Factors Related with Academic Achievement of High School Students in Ratanakiri Province, Cambodia

Leakhena Khon

A Thesis Submitted in Fulfillment of the Requirements for the Degree of Master of Arts in Human and Social Development Prince of Songkla University 2020

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Author   Miss Leakhena Khon

Major Program   Human and Social Development

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Major Program   Human and Social Development

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ABSTRACT

The current study investigated several factors related to academic achievement among high school students in Ratanakiri province, Cambodia. The purposes of this study were; 1) to explore the relationship between authoritative, authoritarian, permissive, parental support, self-efficacy, academic confidence, academic effort, study attitude, teacher educational expectations, peers aspirations, values of education and academic achievement 2) to find out what factors affecting academic achievement among high school students in Ratanakiri province, Cambodia. This research utilized the questionnaire as a form of data collection. We applied a cluster random sampling technique to choose two out of several public high schools in Ratanakiri province and a convenience sampling technique to select the sample.235 respondents between 15-20 years old were chosen to join the study.

Pearson's r correlation was used to examine the relationship between the eleven determinants variables and academic achievement. Multiple linear regressions were used to find the effective power of each determinant variable on academic achievement.

This study demonstrates a positive significant correlation between students' values on education and academic achievement but negative significant relationships between authoritative style, permissive style, self-efficacy, parental support, with academic achievement. Among the 11 determinate variables, our result show that4 determinants namely value of education, self-efficacy, teacher educational expectations, and parental support, are able to effect on academic achievement. Among those, self-efficacy had the most affective power on academic achievement.

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INTRODUCTION

1. Background

Cambodia is known as one of the most youthful countries in the Asia-Pacific region, where 48 % of the total population is under the age of 24 (Worldometers, 2019). This large and young demography is very potential for Cambodia's future social and economic development (UNICEF, 2016). These young populations will turn out to be productive and active citizens in the next 30 or 40 years. This statistic is one of the crucial indicators for the future of Cambodia's development. Cambodia hopes to turn its economy from low-income status to lower-middle-income status shortly and to become an upper-middle-income country by 2030 (UNCTAD, 2016). For this reason, education is ranked in the second top of Cambodian's millennium development goals. So, Cambodia's future development depends completely on its youth today, and it will be possible only if the youth received enough support and quality of education.

Qualified education is considered as the main element of establishing peace, political stability, social order, long-term economic growth, and sustainable development. Based on, theories and empirical evidence, education is vital to economic growth and poverty eradication (World Bank, 2007a). Students with high academic achievement are broadly considered as a key for socio-economic development in any society. A recent study has shown that students with high-grade point average are motivated to more well-being lives, but a concerning behavior is more likely to occur while the GPA is low (Heradstveit, Skogen, Hetland, &Hysing, 2017).

Unfortunately, the education indicator in Cambodia showed that school dropout or non-completion rates were high in this country. School dropout at lower secondary school remained very high from 2007 to 2016 and has not shown any significant improvement since then. Noticeably, dropout rates are even higher in the upper secondary level, reaching 23.8 percent in the last academic year (UNICEF, 2018). The gross enrolment rate in upper secondary grades was just 24.3 percent in 2015 and 2016 (UNICEF, 2018) while 37.82 percent of the enrolled students have failed the upper secondary examination (MoEYS, 2017). Even though access to education has

been improved significantly, Cambodia is still struggling with high dropout rates and low quality of teaching and learning (UNICEF, 2018).In Cambodia, the numbers of out-of-school children in rural areas are almost double the proportion found in urban areas (UNICEF, 2018).

Ratanakiri itself, located in remote northeastern Cambodia, is known as having worst either enrollment or quality of education among all the 25 provinces in the country. The adult literacy rate was just 45.9% in 2007. Furthermore, education in Ratanakiri is found low both in enrollment and quality. The high dropout rate, attendance problem, teachers' quality, school environment, and local authorities and parents do not value education, were problems appearing in education in Ratanakiri (CARE, 2007). Recently, the research of Svensson (2018) found four obstacles facing by highlander students in the upper secondary level in Ratanakiri including economic resources for education, difficulty connected to school, barriers from the individual, and family/community levels.

Moreover, high dropout rates (poverty-driven) and poor learning outcomes are also problems identified among upper secondary students in Ratanakiri. The completion rate for the upper secondary level in Cambodia is 20 percent, but 11 percent for Ratanakiri (MoEYS, 2017). These indicators showed consequences within educational participation in Cambodia, and especially in Ratanakiri. As mentioned above, young adolescent's education is one of the leading issues that have been concerning government in Ratanakiri. Meanwhile, academic achievement is the serious outcome that parents and society expected from their young adolescents. That is why any mater regarding higher academic achievement should be taken into action more intensely.

As mentioned by a psychologist (Erikson, 1963), about the ages of 12 to 18 adolescents are transforming themselves from childhood to adulthood and this is a major stage of development Adolescents who feel positive with themselves and could find out who they are, more often developed a healthy relationship, better cognitive functions, and high percentages to get success in life.

Because the above-spoken problems had happened and are existing actively in education in Ratanakiri, the researcher was interested to find out what factors affecting high school students' academic achievement in Ratanakiri province, Cambodia. This

research will focus on eleven factors from parents such as parental support and parenting styles (authoritarian, authoritative, and permissive). And at the same time, it was also studied some important factors from students themselves such as self-efficacy, academic confidence, academic effort, study attitude, teacher educational expectations, peer aspirations, and values on education.

2. Research problems

Such various determinants had found related to students' academic achievement, among those, parenting style was studied broadly in the work of literature. Parenting was found related to the adolescent's adjustment, temperament, and academic achievement (Mekonnen, 2017). There are three common types of parenting styles. Among those, authoritative was the most effective one and associate well with educational outcomes (Bacus, 2014). Another two styles seem related negatively with the academic result (Pong, Johnston, & Chen, 2010; Dehyadegary, Yaacob, Juhari, & Talib, 2011)

Motivation is an important source for any success, especially for academic success. The motivation that students get from teachers, peers, especially from themselves may act as an important role for them to achieve the academic goal. Previous studies have shown that peers influenced on achievement tests (Cook, Deng, &Morgano, 2007). And the relationship between teacher expectations and learning outcomes was exited in the study of Benner and Mistry (2007). Another study proved that values were related to the learning approach which meant that the higher values the better learning attitude (Tarabashkina&Lietz, 2011).

Another outstanding variable affecting academic achievement is self-efficacy. It is a feeling of being able to do the proposed tasks. Students' self-efficacy tends to be higher when they predicted that their effort is enough, nevertheless, it might lower when they think their effort is not enough (Bandura, 1977). The relationship between self-efficacy and academic achievement were mentioned in the studies of Asakereh and Yousofi (2018).

Academic achievement is also believed to be linked with academic confidence and academic effort. Academic confidence had a positive significant relationship with academic achievement (Kirmizi, 2015). An academic effort was found having a positive relationship with academic achievement in the study of Matovu (2012).

People tend to conclude that parents act as an important factor for children's overall development. Closely, parental support seems to be related to children's competency development. A study has found that parental support and involvement with children play an important role in their academic achievement (Khan, 2013).

Attitude is another factor affecting the academic outcome. Many previous scholars believed that attitude is an important aspect to understand human behaviors. There was a positive significant relationship between students' attitudes and achievement (Rf, Pm, &Ee, 2018).

The current research will examine the relationship between authoritarian, authoritative, permissive, parental support, self-efficacy, academic confidence, academic effort, study attitude, teacher educational expectations, peer aspirations, and values on education with academic achievement. More specifically, we are going to discover the predictive ability of the eleven determinate variables on academic achievement.

3. Research questions

This thesis's research questions are based on the assumption that to examine factors associated with academic achievement. After that, the examination is to find the best way to solve the achievement issue.

1. What are the relationships among authoritative style, authoritarian style, permissive style, parental support, academic confidence, academic effort, self-efficacy, study attitude, teacher educational expectations, peer aspirations, values on education and the academic achievement of high school students in Ratanakiri province?

2. What factors affect academic achievement among high school students in Ratanakiri province?

4. Research objectives

The objectives of this research are

1. To study the relationships among 1) parenting styles factors, 2) self-concept factors, 3) motivation factors, 4) parental support, 5 self-efficacy, 6) study attitude factor, and the academic achievement of high school students in Ratanakiri province.

2. To find out factors affect on academic achievement among high school students in Ratanakiri province, Cambodia.

5. Significances of the study

This study will help to improve the academic achievement of high school students in several ways:

1st, it will figure out the relationships among parental factors, students' factors, and the academic achievement of high school students in northeast Cambodia.

2nd, understanding the relationships among all determinants and outcome variables can help parents to evaluate their actions, to create a fruitful learning environment at home. It was also a message to parents either or not to put more involvement/support with their children's education or to upgrade their parenting style into an effective one. The result of this study might not be able to change the perception of old parents. At least it could be a useful message for young Cambodian parents in the future to choose the right parenting style for their children's cognitive development.

3rd, this could be a mirror for students to reflect on their activities and attitudes. With this mirror, they could see what kind of attitudes, beliefs, and practices they should adapt to improve their academic results.

4th, the finding will be a message for government to adopt the more effective policy to enhance high academic achievement.

6. Scopes of the research

6.1 Scope of contents

6.1.1 This research focused on adolescents who are between 15-20 years old studying in public high school. So, our research results might not apply with the students in primary school, lower secondary school, university, and students in private schools.

6.1.2 This research was conducted with the children, so the idea of parenting styles and parental support depended on what the children think, not from the perspective of their parents.

6.1.3 There are many factors influencing students' academic achievement such as family, school, teachers' quality, community, as well as students' competence. Because of time and sources limited, researcher put the research boundary only with several factors like authoritative style, authoritarian style, permissive style, parental support, academic confidence, academic effort, self-efficacy, study attitude, teacher educational expectations, peers aspirations, and values on education.

6.2 Scope of area

6.2.1 Data collection was conducted within two public high schools in Banlung district, Ratanakiri province, Cambodia. Two high schools were selected, Somdac Ov Somdac Me high school, and Hun Sen Phumthmey high school.

6.2.2 This study was conducted with the sample from rural populations in Cambodia, therefore, the results of the study may not be generalized apply to the urban setting or other cultures.

6.3 Scope of period

This study was conducted in February 2020.

7. Limitation

The current study had some limitations;

7.1 This research was based on students' perceptions about parenting style, parental support, not from the parents' views.

7.2 It was only based on questionnaires. Thus, some insightful answers regarding the opinions about schools and teachers may not be given honestly by the participants, even though researchers tried to eliminate the bias.

7.3 This study adopted as research instrument the questionnaires which some of them were created in western countries. Therefore, the cultures and the level of understanding might not fit well with the Cambodian circumstance.

8. Definition of key words

  8.1 Academic achievement

    Academic achievement refers to the learning outcomes or results. In this research, academic achievement will be determent by the students' last semester exam average scores. The grading system in Cambodia is a 50-point scale, with an average of 50 indicating the highest achievement.

  8.2 Parenting style

    Parenting or child rearing is referring to the process of being a mother or father which includes the nourishing, protecting, and guiding the child through all stages of the child development. Parenting styles are a psychological construct representing standard strategies, techniques, methods, and skills that parents use on their child rearing.

   8.2.1 Authoritative parenting style

    Authoritative parenting style refers to the kind of parents who raise their child with a combination of both demandingness and responsiveness. They show care, direction, supports, and listen to their children.

   8.2.2 Authoritarian parenting style

    Authoritarian parenting style refers to the parents who have highly demandingness and low responsiveness. They set rules with normally did not discuss with the child and those rules must be followed by the child otherwise they will be punished.

   8.2.3 Permissive parenting style

    Permissive parents are high in responsiveness but low in demandingness, it is just opposite with the authoritative parent. This group of parents is either a lack of discipline or high of an expectation. They are also known as less involvement with the child and provide them too much freedom.

  8.3 Parental support

    Parental support is the process of promoting and supporting the needs of the child such as physical needs, emotional needs, social needs, and cognitive development from the infant to the adulthood.

8.4 Self-efficacy

Self-efficacy is a sense of capability to do the proposed tasks. And it is a self-judgment on one own task performance.

8.5 Study attitude

Study attitude is a relatively enduring organization of beliefs, feelings, and behavioral tendencies towards learning materials and activities.

8.6 Self-concept

Self-concept is a set of perceptions and beliefs about ourselves, those perceptions are organized and consistent. Life experiences and the way people interpret those experiences influenced their self-concept.

8.6.1 Academic confidence

Academic confidence is the student's belief about performing a task at a particular level to attain a specific academic goal. It reflects a strong belief or certain expectations of success in an academic field.

8.6.2 Academic effort

Academic effort is the amount of time and energy that students expend in meeting the formal academic requirements established by their teachers and/or school.

8.7 Motivation for educational attainment

Motivation for educational attainment is the set of psychological forces that drive student to take action in studying. It affects the selection of learning approaches and it will have a considerable effect on academic achievements.

8.7.1 Teacher educational expectations

Teacher educational expectation is what teachers believe or hope about student academic outcomes will happen in the future.

8.7.2 Peer aspirations

Peer aspirations a sense of hope or wish which students obtain from their friend group that could influence their achievement or success.

8.7.3 Values of education

Value of education is the process by which students give moral value to learning.

LITERATURE REVIEW

This chapter will cover the relevant literature reviews of issues as following:

- Education in Cambodian context
- Parents in Cambodian context
- Relationships between parental support and academic achievement
- Relationships between parenting styles and academic achievement
- Relationships between student factors and academic achievement
- The conceptual frameworks

1. Education in Cambodian context

We cannot discuss the recent situation of education in Cambodia by overlooking its damaged history. Up until now, the education system in Cambodia has gone through five phases of evolvement.

Scholar began the first stage of the education system in Cambodia from the French colonization (1863-1953). The second stage was in Sang Kum ReasNiyum (1954 to 1969), during this stage the overall education had improved remarkably. Followed by the Lon Nol period (1970-1975), where the national education was started to destroy and turned into completely destroyed after the Khmer Rouge regime (1975-1979) (Ayres, 1999). During 1975-1979, the Pol Pot regime killed almost 2 million of its people; those who were killed/died were suspected as well educated citizens such as teachers, scholars, artists, government officers, and students (Dy, 2007). Then, the fourth stage (1979-1993) was known as a period of civil war and political instability, thus the education functioning was struggling to improve hardly step by step.

After a few decades of political instability Cambodia under the Paris Peace Agreement in 1993, had ended the long dark period and brings about peace and a reconstructing society. At that time, it was the fifth stage of education in Cambodia and it was the time that education itself started to improve both enlargement and quality up until the present. Even though the quality of education in Cambodia is improved, it is still far behind most neighboring countries. Because of the legacy of those few decades of war and the national instability, Cambodia with the survivors who were physically

and psychologically hardships, Cambodia lacks effective human resources from the beginning so it must take time and desperately need more effort to rebuild its human resources.

Cambodia's educational administration system is ranged from national to local levels such as the Ministry of Education Youth and Sport, Provincial Department of Education Youth and Sport, District Office of Education, and Schools. Cambodian general education is based on a national school curriculum that consists of two main parts: basic education and upper secondary education. It is a 12 years educational system. The Basic education curriculum is divided into three cycles of three years each (3+3+3). The upper secondary Education curriculum consists of two different phases (1+2) (UNESCO, 2012). The government of Cambodia aims for the entire Cambodian citizen to at least achieve 9 years of basic education.

Cambodia in 2001 introduced national education reform. Four years after reforming the number of enrollments throughout the country has increased enormously in the primary level, especially, in the remote area. As a result, the number of enrollments in the secondary and upper secondary was still increasing repeatedly (MoEYS, 2005). The education reform seems to achieve its ultimate outcomes in terms of services extension; however, it is known as left behind the quality. For example, people commonly agree that the overall academic achievement among Cambodian students is low, even though; there is no standard measurement on Cambodian education quality (MoEYS, 2006). Reforming processes need more or new actors to involve in the implementation, from the national level, mid-level, and local level. Nevertheless, the main actors, who put the policy into practice, are the local level or the school and classroom level.

The nation's educational reform was resulting in a lack of quality (Chansopheak, 2009). There were some reasons found from those weaknesses such as:

-Improved in quantity but ignored quality

-Lacked of teachers' participation

-Lack of support from the community (parents)

-Not enough use of school operation fund

-Lack of discussion between the implementers at school level and the policymakers

-Regressive cooperation between school leadership and teachers

-The mismatch between school's management capacity and the demand of the reform centralized administration

Another important study found that school dropouts in Cambodia are related to students' factors and as well as family factors. The study added that over-aged children are more often successful in committing school dropout. Family size, parent's low education, the poor academic performance of the children themselves, and the quality of school are popular factors for school dropouts in Cambodia. Moreover, teachers and parents may the reasons for the child's poor performance in school and schools are far away from students' villages. Recently, a researcher found four obstacles facing by highlander students in the upper secondary level in Ratanakiri including economic resources for education, difficulty connected to school, barriers from the individual, and family/community levels (Svensson, 2018).

The Government of Cambodia predicted that Cambodia will turn into a higher–middle-income country by the year 2030 and reach level developed country by the year 2050. So Cambodia's future development depends completely on its youth this day, and it will be possible only if the youth today received enough support and quality of education. Unpleasantly, the study showed that 32% of 15-24 years old youths have not completed primary education in Cambodia and the young population somehow remains shaped by the influence of the older generations and heritage of the war (UNICEF, 2016). Especially, the report showed that school dropout or non-completion rates are high in Cambodia (UNICEF, 2016). The dropout rate of upper secondary school was 19.4 percent, while the passing rate in the upper secondary examination was 62.18 percent in the academic year 2015-2016 this statistic is concerned by the government of Cambodia (MoEYS, 2017). A strong correlation appears to exist in Cambodia between poverty, gender and educational deprivation (UNICEF, 2016).

To enhance the quality of education in Cambodia, there are also big supports from international partners such as the World Bank, UNICEF, UNESCO in terms of funding and technical support (Chansopheak, 2009). Especially, increasing the involvement between parents and education of children, parents' interaction with teachers, and involvement between parents, teachers and community help to increase

students' absence, decrease school dropout, and improve students' academic achievement in Cambodia (Nguon, 2012).

2. Parents in Cambodian context

After the long period of war and political instability, Cambodia Social administration, social structures, social capital, and human resources were destroyed. Unfortunately, human resources that have been considering as the most important source for social and economic development have almost vanished during those dark decades. Cambodia, from the Paris Peace Agreement in 1993, received peace and political security, started to rebuild the damaged society from the almost barehanded. The majorities of the survivors were farmers, un/least educated, poor, and remain suffered both physically and psychologically years after the war, were known as an unproductive population. It is very hard for Cambodia to recover both hard and soft capital after the long-lasted war.

Research conducted by Sonis, Gibson, de Jong, Field, Hean, and Komproe (2009) shown that 14 percent of Cambodian adults who survived the war are still suffered from posttraumatic stress disorder (PTSD). Even though the PTSD symptom was repeatedly reported decreased, it does not mean that the effect of the war was totally eliminated. The extremely suffered from the physical/emotional torture, starvation, neglected, overworked imprisonment, etc.; were somehow affected on the survivors' personality, concept, as well as beliefs for the whole life. The war in Cambodia context can also transmit its effects to the adolescents nowadays through the child rising processes of their parents or grandparents. A study showed that the second generation of Cambodian war-survivors, who remain emotionally suffered by the war, may have relative difficulty in psychological adjustment (Sonis, Gibson, de Jong, Field, Hean, &Komproe, 2009)

The children who have been surviving the war are the parents of the generation of students in the classroom today. With their lack of education, these parents are considered to be lower in the hierarchy of Cambodian society than formally educated school parents. Studies indicate that Cambodian parents scored lowest on parental involvement as expressed in measures of attitudes, contact with schools, home-based control over children's behavior, and provisions of material support for homework

when compared to other ethnic groups (García et al., 2002). Although there is no specific evidence shows that Cambodians war-survivors parents impact directly on their children education, most survivor parents behave negatively with their offspring. The war-survivor parents/grandparents may behave overprotective in their child raising process (Bar-On et al., 1998) and the over protectiveness disturbs the autonomy development of the children. Furthermore, children who survived from the Khmer Rouge regime have become today parents, who commonly known as separated from their parents and mistreated, might suffer attachments problem. Parents' problematic attachment leads to disorganized attachment with their children.

According to Bar-On et al. (1998) survivors from the Pol Pot regime, who continuously living with unsolved psychological problems, may function as ineffective parents. Other study came up that caregiver trauma may not influence adolescents' academic achievement directly but caregiver trauma was reported with poor relationship with their offspring and that poor relationship between parents and children impact on students' behavioral outcomes like school misbehavior due to a lack of warmth and communication between parents and child (Eng, Mulsow, Cleveland, & Hart, 2009). Many Cambodians adolescents reported with trauma witness at home and experienced psychological distress caused by their parents' attitudes, they may learn some ineffective behavior like fear, frustration, anger, and the feeling optimistic about themselves (Münyas, 2008).

Most of the Cambodian parents lack involvement with their children's education because some reasons such as they have limited education, low economic status, big family to be responded, and their working conditions. These lacking are factors for low enrollment rate and cause students to meet low academic achievement, high absence, high dropout, and high repetition (UNICEF, 2008). Poverty is a common cause for school absence and dropout in Cambodia as well as in Ratanakiri province. Even though parents do not ask their child to help in earning but the students themselves cannot stand with the difficulty of their parents.

3. Parental support factor

    3.1 Theory of perceived social support

        Social support is an act of giving and taking of resources between provider and recipient in order to enhance the well-being of the recipient (Shumaker& Brownell, 1984). This process is perceived by either the provider or the recipient. The social support theory focuses on the costs and the benefits of the supportive exchanges for both the provider and the recipient.

        Social supports can be known as behavioral assistance, feedback, guidance, information, comfort, intimacy, money, services, and lay referrals. In addition, emotional sustenance, material or tangible assistance, and information, have been classified as resources associated with support.

        The reciprocity and pro-social behaviors are two items that are used as clues as to how the participants might evaluate the costs and benefits. For reciprocity, it is a norm that recipients tend to pay back the benefits they received from others. Thus, there is a concept that an uncomfortable state of tension may occur for the recipients after accepting a benefit, in this case, the recipients may choose either to reject the benefit or to reciprocate it. There are two implications that can be taken from the reciprocity model. First, the chance for seeking help or accepting the help may be less likely to occur, when people feel they cannot pay back those benefits. Second, the relationship between receiver and provider could be weak in case the reciprocity is not permitted. These can be reasons for recipients' stressors. Pro-social behavior explains the factors influence the providers' decision to provide assistance. Those factors are characteristics of the recipient, characteristics of the provider, and the number of the surrounded people.

        There are also some complications in the supporting process; those are occurring when the perceptions of the providers and recipients are incongruent. The incongruity happens when the providers and recipients have different goals when the providers and the recipients have different models of helping, the unwillingness of the recipient to define the type of sources they need, and sometimes the recipients might unable to provide information about their needs.

