្នកពេញចិត្តនឹងការអប់រំដែលកូនរបស់អ្នកទទួលបាន/កំពុងទទួលបានកម្រិតណា ?
 - បញ្ជាក់បន្ថែម: តើគ្រូបង្រៀនមានការយកចិត្តទុកដាក់ក្នុងការងាររបស់ពួកគាត់ទេ ? តើមុខវិជ្ជានីមួយៗទាក់ទងនឹងអនាគតរបស់ពួកគេដែរឬទេ ?
15. តើអ្នកពេញចិត្តនឹងរចនាសម្ព័ន្ធ វិន័យក្នុងសាលាកម្រិតណា ?
 - បញ្ជាក់បន្ថែម: ការដាក់ទណ្ឌកម្មចំពោះអាកប្បកិរិយាមិនសមរម្យ

IV. វិបាកនៃការបោះបង់ការសិក្សា

16. តើកូនរបស់អ្នកធ្វើអ្វីបន្ទាប់ពីចាកចេញពីសាលារៀន ?
17. តើពួកគេបានគិតអំពីការត្រលប់ទៅសាលារៀនវិញទេ ? ប្រសិនបើបាទ/ចាស តើអ្វីជាហេតុផលរបស់គាត់ក្នុងការត្រលប់ទៅសាលារៀនវិញ ?
18. តើពួកគេមានអារម្មណ៍យ៉ាងណាពេលដែលមិនបានទៅសាលាទៀត ?

APPENDIX C: QUESTION GUIDES

(កម្រងសំណួរសម្រាប់គ្រូបង្រៀន)

ខ្ញុំបាទឈ្មោះ ម៉ូត ណារិន ជាគរុនិស្សិតដែលកំពុងតែសិក្សានៅមជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី។ ឥឡូវនេះ ខ្ញុំកំពុងតែសិក្សាលើប្រធានបទ “ការកំណត់អំពីមូលហេតុនៃការបោះបង់ចោលការសិក្សារបស់សិស្សវិទ្យាល័យនៅជនបទ នៅអំឡុងពេលមានការរាតត្បាតជំងឺកូវីដ១៩”.

ការសម្ភាសន៍នេះនឹងចំណាយពេលប្រហែល៣០នាទី។ រាល់ម៉ឺនយរបស់លោកគ្រូ/អ្នកគ្រូនឹងមិនមានការកំណត់ថាត្រូវ ឬខុសនោះទេ។ ក្នុងលក្ខខណ្ឌនេះ ចម្លើយរបស់លោកគ្រូ/អ្នកគ្រូត្រូវតែជាចម្លើយដែលត្រឹមត្រូវសម្រាប់លោកគ្រូ/អ្នកគ្រូ។ ចម្លើយរបស់លោកគ្រូ/អ្នកគ្រូនឹងត្រូវបានរួមបញ្ចូលជាមួយអ្នកដទៃ ដើម្បីបង្កើតចំនួនសរុប និងវិភាគដែលមិនអាចកំណត់អត្តសញ្ញាណបុគ្គលណាមួយបានឡើយ។ ចម្លើយទាំងអស់របស់លោកគ្រូ/អ្នកគ្រូនឹងត្រូវបានរក្សាទុកជាសម្ងាត់ ហើយនឹងត្រូវបានប្រើសម្រាប់គោលបំណងនៃការស្រាវជ្រាវតែប៉ុណ្ណោះ។ ដូច្នេះ ការឆ្លើយតបដោយស្មោះត្រង់របស់លោកគ្រូ/អ្នកគ្រូមានសារៈសំខាន់ណាស់សម្រាប់ការសិក្សាស្រាវជ្រាវនេះ។

I. ព័ត៌មានប្រជាសាស្ត្រ

1. ភេទ.....
2. អាយុ
3. បង្រៀនមុខវិជ្ជា.....
4. បទពិសោធន៍ក្នុងការបង្រៀន (ឆ្នាំ).....
5. ចំនួនម៉ោងបង្រៀន.....
6. ថ្នាក់ដែលត្រូវបង្រៀន

II. លក្ខណៈ និងទម្រង់ប្រជាសាស្ត្ររបស់សិស្សបោះបង់ការសិក្សា

7. តើគ្រួសារក្នុងសហគមន៍នេះឲ្យតម្លៃលើការអប់រំដែរឬទេ ?
8. តើការអប់រំមានសារៈសំខាន់យ៉ាងណាចំពោះសិស្សរបស់អ្នក ?
9. តើអ្នកមើលឃើញថាជីវភាពគ្រួសាររបស់សិស្សមានឥទ្ធិពលលើការសិក្សារបស់ពួកគេដោយរបៀបណា ?