Perceived social support should be clearly defined and understood by both the provider and recipient. The provider should know the recipient's needs and should respond to those needs. The consequences may happen when there is a misunderstanding between needs and responses such as negative behavior or outcome (Shumaker& Brownell, 1984).

3.2 Concept of parental support

Quality of the environment in the family including parents' behaviors, the stimulation of learning, and the degree to which the physical home environment is safe and organized is well-known influence on children's psychological and physical development. It might be true that family is the first place where the child learns behavior and learns to respond to things and these routine observations can shape the child's personalities such as learning behaviors, communication, and cognitive development (Smits, 2007). Parents are also responsible for teaching basic socialization to their children. According to Tardy (1985) parents are supposed to provide four kinds of support to their children and those supports are: emotional support (trust, love, and empathy), instrumental support (money, time, etc.), informational support (advice, information, instruction, guideline), and appraisal support (rewards, encouragement, feedback). All these four types of support affect students' competence and development.

During the time of transforming themselves from an adolescent into adulthood, this is a stage of making very big decisions in their lives related to choosing a college or career paths, adolescents in high school may face many challenges. So parents desperately play an important role in supporting them such as providing encouragement, emotional support, educational support, and relevant sources they may need in order to make the right decision for their future. Khan (2013) agreed that parental support and encouragement were major antecedents to the development of psychological strengths with subjective well-being and benefit to their children's academic outcomes. Because of the lack of support from parents can negatively impact and discourage their school performances, whether it is in class or outclass performance. The relationship between parents and children are developed since the infant and that attachment is very significant for the rest of the child's life. Thus it is

essential for parents to gain appropriate knowledge and skills regarding parenting behaviors so that they can be a good guardian for their children's positive development and academic achievement.

3.3 Parental support and academic achievement

Many studies found that the home environment is an important factor to forecast school achievement. Parental support and involvement with children play an important role in children's academic achievement in many studies in the literature (Hong, 2012; Kordi&Baharudin, 2010; Rafiq, Fatima, Sohail, Saleem, & Khan., 2013, Khan, 2013).Parents helped their children studying by assisting them to do exercise, providing guidelines on what subjects to study and encourage their children's achievement by setting high expectations and rules (Domina, 2005). Similarly, parental control whether it is behavior control or psychological control were found having direct impacts on students' school achievement (Brown & Iyengar, 2008). Both support from parents is important and equally needed by children but the study shows that female adolescents experienced more educational support from mother, father, peers, and teachers than the male adolescents (Khan, 2012). Furthermore, parental support and engagement with children both at school and at home are very important for children well-being and academic performance. Lower academic achievement amongst children was reported link with parents' neglected and low support for achievement (Boon, 2007).

However, some studies did not found the relationship between parental support and academic achievement. For example, too much parental involvement could have a negative relationship with children's psychological well-being(LeMoyne& Buchanan, 2011). Moreover, Ahmad, Hassan, Ahmad, and Othman (2016) found that there is no significant direct relationship between parental engagement and academic achievement. Sivandani, Koohbanani, and Vahidi (2013) study revealed that parental support had no significant relationship with academic achievement.

4. Parenting styles factors

4.1. Parenting style theory

According to the responsiveness (the degree to which parents promote autonomy and self-assertiveness in their children) and demandingness (the demands

and limits parents set for their children), Baumrind (1966) divided three kinds of parenting styles such as authoritative, authoritarian, and permissive.

4.2. Concepts of parenting styles

Parenting or child rearing refers to the processes of being a mother or father which includes nourishing, protecting, and guiding the child through all the stages of child development. Parenting styles are a psychological construct representing standard strategies, techniques, methods, and skills that parents use in their child-rearing processes. Or can be said that parenting is the process of promoting and supporting the needs of the child such as physical needs, emotional needs, social needs, and cognitive development from the infant to adulthood. Parents have four core responsibilities; taking care of the child's health and security, supporting the child's emotional well-being, filling social skills, and fulfill them with cognitive development (Baumrind, 1966).

According to the responsiveness (the degree to which parents promote autonomy and self-assertiveness in their children) and demandingness (the demands and limits parents set for their children), Baumrind (1966) divided three kinds of parenting styles such as authoritative, authoritarian, and permissive.

4.2.1 Authoritative parenting style

The authoritative parenting style is combined with demandingness and responsiveness, this parent shows caring, directing, supporting, opening mind, and listening to their children (Baumrind, 2005). Parents in authoritative style contain both high expectations and high guidance on their children. As suggested by Baumrind (1966) authoritative style combined the following basics: hope for mature behavior from child with a clear principle setting; firm enforcement of rules and standards, using orders and punishment when needed; inspire children to be independent; a warm and supportive communication between parents and children are practically using such as parents listening express their idea and listen children express theirs; support of verbal give and take; respect the rights themselves and children.

Authoritative parents respond to their children's needs in a rational and reasonable way. They have an accepting and demanding attitude, they encourage negotiation and giving child reasons for their actions or rules. Authoritative parents

respond to their children's feelings and needs, they are open and encourage their children to talk and always give a good explanation of their rules or what they want from their child. They are also known as the kind of parents who worried about their children's well-being (Odongo, Aloka, &Raburu, 2016). Another study by Checa and Abundis-Gutierrez (2017) give the importance to the family environment which occupied by the authoritative parents. Their study explained that it is good for developing competence and skills associated with academic achievements, like self-regulation, rule-following, communication of needs and opinions, independence and cooperation with peers and adults.

4.2.2 Authoritarian parenting style

The highly demanding and lack of responding to their children's needs were grouped into the authoritarian parenting style (Baumrind, 1991). Parents in this category do not respond enough to the demands of their children. Children got a very strict treatment and very limited permission to communicate their needs. Rules are highly expected to be obeyed by children and sometimes children are not allowed to discuss their idea. These parents sometimes set rules without discussed or agreed by the children. Parents generally impute strong value to keep their autonomy and snuff of any efforts their children make to challenge it. Punishment is commonly used by authoritarian parents when children disobeyed the rules or could not reach their requirements. The study of Odongo, Aloka, and Raburu (2016) discovered the complete ineffective behaviors of authoritarian parents by telling that authoritarian parents are familiar with some aggressiveness and strict behaviors. Furthermore, these parents normally complain about their child's behaviors (Keshavarz & Baharudin, 2009).

4.2.3 Permissive parenting style

Permissive parenting style is known as low in demanding and controlling but high in responding. In another word, they are lack discipline but have high expectations (Baumrind, 1991). Permissive parents are completely opposite from authoritarian parents. Permissive mother-father has an attitude of accepting and responding to the child's desires, they use little punishment or even not punishment. They are either less in controlling or restrictions, they make few demands and children can adjust their own behaviors and make their own decision, which is somehow looked

too free and not so good for children's development in some cultures but it did work very well with other cultures.

4.3 Parenting styles and academic achievement
4.3.1 Authoritative parenting style and academic achievement

Authoritative parenting is known for its warmth and supportiveness. Some scholars called democratic parenting because it gave rights and decisions to children. These parents have clear rules, listen to their children, and respond to their needs. The influence of authoritative parenting on adolescents' academic achievement had been reported differently in different countries and cultures. A lot of research in Western, Europe, and some parts of Asia suggested its goodness and its relationship with children study's results. For example, the positive relationship between authoritative parenting style and higher academic outcomes of adolescents had been found by many researchers such as (Mekonnen, 2017; Kordi & Baharudin, 2010; Parsasirat, Montazeri, Yusooff, Subhi, & Nen., 2013; Bacus, 2014; Dehyadegary, Yaacob, Juhari, & Talib., 2012).

The effectiveness of authoritative parenting was also found with college students, for instance, the study conducted with college students supported that the positive academic outcomes are related to authoritative parenting (Turner, Chandler, & Heffer, 2009). Supported to the above finding another study found authoritative parenting impact positively on achievement in every subject at high school level (Seth & Ghormode, 2013). Baumrind (1991) claimed that generally, children who supported by authoritative parents reported their academic results as higher, good social development, self-perception, and better in emotional conditions compare to the child from authoritarian and permissive parents. More importantly, authoritative parents keep regular communication, support, and encourage their children to do well at school. To enhance the academic performance of children parents may need to adopt an authoritative parenting style or increase warmness and eradicate emotional control as well as general control upon their children, suggested by (Pinquart, 2016).

All the above studies show that authoritative parenting is the most effective for academic outcomes if compared to the authoritarian and permissive parenting styles. There are three reasons why authoritative parenting is connected with

high academic outcomes of adolescents as suggested by Durkin (1995). First, he supported that parenting with an authoritative style provides emotional security with a sense of calm and independence to the children and especially they give courage their children's school activities. Second, these kinds of parents are reasonable and always explain their child's behaviors. Explaining the child with reasonable behaviors helps them to develop awareness, knowledge, and understanding toward rules, goals, and desires provided by their parents.

4.3.2 Authoritarian parenting style and academic achievement

The highly demanding with lack of response to their children's needs was grouped into authoritarian parenting style. They are high control in nature and set very clear rules, children must respect those rules, and they do punish the child when something went wrong (Baumrind, 1991). Depend on a social-learning perspective Dishion's study suggested that inconsistent and harsh discipline is associated with the lowest levels of academic achievement (Dishion, 1990). Authoritarian parents complain about their child's behaviors and this action negatively influences children's academic achievement (Keshavarz & Baharudin, 2009). Students of authoritarian parents scored reasonably well on school achievement and lack of deviance but poor on self-reliance and self-conceptions. The previous study (Pong, Johnston, & Chen, 2010) suggested that authoritarian parenting could bring about the negative academic results for European-American, Asian- American, American, and Taiwanese students. Nevertheless, another study claimed that authoritarian parenting styles had no significant relation with school performance (Parsasirat, Montazeri, Yusooff, Subhi, & Nen., 2013; Dehyadegary, Yaacob, Juhari, & Talib., 2012).

4.3.3 Permissive parenting style and academic achievement

Permissive parenting is reported equally or poorer in relation to academic achievement if compare to authoritative. Dehyadegary, Yaacob, Juhari, and Talib (2012) showed the negative relationship between permissive parenting and academic achievement. Their study suggested that parents with permissive style are too free and low control over their child's behaviors and actions. Parents in this group act less speak less and give too much decision to their children, the result is that their children have no clear rules and low expectation on their studying, which lead to low

achievement motivation and weak performance in class. Bacus (2014) study showed that the permissive parenting style has a negative significant effect on the achievement of seventh graders in Filipine. Moreover, a study by Parsasirat, Montazeri, Yusooff, Subhi, and Nen (2013) indicated the weaknesses of permissive parenting, studied point out that permissive parents were low control, lack of discipline, ignore their children's need and fail to control their attitude. Studied strongly argue that permissive parents influence negatively on children's academic outcomes.

However, a different finding of permissive parenting effect have been found by Barnhart, Raval, Jansari, and Raval (2013), studied was conducted with students in different cultures, results revealed that permissive parenting style had better effect on academic performance among Indian Students. College students in America claimed that authoritative and authoritarian parents tend to be more effective, helpful, and caring than college students in India. Support by García and Gracia (2009) that implemented a study in Spain, the results show adolescents from permissive families reported equal to or better scores in youth outcomes (academic, social, emotional, family and physical) than their peers from authoritative parenting families.

Even though there is a wide range of research that has been conducted around the topic of parenting styles, those results could not apply to every angle of the world because parenting styles remarkably differ under the effect of culture and social values. This idea was supported by the study of Nyarko (2011), this study's results indicated that parenting styles support academic achievement, but this result does not apply to students from diverse cultures, ethnicity, socioeconomic background, and environment. For Example, authoritarian parenting is broadly known that unfavorable for academic outcomes compare to authoritative parenting, but this study result showed the difference within the ethnic groups in western countries. Authoritarian parenting was found less effective in Hispanic families and pretty more ineffective in non-Hispanic White families. While the academic achievement of Asian minorities families found less related to authoritative parenting styles. Barnhart, Raval, Jansari, and Raval (2013) studied the difference between parents in Western culture and parents in Asian culture. Thus, he found that parents in Western countries including goals in their parenting such as encouraging their children to be autonomous, competitive, and sociable but parents in Asian expect obedience, respect, and dependent

behavior from their children. But in Nigeria study did not find the difference between the impacts of authoritative, authoritarian, and authoritative/ authoritarian parenting styles on the levels of sense of competence, need for achievement, locus of control, and academic achievement (Akinsola, 2011).

5. Self-concept factors

5.1. Theory of self-concept

Rogers (1959) defined self-concept as a set of perceptions and beliefs about ourselves, those perceptions are organized and consistent. Life experiences and the way people interpret those experiences influenced their self-concept. However, two fundamental factors impact human self-concept are known as childhood experiences and evaluation by others.

People want to feel, experience, and behave consistently with their self-image. This consistency reflects that people would like their self- image to be like their ideal-self. The closer their self-image and ideal-self, the more consistent people are and the higher their sense of self-worth.
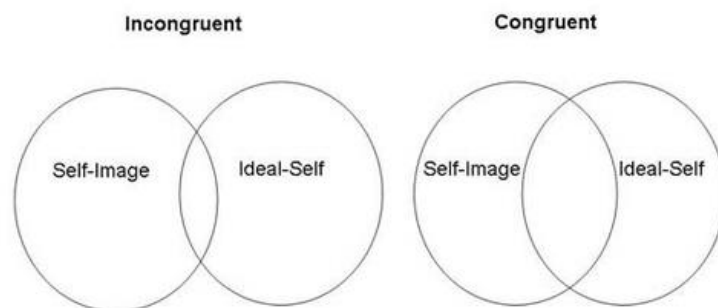
Figure 1 Theory of Self-concept (Rogers, 1959)

There are three components of self-concept namely self-worth, self-image, and ideal-self. Self-worth refers to what individual thinks about him or herself. Self-worth is a result of interaction between the child and parents and it developed since early childhood. According to Rogers (1959) the higher people perceived their self-worth, the higher confidence and positive feeling about themselves. Self-image is how we perceive ourselves. How people think, feels and acts are under the influence of their self-image. The last component is ideal-self, it is the image of self that a person would like to be. The ideal-self can be changed in accordance with the developmental stage.

Self-concept is sometimes called self-construction, self-identity or self-perspective and it is a multi-dimensional construct that refers to an individual's perception of "self" in relation to any number of characteristics, such as academics and nonacademic, gender roles and sexuality, racial identity, and many others (Mushtaq & Rani, 2016).

5.2. Self-concept and academic achievement

5.2.1 Academic confidence and academic achievement

Academic confidence is a combination of overall satisfaction with one own physical appearance, behavioral, and cognitive abilities (Kozina, Wiium, Gonzalez, & Dimitrova, 2019). Academic confidence and academic achievement were found having a positive significant relationship with each other in the study of Kirmizi (2015) and Matovu (2012).

5.2.2 Academic effort and academic achievement

The academic effort is the attempt students put into their studies and choices they made during the processes. Either their efforts they offered or choices they made into their learning contribute to their academic success. Students increase their academic effort by increasing expectations toward the academic outcomes, increasing engagement, increasing the amount of time they spend on homework and can be joining more extra classes. The academic effort was found having a positive relationship with academic achievement in the study of Matovu (2012), Kirmizi (2015) and (Ly, 2012).

6. Self-efficacy factor

6.1 Self-efficacy theory

Self-Efficacy is a sense of capability to do the proposed tasks (Bandura, 1994). Or we can say that it is a self-judgment on one own task performance. People can develop and change their self-efficacy over the course of the lifespan. Self-efficacy development started since the infant. Later on, children develop self-efficacy from their family, peer groups, school, and their own experiences in life. There are four sources of self-efficacy beliefs; the interpreted result of one's purposive performance, or mastery experience, the vicarious experience of the effects produced by the actions of

others, and the physiological states such as anxiety, stress, arousal, fatigue, and mood states.

In the third area of self-efficacy theory, students' academic performances, academic achievement, and other motivation constructs are believed to be related to students' self-efficacy beliefs. Constructs which mentioned here mean attributions, goal setting, modeling, problem-solving, test and domain-specific anxiety, incentive, self-regulation, social comparisons, strategy coaching, self-beliefs and expectation, and various educational performances. These beliefs come from many other sources but the most important source originated from the transformation the result of one's own performance, or past experience (Bandura, 1994).
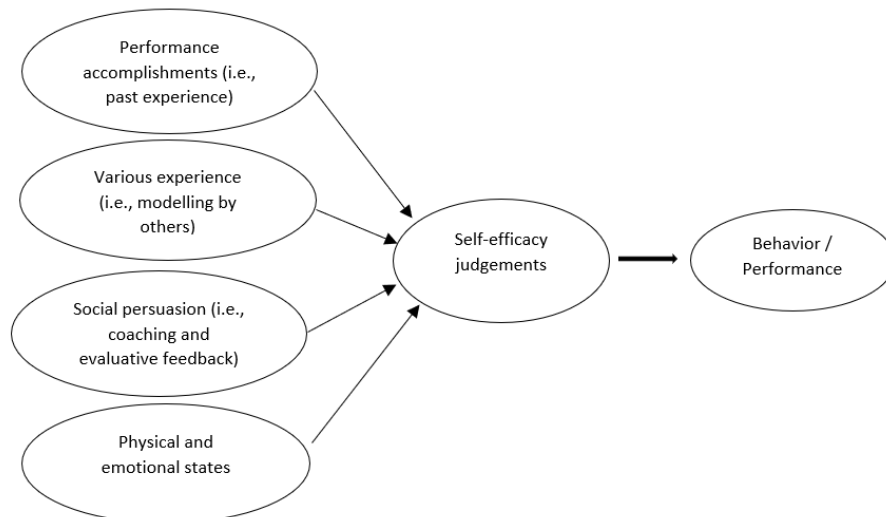
Figure 1 Self-efficacy theory (Bandura, 1994*)*

6.2 Concept of self-efficacy

Students' self-efficacy is tended to be higher when they assumed their effort is sufficient, in contrast, it seemed lower when they think their effort is not enough (Bandura, 1977). Students' academic self-efficacy was developed by evaluating and interpreting their routine work, which stand for a self-belief of their own competence. When students believe their academic efforts were successful their academic self-efficacy tends to go up and it goes in the opposite direction when students feel their efforts were not enough (Bandura, 1977).

6.3 Self-efficacy and academic achievement

Self-efficacy has a direct relationship with academic achievement in various studies (Carroll, Houghton, Wood, Unsworth, Hattie, Gordon, & Bower., 2009; Asakereh&Yousofi, 2018;Roick&Ringeisen, 2017) and with mathematic achievement (Pitsia, Biggart, & Karakolidis, 2017). Self-efficacy is not only a meaningful predictor for academic achievement but also a meaningful predictor for School Satisfaction (Sivandani, Koohbanani, &Vahidi, 2013).

Another study suggested that adolescents' academic self-efficacy is an effective means to boost educational aspirations but not directly influence on the academic performance (Ansong, Eisensmith, Okmu, &Chowa, 2019). Academic self-efficacy also acted as a moderator with academic achievement (Honicke&Broadbent, 2016). Interestingly in the study of Feldman & Kubota (2015), academic self-efficacy predicted GPA, while general self-efficacy did not predict GPA.

7. Study attitude factor

7.1 Consistency theory

Consistency theory is the theory that assumed that humans strive for a balanced state of cognitions and behaviors which reflected the connection between attitudes and behaviors (Trepte, 2013). People often or usually expect a person's behavior is consistent with their attitude. They tend to assume that people's attitudes or opinions could predict their behaviors. In fact, people are more likely to behave according to their attitudes unless their attitudes are the results of personal experiences, they are an expert on the subject, they are expecting a favorable outcome, their attitudes are repeatedly expressed, or only when they stand to win or lose something due to the issue. People would like to retain consistency in their attitudes toward and in their relationships with other people and elements of the environment.

7.2 Concept of study attitude

An attitude is a relatively enduring organization of beliefs, feelings, and behavioral tendencies towards socially significant objects, groups, events or symbols (Hogg & Vaughan 2005). Attitudes are generally regarded as enduring, though modifiable by experience, and or persuasion; and are also learn rather than innate. The achievement of any learner is depended on his/her attitude towards the learning

materials. This is based on the general belief that a positive attitude more often than not lead to successful learning.

7.3 Study attitude and academic achievement

The findings of many previous studies revealed that there was a positive significant relationship between students' attitudes and achievement (Dagnew, 2017; Rf, Pm, &Ee., 2018; Veresova& Mala, 2016). In contrast, Pitsia, Biggart, and Karakolidis (2017) concluded that the attitude towards school was statistically significantly negatively associated with mathematics achievement.

8. Motivation toward educational attainment factors

8.1 Achievement motivation theory

Achievement motivation refers to the desire to achieve and express ability or mastery. It refers to a person's need for accomplish success, mastering of skills, and achieve high standards. Individual seeks achievement, attainment of challenging goals, and advancement in the school or job (McClelland, Atkinson, Clark, & Lowell, 1953). McClelland's motivation theory focuses on fulfilling existing requirements more than making or increasing new desires. Culture and life experiences are sources for our dominant motivation. The three motivators are achievement, affiliation, and power. Affiliation is a need for love, belonging, care, and intimacy. Power is a desire to have influence over one's own work or the others' work.

8.2. Concept of achievement motivation

Achievement motivation works as moderator between learning approaches and academic achievement, it affects the learning approaches selection and it has a substantial influent on academic achievements. That is how the level of academic motivation influence the learning approaches and educational achievement (Bakhtiarvand, Ahmadian, Delrooz, & Farahani, 2011). The motivation was also a mediator between the state of flow and academic achievement. Motivation is believe be a factor to put students in to a state of flow and engage in learning tasks. Researcher also forecasted that being in a state of flow will donate to high learning performance (Mustafa, Elias, Noah, &Roslan, 2010). In order to get success

academically, students' own value on education, expectations from the teacher, and aspirations from the peer group may motivate them to achieve that goal.

8.3 Motivation toward educational attainment and academic achievement

8.3.1 Peer aspirations and academic achievement

Young adolescents increase their involvement with their peers much more and rather than their own family. Thus, once they have problems they would rather turn to their friend instead of family. Adolescents need to spend time with their peers in order to figure out who they really are and which group they belonged to. It is not surprising that their peer group influence on their attitudes. Previous studies have shown that peers shared aspirations (Kindermann & Skinner, 2009) and influenced achievement tests (Cook, Deng & Morgano, 2007).

8.3.2 Teacher educational expectations and academic achievement

From policymakers to teachers, parents, and students seem to agree that teachers' beliefs and expectations can influence student success. Many studies have found that teacher expectations do have a causal impact on students' educational attainment, and the relationship between teacher expectations and learning outcomes was found by (Benner & Mistry, 2007 & Mistry, White, Benner, & Huynh, 2009).

8.3.3 Values of education and academic achievement

The values of learning could be a standard that guides students' conduct and learning activities in many different ways. Supported by a previous scholar, values helped people to rationalize their beliefs, attitudes, and actions (Rokeach, 1973). The values of education had a positive effect on the achievement of university students in the longitudinal study of Tarabashkina and Lietz (2011). This study proved that values of education were related to the learning approach which meant that the higher values the better learning attitude (Tarabashkina & Lietz, 2011). Values of education also better the learning performance of adolescents (Dagnew, 2017).

9. Conceptual framework

Independent Variables (X)   **Dependent Variable (Y)**
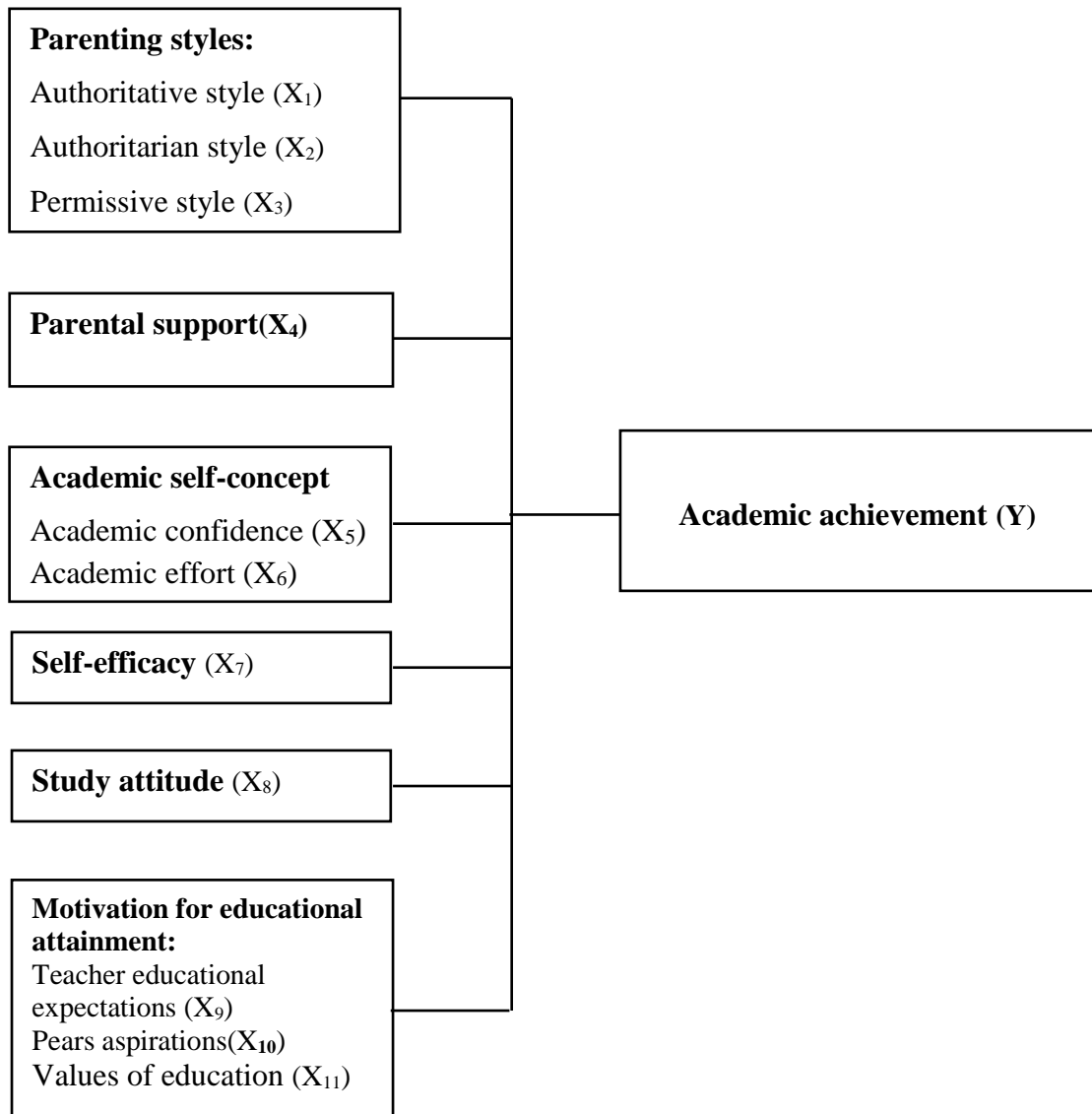
Figure 3 Conceptual frameworks

METHODOLOGY

This chapter covers research methodology and techniques that had been chosen to collect, process, and analyses data in this research. The present research was a cross-sectional study, capturing the important factors that may influence on academic achievement of high school students in Ratanakiri province, Cambodia. This research was a quantitative based method. The quantitative method was used because it could work more precisely and effectively for the research objectives. The details of the methods explained in the following paragraphs.

1. Research location

This research was taken within Banlung town Ratanakiri province, Cambodia. It took place within two public high schools Somdac Ov Somdac Mer high school and Hun Sen Pumthmey high school.
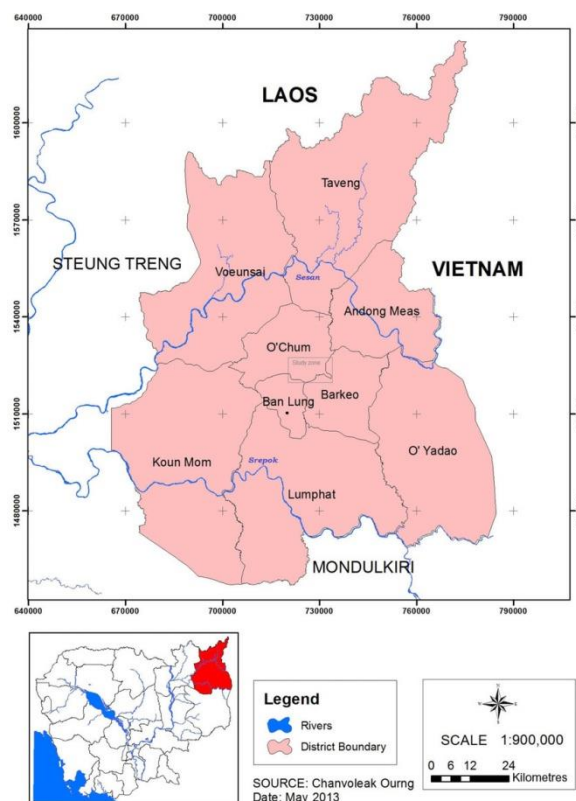
Figure 4 Map of Ratanakiri Province

2. Research population and sampling method

The populations of this study were male and female students, in group age 15-20 years old. They were studying in grade 11 public high schools at Ratanakiri province, Cambodia in the academic year 2018-2019. The total population was 572 students. The methods used to select sample in this study was explained as following:

Selecting school

The researcher selected schoolsby cluster sampling technique. Within its entire 9 districts, Ratanakiri province has a total of 4 public high schools. Two mains were located in Banlung district, the new one is in Borkeo district (only one 11grade), and Konmum high school (one 11 grade). Based on the cluster sampling method, two public high schools were selected. It based in Banlung district; named SomdacOv Somdac Mer high school and Hun Sen Pumthmey high school. See figure 5.

For most students, who live in the districts which high school is not available, need to come to pursue their upper secondary education in Banlung town. Some parents also send their children to study high school in Banlung town because studying in town is better in quality plus it serves dormitory.

Most of the province populations are living in town.

Banlung town contains most of the high school student population in the province (the whole province upper secondary school enrollment in 2014-2015 were 1737, enrolled in urban area were 1517, and only 220 students enrolled in the upper secondary school in rural area of Ratanakiri Province (MoEYS, 2015).

Selecting sample

Convenience sampling technique was applied to select sample out of those two schools. As provided the population was 572 students. The samples were selected to participate in the present study using Yamane's formula with a 95% confidence level was used to select the sample to participate in the present study.

Yamane's formula of sample size used was the following

$$n = \frac{N}{1+Ne^2}$$

Where,

n = the sample size

N = the size of population

e = the error of 5 percentage points

$$n = \frac{572}{1+(572)(0.05)^2}$$

⇨ n = 235.39

By using Yamane's formula of sample size with an error of 5% and with a confidence coefficient of 95% the samples of this research resulted in 235 students. In order to prevent data missing or losing, researcher added 10% of the total population. So the total sample who joined the study was 259.

There are totally four public high schools in the Ratanakiri province. Researcher selected two schools out of four by clustering sampling.

A = Somdac Ov Somdac Me high school

B = Borkeo high school

C = Hun Sen Phumthmey high school

D = Konmum high school

Population and sample flowchart
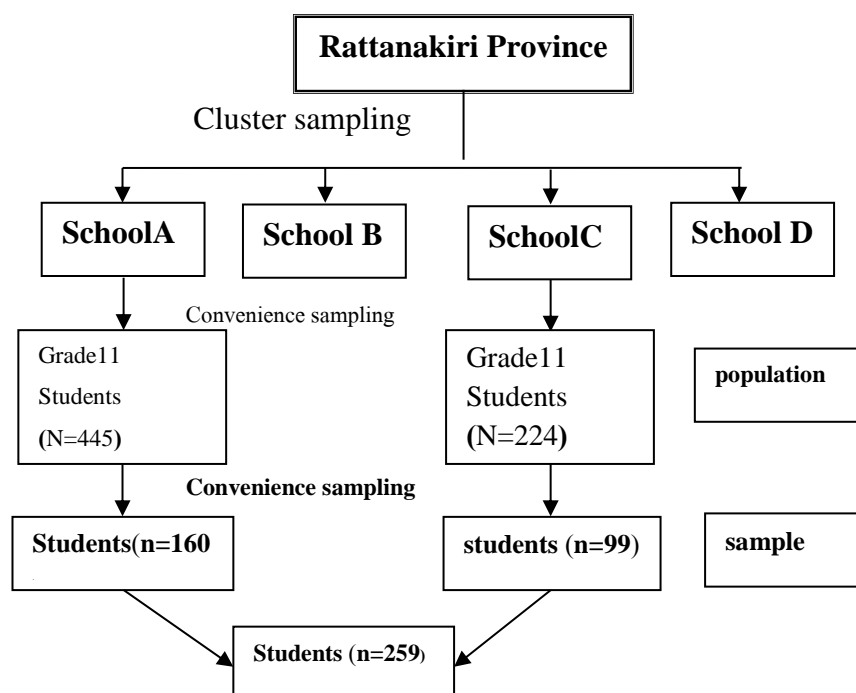
Figure 5 Sampling techniques

3. Research instruments

The research instrument employed in this study was questionnaires. This method was applied because the questionnaire can give an appropriate measure for the research objectives. The research instrument was ordered into 7 sections: student's information, parenting styles, parental support, academic self-concept, general self-efficacy, study attitude, and assessment of adolescents' educational motivation. All the questionnaires that we adopted were created for adolescent in high school level. The details of each part will be explained below:

3.1 Independent variables

Section 1 Student's information. It includes personal information items on students such as sex, age, and nationality. It is a checklist question.

Section 2 Parenting styles. It is a 20 items questionnaire, with 5 items for authoritative style, 9 items for authoritarian style, and 6 items for permissive style, representing each parenting style. This questionnaire was adapted from Parental Authority Questionnaire created by Buri (1991). It basically asked questions about how students' parents behave towards them and the nature of the relationship between the students and their parents. The sample questions of the scale are: 1) *as I was growing up my parents did not allow me to question any decision they had made; 2)as I was growing up my parents directed the activities and decisions of the children in the family through reasoning and discipline;* 3) *as I was growing up, my parents seldom gave me expectations and guidelines for my behavior.* Rating scale a 5-points Likert scale will use to rate the level of the option of students, from strongly disagree (1), disagree (2), neutral (3), agree (4), to strongly agree (5).

Section3 Parental support. The parental support scale used for this research is the sub-constructs scale which that the researcher adapted from Child and Adolescent Social Support Scale (Malecki & Demaray, 2002). It measures adolescent perceptions of emotional and instrumental aids that they get from parents. This subscale consists of 10 items. Sample items are: 1) *my parents give me good advice*; 2) *my parents praise me when I do well;* 3) *my parents reward me when I do well.* Answer to this item with a 6-point Likert Scale from never (1), rarely (2), sometimes (3), often (4), usually (5), always (6).

Section 4 Academic Self-concept. The academic self-concept scale used for this study was the one created by Liu and Wang (2005), for the high school students in Singapore, was employed in this study. It comprised 11 items and divided into two subscales − academic confidence (6 items) and academic effort (5 items). Some examples of the questionnaire are: 1) *I am able to help my classmates with their schoolwork if permitted;* 2) *I do not give up easily when I am faced with a difficult question in my schoolwork.* Answer to each item with a 4-point scale ranging from strongly disagree (1), disagree (2), agree (3), to strongly agree (4).

Section 5 The General Self-efficacy. The Self-efficacy scale created by Schwarzer and Jerusalem (1995). This scale has a total of 10 items. Here are a few examples of the scale: 1) *I can always manage to solve difficult problems if I try hard enough;* 2) *If someone opposes me, I can find the means and ways to get what I want.* Answer to each item with a 4-point scale, ranging from 1 Not at all true, 2 Hardly true, 3 Moderately true to 4 Exactly true.

Section 6 Study attitude. The School Attitude Assessment Survey-Revised scale established by Mccoach and Siegle (2003) was adopted. It consisted of 9 questions. This instrument was created for adolescents at the high school level. These are some examples of items: 1) *I spend a lot of time on my schoolwork;* 3) *I want to do my best in school;* 2) *I concentrate on my school work.* This questionnaire uses a 7-points Likert scale from strongly disagree (1), disagree (2), somewhat disagree (3), neither agree nor disagree (4), somewhat agree (5), agree (6), strongly agree (7).

Section 7Adolescents' Motivation for Educational Attainment. To study this objective, the research adapted the instrument created by Cham, Houghton, Wood, Unsworth, and Hattie (2014) for adolescent students. It was developed to measure multiple potential dimensions of adolescents' motivation to complete high school and enroll in post-secondary education, including competence and effort beliefs; perceived value of education: and peer, teacher, and parent support for educational attainment. There are three subscales namely teacher educational expectations, peer aspirations, and student value of education. It consists of a total 15 items. Examples of the item in the questionnaire are: 1) *graduating from high school is not as important to me as getting a good paying job;* 2) *my teachers believe that I will graduate from high school;* 3) *I don't think many of my friends will graduate from high school.* Students will

respond with a 5-point Likert scale from strongly disagree (1), disagree (2), neutral (3), agree (4), to strongly agree (5).

3.2 Dependent variable

Academic achievement: Academic Achievement of students refers to the knowledge attained and skills developed in the school subjects. So, academic achievement means the achievement of students in academic subjects. For this purpose, the mean of students' scores in all their subjects during the first semester in the academic year 2018- 2019 were used for measuring students' Academic Achievements. The average score comes from the sum of the total 15 subjects divided by 16.5. The grading system in the upper secondary in Cambodia is a 50-point average scale, with 50 indicating the highest achievement (MoEYS, 2018). The students' average academic achievement scores of the academic year 2018-2019, first semester were obtained from the record offices of the sample secondary schools based on the students' role number that students had been applied to their self-report questionnaires.

While:

Average score 40.00 to 50.00 means good

Average score 32.50 to 39.99 means fairly good

Average score 25.00 to 32.49 means average

Average score equal or less than 24.99 means poor

Table 1 Standard questionnaire

Factors	Section (s)	Items	Scale
Student information	1	3	-
Parenting styles	3	30	1-5 Likert scale
Parental support	1	10	1-6 Likert scale
Academic self-concept	2	19	1-4 Likert scale
Self-efficacy	1	10	1-4 Likert scale
Study attitude	1	9	1-7 Likert scale
Educational motivation	3	21	1-5 Likert scale

This employed questionnaire will be translated in accordance with Cambodian language, cultures, and level of the samples' understandings. It will be translated into easily understand local language. The purpose of translating this questionnaire is to be well understood by high school students because not many students could speak English, and English is neither a formal language nor the second language in Cambodia.

To make sure the questionnaire is well translated, the questionnaire was translated twice using forward and backward translation by two different translators. Both translators helped translated this questionnaire were having a Master degree abroad and have been working as an English teacher in high school. First, the questionnaire was translated by the 1st translator form English to Khmer. And then the questionnaire was sent to 2nd translator to translate it back from Khmer to English. At the end, the questionnaire was again checked by the researcher to ensure the translation quality and to check the consistency between each question.

4. Pilot study

Each instrument that has been chosen for this study was all good in reliability and validity. Importantly, the researcher has got permission from the author of each tool to use it legally, see Appendix page. Even though the questionnaires were found originally good reliability, again it needs to be tested with the real sample. So the questionnaires were brought to test again with the real population to ensure its validity before applying in the field.

After received the agreement from the faculty to conduct this research, the researcher brought the translated questionnaire to test its reliability and validity with the sample group. 30 students from one of those two selected high schools were randomly selected to join the pilot study. When the questionnaires were completed, Cronbach's alpha was utilized to test the reliability and coefficient of the questionnaire. Cronbach's alpha explained in Table 2 below.

Table 2 Cronbach's alpha coefficient of the questionnaires after pilot study

Questionnaire	No. of items	Cronbach's Alpha
Part 2. Parenting style		
1. Authoritative	5	.766
2. Authoritarian	9	.805
3. Permissive	6	.723
Part 3. Parental support	10	.816
Part 4. Academic self-concept		
1. Academic confidence	6	.722
2. Academic effort	5	.723
Part 5. Self-efficacy	8	.782
Part 6. Study attitude	9	.804
Part 7. Motivation for educational attainment		
1. Teacher educational expectations	4	.760
2. Peer aspirations	4	.737
3. Values of education	7	.736
Total items	73	

5. Data collection

The researcher had a main role during the data collection processes. First, the directors of each high school were approached to get their permissions to work with the samples. The researcher informed them about the nature, purposes, and procedure of the research and also handed them the permission letter issued by the institute where the researcher is studying (Faculty of Liberal Arts, Prince of Songkla University) and a

copy of the questionnaire. After knowing the purposes of the study the school principals were happy and willing to cooperate in the study. The first approaches were happened two weeks before the data collection processes. The data collections happened during regular class sessions.

Second, the researcher was introduced by the school principals to the homeroom teachers where the samples were studying. There was a maximum of 50 students per class. The researcher randomly chose 7 classes from school A (Somdac Ov Somdac Me high school) and 3 classes from school C (Hun Sen Phumthmey high school). 7 homeroom teachers from school A and 3 homeroom teachers from school C were asked for cooperation. Each of the homeroom teacher was asked to give the student name list.

Third, the selected students were informed by teachers to join the research. Only students who wanted to participate the study the permission form was sent first to parents to ask their permission for letting their children to join the study. After students get permission from parents, then the consent form was given directly to students. Students were ensured that their answers were to be used only for research purposes and that their names would remain anonymous. Students who were willing to participate in the study were told to sit still in the class, while some students who were not willing to join the study were allowed to walk out of the class. Since the respondents' name was kept anonymous, each of the selected participants was given a specific number according to the name lists provided by the homeroom teachers. Respondents were asked to remember their numbers and write it down on their questionnaire as a code to represent each of them. During the data collecting process teachers were asked to stay away from the students and classrooms in order to prevent any possibility of bias during completing the questionnaires.

Fourth, before giving students the questionnaires, students were again informed that their participation is voluntary, and all their information will keep confidential. Especially, all their answer will be used only for this research purpose. The survey questionnaires were given to students with clear instructions on how to respond to the questionnaire and how to use the rating scales. The researcher was presented with the students along the time during completing the questionnaires to make sure that students could ask whenever they are wondering any part of the

instrument. Students were told they would spend around 45 minutes to complete the questionnaire.

Fifth, the questionnaires were each double-checked after returned by the respondents to the researcher to look for any missing part. The questionnaires that were not completed nor had missing part were returned back to the owner. After that it was check again by the researcher.

Finally, researcher then approached the schools' administrative officers in order to obtain the students' semester exam results. Data collection was conducted during February 2019.

6. Data Analysis

There are three main parts of the data analyses to answer the research objectives of this study;

1. First, the percentages, mean, and standard deviation were used to study the participants' information like age, gender, ethnicity, and academic achievement level.

2. Second, the next analyzing is going to answer to the objective 1. It is about the correlations among each determinant variable and the outcome variable. Here the Pearson's correlation is used to see relationships between academic achievements with each determinant variable (authoritative, authoritarian, permissive, parental support, academic confidence, academic effort, self-efficacy, study attitude, teacher educational expectations, peers aspiration, and values of education). Researcher based on the interpretation from Cohen (Cohen, 1988), as described below;

r value	Interpretation
.10 to .29	Low correlation
.30 to .49	Medium correlation
.50 to 1.0	High correlation

3. The last part of this analysis was multiple linear regressions. This analysis was taken part to measure the association between academic achievement and the eleven determinant variables. It shows the predictive power of the determinant variables on the outcome variable academic achievement. The most predictive factors on academic achievement will be found in this part.

RESULTS

This Chapter will present the findings of the study according to the results that have been analyzed from the questionnaires collected from the respondents. The findings are going to report separately as following:

1. General backgrounds of students
2. Relationships among parenting styles, parental support, students factors and the academic achievement
3. Important factors affecting the academic achievement

1. General backgrounds of students

The information generated from section 1 of the questionnaire described several important backgrounds of students. Frequencies, percentages, and mean scores were analyzed from the obtained results. The information related to students' backgrounds such as gender, age, and ethnicity.

Table 3 Frequencies and percentages of students by backgrounds

Backgrounds		Frequencies (F)	Percentages (%)
Gender			
Male		119	50.6
Female		116	49.4
	Total	235	100
Age			
15		5	2.1
16		34	14.5
17		74	31.5
18		59	25.1
19		40	17
20		23	9.8
	Total	235	100
Ethnicity			
Khmer		165	70.2
Indigenous		65	27.7
Muslim		5	2.1
	Total	235	100
Academic achievement			
Good		5	2.1
Fairly good		135	57.4
Average		82	34.9
Poor		13	5.6
	Total	235	100

Note: Score interpretation was based on MoEYS (*2018)*

Gender

Table 3 below shows that the total samples taken part in the study were 235 students, approximately half of the students 50.6% were male, followed by female 49.4%.

Age

The respondent group was between 15-20 years old. Field information shows that most samples were 17 years old (31.5%), followed by 18 years old (25.1%), 19 years old (17%), 16 years old (14.5%), 20 years old (9.8%), and 15 years old (2.1%). According to the statistic, the mean age of the sample group was 17.7 years of age.

Ethnicity

Majority of the sample group was Khmer 70.2%, Indigenous group was 27.7%, and Muslim was taken part in the study 2.1%.

Academic achievement

Their academic achievement results were group into four parts such as good, fairly good, average, and poor, respectively. The statistic shows that only 2.1% of student got a good score which represents a high achievement. A large amount of them (57.4%), had fairly good academic achievement, followed by average academic achievement (34.9%), and 5.6% received a poor academic achievement.

To sum up, the majority of the samples were Khmer, most were male, and the mean age was 17.7 years old. Especially, only 2.1% of the total sample reported with good academic achievement.

2.Research objective 1

Research objective 1 to study the eleven determinant variables the academic achievement

To find out the relationship between each factor and academic achievement, the data were analyzed by using Pearson's Correlation. The results are summarized in the following Tables. The data from the field was first analyzed to find mean, standard deviation, skewness, and kurtosis of all determinate variables and outcome variable before calculating the correlations.