III. មូលហេតុដែលអាចកើតមាន និងកត្តានៃឥទ្ធិពលសម្រាប់ការបោះបង់ការសិក្សា

10. តើអ្នកពេញចិត្តនឹងការអប់រំដែលសិស្សរបស់អ្នកបានទទួលកម្រិតណា ?
 - បញ្ជាក់បន្ថែម: តើគ្រូបង្រៀនមានការយកចិត្តទុកដាក់ក្នុងការងាររបស់ពួកគាត់ទេ ? តើមុខវិជ្ជានីមួយៗទាក់ទងនឹងអនាគតរបស់ពួកគេដែរឬទេ ?
11. តើអ្នកពេញចិត្តនឹងរចនាសម្ព័ន្ធ វិន័យក្នុងសាលាកម្រិតណា ?
 - បញ្ជាក់បន្ថែម: ការដាក់ទណ្ឌកម្មចំពោះអាកប្បកិរិយាមិនសមរម្យ
12. តើសិស្សត្រូវចំណាយពេលប៉ុន្មានក្នុងមួយសប្តាហ៍ដើម្បីធ្វើកិច្ចការសាលានៅក្រៅសាលា (កិច្ចការផ្ទះ) ដើម្បីជោគជ័យក្នុងសាលា ?
13. តើអ្នកគិតថាចំណេះដឹង និងជំនាញអ្វីសំខាន់ជាងគេសម្រាប់សិស្សរបស់អ្នកក្នុងការរៀន ? តើអ្នកគិតថាពួកគេកំពុងរៀនរៀងទាំងនោះទេ ?
14. តើមានសិស្សរបស់អ្នកប៉ុន្មាននាក់ដែលនឹកសាលា ឬមកយឺតក្នុងមួយសប្តាហ៍ ? តើមានបញ្ហាអ្វីខ្លះដែលកើតឡើងនៅពេលសិស្សខករៀន ឬមកយឺត ?
15. តើអ្នកមានយុទ្ធសាស្ត្រកំណត់អត្តសញ្ញាណសិស្សដែលប្រឈមនឹងការបោះបង់ការសិក្សាទេ ?
16. តើមានអ្វីជាក់លាក់ដែលសាលារបស់អ្នកកំពុងធ្វើដើម្បីព្យាយាមរក្សាសិស្សដែលមានហានិភ័យទាំងនេះនៅក្នុងសាលា ?
17. តើមានអ្វីជាក់លាក់ដែលអ្នកកំពុងធ្វើដើម្បីព្យាយាមរក្សាសិស្សដែលមានហានិភ័យទាំងនេះនៅក្នុងសាលា ?
18. តើមានសិស្សប៉ុន្មាននាក់ក្នុងថ្នាក់របស់អ្នកបោះបង់ចោលការសិក្សា ?

- បញ្ជាក់បន្ថែម: អំឡុងការរាតត្បាតជំងឺកូវីដ ១៩

19. តើមូលហេតុអ្វីខ្លះដែលនាំឱ្យពួកគេបោះបង់ការសិក្សា ?

- បញ្ជាក់បន្ថែម: អំឡុងការរាតត្បាតជំងឺកូវីដ ១៩

20. តើអ្នកណាជាអ្នកសម្រេចចិត្តឱ្យសិស្សរបស់អ្នកបោះបង់ចោលការសិក្សា ?

IV. វិបាកនៃការបោះបង់ការសិក្សា

21. តើសិស្សរបស់អ្នកកំពុងធ្វើអ្វីខ្លះបន្ទាប់ពីបោះបង់ការសិក្សា ?

22. តើពួកគេបានគិតអំពីការត្រលប់ទៅសាលារៀនវិញទេ ?

ប្រសិនបើបាទ/ចាស តើអ្វីជាហេតុផលរបស់គាត់ក្នុងការត្រលប់ទៅសាលារៀនវិញ ?