Table 4 Descriptive statistics of the outcome variable and determinants variables

Variables	Mean	SD	Skewness	Kurtosis
Y	32.668	4.320	-.532	-.152
X_1	3.591	.565	-.693	1.500
X_2	3.101	.535	-.159	-.248
X_3	2.582	.627	-.022	-.451
X_4	3.74	.752	.015	-.157
X_5	2.305	.300	.203	.688
X_6	2.973	.394	-.023	.458
X_7	2.523	.434	.067	-.027
X_8	5.552	.685	-1.112	2.115
X_9	3.503	.591	-.376	1.200
X_{10}	3.297	.523	.169	-.207
X_{11}	3.509	.559	-.354	.008
Valid N	235			

Note: x_1= *Authoritative style,* x_2= *Authoritarian style,* x_3= *Permissive style,* x_4= *Parental support,* x_5= *academic confident,* x_6= *academic effort,* x_7= *Self efficacy,* x_8= *Study attitude,* x_9= *Teacher educational expectations,* x_{10}= *Peer aspirations,* x_{11}= *Values of education,* Y= *Academic achievement*

To determine the normality of the distribution of the data gathered for the study on parental factors and student factors on the academic achievement, the absolute values of skewness and kurtosis were used before testing for significant relationships between each variable. Hair, Black, Babin, and Anderson (2010) argued that data is considered to be normal if skewness is between -2 to +2 and Kurtosis is between -7 to +7. According to Hair and his colleagues, the value of skewness and kurtosis in this output result showed skewness with absolute values below 2 and kurtosis below 7, it could be evidenced that the data were normally distributed.

Table 5 Correlation between parenting styles and academic achievement

	1	2	3	4
1. **Authoritative**	-			
2. **Authoritarian**	-.047	-		
3. **Permissive**	.133*	.020	-	
4. **Academic achievement**	.007	-.146*	-.130*	-

. Correlation is significant at the .05 level (2-tailed)

According to the results of the correlations in Table 5, a negative significant correlation is found between the parenting style subset authoritarian and academic achievement (r = -.146, p <.05). It means that the higher the level of authoritarian style the lower the academic achievement of the children. Similarly, the subset of PAQ namely permissive style was also found negative significantly correlate with academic achievement (r = -.130, p <.05). This can be interpreted that the higher the level of permissive style the lower the level of academic achievement of the children is likely to be. Interestingly, the correlation matrix shows positive relationship between authoritative style and academic achievement (r = .007) although it is not significant.

Table 6 Correlation between parental support and academic achievement

Parental support	**Academic achievement**	
Parental support	-	
Academic achievement	-.156*	-

. Correlation is significant at the .05 level (2-tailed)

A significant and negative correlation was also seen between parental support and academic achievement (r = -.156, p = <.05). This correlation indicated that these two variables have a negative direction, which means that increase in parental support score could decrease the academic achievement of the students.

Table 7 Correlation between self-efficacy and academic achievement

	Self-efficacy	Academic achievement
Self-efficacy	-	
Academic achievement	-.188**	-

**. Correlation is significant at the .01 level (2-tailed)

Data also shows that student self-efficacy has a negative relationship with academic achievement as well (r = -.188, p <.01). This indicated that when students have higher self-efficacy their achievement seems to be lower.

Table 8 Correlation between study attitude and academic achievement

	Study attitude	Academic achievement
Study attitude	-	
Academic achievement	-.053	-

Correlation analysis did show a very small negative insignificant relationship between study attitude and academic achievement (r = -.053). It means that whether there is high, medium, or low achievement that the students have, there is nothing related to their study attitude.

Table 9 Correlation between academic self-concept and academic achievement

	1	2	3
1. Academic confidence	-		
2. Academic effort	-.283*	-	
3. Academic Achievement	.102	.119	-

*. Correlation is significant at the .05 level (2-tailed)

Additionally, Academic self-concept two subsets (academic confidence and academic effort) have a positive relationship with academic achievement, although, they are insignificant. Academic confidence has positive relationship with academic achievement (r = .102), while academic effort also has positive relations with academic achievement (r = .119). Even though the relationship was exited between these variables, their relationship was not statistically significant. Meaning that, students' academic confidence and academic effort could not explain the students' academic achievement.

Table 10 Correlation between motivation toward educational attainment and academic achievement

	1	2	3	4
1. **Teacher educational expectations**	-			
2.Peer aspirations	-.115	-		
3. Values of education	-.110	.445**	-	
4. Academic Achievement	.068	.045	.197**	-

**. Correlation is significant at the .01 level (2-tailed)

A positive correlation, although not significant, was found between the teacher educational expectations and the academic achievement (r = .068), while peer aspiration also shows an insignificant relationship with academic achievement (r = .045). A positive significant relationship appear between the third subset of motivation for educational attainment namely values of education (r = .197, p <.01). It indicates that higher the student values of education could also higher their academic achievement.

To sum up, the findings of the first research question, a significant and positive correlation was found between students' motivation toward educational attainment subset 3 (values of education) and academic achievement. This study revealed a negative significant correlation between authoritarian style, permissive style, parental support, self-efficacy, and academic achievement.

3. Research objective 2

Research objective 2: To find out factors affecting on academic achievement of high school students

To figure out which factor the effect on academic achievement, multiple linear regressions was performed. To fulfill the function, all the determinants authoritative style, authoritarian style, permissive style, parental support, academic confidence, academic effort, self-efficacy, study attitude, teacher educational expectations, peer aspirations, and values of education – were regressed on to the average score i.e. last semester average score that considered as academic achievement of students.

Before running the multiple regression analysis, by default all the variables are included to see their correlations with outcome variable and p values. In multiple linear regressions determinates need to pass two steps to be able to test theireffective power on outcome variable. Table 11 below shows the correlations matrix among determinate variables and between each determinate variable with outcome variable academic achievement in multiple regression analysis. Those all determinates need to have significant relationship with outcome variable and those determinates need to have p values less than $.05$. In this step variable which has p value inferior to$.05$is chosen by default to test its effective power over outcome variable in the next step in regressions analysis. Table 11 shows that there are six determinates that have correlation with academic achievement and have p value inferior to$.05$. So these variables are able to go in the next step in regression analysis to test the effective power on academic achievement. The results of the multiple regressions are summarized in Table 12.

Table 11 Correlations matrix of variables in multiple regressions analysis

		Y	X_1	X_2	X_3	X_4	X_5	X_6	X_7	X_8	X_9	X_{10}	X_{11}
							Correlations						
Pearson Correlation	Y	1.000	.007	-.146	-.130	-.156	.102	.119	-.188	-.053	.068	.045	.197
	X_1	.007	1.000	-.047	.133	.149	-.031	.112	.090	.192	.106	.040	.097
	X_2	-.146	-.047	1.000	.020	.038	-.018	.084	.304	.144	.132	-.118	-.204
	X_3	-.130	.133	-.020	1.000	.136	.075	-.013	.207	.032	.073	-.152	-.171
	X_4	-.156	.149	.038	.136	1.000	.113	.082	.117	.129	.125	.004	.105
	X_5	.102	-.031	-.018	.075	.113	1.000	.283	.201	.255	.298	-.002	.120
	X_6	.119	.112	.084	-.013	.082	.283	1.000	.275	.461	.206	.114	.235
	X_7	-.188	.090	.304	.207	.117	.201	.275	1.000	.330	.315	-.102	-.099
	X_8	-.053	.192	.144	.032	.129	.255	.461	.330	1.000	.329	.065	.079
	X_9	.068	.106	.132	.073	.125	.298	.206	.315	.329	1.000	-.115	-.110
	X_{10}	.045	.040	-.118	-.152	.004	-.002	.114	-.102	.065	-.115	1.000	.445
	X_{11}	.197	.097	-.204	-.171	.105	.120	.235	-.099	.079	-.110	.445	1.000
Sig. (1-tailed)	Y	.	.458	.012	.023	.027	.059	.034	.002	.208	.150	.245	.001
	X_1	.458	.	.235	.021	.011	.317	.044	.085	.002	.052	.269	.070
	X_2	.012	.235	.	.382	.283	.389	.100	.000	.014	.022	.036	.001
	X_3	.023	.021	.382	.	.018	.126	.421	.001	.311	.133	.010	.004
	X_4	.027	.011	.283	.018	.	.042	.105	.036	.025	.028	.473	.054
	X_5	.059	.317	.389	.126	.042	.	.000	.001	.000	.000	.485	.034
	X_6	.034	.044	.100	.421	.105	.000	.	.000	.000	.001	.041	.000
	X_7	.002	.085	.000	.001	.036	.001	.000	.	.000	.000	.060	.064
	X_8	.208	.002	.014	.311	.025	.000	.000	.000	.	.000	.161	.114
	X_9	.150	.052	.022	.133	.028	.000	.001	.000	.000	.	.039	.046
	X_{10}	.245	.269	.036	.010	.473	.485	.041	.060	.161	.039	.	.000
	X_{11}	.001	.070	.001	.004	.054	.034	.000	.064	.114	.046	.000	.

Table 12 Regressions analysis for academic achievement

Variables	Unstandardized Coefficients		t	sig.	Collinearity Statistic	
	B	**Std. Error**			**Tolerance**	**VIF**
(Constant)	30.768	2.888	10.655	.000		
X_{11}	1.630	.489	3.336	.001	.967	1.034
X_7	-2.031	.656	-3.097	.002	.889	1.125
X_9	1.267	.483	2.624	.009	.885	1.130
X_4	-.836	.364	-2.298	.022	.962	1.040
R = 0.332		**Adj. R^2 = 0.095**	**F = 7.109**		**Sig. = 0.000**	

Note: X_{11}= *Values of education,* X_7= *Self-efficacy,* X_9= *Teacher educational expectations,* X_4= *Parental support*

Table 12 shows the outcomes of the multiple regressions analysis. Results show that four determinant variables such as self-efficacy, values of education, parental support, and teacher educational expectations affect the academic achievement. Among these four components, self-efficacy had the most effect on the students' academic achievement *(ß = -2.031, t = -3.097, p = .002),* follows by students values of education *(ß = 1.680, t = 3.336, p = .001)*, teacher educational expectation *(ß = 1.267, t = 2.624, p = .009),* and parental support *(ß = -.836, t = -2.298, p = .022).* Students' values of education and teacher educational expectations affect on positive way while parental support and self-efficacy affect in negative way. In other words, the subjects who had high parental support and self-efficacy tended to have low academic achievement. Those who had high values on education and teacher educational expectations tended to have higher academic achievement.

DISCUSSIONS AND CONCLUSION

There are two objectives in this study. First, it was to study the relationships among parenting styles (authoritative, permissive, authoritarian), parental support, academic self-concept (academic confidence, academic effort), self-efficacy, study attitude, motivation for educational attainment (teacher educational expectations, peers aspirations, values of education) and the academic achievement of adolescents in high school. Second, it was to find out the important factors predicted learning achievement among 235 high school students from two public high schools in Ratanakiri province, Cambodia. In this chapter, the findings of the two objectives were discussed.

1. Discussions

1.1 Correlation between determinant variables and academic achievement

The first objective of this research aimed to investigate the correlation between eleven factors such as authoritarian parenting style, authoritative parenting style, permissive parenting style, parental support, academic confidence, academic effort, self-efficacy, study attitude, teacher educational expectations, pears aspiration, and students' values of education with the academic achievement. This part is crucial because it helped to explain the level and nature of the association between each determinant variable and outcome variable.

Before starting to explain the relationships among each determinant we would like to show the real situation of the academic achievement level. Our results showed that only 5% of students received good achievement. The largest amount of them perceived fairly good achievement (57.2%), followed by average achievement (34.7%), and 5.9% reported poor achievement.

Our findings show that the value of the education factor could improve the academic achievement of adolescents in Cambodia. It can be interpreted that when students give higher importance or values on studying, they may motivate themselves to perform better, and in return, this effort lead to higher achievement. Thus, students' value of education may possibly bring about higher educational success for high school students in Cambodia. It worth reminded that values on education could be a standard

that guides students' conduct and learning activities in many different ways. Supported by a previous study, values helped people to rationalize their beliefs, attitudes, and actions (Rokeach, 1973). This result also supported by Tarabashkina and Lietz (2011) who found that students' achievement value had a large positive effect on the achieving approach.

The positive insignificant relationship was discovered between teacher educational expectations and academic achievement. Our result is congruent with a previous finding, which studied with a few ethnic groups with distinct backgrounds; they found out that teacher expectation was not related with students' learning outcomes (Rubie-Davies, Hattie, & Hamilton, 2006). However, our finding against to the past study which found that teacher expectations positively influenced adolescents' expectations and beliefs on their educational and competency, and their studying results (Benner & Mistry, 2007). Another investigation claimed that teachers who have low expectations usually do not give much positive attention and reinforcement to students and provide fewer opportunities for them to learn (Eccles & Roeser, 2004), this can be the reason why lower teacher expectation could lower the academic achievement. Otherwise, Goldenberg supports our finding that teacher expectations do not as important as what the teacher does. "*Expectations might matter, but not as much as doing the right thing*" said Goldenberg (1992) he seemed not to agree to the relationship between teacher educational expectations and academic achievement.

Peers influence on learning outcomes by shaping students' learning behaviors by providing information and help, modeling, and enforcing social norms regarding the desirability of educational success. Young adolescents build a sense of identity and a sense of security by interaction with their peers group. The group of friends which adolescents choose to be with could predict their learning outcomes for instance, students with similar educational goals are likely to seek out for friends who have similar goal, this somehow lead to peer groups with shared aspirations (Kindermann& Skinner, 2009).

However, our study found that peer aspirations did not lead to high academic achievement. Correlation analysis showed a positive and insignificant association between these two variables. This current finding is supported by Christofides, Hoy, Milla, and Stengos (2015) their longitudinal study did not found a

direct relationship between peers and grade results between Canadian high school students. Moreover, they studied the other aspects of the peers group on adolescents and found that only male students of high-income families are influenced by peers. Female and male students of the other two income groups did not. Even though peer group plays an important role in the academic performance of secondary school students (Temitope & Christy, 2015), the real effort from students themselves is the biggest impact to their own achievement. For, instance, Kirmizi (2015) and Matovu (2012) found that students with higher academic effort had higher academic achievement. Similarly, when students feel satisfied with their schooling capability, effort, academic interest, and curriculum they will be more likely to get success in their educational path.

The negative significant association appeared between general self-efficacy and academic achievement. It means that adolescents who have a high level of general self-efficacy are more likely to have low academic achievement. Our result is in line with Carroll et al., (2009) who found a negative connection between self-efficacy and academic achievement. Similarly, another study underlined that general self-efficacy did not predict GPA (Feldman & Kubota, 2015). A recent study came up that adolescents' self-efficacy does not directly influence on academic performance but it was an effective mean to improve educational aspirations (Ansong, Eisensmith, Okumu, &Chowa, 2019). In contrast, a positive significant correlation among academic achievement and self-efficacy appeared in the study of Asakereh and Yousofi (2018) and Ly (2012). According to self-efficacy theory of Bandura, self-efficacy is a sense of capability to achieve the proposed tasks and it is estimated to be higher when students believe their academic effort is sufficient (Bandura, 1977) but sometimes Cambodian students may be failed for their own judgments and stop putting more effort on their learning activities and this somehow leads to lower their academic success.

The study demonstrates a negative significant correlation between parental support and academic achievement. This negative correlation indicates that the higher the level of parental support, the lower the achievement scores of the children. Or it can be explained that when parents increase their support the children's academic achievements tend to decrease. This result is aligning with a previous study which found a significant and negative correlation between support from parents and English

test score (By & Laohawiriyanon, 2019). More parental support may related to more pressure on students learning performance because more support from parents they may feel as they need to be more gratitude, more obedient, and more obligations. They may afraid of going unaligned with their parents' desires. These pressures can bring them anxiety and this anxiety, or negative learning experiences can hold back students' learning outcomes, as mention by Taguchi, Magid, and Papi (2009). In addition, parents support can increase anxiety and created negative learning outcomes (Papi, 2010).

This can be explained further by perceived social support theory that parental support should be clearly defined and understood by both parents and children. Parents should know the children's needs and should response to those needs. Otherwise, some consequences may happen such as a negative behavior or outcome when there is misunderstanding between parents and children (Shumaker, Brownell, 1984). Moreover, children may prefer little support from their parents when they grow older. Appropriate amount of parental support is good but too much parental involvements can has a negative relationship with children psychological well-being (LeMoyne& Buchanan, 2011).

By connecting these findings with Cambodia context, we may see that parents in Cambodia have low level of communication with their children (García, 2002), thus the lower the level that parents communicate with their children the higher the chance of committing misunderstanding between the parents and the children. And according to the perceived social support theory a negative behavior or outcome may happen when there is misunderstanding between parents and children (Shumaker, Brownell, 1984). In addition, some parents, whose were war survivors or second generation of the survivors, may behave overprotective with their children and the over protectiveness disturbs the autonomy development of the children (Bar-On et al., 1998). Those parents may continuous living with unsolved psychological problems and might function as ineffective parents. Thus they might could have provided less supports to their children or may provide enough supports to their children but their supports may not aimed directly to higher their children's academic achievement. Cambodian parents consider their limited education and economic hardships as a barrier for involving in their children learning activities such as homework and academic encouragement (Piquemal, 2017). For example, people in rural Cambodia used to argue that education

offers low economic value. Some people might not consider education as a key to economic opportunity and education might not lead to higher income jobs (Tan, 2007).

Parenting styles were found having a significant relationship with academic achievement at the secondary level in various studies across the world. Some scholars found no relationship between authoritarian and academic achievement (Parsasirat, Montazeri, Yusooff, Subhi, &Nen., 2013; Dehyadegary, Yaacob, Juhari, & Talib., 2011). Our study comes up with a different result. The correlation analysis shows that there is a negative significant relationship between authoritarian parenting and academic achievement. It indicates that if parents tend to be more authoritarian in their parenting, their children tend to have lower academic achievement. This correlation supported by the study of Pong, Johnston, and Chen (2010), who studied with European-American, Asian- American, American, and Taiwanese students, they suggested that there was a slice correlation between authoritarian parenting and academic outcome compared to those aspects from family background variables, especially parental education and Asian parents were more likely to be authoritarian in parenting. For these reasons, the authoritarian parenting style should not consider as very important as its role in educational achievement among early adolescents in Asian.

Our finding also confirms to the existing parenting styles theory of Baumrind (1966). Baumrind classified it as authoritarian parenting style because these parents are highly demanding but lack of responding to their children's needs. Authoritarian parents set rules without asking the children's opinions and those rules are highly expected to be obeyed by the children, otherwise, they will be punished. These strict treatments and the rare opportunities to communicate their needs might lower their academic success. In accordance with the above mentioned characteristic, authoritarian parents are well-known with some aggressiveness and strictness behaviors and those behaviors did not support the academic success (Odongo, Aloka, &Raburu, 2016).

A study in Cambodia reported that caregiver/parents trauma may not directly influence adolescents' academic achievement but some ineffective behaviors of those parents such as lack of warmth and communication between parents and child might lead to behavioral outcomes like school misbehaviors of the offspring (Eng, Mulsow, Cleveland, & Hart, 2009). Moreover, Cambodia has a collectivist culture,

where values like obedience, dependence, and interpersonal relationships are promoted between children and older in the family.Basedon this culture, Cambodian adolescents may grow up under this strict norm, which they might not able to express themselves, could limit their cognitive development. Moreover, this could be proved by the study of Garcia Coll and his colleagues that Cambodian parents had low either involvement or communication with their children (García Coll et al., 2002). As a result, those old demanding, rules, and misbehavior of parents does not effective and may turn out to be pressure for young adolescents in the twenty-first century. Thus, these might bring low achievement for Cambodian high school students.

Pearsons' correlation also confirmed a statistically negative significant relationship among permissive parenting and academic achievement of high school students in Ratanakiri province, Cambodia. In other words, when parents tend to lower their demanding but high their responding to their parenting practices the academic achievement of their children tends to be lower. This result is in congruence with the study of Dehyadegary, Yaacob, Juhari, and Talib (2011), Dehyadegary and his colleagues indicated that adolescents who reported their parents as permissive type tends to have poorer academic achievement compared to their peers. Our result also supported by Bacus (2014) who conducted the study with Filipino students. He found a negative significant relationship between permissive parenting and educational outcome. Bacus claimed that due to modern life more students experienced growing up with permissive parents when they often give a lot of freedom to do whatever they want.

Our finding is supported by the parenting styles theory of Baumrind (1966). Baumrind explained that permissive parents are passive, lack of involvement with children, the kids can always decide in almost situations. They have a low educational expectation with children, ignore their children's needs, and fail to control their attitude. Thus, the children grow up without clear rules, deficient of discipline, low achievement motivation, and weak performance in class. However, Barnhart and his colleagues argued that the permissive parenting style has a better effect on academic performance among Indians (Barnhart, Raval, Jansari, &Raval, 2013). Another study in Spain by García and Gracia (2009) also showed that adolescents from permissive families reported equal to or better scores in youth outcomes than their peers from authoritative parenting families.

The study demonstrates a correlation between authoritative parenting and high school students' academic achievement, but their relationship was not significant. This result shows an interesting finding which in the opposite direction to many previous studies. This finding is supported by Rivers (2008), who did not find any significant relationship between academic achievement and authoritative parenting. And there might be some mediate factors from the individual that may contribute to academic achievement. And another study in Nigeria also did not find a difference between the influence of authoritative, authoritarian, and authoritative/ authoritarian parenting styles on the levels of the child's perception of the competence, need for achievement, sense locus of control, and academic achievement (Akinsola, 2011).

However, this present result is in the opposite direction with many studies in the literature (Mekonnen, 2017; Dehyadegary, Yaacob, Juhari, & Talib, 2011; Parsasirat, Montazeri, Yusooff, Subhi, & Nen, 2013; Bacus, 2014) which all of these studies found authoritative parenting style had a largely significant positive connection with higher academic achievement.

If we know Cambodian culture well enough, we might understand that parenting styles may not strongly relate to academic achievement, while some factors like family capital, parents' education, teacher quality, school environment, and peer aspect, may have an effect. This idea supported by Pong, Johnston, and Chen (2010). Pong and his colleagues claimed that there was a little correlation between parenting and academic achievement compared to the aspect from family, especially parental education. Moreover, parenting styles alone may not impact much on educational achievement regarding the exam average score (Rivers, 2008). Unfortunately, Cambodian parents reported not given enough value to education (PDER, 2007). Thus, even though they are authoritative parents, they may higher their demanding and responding with their offspring in another direction and might not fully support their children's academic achievement straight away.

Result demonstrates a positive insignificant relationship between academic confidence and academic achievement. Our finding is incongruent with Kirmizi (2015) who found that high achiever students were more likely to have high academic confidence. This study also demonstrated a positive insignificant relationship between academic effort and academic achievement. Kirmizi (2015) also found that

high achieving students tend to have more academic effort. Matovu (2012) also suggested that students with higher academic effort tend to achieve higher academic achievement. It could be agreed in is general that the more effort the more satisfying results you will receive, e.g. when students spent more time reading, doing assignments or homework, attending more tuition classes, they will be achieved better academically. When students feel pleased with their academic competence, effort, academic interest, and curriculum they are more likely to succeed in their educational path.