APPENDIX C: QUESTION GUIDES

(កម្រងសំណួរសម្រាប់នាយកសាលា)

ខ្ញុំបាទឈ្មោះ ម៉ូត ណារិន ជាគរុនិស្សិតដែលកំពុងតែសិក្សានៅមជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី។ ឥឡូវនេះ ខ្ញុំកំពុងតែសិក្សាលើប្រធានបទ “ការកំណត់អំពីមូលហេតុនៃការបោះបង់ចោលការសិក្សារបស់សិស្សវិទ្យាល័យនៅជនបទ នៅអំឡុងពេលមានការរាតត្បាតជំងឺកូវីដ១៩”។

ការសម្ភាសន៍នេះនឹងចំណាយពេលប្រហែល៣០នាទី។ រាល់ឆ្លើយរបស់លោកគ្រូ/អ្នកគ្រូនឹងមិនមានការកំណត់ថាត្រូវ ឬខុសនោះទេ។ ក្នុងលក្ខខណ្ឌនេះ ចម្លើយរបស់លោកគ្រូ/អ្នកគ្រូគួរតែជាចម្លើយដែលត្រឹមត្រូវសម្រាប់លោកគ្រូ/អ្នកគ្រូ។ ចម្លើយរបស់លោកគ្រូ/អ្នកគ្រូនឹងត្រូវបានរួមបញ្ចូលជាមួយអ្នកដទៃ ដើម្បីបង្កើតចំនួនសរុប និងវិភាគដែលមិនអាចកំណត់អត្តសញ្ញាណបុគ្គលណាមួយបានឡើយ។ ចម្លើយទាំងអស់របស់លោកគ្រូ/អ្នកគ្រូនឹងត្រូវបានរក្សាទុកជាសម្ងាត់ ហើយនឹងត្រូវបានប្រើសម្រាប់គោលបំណងនៃការស្រាវជ្រាវតែប៉ុណ្ណោះ។ ដូច្នេះ ការឆ្លើយតបដោយស្មោះត្រង់របស់លោកគ្រូ/អ្នកគ្រូមានសារៈសំខាន់ណាស់សម្រាប់ការសិក្សាស្រាវជ្រាវនេះ។

I. លក្ខណៈ និងទម្រង់ប្រជាសាស្ត្ររបស់សិស្សបោះបង់ការសិក្សា

1. ភេទ
2. អាយុ
3. បទពិសោធន៍ (ឆ្នាំ)

II. លក្ខណៈ និងទម្រង់ប្រជាសាស្ត្ររបស់សិស្សបោះបង់ការសិក្សា

4. តើគ្រួសារក្នុងសហគមន៍នេះឱ្យតម្លៃលើការអប់រំដែរឬទេ ?
5. តើការអប់រំមានសារៈសំខាន់យ៉ាងណាចំពោះសិស្សរបស់អ្នក ?
6. តើអ្នកឃើញជីវភាពរស់នៅរបស់សិស្សបោះបង់ការសិក្សារបស់ពួកគេយ៉ាងដូចម្តេច ?

III. មូលហេតុដែលអាចកើតមាន និងកត្តានៃឥទ្ធិពលសម្រាប់ការបោះបង់ការសិក្សា

7. ហេតុអ្វីបានជាសិស្សបោះបង់ចោលការសិក្សានៅកម្រិតវិទ្យាល័យ ?

បញ្ជាក់បន្ថែម: នៅអំឡុងការរាតត្បាតជំងឺកូវីដ១៩

8. តើមានសិស្សរបស់អ្នកប៉ុន្មាននាក់ដែលបោះបង់ចោលការសិក្សាក្នុងអំឡុងពេលនៃកូវីដ-១៩ ?

9. តើអ្នកមានយុទ្ធសាស្ត្រអ្វីខ្លះក្នុងការកំណត់អត្តសញ្ញាណសិស្សដែលប្រឈមនឹងការបោះបង់ការសិក្សា ទេ ?

10. តើមានអ្វីជាក់លាក់ដែលសាលារបស់អ្នកកំពុងធ្វើដើម្បីព្យាយាមរក្សាសិស្សដែលមានហានិភ័យក្នុងការបោះបង់ការសិក្សា ?

11. តើមានអ្វីជាក់លាក់ដែលអ្នកកំពុងធ្វើដើម្បីព្យាយាមរក្សាសិស្សដែលមានហានិភ័យក្នុងការបោះបង់ការសិក្សា ?

IV. វិបាកនៃការបោះបង់ការសិក្សា

2. តើសិស្សរបស់អ្នកកំពុងធ្វើការងារអ្វីបន្ទាប់ពីបោះបង់ការសិក្សា ?

13. តើសិស្សដែលបោះបង់ការសិក្សាទៅធ្វើការនៅឯណាបន្ទាប់ពីពួកគេឈប់រៀន ?

14. តើពួកគេបានគិតអំពីការត្រលប់ទៅសាលារៀនវិញទេ ?

ប្រសិនបើបាទ/ចាស តើអ្វីជាហេតុផលរបស់គាត់ក្នុងការត្រលប់ទៅសាលារៀនវិញ ?