Thus, the results of the current study are not in accordance with the majority of existing studies working on this topic. Still, there are some studies in line with our result. For instance, the achievement was found to depends almost completely on the previous accomplishment but not on prior self-concept (Helmke & van Aken, 1995).This emerges results is in a positive direction with the study of Ahmad and his colleagues that there is no direct significant relationship between self-concept and academic achievement (Ahmad, Hassan, Ahmad, & Othman, 2016).

This result can be explained further with the self-concept theory of Rogers (1959). This theory explained how life experiences and evaluation by others influenced an individual's self-concept. Human wishes their feel, experience, and behave consistently with their self-image. People would like their self- image to be like their ideal-self. On one hand, the theory explained that the closer their self-image and ideal-self, the more consistent people are and the higher their sense of self-worth. On the other hand, the further the ideal-self and self-image the lesser consistent people are and the lower their sense of self-worth. According to Rogers (1959) the higher people perceived their self-worth, the higher confidence and positive feeling about themselves.

Correlation analysis did not show any significant relationship between study attitude and academic achievement. It means that no matter in what level of the achievement the students acquired, there is seem not to relate to their study attitudes. Our result is congruent with a pass study where they found no significant correlation between science attitude and chemistry achievement among 11th grade students (Rathod, 2014). It is also in line with a past study, which conducted with minority students in West Bengal, India, whose study did not find any association between the attitude towards education and academic achievement (Das, Halder, & Mishra, 2014). Another recent study also did not found direct relationship between the students'

attitude toward school and academic achievement but it was under the mediation role of self-concept (Veas, Castejón, Miñano, &Gilar-Corbí, 2019).

According to the consistency theory, people try to balance the state of cognitions and behaviors, which indicate the connection between attitudes and behaviors. We usually look forward to the behavior of people to be in line with their attitudes.People behave according to their attitudes; this is what we assume. Event though, the connection between attitudes and behavior was mentioned in the consistency model, this model is still lack of complexity to predict the relation between attitudes and behaviors (Trepte, 2013). Furthermore, social psychologists agreed that attitudes and actual behavior are not usuallyconsistent. For example, some students are still skipping classes even though they know that those classes are important. This example can be indicated that people are not always behaving according to their attitudes. Another past study claimed that cognitive and affective components of attitudes do not always match with behaviors (Lapiere, 1934). People will more likely to behave according to their attitudes as long as their attitudes are the result of their experience, they are an expert on the subject, they expect a favorable outcome, those attitudes are repeatedly expressed, or only when they stand to win or lose something due to the issue.

1.2 Regressions of the determinant variables and academic achievement

The second objective was to examine the effective power of the eleven determinates on outcome variable academic achievement. Among those 11 determinate variables, the result showed that 4 determinants namely value of education, self-efficacy, teacher educational expectations, and parental support, could effect on academic achievement.

The results also revealed that general self-efficacy was a negative predictor for academic achievement, meaning that students with high levels of self-efficacy more often had lower levels of achievement. This result is supported by Coutinho and Neuman (2008) who argued that self-efficacy was related to deep processing and that was a negative predictor for learning performance. Our result also in accordance with Carroll et al., (2009) who found a significant negative relationship between self-efficacy and academic achievement. Feldman and Kubota (2015) argued that general self-efficacy did not predict GPA. Based on the self-efficacy theory of Bandura, self-efficacy is a sense of one's ability to do the proposed tasks and is at a higher level when students believe their academic effort is sufficient (Bandura, 1977). However, sometimes Cambodian students assume that the efforts they put forth are enough, and they stop putting more effort into their learning and this leads to less academic success, even when they have a high level of general self-efficacy.

Our results also suggested that value of education was a positive predictor for academic achievement. When students assigned a high value to education, they were more likely to be motivated to achieve more. Value is a standard that guides people's conduct and activities in many different ways. It helps students to rationalize their beliefs, attitudes, and actions (Rokeach, 1973). Placing value on educational achievement had a large positive effect on the achievement in that the higher value a student placed on academic achievement, the better the learning strategies or approaches they apply in studying (Tarabashkina & Lietz, 2011). Another recent study also supported students' value-cost beliefs as a significant predictive influence over their achievement goals (Yang, 2019). The present finding, supported by motivation theory, suggests that educational value as an outcome of motivation toward achievement is an individual's aspiration for academic success (McClelland, Atkinson, Clark, & Lowell, 1953). In addition, motivation serves to encourage students to engage

in learning activities and this engagement can contribute to high academic performance (Mustafa, Elias, Noah, &Roslan, 2010).

The present finding also supported by the motivation theory that motivation toward achievement is individual's aspiration for academic success and it is an inner power that individual has in order to express and to accomplish one own capability toward one specific task (McClelland, Atkinson, Clark, & Lowell, 1953). In addition, motivation is predicted to encourage students to engage in learning activities. While, this engagement can contribute to high academic performance (Mustafa, Elias, Noah, &Roslan, 2010).

Teacher educational expectations were also a positive predictor for academic achievement. Based on results we can assume that adolescents who received high expectations from their teachers were more likely motivated to higher academic achievement. Our findings supported by a recent study that the inaccuracy in teacher expectations was significantly predicted students' academic achievement (Gentrup, Lorenz, Kristen, & Kogan, 2020). In addition, our result was in accordance with the past study which found that teacher expectations positively influenced adolescents' educational expectations, competency beliefs, and learning outcomes (Benner & Mistry, 2007).

The analysis confirms parental support as a negative predictor for academic achievement. This statistic indicates that higher support from their parents lower the achievement. This result is aligned with By and Laohawiriyanon (2019), they also found a significant and negative correlation between support from parents and English test score. There might be some pressures from parents that can bring them anxiety and this anxiety, or negative learning experiences can hold back students' learning outcomes, as mention by Taguchi, Magid, and Papi (2009).

2. Conclusion and Recommendations

This research aims to study the correlations between the outcome variable academic achievement and many determinant variables such as parenting styles (authoritarian, authoritative, and permissive), parental support, academic confidence, academic effort, self-efficacy, study attitude, teacher educational expectations, peers aspirations, and values of education among high school adolescent in Ratanakiri

province. And another purpose is to examine the predictive power among those determinant variables and academic achievement.

Person's correlation analysis shows that values on education had a positive significant relationship with academic achievement while authoritarian parenting, permissive parenting, parental support, and self-efficacy had a negative significant relationship with the outcome variable. Factors predicting academic achievement were examined using multiple linear regressions. Regression found that there were four determinates that significant: values of education, self-efficacy, teacher educational expectations, and parental support. Regressions results showed that self-efficacy was the best predictor for academic achievement.

In light of the findings of our study, students should be aware that the external factors might affect their academic achievement but not as much as the factors from students themselves that could affect their educational achievement, especially, self-efficacy and the values they place on education. It is important to be highlighted that, students should not be too proud and satisfied too early on the amount of the efforts and commitments they put on studying, instead theyshould be well preparedall along the academic way and never stop giving more effort on learning even though they think they have tried enough. More importantly, students should place more values into studying because the more values they place for education the higher chances of getting higher success in their academic life. The higher the values on education strengthen the self-motivation and better the learning strategy.

According to the findings of the study, parents should reflect on their own behaviors whether they provided supports which encourage their children academic achievement or failed to do so. Sometimes, parents failed to understand their children's needs; they may focus on non-related things which may less or no support their children's academic achievement. Children may instead need another supports from parents such as emotional support or appraisal support. Therefore, parents should pay more attention to their children's education and provide needs which are support their educational achievement. Parents and children should have regularly discussed on what are the needs of the children and what are the needs of parents themselves and how can the parents get to respond to the child's needs effectively. Cambodian parents should maintain closeness and approachable behaviors with their children and create more and

effective communication with them to better the relationship and to decrease misunderstanding between them and their children. Researchers suggest that in order to help their children's competency development parents should provide four kinds of supports to them such as emotional support, instrumental support, informational support, and appraisal support (Tardy, 1985). The current study has limitation because it measures parental support by assess perceptions of students received of parent support and this may not reflect the actual parents support behaviors.

Parents should create a supportive learning environment at home. Parents who found themselves as authoritarian should lower their demanding and be more responsive and more open by listening to their child more so the child could feel understood by their parents. Permissive parents should limit their response and increase demanding so that the child could feel warmth, support, and can get more rules or guidelines to follow. Thus, all kinds of the parent, especially, authoritative should work harder and give higher values on the education of their children and try to encourage their children to meet academic success. In short, Cambodian parents to evaluate and improve their parenting behavior in order to enhance children's educational success.

Researchers would like to make recommendations to teachers and educators to expose a more motivate environment in classrooms and keep inspiring students. And work on eliminating the negative impact of self-efficacy. Teachers may help to higher students' educational values by giving feedback, being positive, encouraging, discouraging classroom comparison, and supporting collaboration between students.

Another recommendation is to the teachers, school counselors, and educators to take any chances or opportunity they have to educate and encourage adolescents' discussion and communication with their parents. Government should work more on raising awareness on the benefits of having close relationship and regular communication between parents and child in family and broadcast it more widely on social media. And the government should create policy, which could educate and develop the quality of individual parents' behaviors. The government should also create more events to raise awareness on the effect of patents and broadcast it more often on social media.

Finally, school counselor should be available in very educational level from the elementary to the university level. Thus, government should consider this requirement as a priority work in education sector.

The current study has some limitations;first, this research is based on students' perceptions about parenting style, not from the parents' views. Second, it was conducted based on questionnaires only, thus, some insightful answers regardingthe opinions about schools and teachers may not be given honestly by the participants, even though researchers tried to eliminate the bias. Therefore, the future study should investigate this topic broadly and deeply by using mix methodology to get more deep insight into exactly how they feel. Third, the current study legally adopted the questionnaires as our research instrument and some of those questionnaires were created in different cultures which the nature and the context of the understanding and perception of the adolescent could be uncommon. Thus, the future study should adapt or create own instrument to suit those sample group.

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Appendices

(Appendice 1 Questionnaire in English)

Questionnaire

We would like to ask you to help us by participating in this survey to better understand the effect of parental factor and students factor on academic achievement of high school students in Cambodia. This questionnaire is not a test so there is no "right" or "wrong" answers. We are interested in your opinion. The results of this survey will be used only for research purposes so please give your answers sincerely to ensure the success of this project. Thank you very much for your help!

SECTION A: Student profile

Please put "√" in the box and write your answer in the space provided.

1. Gender: 1) ☐ male   2) ☐ female

2. Ethnicity: 1) ☐Khmer   2) ☐ Islam

              3) ☐Indigenous   4) ☐ other

3. Age: .... years old

SECTION B: Parental Authority Questionnaire (PAQ)

Please put "√"on the number that you think the most applied to you and your parents during your years of growing up at home. There is no right or wrong answers, so do not spend a lot of time on any one item.

1= Strongly disagree, 2= Disagree, 3= Neither agree nor disagree, 4= Agree, 5= Strongly Agree

items	Level of opinion				
	1	2	3	4	5
1. Even if their children did not agree with them, my parents felt that it was for our own good if we were forced to conform to what they thought was right.					
2. Whenever my parents told me to do something as I was growing up, they expected me to do it immediately without asking any questions.					
3. My parents felt that wise parents should teach their children early just who is boss in the family.					

items	Level of opinion				
	1	2	3	4	5
4. As I was growing up my parents would get very upset if I tried to disagree with them.					
5. As I was growing up my parents did not allow me to question any decision they had made.					
6. As I was growing up my parents let me know what behavior they expected of me, and if I did not meet those expectations, they punished me.					
7. My parents have always felt that more force should be used by parents in order to get their children to behave the way they are supposed to.					
8. My parents have always felt that most problems in society would be solved if we could get parents to strictly and forcibly deal with their children when they do not do what they are supposed to as they are growing up.					
9. As I was growing up, I knew what my parents expected of me in the family and they insisted that I conform to those expectations simply out of respect for their authority.					
10. As I was growing up my parents often told me exactly what they wanted me to do and how they expected me to do it.					
11. My parents had clear standards of behavior for the children in our home as I was growing up, but they were willing to adjust those standards to the needs of each of the individual children in the family.					
12. My parents gave me direction for my behavior and activities as I was growing up and they expected me to follow their direction, but they were always willing to listen to my concerns and to discuss that direction with me.					

items	Level of opinion				
	1	2	3	4	5
13. As I was growing up, if my parents made a decision in the family that hurt me, they were willing to discuss that decision with me and to admit it if they had made a mistake.					
14. As I was growing up my parents gave me clear direction for my behaviors and activities, but they also understood when I disagreed with them.					
15. As I was growing up I knew what my parents expected of me in my family, but I also felt free to discuss those expectations with them when I felt that they were unreasonable.					
16. While I was growing up my parents felt that in a well-run home the children should have their way in the family as often as the parents do.					
17. As I was growing up my parents allowed me to decide most things for myself without a lot of direction from them.					
18. As I was growing up my parents allowed me to form my own point of view on family matters and they generally allowed me to decide for myself what I was going to do.					
19. My parents feel that most problems in society would be solved if parents would not restrict their children's activities, decisions, and desires as they are growing up.					
20. Most of the time as I was growing up my parents did what the children in the family wanted when making family decisions.					
21. My parents has always felt that what their children need is to be free to make up their own minds and to do what they want to do, even if this does not agree with what their parents might want.					

SECTION C: Parental Support

Please put "√"on the number that you think the most applied to you and your parents. You can select one among these scales for each item below.

1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Usually, 6 = Always

items	Level of opinion					
	1	2	3	4	5	6
1. My parents listen to me, when I'm mad.						
2. My parents express pride in me.						
3. My parents help me practice things.						
4. My parents make suggestions						
5. My parents help me make decisions.						
6. My parents give me good advice.						
7. My parents help me find answers.						
8. My parents praise me when I do well.						
9. My parents reward me when I do well.						
10. My parents tell me how well I do on tasks.						

SECTION D: Academic Self-Concept

Please put "√"on the number that you think the most applied to you. You can select one among these scales for each item below.

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

items	Level of opinion			
	1	2	3	4
1. I can follow the lessons easily.				
2. I am able to help my classmates with their schoolwork if permitted.				
3. I often do my homework without thinking.				
4. I pay attention to the teachers during lessons.				
5. My teachers feel that I am poor in my work.				
6. I am usually interested in my schoolwork.				
7. I often forget what I have learnt.				
8. I am willing to do my best to pass all the subjects.				
9. I often feel like quitting school.				
10. I am good in most of my school subjects.				
11. I am able to do better than my friends in most subjects.				

SECTION E: The General Self-Efficacy Scale

Please put "√"on the number that you think the most applied to you. You can select one among these scales for each item below.

1 = Not at all true, 2 = Hardly true, 3 = Moderately true, 4 = Exactly true

items	Level of opinion			
	1	2	3	4
1. If someone opposes me, I can find the means and ways to get what I want.				
2. It is easy for me to stick for my aims and accomplish my goals.				
3. I am confident that I could deal efficiently with unexpected events.				
4. Thanks to my resourcefulness, I know how to handle unforeseen situations.				
5. I can solve most problems if I invest the necessary effort.				
6. I can remain calm when facing difficulties because I can rely on my coping abilities.				
7. If I am in trouble, I can usually think of a solution.				
8. I can usually handle whatever comes my way.				

SECTION F: Study Attitude

Please put "√"on the number that you think the most applied to you. You can select one among these scales for each item below.

1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Neither agree or disagree,

5 = Somewhat agree, 6 = Agree, 7 = Strongly agree

items	Level of opinion						
	1	2	3	4	5	6	7
1. I relate well to my teachers.							
2. My teachers care about me.							
3. I like my classes.							
4. This is a good school.							
5. This school is a good match for me.							
6. I am proud of this school.							
7. I want to do my best in school.							
8. I spend a lot of time on my schoolwork.							
9. I concentrate on my schoolwork.							

SECTION G: Motivation for Educational Attainment

Please put "√"on the number that you think the most applied to you. You can select one among these scales for each item below.

1 = Strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree 5 = Strongly agree

Items	Level of opinion				
	1	2	3	4	5
1. Graduating from high school is not as important to me as getting a good paying job.					
2. My teachers expect that I will do well in the future.					
3. I am one of the student teachers believe will be successful.					
4. My teachers believe that I will graduate from high school.					
5. My teachers consider me to be pretty smart.					
6. Most of my good friends will quit high school when they are old enough.					

7. Most of my good friends plan to go to college.					
8. I do not think many of my friends will graduate from high school.					
9. Lots of my good friends will not be able to go to college.					
10. Many of the things we do in school seem useless to me.					
11. If I get bad grades, I can still get a good job.					
12. I could be successful in life without an education.					
13. I know many people who have done well in life with little education.					
14. School is not that important for future success.					
15. If I work hard in school, I will get a better job than the kids who donot try hard.					

Thank you very much.

Good luck!

(Appendix 2 Questionnaire in Khmer)

កម្រងសំនួរស្រាវជ្រាវ

ប្រធានបទស្រាវជ្រាវៈ *ទំនាក់ទំនងរវាងកត្តា�និងកត្តាសិស្សខ្លួនឯងផ្ទាល់ទៅលើលទ្ធផលការសិក្សារបស់សិស្សកម្រិតមធ្យមសិក្សានៅខេត្តរតនគិរីប្រទេសកម្ពុជា។*

គោលបំណងស្រាវជ្រាវៈ កម្រងសំនួរនេះត្រូវបានបង្កើតឡើងដើម្បីធ្វើការសិក្សាទៅលើពីរកត្តាគឺpsychologyនិងសិស្សខ្លួនឯងផ្ទាល់ដែលអាចមានឥទ្ធិពលដល់ការសិក្សារបស់សិស្សនៅកម្រិត មធ្យមសិក្សានិងដើម្បីស្វែងយល់ថាpsychologyនៅប្រទេសកម្ពុជាចិញ្ចឹមកូនតាមរបៀបធម្មណា។

ដូច្នេះសូមបំពេញទាំងអស់គ្នាចំណាយពេលប្រហែល៤៥នាទីចូលរួមចែករំលែកពីបទពិសោធន៍ផ្ទាល់របស់បងដើម្បីស្វែងរកថាតើកត្តាទាំងពីរនេះអាចប៉ះពាល់ដល់ការ សិក្សារបស់យុវជននៅប្រទេសកម្ពុជាយ៉ាងយ៉ាងដូចម្តេច។កម្រងសំនួរនេះមិនមែនជាការធ្វើតេស្តប្ឬការសាកល្បងចំនោះដឹងទេដូច្នេះវាមិនមាន ត្រូវ ឬ ខុស អ្វីទេបូនគ្រាន់តែឆ្លើយទៅ តាមការពិតនិងការយល់ឃើញជាក់ស្ដែងផ្ទាល់ខ្លួនតែប៉ុណ្ណោះ។

ផ្នែក A : ព័ត៌មានផ្ទាល់ខ្លួនរបស់សិស្ស

សូមគូសសញ្ញា "√" នៅក្នុងប្រអប់ ឬ សរសេរចម្លើយរបស់អ្នកនៅក្នុងចន្លោះ។

1. ភេទ: 1) □ ប្រុស 2) □ ស្រី

2. សញ្ជាតិ: 1) □ ខ្មែរ 2) □ ឥស្លាម 3) □ ជនជាតិភាគតិច 4) □ ផ្សេងៗ

3. អាយុ: .... ឆ្នាំ

ផ្នែក B កម្រងសំនួរអំពីការទទួលបានការចិញ្ចឹមបីបាច់ពីpsychology

សូមគូសរង្វង់នៅជុំវិញលេខដែលបូនគិតថាត្រឹមត្រូវសម្រាប់បូននិងpsychologyរបស់បូន។ មិនមានត្រូវឬខុសទេសូមឆ្លើយចម្លើយដែលពិតបំផុតសម្រាប់បូនមិនចាំបាច់ ចំណាយពេលច្រើនពេកទេសម្រាប់សំនួរនិមួយៗ។ សូមពិនិត្យមើលកម្រិតពិនុ្ទ�lយបានច្បាស់មុននឹងជ្រើសរើស។ បូនអាចជ្រើសរើសលេខមួយក្នុងចំនោមលេខទាំង៥កម្រិតនេះ។

១	២	៣	៤	៥
មិនយល់ស្របទាល់តែសោះ	មិនយល់ស្រប	មិនយល់ដឹង	យល់ស្រប	យល់ស្របខ្លាំង

	កម្រិតនៃការយល់ស្រប				
១.psychologyខ្ញុំតែងតែបង្ខំឲ្យខ្ញុំធ្វើតាមគាត់ទោះបីខ្ញុំមិនយល់ស្របជាមួយគាត់ក៏ដោយ ព្រោះគាត់គិតថាអ្វីដែលគាត់ធ្វើគឺដើម្បីឲ្យខ្ញុំល្អប៉ុណ្ណោះ។	១	២	៣	៤	៥
២.ពេលដែលpsychologyខ្ញុំប្រាប់ឲ្យខ្ញុំធ្វើអ្វីមួយ គាត់តែងតែចង់ឲ្យខ្ញុំធ្វើៗដោយមិនឲ្យខ្ញុំសួរពីមូលហេតុទេ។	១	២	៣	៤	៥
៣.psychologyខ្ញុំតែងតែបង្ហាញកូនឲ្យដឹងថាំងពីគួរតួខ្លួនជាអ្នកណាមានអំណាចជាគេនៅក្នុងផ្ទះ។	១	២	៣	៤	៥
៤.ំាងពីតួចមកខ្ញុំសង្កេតឃើញថាpsychologyខ្ញុំឱ្យ អនុំត្តិពេលខ្ញុំមិនស្តាប់ឬមិនធ្វើតាមគាត់។	១	២	៣	៤	៥
៥.ំាងពីតួចមកpsychologyខ្ញុំមិនដែលឲ្យខ្ញុំទាល់និងការសម្រេចចិត្តរបស់គាត់ទេ។	១	២	៣	៤	៥
៦.ំាងពីតួចមកpsychologyខ្ញុំតែងកំណត់នាំថាខ្ញុំគួរតែមានអាកប្បកិរិយានិងការនិយាយស្តីបៀបណា។ បើខ្ញុំមិនបានធ្វើតាមគាត់ដាក់ពិន័យខ្ញុំ។	១	២	៣	៤	៥
៧.psychologyខ្ញុំតែងគិតថាបើធ្មៃឲ្យខ្ញុំស្តាប់បង្គាប់គឺគ្មានោះដាក់ពិន័យឬ្ឬផ្ដន្ទាទោស។	១	២	៣	៤	៥
៨. psychologyខ្ញុំយល់ឃើញថាបញ្ហាជាច្រើននៅក្នុងសង្គមនិងគ្រួសានដោយស្រាយប្រសិនបើpsychologyមានការអនុវត្តក្នុងឃំតែងហើយយបៀងៀនឲ្យកូនប្រតួប់ប្រតាប់ំាងពី កុំងមក។	១	២	៣	៤	៥
៩.ំាងពីតួចមកខ្ញុំតែងដឹងរហូតមកថាpsychologyខ្ញុំគាត់ពិនចង់ឲ្យខ្ញុំក្មាយជាអនុស្យបៀបណា ហើយគាត់តែងតែជំរុញខ្ញុំឲ្យធ្វើការចង់ារបស់គាត់។	១	២	៣	៤	៥
១០.ំាងពីតួចមកpsychologyខ្ញុំតែងព្យាយាមផ្តល់រ្គប់គ្រាប់វ្ថីអ្វីដែលគាត់ចង់ឲ្យខ្ញុំនិងប្រាប់ពីរបៀបធ្វើអ្វីមួយនោះ។	១	២	៣	៤	៥
១១.psychologyខ្ញុំបានកំណត់ពីរបៀបអាកប្បកិរិយាមួយច្បាស់លាស់សម្រាប់កូនៗនៅក្នុងផ្ទះប៉ុន្តែគាត់អាចសម្របលបៀបទានោះតាមនិស្ស័យរបស់កូនម្នាក់ៗបាន។	១	២	៣	៤	៥
១២. psychologyខ្ញុំកំណត់នាំមេ្រៃងទិសសអាកប្បកិរិយា។ុលមកម្មភាពរបស់ខ្ញុំហើយគាត់ចង់ឲ្យខ្ញុំធ្វើតាមកំណែនាំរបស់គាត់ប៉ុន្តែគាត់ចងយខ្ញុំទេ។ គាត់តែងតែស្តាប់ពីទុក្ខ កង្វល់របស់ខ្ញុំហើយគាត់ពិភាក្សាជាមួយខ្ញុំមានបញ្ហា។	១	២	៣	៤	៥

	កម្រិតនៃការយល់ស្រប*				
១៣. កាំពីតូចមកប្រសិនបើខ្ញុំឱ្យពុកម្ដាយរបស់ខ្ញុំបានសម្រេចចិត្តធ្វើអ្វីមួយសុខហើយរាបាន់ប៉ះពាល់ដល់ខ្ញុំ គាត់តែងតែពិភាក្សាបញ្ហានោះជាមួយខ្ញុំហើយតាមតាំស៊ុំទោស ប្រសិនបើគាត់ខុសៗ	១	២	៣	៤	៥
១៤. កាំពីតូចមកឪពុកម្ដាយខ្ញុំទូទ្លាន់ខ្ញុំច្បាស់ថាខ្ញុំគូរមានអាកប្បកិរិយាបែបកម្មភាពបែបណា ប៉ុន្តែគាត់មានការយោបល់ប្រសិនបើខ្ញុំមិនយល់ស្របជាមួយគាត់ៗ	១	២	៣	៤	៥
១៥. កាំពីតូចមកខ្ញុំបានដឹងពីអ្វីដែលឪពុកម្ដាយខ្ញុំឱ្យធ្វើប៉ុន្តែខ្ញុំប៉ុន្តែមានសេរីភាពក្នុងការពិភាក្សាជាមួយគាត់នៅពេលដែលខ្ញុំគិតថាការចង់បានរបស់គាត់មិនសមហេតុផលៗ	១	២	៣	៤	៥
១៦. ឪពុកម្ដាយខ្ញុំតែងគិតថាគ្រួសារមួយដែលល្អត្រឹមត្រូវគឺទាល់តែឪពុកម្ដាយសម្រេចធ្វើតាមការយល់ឃើញញ្ញាំឯងពាក់ព័ន្ធនឹងការសម្រេចចិត្តរៀងៗខ្លួនៗ	១	២	៣	៤	៥
១៧. ភាពច្រើនឪពុកម្ដាយខ្ញុំឱ្យខ្ញុំសម្រេចចិត្តធ្វើអ្វីមួយដោយខ្លួនឯងដោយគ្មានការណែនាំច្រើនពីពួកគាត់ទេកាំតែពីតូចមកៗ	១	២	៣	៤	៥
១៨. កាំពីតូចមកឪពុកម្ដាយខ្ញុំចេណ្ណាមឱ្យខ្ញុំមានគោលដៅនិតដោយខ្លួនឯងឱ្យបៀមជាទូទៅគាត់តែតែអនុញ្ញាតឱ្យខ្ញុំសម្រេចចិត្តធ្វើអ្វីខ្ញុំចង់ធ្វើដោយខ្លួនឯងៗ	១	២	៣	៤	៥
១៩. ឪពុកម្ដាយខ្ញុំមានទំនៀរថាបញ្ហាភាពច្រើននៅក្នុងសង្គមនឹងត្រូវបានដោះស្រាយប្រសិនបើឪពុកម្ដាយមិនមានការគឺគត់ចំពោះសកម្មភាព ការសម្រេចចិត្ត និងការចង់បានរបស់កូនៗ	១	២	៣	៤	៥
២០. ភាពច្រើនឪពុកម្ដាយខ្ញុំធ្វើតាមការចង់បានរបស់ខ្ញុំៗ	១	២	៣	៤	៥
២១. ឪពុកម្ដាយខ្ញុំតែងតែគិតថាកូនៗទ្រស់គាត់ត្រូវតែមានសេរីភាពក្នុងការសម្រេចចិត្តធ្វើអ្វីមួយដោយខ្លួនឯង និងធ្វើអ្វីដែលខ្លួនឯងចង់ធ្វើ ទោះបីជាមានរៀងខ្លះគាត់មិនពេញចិត្តក៏ដោយៗ	១	២	៣	៤	៥

ផ្នែក C ការកំណត់ពីឪពុកម្ដាយ

សូមគូសរង្វង់ជុំវិញលេខដែលបញ្ជូនគិតថាត្រឹមត្រូវសម្រាប់បង្ហាន។ សូមពិនិត្យមើលកម្រិតពិន្ទុឱ្យបានច្បាស់មុននឹងប្រើសម្រើស។ ប្ងនអាចជ្រើសរើសចម្លើយមួយក្នុងចំនោមចម្លើយមួយក្នុងនោមចម្លើយទាំង៦កម្រិតនេះៗ

១	២	៣	៤	៥	៦
មិនផ្ដាប់ទាល់តែសោះ	កម្រ	ពេលខ្លះ	ជាញ្ញឹកញ្ញាប់	ជាធម្មតា	តែងតែ

	កម្រិតនៃការយល់ស្រប					
១. ឪពុកម្ដាយខ្ញុំគាត់ស្ដាប់ហេតុផលពេលខ្ញុំខឹងម្ដងៗ	១	២	៣	៤	៥	៦
២. ឪពុកម្ដាយរបស់ខ្ញុំបានបង្ហាញឱ្យដឹងថាគាត់មានមោទនភាពចំពោះខ្ញុំៗ	១	២	៣	៤	៥	៦
៣. ឪពុកម្ដាយខ្ញុំជួយខ្ញុំធ្វើកិច្ចការងារផ្សេងៗៗ	១	២	៣	៤	៥	៦
៤. ឪពុកម្ដាយខ្ញុំឱ្យជាគំនិតយោបល់ ឬការណែនាំផ្សេងៗដល់ខ្ញុំៗ	១	២	៣	៤	៥	៦
៥. ឪពុកម្ដាយខ្ញុំជួយខ្ញុំក្នុងការធ្វើការសម្រេចចិត្តធ្វើអ្វីមួយៗ	១	២	៣	៤	៥	៦
៦. ឪពុកម្ដាយខ្ញុំឱ្យដឹងពីស្នេហាល្អៗដល់ខ្ញុំៗ	១	២	៣	៤	៥	៦
៧. ឪពុកម្ដាយខ្ញុំជួយខ្ញុំដោះស្រាយចិញ្ចល់ផ្សេងៗៗ	១	២	៣	៤	៦	៦
៨. ឪពុកម្ដាយខ្ញុំសរសើរខ្ញុំពេលខ្ញុំធ្វើអ្វីមួយបានល្អៗ	១	២	៣	៤	៥	៦
៩. ឪពុកម្ដាយខ្ញុំឱ្យងាន់ខ្ញុំពេលខ្ញុំធ្វើអ្វីមួយបានល្អៗ	១	២	៣	៤	៥	៦
១០. ឪពុកម្ដាយខ្ញុំប្រាប់ខ្ញុំត្រង់ៗបើខ្ញុំធ្វើអ្វីមួយបានល្អៗ	១	២	៣	៤	៥	៦

ផ្នែក D ផ្ដល់កំនិតទាក់ទងនិងការសិក្សា

សូមគូសរង្វង់ជុំវិញលេខដែលបង្ហាញគិតថាត្រឹមត្រូវសម្រាប់បូន។ សូមពិនិត្យមើលកម្រិតពិន្ទុឲ្យបានច្បាស់មុននឹងជ្រើសរើស។ បូនអាចជ្រើសរើសចម្លើយមួយក្នុងចំនោមចម្លើយទាំង៤កម្រិតនេះ។

		១				២			៣		៤

មិនយល់ស្របទាល់តែសោះ   មិនយល់ស្រប   យល់ស្រប   យល់ស្របខ្លាំង

	កម្រិតនៃការយល់ស្រប
	១ ២ ៣ ៤
១.ខ្ញុំយល់មេរៀននិមួយៗដោយងាយស្រួល។	១ ២ ៣ ៤
២.ខ្ញុំអាចជួយមិត្តរួមថ្នាក់របស់ខ្ញុំលំហាត់ប្បកិច្ចការងារផ្សេងៗបើគេសុំឲ្យខ្ញុំជួយ។	១ ២ ៣ ៤
៣.ជារឿយៗខ្ញុំធ្វើកិច្ចការងារផ្សេងៗលំហាត់ដោយមិនបានគិតច្បាស់លាស់ទេ (ធ្វើឲ្យតែបាន)។	១ ២ ៣ ៤
៤.ខ្ញុំយកចិត្តទុកដាក់ស្ដាប់គ្រូបង្រៀននៅក្នុងម៉ាងរៀន។	១ ២ ៣ ៤
៥.លោកគ្រូអ្នកគ្រូរបស់ខ្ញុំគិតថារៀនខ្សោយ។	១ ២ ៣ ៤
៦.ខ្ញុំតែងតែយកចិត្តទុកដាក់ជាមួយកិច្ចការសាលា (លំហាត់)របស់ខ្ញុំ។	១ ២ ៣ ៤
៧.ជារឿយៗខ្ញុំភ្លេចអ្វីៗដែលខ្ញុំបានរៀន។	១ ២ ៣ ៤
៨.ខ្ញុំជឿជាក់ថាបើងប្រែងរៀនឲ្យអស់ពីសមត្ថភាពដើម្បីឲ្យប្រឡងជាប់គ្រប់មុខវិជ្ជា។	១ ២ ៣ ៤
៩.ជារឿយៗខ្ញុំមានអារម្មណ៍ធានថ់ល់រៀន។	១ ២ ៣ ៤
១០.ខ្ញុំរៀនពូកែស្មើៗគ្រប់មុខវិជ្ជា។	១ ២ ៣ ៤
១១.ខ្ញុំអាចប្រឡងបានពិន្ទុជាងមិត្តភក្ដិរបស់ខ្ញុំស្មើរៗគ្រប់មុខវិជ្ជា។	១ ២ ៣ ៤

ផ្នែក E ការវាយតម្លៃលើប្រសិទ្ធភាពខ្លូនឯង

សូមគូសរង្វង់ជុំវិញលេខដែលបង្ហាញគិតថាត្រឹមត្រូវសម្រាប់បូន។ សូមពិនិត្យមើលកម្រិតពិន្ទុឲ្យបានច្បាស់មុននឹងជ្រើសរើស។ បូនអាចជ្រើសរើសចម្លើយមួយក្នុងចំនោមចម្លើយទាំង៤កម្រិតនេះ។

		១			២		៣		៤

មិនត្រឹមត្រូវទាល់តែសោះ   ត្រឹមត្រូវតិចតួច   ត្រឹមត្រូវ   ត្រឹមត្រូវណាស់

	កម្រិតនៃការយល់ស្រប
	១ ២ ៣ ៤
១.ប្រសិនបើមាននរណាម្នាក់មិនយល់ស្របជាមួយខ្ញុំ ខ្ញុំនៅតែអាចរកវិធីសាស្ត្រនិងវាធលដលធ្វើយ៉ាងងាយឲ្យគេស្របខ្ញុំបាន។	១ ២ ៣ ៤
២.វាជារឿយងាយស្រួលសម្រាប់ខ្ញុំក្នុងការផ្ដោតទៅលើតែផែនការនិងគោលដៅរបស់ខ្ញុំ។	១ ២ ៣ ៤
៣.ខ្ញុំជឿជាក់ថាខ្ញុំអាចដោះស្រាយបានយ៉ាងល្អជាមួយនិងហាតុការណ៍ដែលកើតឡើងដោយមិនបានប្រៀងទុកជាមុនចំពោះខ្ញុំ។	១ ២ ៣ ៤
៤.ដោយសារភាពឆ្លាងវៃនិងធនធានទាំងឡាយដែលខ្ញុំមាន ដោយហាតុនេះហើយខ្ញុំដឹងពីរបៀបដោះស្រាយ / ប្រឈមមុខជាមួយនិងស្ថានភាពដែលមិនអាចទាយដឹងមុនបាន។	១ ២ ៣ ៤
៥.ខ្ញុំអាចដោះស្រាយបញ្ហាកគ្រឺន�+រាបានប្រសិនបើខ្ញុំបានប្រឹងប្រែងអស់ពីលទ្ធភាព។	១ ២ ៣ ៤
៦.ខ្ញុំអាចធ្វើចិត្តស្ងប់ពេលជួបរឿងលំបាកៗព្រោះខ្ញុំជឿជាក់លើសមត្ថភាពដោះស្រាយបញ្ហារបស់ខ្ញុំ។	១ ២ ៣ ៤
៧.ប្រសិនបើខ្ញុំកំពុងតែមានបញ្ហាអ្វីមួយតែងតែរកឃើញញ្ញាណ រុណហ្ញាណ។	១ ២ ៣ ៤
៨.ខ្ញុំតែងតែអាចដោះស្រាយបញ្ហាអ្វីៗក៏ដោយដែលកើតឡើងចំពោះខ្ញុំ។	១ ២ ៣ ៤

ផ្នែក **F** ភវិយាបទរបទៅលើការសិក្សា

សូមគូសងៀលុះវៃ្ញលេខដែលលួនុភិតថាត្រឹមត្រូវសម្រាប់បួន។ សូមពិនិត្យមើលកម្រិតពិនុទ្ទ្យបានច្បាស់មុននឹងជ្រើសរើសនីសស។ បួនអាចជ្រើសរើសនូវចម្លើយមួយក្នុងនោមចម្លើយទាំង៧កម្រិតនេះ។

១　　　　២　　　　៣　　　　៤　　　　៥　　　　៦　　　៧

មិនយល់ស្របទាល់តែសោះ ; មិនយល់ស្រប ; ដូចជាមិនយល់ស្រប ; មិនដឹង ; ដូចជាយល់ស្រប ; យល់ស្រប ; យល់ស្របខ្លាំង

	កម្រិតនៃការយល់ស្រប						
១．ខ្ញុំមានទំនាក់ទំនងជាមួយជាមួយលោកគ្រូអ្នកគ្រូរបស់ខ្ញុំ។	១	២	៣	៤	៥	៦	៧
២．លោកគ្រូអ្នកគ្រូរបស់ខ្ញុំយកចិត្តទុកដាក់ជាមួយខ្ញុំ។	១	២	៣	៤	៥	៦	៧
៣．ខ្ញុំចូលចិត្តគ្រប់មុខវិជ្ជាទាំងអស់ដែលខ្ញុំរៀន។	១	២	៣	៤	៥	៦	៧
៤．សាលានេះជាសាលាល្អ។	១	២	៣	៤	៥	៦	៧
៥．សាលានេះសាកសមនឹងខ្ញុំ។	១	២	៣	៤	៥	៦	៧
៦．ខ្ញុំមានមោនៈភាពចំពោះសាលារបស់ខ្ញុំ។	១	២	៣	៤	៥	៦	៧
៧．ខ្ញុំចង់ប្រើប្រែងរៀនសូត្រឲ្យបានល្អបំផុត។	១	២	៣	៤	៥	៦	៧
៨．ខ្ញុំចំណាយពេលច្រើនទៅលើកិច្ចការសាលារបស់ខ្ញុំ។	១	២	៣	៤	៥	៦	៧
៩．ខ្ញុំផ្តោតអារម្មណ៍ទៅលើការសិក្សារបស់ខ្ញុំ។	១	២	៣	៤	៥	៦	៧

ផ្នែក **G** កម្លាំងជំរុញទឹកចិត្តនៅក្នុងការសិក្សា

សូមគូសងៀលុះវៃ្ញលេខដែលលួនុភិតថាត្រឹមត្រូវសម្រាប់បួន។ សូមពិនិត្យមើលកម្រិតពិនុទ្ទ្យបានច្បាស់មុននឹងជ្រើសរើសនីសស។ បួនអាចជ្រើសរើសនូវចម្លើយមួយក្នុងនោមចម្លើយទាំង៥កម្រិតនេះ។

១　　　　២　　　　៣　　　　៤　　　　៥

មិនយល់ស្របទាល់តែសោះ　　　មិនយល់ស្រប　　　មិនយល់ដឹង　　　យល់ស្រប　　　យល់ស្របខ្លាំង

	កម្រិតនៃការយល់ស្រប				
១．ការរៀនចប់ពីវិទ្យាល័យជាមិនខាន់សម្រាប់ខ្ញុំដូចការមានការងារដែលមានប្រាក់ខែខ្ពស់ទេ។	១	២	៣	៤	៥
២．លោកគ្រូអ្នកគ្រូពឹងថាខ្ញុំនឹងមានអនាគតល្អ។	១	២	៣	៤	៥
៣．ខ្ញុំជាសិស្សម្នាក់ក្នុងចំណោមសិស្សដែលលោកគ្រូអ្នកគ្រូពឹងថានឹងជោគជ័យ។	១	២	៣	៤	៥
៤．លោកគ្រូអ្នកគ្រូរបស់ខ្ញុំជ្រៀងជាក់ថាខ្ញុំនឹងរៀនចប់វិទ្យាល័យ។	១	២	៣	៤	៥
៥．លោកគ្រូអ្នកគ្រូរបស់ខ្ញុំចាត់ទុកខ្ញុំជាសិស្សពិន្ទល្អម្នាក់។	១	២	៣	៤	៥
៦．មិត្តភក្ក័ល្អរបស់ខ្ញុំភាគច្រើននិងឈប់រៀនពីវិទ្យាល័យនៅពេលដែលលួចូកមានអាយុច្រើន។	១	២	៣	៤	៥
៧．មិត្តភក្ក័ល្អរបស់ខ្ញុំភាគច្រើនមានគម្រោងរៀនតនៅមហាវិទ្យាល័យ។	១	២	៣	៤	៥
៨．ខ្ញុំមិនគិតថានិងមានមិត្តភក្ក័ច្រើនទេដែលអាចប្រលងជាប់ថ្នាក់ទី១២។	១	២	៣	៤	៥
៩．មិត្តភក្ក័ខ្ញុំភាគច្រើននឹងមិនអាចបន្តទៅរៀននៅមហាវិទ្យាល័យបានទេ។	១	២	៣	៤	៥

	កម្រិតនៃការយល់ស្រប				
១០. មានរឿងរ៉ាវថ្មីៗដែលពួកយើងធ្វើនៅសាលារៀនរវាហាក់ដូចជាគ្មានប្រយោជន៍សម្រាប់ខ្ញុំ។	១	២	៣	៤	៥
១១. លើកខ្ញុំបានចំណាត់ថ្នាក់មិនល្អខ្ញុំនៅតែអាចរកការងារល្អបានធ្វើ។	១	២	៣	៤	៥
១២. ខ្ញុំអាចទទួលបានភាពជោគជ័យនៅក្នុងជីវិតដោយមិនចាំបាច់ទទួលការអប់រំ។	១	២	៣	៤	៥
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សូមអរគុណសម្រាប់ការចំណាយពេលផលាដ៏មានតម្លៃរបស់បងូន។

សូមជូនពរឱ្យបងូនជោគជ័យក្នុងការសិក្សា!

Indexing for Paper

Journal paper 1

Relationship between Parenting Styles and Academic Achievement of High School Students in Ratanakiri Province, Cambodia

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Abstract

This study aimed to figure out the parenting styles experienced by students and to investigate the relationships between parenting styles and academic achievement of high school students in Ratanakiri province, Cambodia. Three types of parenting were studied: authoritarian, authoritative, and permissive. Students' first semester exam average score was used as academic achievement. The method of this study was questionnaire-based. 235 high school students, aged from 15 to 20, were randomly selected from two public high schools in Ratanakiri. Descriptive statistics like mean, and SD were used to find the parenting experienced by students. Pearson's correlation was utilized to study the relationship between parenting styles and academic achievement. Results show that the authoritative parenting style was most experienced by students. Results confirmed that authoritarian style and permissive style had negative significant relationship with academic achievement, while authoritative style had positive but not significant relationship with academic achievement.

Keywords: achievement, authoritative parenting style, authoritarian parenting style, permissive parenting styles

1.Introduction

In the last few decades, Cambodia has been labeled as a young country, where 48% of the total population is under the age of 24 [1]. However, Cambodia has the lowest GDP among Asian countries. Therefore, those young people are the dream and hope for Cambodia's future socioeconomic development. Regarding this matter, education is ranked second among Cambodian's millennium development goals. As the results, in this last decade the quality of education in Cambodia has improved, but it is still far behind most neighboring countries [2]. Thus, it needs a lot more effort.

There is general agreement amongst scholars that quality human resources are fundamental for economic growth and poverty eradication. Students with high academic achievement are more likely considered as a key for socio-economic development in any society. Graduated students, who achieve higher academic results, are more likely to have a higher quality of life [3]. Unfortunately, academic achievement among Cambodian students is low [4]. Moreover, Cambodian parents lack involvement and have a low level of communication with their children [5]. In Cambodia teachers and parents are factors in the poor performance among students. Located in the remote north-eastern Cambodia, Ratanakiri itself has one of the worst education indicators in the country. Some of the problems found with education in Ratanakiri are dropout rate, students' attendance, teachers' attendance, teachers' quality, school environment, and local authorities and parents do not make sacrifices for their children's education [6].

Many determinants have found to be related to students' academic achievement, among those, but parenting style was the most influential one affecting students' behavior, adjustment, temperament, and academic achievement [7, 8]. Supported by the social learning theory of [9], adolescents' development and relationship are the results of their interactions with their environment. Family, especially parents are the first role model for children and can fundamentally impact on children's learning, sociability, competency, and behavior. Baumrind divided parent into three styles namely authoritative, authoritarian, and permissive. Authoritative parents are high in responding and demanding, authoritarian ones are high in demanding but low in responding, and permissive parents are low in demanding but high in responding [10].

Authoritative parents are caring, supportive, open-minded, and listen to their children. The positive relationship between authoritative parenting style and higher academic outcomes of adolescents had been found by many researchers such as [7, 11, 12]. Parents who have high control and set very strict rules which children must respect were classified as having authoritarian style [10]. As a result, authoritarian parenting has been linked with negative academic result for some Western students [13]. In contrast, the authoritarian parenting style had no significant relation with school performance in the study of [11]. Permissive parents are passive and leave too many decisions to their children, which leads to low achievement motivation and weak performance in class. [14] showed the negative relationship between permissive parenting and academic achievement. His study reasoned that these parents were too free and exerted too little control on their children's behaviors and attitudes. Moreover, a study by [11] pointed out that permissive parents were lacking discipline, ignored their children's needs, and failed to manage their attitude. Their study strongly argued that permissive parents are having a negative influence on children's academic outcomes.

The purposes of the current study were to identify what parenting style is most experienced by student, and to study the relationship between parenting styles and academic achievement among Cambodian high school students. This study aimed to answer the following research questions:

1. What parenting style experienced the most by students?
2. What are the relationships between parenting styles and academic achievement of high school students?

2. Methods

2.1 Participants

The sample in the study consisted of 235 high school students from two public high schools in Ratanakiri. They were 15-20 years old. Students were Khmer and indigenous, and Muslims who resident permanently in Ratanakiri province.

2.2 Data Collection

This study was based on a questionnaire as data collection tool. The questionnaire was translated into Khmer language to make sure that all the participants

understood the research purpose and procedure. Before giving students the questionnaires, students were informed that their participation was voluntary, and all their information would be kept confidential. The participants were chosen by multiple random sampling techniques. Maximum completion time for the questionnaires was 30 minutes.

2.3 Data Analysis

The obtained data were entered into the Statistical Package for Statistical Sciences (SPSS 17.0). The descriptive statistics including frequencies and percentages were performed to examine the backgrounds of the respondents. The mean scores and standard deviations (S.D) were employed to find out the parenting style experienced most by students. Pearson's product correlation was employed to identify the relationship between parenting styles and academic achievement.

2.4 Measure

Parenting styles: The Parental Authority Questionnaire (PAQ) created by [15] was applied. It is divided into 3 parts: Authoritative, Authoritarian, and Permissive (10 items each). A 5-points Likert scale was used, ranging from strongly disagree (1) to strongly agree (5). PAQ item examples are: "*As I was growing up my parents would get very upset if I tried to disagree with them*" and "*As I was growing up, my parents seldom gave me expectations and guidelines for my behavior*". The internal consistency was .85 for authoritarian, .76 for authoritative, and .72 for permissive.

Academic achievement: The mean of students' scores in all subjects of the first semester in academic year 2018- 2019 were used to measure students' academic achievements. This score was obtained from the school principles. The grading system in upper secondary in Cambodia is a 50-point average scale, with 50 indicating highest achievement [16].

3.Results

3.1 Profile of the respondents

Table 1: Descriptive statistic of students' profiles

Participants	Frequencies (F)	Percentages (%)
Gender		
Males	119	50.6
Female	116	49.4
Age		
15-16	39	16.6
17-18	133	56.6
19-20	63	26.8
Ethnicity		
Khmer	165	70.2
Indigenous	65	27.7
Muslim	5	2.1
Total	**235**	**100**

Results generated from all the 235 participants show that 50.6% of the students were male and 49.4% female. 56.6 % of students were aged between 17-18 years old. The ethnicity of the sample group was Khmer 70.2%, Indigenous 27.7%, and Muslim 2.1%.

3.2 Research question 1: What parenting style experienced most by students?

Table 2: Descriptive analysis of predictor variables (Parenting styles)

Variables	Mean	SD	Interpretation
Authoritarian	3.101	.535	Moderate
Authoritative	3.591	.565	High
Permissive	2.582	.627	Moderate

Note:1.00-1.49 = lowest, 1.50-2.49 = low, 2.50-3.49 = moderate, 3.50-4.49 = high, 4.50-5.00 = highest, [17].

Table 2 shows that Cambodian students reported experienced by authoritative parents high (mean = 3.591). Follows by authoritarian parents moderate (mean = 3.101), and permissive parents also reported moderate level (mean = 2.582). Thus, Cambodian high school students mostly experienced authoritative parenting. Follow by authoritarian and permissive style.

Research question 2: What are the relationships between parenting styles and academic achievement of high school students?

Table 3: Correlation between parenting styles and academic achievement

	1	2	3	4
1. PAQ1	-			
2. PAQ2	-.047	-		
3. PAQ3	.020	.137*	-	
4. AA	-.146*	.007	-.130*	-

. Correlation is significant at the 0.05 level (2-tailed)

Note: *PAQ1= Authoritarian style, PAQ2= Authoritative style, PAQ3= Permissive style*, AA = *academic achievement*

Table 3 shows a negative significant relationship between authoritarian style and academic achievement (r = -.146, p < 0.05). It means that the higher the level of authoritarian style is the lower that student's academic achievement is. Similarly, the permissive style also showed a negatively significant relationship with academic achievement (r = -.130, p < 0.05). This can be interpreted that the higher level of permissive style, the lower the level of academic achievement of that student is likely to be. The correlation matrix shows a positive relationship between authoritative style and academic achievement (r = .007), although it is not significant. This indicates that a relationship exists but does not have any significant impact on students' achievement.

3. Discussion and conclusion

The research purposes were to identify the parenting styles experienced by students and to study the relationship between parenting styles and academic achievement. Results show that the authoritative style has a higher mean score compared to the other two styles. It reflects that most students experienced authoritative

parenting. This study is in congruence with [18], whose study found that the majority of students in Malaysia reported the parenting style they had experienced as authoritative. Contemporary parents may have received better education which leads them to have a broader knowledge about being an effective parent. They might spend more time with their children, listen to them, and entertain and teach their children. Nowadays, many good practices and experiences regarding parenting are being spread by social media. Thus, Cambodian parents might have more chance to learn and improve their parenting attitude more appropriately.

The correlation analysis of the relationship between parenting styles and academic achievement of high school students in Ratanakiri shows that there is a negative significant relationship between authoritarian parenting and academic achievement. This study therefore presents a different result from the studies by [11, 14], who found no correlation between authoritarian parenting style and academic achievement. But it is supported by the study of [13], which studied with several ethnic groups and suggested that there was a small relationship between authoritarian and academic achievement compared to parental education. Our result also congruent with the previous review which found that most of the studied in the past revealed the relationships between authoritarian parenting style and academic achievement but in an opposite direction [19]. Similarly, a meta-analysis investigated the results of 308 studies on the topic of general parenting dimensions and styles and academic achievement with children and youths confirmed that most of those studies found authoritarian parenting style related negatively with academic achievement [20].

This recent outcome confirms the existing parenting theory of [10], which mentioned that the strict treatment and rare opportunity to communicate needs may lead to academically failure for their children. In accordance to these characteristics, [21] reported that authoritarian parents were well-known with their aggressiveness and strict behaviors and those behaviors did not support academic success. A study about parents in Cambodia reported that some ineffective behaviors of Cambodian parents such as lack of warmth and communication between parents and child leads to school misbehavior [22]. Similarly, another study in a Cambodian context proved that Cambodian parents lack involvement and have a low level of communication with their children [5]. Moreover, Cambodia is a collectivist culture where values like obedience,

dependence and interpersonal relationships are promoted between children and adults in the family. Therefore, those old traditional practices, demanding, rules, and misbehavior of parents may turn out to pressurize and discourage the academic success among young adolescents in Cambodia context.

Pearsons' correlation also demonstrated a negative significant relationship between permissive style and academic achievement. This result is in line with [14], who indicated that adolescents who had parents with permissive style had lower academic achievement in school compared to their peers. Our result is also supported by a previous study where, a negative significant relationship was found between permissive style and academic achievement among Filipino students [12]. Bacus argued that due to the modern life more students experienced growing up with permissive parents, who often give children a lot of freedom to do whatever they want. The review paper of the influence of parenting styles on academic achievement concluded that majority of studies discovered that the permissive parenting styles were associated negatively with academic achievement [19]. Baumrind said that permissive parents have low expectations of their kids studying, ignore their needs, and fail to control their attitude [10]. Thus, their children grow up with no clear rules, lack of discipline, low achievement motivation, and weak performance in class.

An interesting part of this finding is that there is a positive but not significant relationship between authoritative parenting style and students' academic achievement. This finding is supported by [23]. He claimed that authoritative parenting style has no significant relationship with academic achievement and it might be some mediated factors from individuals that may contribute to the academic achievement. However, this present result differs in findings with many studies in the literature [7, 14, 11, 14] who found authoritative parenting style to have a significant positive relationship with higher academic achievement.

By looking deeply into Cambodian culture, we might see that parenting styles may not be strongly related to the academic achievement, whereas some factors like family capital, parents' education, teacher quality, school environment, and peer aspect, may have effect. Supported by [13], there was a small relationship between parenting and academic achievement compared to aspects from family, especially parental education. Moreover, parenting styles alone may not impact much on academic

achievement regarding to the exam average score [23]. In addition, Cambodian parents do not assign value to education [6]. Thus, even though they are authoritative parents, those parents demand of and response to their offspring might steer them in a different direction and not fully support their children's academic achievement straight away.

This study concluded that most students in Cambodia, particularly in Ratanakiri province, received authoritative parenting. While authoritarian and permissive parenting styles influence academic achievement negatively, this study suggests that authoritarian parents should lower their demands and be more responsive. Permissive parents, on the other hand, should limit their response and increase their demands so that the child could feel warmth, support, and being understood by their parents, and get more rules or guidelines to follow. All kinds of parent, especially, authoritative ones, should give higher value to education and encourage their child to achieve academic success. This study also has some limitations. First, there could be other factors which might have better significant relationship with academic achievement, but this study covers only the parenting factor. Second, this research is based on students' perception about parenting style, not the parents' view. The future study should extend the content of the study on the other factors to get a suitable model for the development of academic achievement of the adolescent in that north-eastern province in Cambodia.

Hopefully, this research outcome may become part of the knowledge for Cambodian parents to evaluate their parenting behavior in order to enhance children's educational success. The researchers would like to make a recommendation to the government to create a policy which could educate and develop the quality of individual parents' behaviors. The government should create more events to raise awareness about the effect of patenting style and broadcast it more often on social media.

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Journal Paper 2

Self-concept, Self-efficacy, and Motivation as Factors related to the Academic Achievement of High School Students in Ratanakiri Province, Cambodia

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Abstract

Background: The purposes of this study were to1) explore the relationship between academic self-concept, self-efficacy, teacher educational expectations, peer aspirations, educational values and academic achievement and 2) determine which factors may predict academic achievement among high school students in Ratanakiri Province, Cambodia. Five determinant variables, self-efficacy, academic self-concept, teacher educational expectations, peer aspirations, and educational values were examined.

Methods: This research utilized the questionnaire as a form of data collection. Two public high schools in Banlung, Ratanakiri were selected using cluster random sampling. Using stratified random sampling, two hundred and thirty-five students from15-20 years old were then randomly selected to participate in the study. Pearson's r correlations were employed to measure the relationship between each determinate variable, and academic achievement and multiple linear regressions were used to examine the factors that predicted academic achievement.

Results: The results showed a positive significant relationship between educational values and academic achievement. A positive significant relationship was also found between academic self-concept and academic achievement. Self-efficacy presented a negative significant relationship with academic achievement. From the five predictive variables, three were able to predict academic achievement. Among them, academic

self-concept had the most predictive power, followed by self-efficacy and educational values.

Conclusion: There were significant relationships between academic achievement and three predictive variables. Among them, academic self-concept had the most predictive power, followed by self-efficacy and educational values.

Keywords: self-concept; self-efficacy; educational values; peer aspiration; teacher educational expectation; academic achievement; Cambodia

1. Introduction

Consistent evidence gathered over a period of time demonstrates that investing in education benefits a country's economic and social development. Conversely, individuals who do not receive a quality education are at higher risk of experiencing unemployment and poverty. Moreover, the lack of a quality education may lead to lower academic achievement and, in return, low academic achievement may result in consequences for students such as increased levels of stress, feelings of hopelessness, delinquency, a higher dropout rate, psychological problems, and substance abuse, while students who experience higher academic achievement are more likely to lead successful lives (Heradstveit, Skogen, Hetland, &Hysing, 2017).

After the failure of the Khmer Rouge regime, social and human capitals in Cambodia were damaged, and most survivors found to be illiterate. Today, four decades after the genocide, Cambodia's educational system is far behind those in more developed countries. UNICEF (2016) reported that the school dropout or non-completion rates were high in Cambodia. The dropout rate of upper secondary school was 19.4 percent, and the passing rate in the upper secondary examination was 62.18 percent (MoEYS, 2017). Even though the number of schools in Cambodia increases daily, the quality of education remains poor. Additionally, Cambodia's economy has been ranked the poorest in the region. Fortunately, Cambodia is a young country with 48 % of the total population aged 24 and under (Worldometers, 2019). These young people provide hope for Cambodia's future socio-economic development and, as a result, education is ranked second on the list of Cambodia's millennium development goals.

Ratanakiriis located in a remote northeastern area of Cambodia and ranks the lowest of the 25 provinces in terms of enrollment and quality of education. The schools

in Ratanakiri suffer from a high dropout rate, attendance problems, poor school environment, and a poor quality of teaching. Additionally, parents and local authorities appear to not place much value on education (CARE, 2007). The education of young adolescents is a major concern for those in Ratanakiri. Adolescents from ages 12 to 18 are thought to be in an important stage of development, the transition from childhood to adulthood (Erikson, 1963), and adolescents who feel positive about themselves and have the skills to discover who they are, are more able to develop healthy relationships and better cognitive functions and thus considered to have a greater chance of being successful in life.

Students themselves play a critical role in academic achievement. According to motivation theory, motivation is an essential component of academic success. Achievement motivation is a desire to achieve and demonstrate competence and is related to an individual's desire for educational success (McClelland, Atkinson, Clark, & Lowell, 1953). In order to be academically successful, the value a student places on education, teacher expectations, and the aspirations of those in a student's peer group may all serve to motivate a student. Previous studies have shown that associating with peers who share common aspirations (Kindermann& Skinner, 2009) has a positive influence on how a student performs on achievement tests (Cook, Deng, &Morgano, 2007). The relationship between teacher expectations and learning outcomes was also found to be a factor (Benner & Mistry, 2007; Mistry, White, Benner, & Huynh, 2009). Placing a high value on education had a positive effect on the achievement of university students in longitudinal study conducted by Tarabashkina and Lietz (2011).The results of the study suggested that values were related to the learning approach, with the higher the values the better learning attitude (Tarabashkina&Lietz, 2011).

Another important variable affecting academic success is self-efficacy. Self-efficacy is defined as an individual's sense of capability, a form of self-judgment of one's ability to successfully complete a task. Students' self-efficacy is seen to be higher when a student assumes his/her effort is sufficient; in contrast, it might lower when a student believes his/her effort is not sufficient (Bandura, 1977). A positive relationship between self-efficacy and academic achievement was found in the studies of Asakereh and Yousofi (2018) and Carroll et al. (2009).

Self-concept is also viewed as a predictor of achievement. It is defined as an individual's perception of oneself in various roles (Mushtaq & Rani, 2016). A recent study suggested that academic self-concept is important during early adolescence and academic attitude crucial for future educational development (Veas, Castejón, Miñano, &Gilar-Corbí, 2019). Self-concept had a significant positive relationship with the academic achievement of adolescents (Mushtaq & Rani, 2016; Cvencek, Fryberg, Covarrubias, & Meltzoff, 2018; Jaiswal &Choudhuri, 2017). However, another study showed that there is no direct significant relationship between self-concept and academic achievement (Ahmad, Hassan, Ahmad, & Othman, 2016).

This study aimed to explore the relationships between determinant variables such as self-efficacy, academic self-concept, teacher educational expectations, peer aspirations, educational values, and the academic achievement of high school students in Ratanakiri, Cambodia. The study attempted to answer two research questions:

1. What is the relationship between self-efficacy, academic self-concept, teacher educational expectations, peer aspirations, educational values and academic achievement among high school students?
2. To what extent can those factors predict academic achievement?

2. Material and methods

2.1 Participants

The population of this study consisted of adolescents studying in grade 11 in an upper secondary school in Ratanakiri Province, Cambodia. Two public high schools in Banlung, Ratanakiri were selected using cluster random sampling and 235 upper secondary school students were randomly selected to participate in the study by using multiple random sampling techniques. All of the participants were between 15 to 20 years old.

2.2 Data Collection

A questionnaire was used to gather the data and was translated into Khmer. Before distributing the questionnaires, students were clearly introduced that their participation was voluntary and that the information they provided would be kept confidential. The data collection process was conducted in the two public high schools

in Banlung, Ratanakiri. The participants were chosen by multiple random sampling techniques. Participants completed the 34 questionnaire items within 30 minutes.

2.3 Data Analysis

Pearson's r correlation was used to examine the relationship between the six determinant variables and academic achievement. Interpretation of the correlation was based on Cohen's coefficient value (1988) small correlation (r= 0.10 to 0.29), medium correlation (r= 0.30 to 0.49), and large correlation (r= 0.50 to 1.0). Multiple linear regressions were also used to find the predictive power of each determinant variable on academic achievement.

2.4 Measure

This study employed three measurement forms in the questionnaire. These measurements were created with good reliability and validity. However, before employing it with the participants, the questionnaire was piloted to test its reliability and consistency. Pilot results reported all the measurements were reliable and consistent. The General Self-efficacy Scale was created by Schwarzer and Jerusalem (1995) and is comprised of ten items. A 4-point Likert scale, ranging from 1 (not at all true), 2 (slightly true), 3(very true) to 4 (extremely true) was used. Example, item *"I can always manage to solve difficult problems if I try hard enough"*. The scale's internal consistency was 78.

The Academic Self-concept Scale was created by Liu and Wang (2005).This scale is comprised of 19 items. A 4-point Likert scale ranging from 1 (strongly disagree), 2 (disagree), 3 (agree) to 4 (strongly agree) was employed. Example item *"I can follow the lessons"*. The internal consistency of the scale was .81.

Motivation for Educational Attainment was created by Cham, Hughes, West, and Im (2014). There are a total of 21 items for 3 specific factors related to teacher educational expectations, peer aspirations, and educational values. Students responded using a 5-point Likert scale from strongly disagree to strongly agree. An example item *"I will make more money someday if I do well in school"*. The scale's internal consistency was .76, .73, and .73, respectively.

Academic achievement: The students' mean scores in all first semester subjects in the 2018- 2019 academic year were used to measure students' academic achievement. This score was obtained from the school principals. The upper secondary schools in Cambodia use a 50-point grading scale, with 50 indicating the highest possible achievement (MoEYS, 2018).

3. Results

3.1 Table 1: *Participants from two high schools*

School Name	Number of females	Number of males	Total
1.Somdac Ov Somdac MerHigh School	67	76	143
2.Hun SenPhoumThmey High School	50	42	92
Total	117	118	235

There were a total of 235 respondents, 50.6% were male and 49.4% female. There were 143 participants (76 males, 67 females) from Somdac Ov Somdac Mer High School and 92 participants (42 male, 50 female) from Hun SenPhoumThmey High School. Their reported ages were between15-20 years. Adolescents from ages 15-16 constituted 16.6 % of study participants,17-18 year olds 56.6% and 19-20 year olds 26.8%.The majority of the sample of participants, 70.3%, were Khmer, 27.5% indigenous, 2.1% ethnic Islamic. Participants were permanent residents of Ratanakiri Province, Cambodia.

3.2 What is the relationship between self-efficacy, academic self-concept, teacher educational expectations, peers aspirations, and educational values, and academic achievement among high school students?

Table 2: Correlation between variable determinants and academic achievement

	1	2	3	4	5	6
1. Self-concept	-					
2. Self-efficacy	.299**	-				
3. Teacher educational expectations	.312**	.315**	-			
4. Peer aspirations	.073	-.102	-.115	-		
5. Values of education	.226**	-.099	-.110	.445**	-	
6. Academic Achievement	.138*	-.188**	.068	.045	.197**	-

. Correlation is significant at the 0.05 level (1-tailed)

**. Correlation is significant at the 0.01 level (2-tailed)*

Table 2 shows small positive and negative significant correlations between determinants and outcome variables. A positive and significant correlation was found between educational values and academic achievement (r = .197, $p < 0.01$) indicating that the higher the value placed on education, the higher the academic achievement. A positive and significant correlation was also found between self-concept and academic achievement (r = .138, $p < 0.05$) indicating that the higher the self-concept, the higher the academic achievement. Self-efficacy had a negative significant relationship with academic achievement (r = -.188, $p < 0.01$). It indicates that as students' self-efficacy increase academic achievement tends to decrease. A positive but not significant relationship also existed between teacher educational expectations and academic achievement (r = .068), and peer aspirations and academic achievement (r = .045). Their correlations existed but were not statistically significant.

3.3. To what extent can self-efficacy, academic self-concept, teacher educational expectations, peers aspirations, and educational values predict academic achievement?

Table 3: Multiple linear regressions between determinant variables and academic achievement

Variables	Unstandardized Coefficients		t	Sig.	Collinearity Statistic	
	B	Std. Error			Tolerance	VIF
(Constant)	27.488	3.023	9.09	20.000		
Values of education	1.041	0.505	2.060	0.040	.918	1.089
Self-efficacy	-2.255	0.663	-3.400	0.001	.881	1.135
Self-concept	2.768	1.073	2.580	0.011	.845	1.184
R = 0.306	Adj. R^2 = 0.082			F = 7.938	Sig. = 0.000	

Multiple regressions analysis in table 3 shows model accounted for 8.2% of the variance (F = 7.938, *p* = .000, Adj. R Square = 0.082), representing a low predictive power. There were statistically significant explanatory relationships between academic achievement and the three determinant variables, namely values of education, self-efficacy, and academic self-concept. Among the three predictors, academic self-concept was the most powerful predictor of the students' academic achievement (ß = 2.768, t = 2.580, *p* = .011), followed by self-efficacy (ß = -2.225, t = -3.400, *p* = .001), and values of education (ß = 1.041, t = 2.060, *p* = .040). Academic self-concept and values of education were positive predictors, while self-efficacy was a negative one. This indicates that students who had a high academic self-concept and place a high value on education were more likely to earn a higher level of academic achievement. In contrast, students who had high self-efficacy tended to have a low level of academic achievement.

4. Discussion

The results of this study of the five determinant variables in Ratanakiri, Cambodia suggest that educational values led to higher levels of academic achievement. In other words, when students place importance or value on studying, this may lead to higher achievement. Thus, students' educational values may result in higher educational success for young adolescents in Cambodia. This study is in line with Tarabashkina and Lietz (2011) who found that students who valued achievement had a

large positive effect on their level of achievement. This finding is also congruent with Dagnew (2017) who found that adolescents who had higher educational values performed better than their peers who valued education less.

A negative and significant relationship was found between general self-efficacy and academic achievement, in that adolescents who had a high level of general self-efficacy were more likely to have a lower level of academic achievement. This result is in line with Carroll et al. (2009) who found a negative significant relationship between self-efficacy and academic achievement. A recent study indicated that adolescents' self-efficacy was an effective means to improve educational aspirations but did not directly influence academic performance (Ansong, Eisensmith, Okumu, &Chowa, 2019). Conversely, self-efficacy had a positive correlation with academic achievement in the study conducted by Asakereh and Yousofi (2018).

The correlation matrix also showed a positive significant relationship between academic self-concept and academic achievement; helping students to increase their academic self-concept could result in an increase in their academic achievement. This result supports results of earlier studies which found a positive relationship between academic achievement and academic self-concept (Jaiswal &Choudhuri, 2017; Tantry, & Rather, 2019; Suárez-Álvarez, Fernández-Alonso, &Muñiz, 2014). Khalaila's findings (2015) suggest a student's achievement is higher when s/he felt positive about her/his ability and accomplishments. The findings of this study support the theory that when students feel satisfied with their educational capabilities, effort, academic interest and the curriculum, they are more likely to succeed on their educational path. Our findings, supported Rogers' self-concept theory (1959), found that the closer a person's self-image and ideal self, the more consistent that person is and the higher his/her sense of self-worth. According to Rogers (1959) the higher people perceived their self-worth, the higher confidence and positive feeling about themselves. And individual's perception of "self" is related to academics results (Mushtaq & Rani, 2016).

The results of this study pointed to a positive insignificant relationship between teacher educational expectations and academic achievement. These results are in line with findings from a previous study that examined a few ethnic groups with different social classes. The results suggested that teacher expectation was not related to students' learning achievement (Rubie-Davies, Hattie, & Hamilton, 2006). In contrast,

other findings suggest that teacher expectations had a positive influence on adolescents' educational expectations, competency beliefs, and their learning outcomes (Benner & Mistry, 2007). Another study claimed that teachers who have low expectations usually do not give much positive attention and reinforcement to students and provide fewer opportunities for them to learn (Eccles &Roeser, 2004) and this may serve as an explanation as to why lower teacher expectations could lead to lower academic achievement. However, Goldenberg has asserted that perhaps teacher expectations do not matter; rather what a teacher actually does is the critical piece (Goldenberg, 1992).

Peers seem to have an influence on learning by shaping their friends' learning behaviors by doing such things as providing information and help, modeling, and enforcing social norms regarding the desirability of educational success. Peer groups appear to be able to help adolescents build a sense of identity and provide adolescents with a sense of security. The group of friends that adolescents choose to be with could predict their learning outcomes. For instance, students with similar educational goals are likely to seek out friends who have similar goals, and this may lead to the formation of a peer group with shared aspirations (Kindermann& Skinner, 2009). However, our study found that peer aspiration did not lead to high academic achievement. Correlation analysis showed a positive and insignificant association between these two variables. Our finding is supported by Christofides, Hoy, Milla, and Stengos (2015) who conducted a longitudinal study with Canadian high school students and did not find a direct relationship between peers and grade results. Moreover, they studied other aspects of peer group influence on adolescents and found that only male students from high-income families were influenced by peers. Female and male students of the other two income groups were not. Even though peer group plays an important role in the academic performance of secondary school students (Temitope & Christy, 2015), the real effort from students themselves appears to have the biggest impact on their individual achievement. For, instance, Kirmizi (2015) and Matovu (2012) found that students who exerted greater academic effort had higher academic achievement. When students feel satisfied with their schooling capability, exert effort, have an interest in academics and the curriculum, they are more likely to be academically successful.

The second objective of this study was to examine the predictive power of the five determinates. The result showed academic self-concept, general self-efficacy, and values of education explained 8.2% of the variance in academic achievement; the predictability was low. Among those, academic self-concept had the most predictive power of academic achievement. Self-concept was a positive predictor for academic achievement. The participants who had a high self-concept were more likely to achieve higher academically compared to their peers. This result is consistent with a previous study that posited that self-concept had a significant effect on learning strategies, thus effective learning strategies can, directly and indirectly, predict academic achievement. Adolescents who believed in themselves and felt positive about their academic activities used more learning strategies (Soufi, Damirchi, Sedghi, &Sabayan, 2014). Moreover, as supported by many previous studies, self-concept can be predictor of academic achievement of adolescents (Mushtaq & Rani, 2016; Cvencek, Fryberg, Covarrubias, & Meltzoff, 2018; Jaiswal &Choudhuri, 2017). Self-concept was also a positive predictor for academic performance in mathematics and in sciences (Suárez-Álvarez, Fernández-Alonso, &Muñiz, 2014).Our findings are supported by self-concept theory that posits that positive feelings toward oneself provides various social benefits such as academic achievement and internal motivation (Marsh, 2006).

The results also revealed that general self-efficacy was a negative predictor for academic achievement, meaning that students with high levels of self-efficacy more often had lower levels of achievement. This result is supported by Coutinho and Neuman (2008) who argued that self-efficacy was related to deep processing and that was a negative predictor for learning performance. Feldman and Kubota (2015) argued that general self-efficacy did not predict GPA. Based on the self-efficacy theory of Bandura, self-efficacy is a sense of one's ability to do the proposed tasks and is at a higher level when students believe their academic effort is sufficient (Bandura, 1977). However, sometimes Cambodian students assume that the efforts they put forth are enough, and they stop putting more effort into their learning and this leads to less academic success, even when they have a high level of general self-efficacy.

Our results also suggested that educational value was a positive predictor for academic achievement. When students assigned a high value to education, they were more likely to be motivated to achieve more. Value is a standard that guides people's

conduct and activities in many different ways. It helps students to rationalize their beliefs, attitudes, and actions (Rokeach, 1973). Placing value on educational achievement had a large positive effect on the achievement in that the higher value a student placed on academic achievement, the better the learning strategies or approaches they apply in studying (Tarabashkina&Lietz, 2011). Another recent study also supported students' value-cost beliefs as a significant predictive influence over their achievement goals (Yang, 2019). The present finding, supported by motivation theory, suggests that educational value as an outcome of motivation toward achievement is an individual's aspiration for academic success (McClelland, Atkinson, Clark, & Lowell, 1953). In addition, motivation serves to encourage students to engage in learning activities and this engagement can contribute to high academic performance (Mustafa, Elias, Noah, &Roslan, 2010).

5. Conclusion

These findings emphasize the impact of academic self-concept, self-efficacy, and educational values factors on students' academic achievement, especially for students at the high school level.There were significant relationships between academic achievement and three predictive variables. Among them, academic self-concept had the most predictive power, followed by self-efficacy and educational values. The results of this study suggest that relevant institutions, especially schools, and teachers should pay more attention to the enhancement of students' self-concept and value they place on education, and work on eliminating the negative impact of self-efficacy. Teachers should help boost students' self-concept and the value they place on education by giving feedback, encouraging and motivating students, being positive, discouraging classroom comparison, and supporting collaboration between students.

Hopefully, the results of this study are useful for students, teachers, and educators. They suggest that students should strengthen their self-concept and place more value on studying, so as to realize greater academic achievement. In addition, teachers and educators should work to create a more motivated classroom environment. This study was conducted based on questionnaires, as such, participants may not have been able to give more nuanced and detailed answers. Therefore, future studies might want to investigate these questions more deeply by using a mixed methodology with these populations.

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Journal Paper 3

The Relationship among Parental Support, Study Attitude and Academic Achievement of Students in Ratanakiri Province, Cambodia

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Abstract

This study aims to investigate the differences in parental support, study attitude, and academic achievement between indigenous and Khmer students and to investigate the relationship among parental support, study attitude, and academic achievement of adolescents in high school level. This study was a quantitative research. A questionnaire was used as a data collection instrument. The cluster random sampling technique was used to choose two out of many public high schools in Ratanakiri Province. To select sample of this study, the random sampling technique was used. A total of 231 participants between 15-20 years old were randomly chosen to join the study. For interpretation of the data, Independent sample t-test was firstly used to examine the differences in parental support, study attitude, and academic achievement between indigenous and Khmer students. Then, Pearson's r correlations were employed to measure the relationship among parental support and study attitude on academic achievement. The study did not find a significant difference in parental support and study attitude between indigenous and Khmer students, but it revealed a significant difference in academic achievement between these two groups. Pearson correlations show that parental support has a negative significant relationship with academic achievement. However, there is no significant correlation between study attitude and the outcome variable.

Keywords

Parental support, Study attitude, Academic achievement

1. Introduction

The right for Education is a fundamental human right that a human being deserves since he was born. Education is commonly a means to an entrance for development and peaceful societies (UNICEF, 2018).Investment in education and any form of knowledge provides a long-term benefits to economic and social development. There is a common understanding that adolescents who had not got good education are at a higher risk of unemployment and poverty. There are some common problems that could happen when the students' educational achievement is low such as hopelessness, delinquency, drop out, psychological problem, and substance abuse. In contrast, students who can achieve higher academically are more likely to lead well-being lives (Heradstveit, Skogen, Hetland, &Hysing, 2017).

After the ending of Khmer Rouge regime almost of hard and soft capitals in Cambodia were ruined. Because of torture, overloaded work, and starvation, nearly 2 million people were killed. Among those victims, educated and/or highly ranged people, who were sources for reconstructing country, were targeted (Marshall, Schell, Elliott, Berthold, & Chun, 2005). The remained survivors, who were extremely exhausted both physical and mentally, were mostly illiterate. Nowadays is the beginning of the fifth decades after the failing of that genocide fields, still Cambodia's development of economics, infrastructures, and education system is behind.

Cambodia is a less developed country and was ranked as having poorest economies in the region. Government hopes to turn Cambodia's economic status from a low-income to a lower-middle-income status shortly in the future and an upper-middle income status by 2030 (United Nations, 2016). Because it is a young country with 48 % of the total population aged 24 and under (Worldometers, 2019) these hope might be within reach. In fact, Cambodia's future inclusive developments depend upon its young people's competency and commitment but not on the huge amount of the youth. For this reason, education is ranked as a second priority in Cambodian's millennium development goals. Cambodia educational development plan is a ten-point program towards improving education and human capital development. Two of those were to strengthen education towards improving the quantity of human capital for greater competitiveness, improving the quality and effectiveness of education (ASEAN, 2017).

Unfortunately, school dropouts or non-completion rates were high in Cambodia. From 2007 to 2016, the dropout rate at the lower secondary level stays high and has not showed any significant improvement since then. The numbers of dropout students are even larger when they turn into the upper secondary level, up to 23.8 percent in the last academic year (UNICEF, 2018). The gross enrolment rate in the upper secondary level was just 24.3 percent in the academic year 2015-2016(UNICEF, 2018).37.82 percent of the upper secondary school students have failed the upper secondary examination (MoEYS, 2017). Recently, the enrollment of the education has increased, however, Cambodia's education system is still struggling with the high dropout rates and low quality of teachers and poor learning strategies of the students (UNICEF, 2018). Particularly, the statistics of dropouts of school adolescents in countryside are about twice the number in the urban areas (UNICEF, 2018). All the above-mentioned data indicate problems within the education sector in Cambodia, and especially in Ratanakiri, the remote area.

Ratanakiri itself is known as the most disadvantaged province, located in the remote north-eastern Cambodia. Ratanakiri has worst either enrollment or quality of education among all the 25 provinces in the country. 75% of the total population are ethnic minorities; most of them are subsistence farmers and rely on gathering forest products for their living. There are four obstacles faced by highlander students in upper secondary level in Ratanakiri including limited financial resources, long distance and lack of transportation connected to schools, individual difficulty, and obstacles from family/community (Svensson, 2018). Moreover, high dropout rates and poor academic achievement are problems identified among upper secondary students in Ratanakiri. As mentioned above, young adolescents' education is one of the main issues that have been concerning the government in Ratanakiri. Meanwhile, academic achievement is the important outcome that parents and society expect from their young adolescents. That has why any mater regarding higher academic achievement should be more seriously taken into action.

According to the psychologist, at around the ages of 12 to 18 adolescents are transforming themselves from childhood to adulthood and this is a major stage of development (Erikson, 1963).Thus, family especially parents are the first role model for children and can essentially impact on children's learning, sociability, competency,

and behaviors. Supported by the social learning theory of Bandura (1977), adolescents' development and relationship are the results of their interactions with their environment and those who are close to them. Therefore, we might draw a conclusion that parental support is an important factor for children's competency and psychological development. In general, parents are supposed to provide four kinds of support to their children, namely psychological support (trust, love, empathy), instrumental support (money, time), informational support (advice, information, instruction, guideline), and appraisal support (rewards, encouragement, feedback) (Tardy, 1985). These four types of support are important for students' competency development. Many previous studies have found that parental support of and involvement with children play an important role on their academic achievement (Hong, 2012; Kordi&Baharudin, 2010; Rafiq, Fatima, Sohail, Saleem, & Khan, 2013; Khan, 2013).In addition, lack of warmth and communication between parents and children and poor relationship between them impact on students' behavioral outcomes like school misbehavior (Eng, Mulsow, Cleveland, & Hart, 2009).

Attitude is another factor found associated with academic outcomes. Attitude is a set of beliefs, feelings, and behavioral tendencies towards specific objects, groups, events or symbols (Hogg & Vaughan, 2005). It is an important aspect people use to understand human's behaviors. Attitudes can be learnt though experience and or persuasion. In general, achievement of any learner depends on his/her attitude towards the learning materials. There is a general belief that a positive attitude often leads to successful learning. The findings of many previous studies discovered a positive significant relationship between students' attitude and achievement (Ayodele, 2016;Dagnew, 2017; Rf, Pm, &Ee, 2018; Veresova&Mala, 2016).

The purposes of thisstudywere to find out the differences in parental support, study attitude and academicachievementbetweenindigenous and Khmer students, and to investigate the relationshipbetweendeterminates and outcome variables. This study aimed to investigate the following research questions:

1. What are the differences between parental supports and study attitude of indigenous and Khmer students?

2. What are the differences in academic achievement between indigenous and Khmer students?

3. What is the relationship among parental support, study attitude, and academic achievement of high school students in Ratanakiri Province?

2. Methods

2.1 Participants

The population of this study consisted of adolescents studying in grade 11 in an upper secondary school in Ratanakiri Province, Cambodia. Two public high schools in Banlung, Ratanakiri were selected using cluster random sampling and 231 upper secondary school students were randomly selected to participate in the study by using multiple random sampling techniques. All the participants were between 15 to 20 years old.

2.2 Data Collection

A questionnaire translated into Khmer was used to gather the data. Permission from were first sent to parents to ask if they allow their children to participate the research. Then, the students were asked to see and sign on the consent form after they agree to join the study. Before distributing the questionnaires, students were clearly introduced that their participation was voluntary and that the information they provided would be kept confidential. The data collection was conducted in two public high schools in Banlung,Ratanakiri. The participants completed the 19 questionnaire items within 30 minutes.

2.3 Data Analysis

Data interpretations were based on two methods. First, we used independent sample t-test to examine the differences in parental support, study attitude, and academic achievement between Indigenous and Khmer students. Second, Pearson's product correlation was employed to examine the relationship among parental support, study attitude and academic achievement.

2.4 Measurement

Parental support: The parental support scale, which is the sub-construct scale of Child and Adolescent Social Support Scale, was adopted (CASSS; Malecki&Demaray, 2002). This scale measures adolescent perceptions of supports that they received from parents. The parental support scale consists of 10 items. The students respond to a 7-points Likert scale: strongly disagree (1), disagree (2),

somewhat disagree (3), neither agree nor disagree (4), somewhat agree (5), agree (6), and strongly agree (7). This scale has a good reliability and consistency where its Cronbach's alpha was .81.

Study attitude: The School Attitude Assessment Survey-Revised scale was established by Mccoach and Siegle (2003). This instrument was created to use with adolescents in the upper secondary school level. The Cronbach's score of the employed scale was .80 which confirmed a good reliability and validity.

Academic achievement: The students' mean scores in all first semester subjects in the 2018- 2019 academic year were used to measure their academic achievement. This score was obtained from the school principals. The upper secondary schools in Cambodia use a 50-point grading scale, with 50 indicating the highest possible achievement (MoEYS, 2018).

3.Results

3.1 Profile of the Participants

Table 1: Descriptive statistics of participants

Participants	Frequencies (F)	Percentages (%)
Gender		
Male	117	50.6
Female	114	49.4
Age		
15-16	38	16.5
17-18	133	57.5
19-20	60	26
Ethnicity		
Khmer	166	71.9
Indigenous	65	28.1
Total	231	100

There was a total of 231 participants, 50.6% were male and 49.4% female. Their reported ages were between 15-20 years. Adolescents from ages 15-16 constituted 16.6 % of the participants,17-18 years old 56.6% and 19-20 years old 26.8%.The majority of the participants, 71.9%, were Khmer, 28.1% indigenous. The participants were permanent residents of Ratanakiri Province, Cambodia.

3.2. Analysis of Inferential Statistics

Table 2: Descriptive statistics of determinates and outcome variables of indigenous and Khmer students

	Ethnicity	N	Mean	Std. Deviation	S.E. Mean
Parental support	Khmer	166	3.73	.797	.061
	Indigenous	65	3.78	.679	.084
Study attitude	Khmer	166	5.00	.718	.055
	Indigenous	65	5.11	.620	.076
Academic achievement	Khmer	166	32.20	4.732	.367
	Indigenous	65	33.49	3.389	.420

Table 2 shows that indigenous students received equal parental support equal to Khmer students. The indigenous students' study attitude was in line with Khmer students. From the mean scores we can see that there are differences in academic achievement between these two groups. The data show that the mean score of academic results of indigenous students is higher than that of Khmer students.

3.3. What are the differences in parental support and study attitude between indigenous and Khmer students?

Table 3: Statistics of t-test for parental support and study attitude between indigenous and Khmer students

	t-test for equality of Mean						
	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Equal variances assumed	-.49	229	.62	-.05	.11	-.27	.16
Parental Support							
Equal variances not assumed	-.53	136.35	.59	-.05	.10	-.26	.15
Equal variances assumed	-1.15	229	.24	-.11	.10	-.31	.08
Study attitude							
Equal variances not assumed	-1.23	134.46	.22	-.11	.09	-.30	.07

Table 3 shows that the parental support scores for Khmer and indigenous students are not statistically significant as the p-value is higher than 0.05 (p= 0.62). Results confirm that there is no significant difference in parental support between these two groups. Results also show that there is no statistically significant difference in study attitude between Khmer and indigenous students with the p-value higher than 0.05 (p= 0.24).

3.4. What are the differences in academic achievement between indigenous and Khmer students?

Table 4: Statistics of t-test for academic achievement between indigenous and Khmer students

	t-test for equality of Mean						
	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Equal variances assumed Academic achievement	-2.00	229	.04	-1.29	.64	-2.56	-.02
Equal variances not assumed	-2.31	162.33	.02	-1.29	.55	-2.39	-.19

The result in Table 4 indicates a significant difference in academic achievement between indigenous and Khmer students. Academic achievement of indigenous students is higher than that of Khmer students (t=-2.00, p=.04). Thus, indigenous students have overall higher academic achievement than Khmer students.

3.4 What is the relationship among parental support, study attitude, and academic achievement of high school students?

Table 5: Correlation among parental support, study attitude and academic achievement

	Parental support	Study attitude	Academic achievement
Parental support	-		
Study attitude	.129*	-	
Academic achievement	-.156*	-.019	-

*. Correlation is significant at the 0.05 level (2-tailed)

Correlation coefficient shows a significant and negative relationship between parental support and academic achievement (r = -.156, p = < 0.05). This correlation indicates

that these two variables have a negative direction, which means that academic achievement is lower when the parental support is higher. Correlation analysis also shows a very small negative insignificant relationship between study attitude and academic achievement (r = -.019). Meaning that the students' academic achievement, no matter it is high, medium, or low, is not related to their study attitude.

4.Discussion and Conclusion

The objectives of the study were to find out the ethnic differences in parental support, study attitude, and academic achievement between indigenous and Khmer students and to study the relationship among parental support, study attitude, and academic achievement. It is important to highlight that the current study measures parental support by assessing the students' perceptions of the support they received from their parents which may not reflect the actual parental support behaviors.

Our finding shows that there is no difference in parental support between indigenous and Khmer students meaning that these two groups of students reported receiving support from their parents at the same level. Somehow, the parents of these students in this age, regardless of ethnicity, may have learnt to behave more appropriately toward their children. Our finding contradicts the claim of Wong and Hughes (2019) that parents from different ethnic groups reported their involvement differently. The difference is that their study was conducted with White, Hispanic, Black White, and Black parents who might have very distinct cultures because of the variety of their nationalities. In contrast, the parents in the context of our study have common nationalities. Even though indigenous and Khmer parents have different ethnicity, they might have a lot in common in terms of practices and cultures. Moreover, there is also no significant difference in study attitude between indigenous and Khmer students. Their attitude toward studying was undifferentiated. The way of living of these two ethnic groups are getting very close these days. Sometimes we cannot even differentiate between indigenous and Khmer adolescents, unlike in the past when differences between indigenous and Khmer people were easily observed. Moreover, those adolescents went to the same study institutes which could similarly shape their attitude and understanding of learning.

Our study reveals that there is difference between indigenous and Khmer adolescents in terms of academic achievement. We found that indigenous students had higher academic achievement in general compared to their counterpart, Khmer students. Indigenous students grow up with some different backgrounds from Khmer students. Indigenous students mostly reported living far from the urban and school and were more disadvantaged compared to Khmer students. Furthermore, they faced four obstacles such as limited financial resources for education, long distance from villages to the school, obstacles of individual, and obstacles from family/community (Svensson, 2018). Thus, they may face different difficulty, challenge, and hardship in life, and those barriers they faced could turn out to be factors encouraging them to study harder than Khmer students. Therefore, not all poor and disadvantaged children do poorly in school. For example, a group of black students living in the disadvantaged families in South Africa had high achievement (Dass-Brailsford, 2005).

The study demonstrates a negative significant correlation between parental support and academic achievement. This negative correlation indicates that the higher the level of parental support, the lower the achievement scores of the children. Or it can be explained that when parents increase their support the children's academic achievement tends to decrease. This result aligns with a previous study which found a significant and negative correlation between support from parents and students' English test score (By &Laohawiriyanon, 2019). More parental support may be related to more pressure on students' learning performance because more support from parents may make them feel they need to be more gratitude, more obedient, and more obligations. They may be afraid of going unaligned with their parents' desires. These pressures can bring students anxiety and this anxiety, or negative learning experiences can hold back their learning outcomes, as mentioned by Taguchi, Magid, and Papi (2009). In addition, parental support can increase anxiety and created negative learning outcomes (Papi, 2010).

This can be explained further by perceived social support theory that parental support should be clearly defined and understood by both parents and children. Parents should know the children's needs and should respond to those needs. Otherwise, some consequences may happen such as a negative behavior or outcome when there is misunderstanding between parents and children (Shumaker & Brownell, 1984).

Moreover, children may prefer little support from their parents when they grow older. Appropriate amount of parental support is good but too much parental involvement can have a   negative relationship with children psychological well-being (LeMoyne& Buchanan, 2011).

By connecting these findings with Cambodian context, we may see that parents in Cambodia have low level of communication with their children (García, 2002), thus the lower the level that parents communicate with their children the higher the chance of committing misunderstanding between the parents and the children. According to the perceived social support theory a negative behavior or outcome may happen when there is misunderstanding between parents and children (Shumaker & Brownell, 1984). In addition, some parents who were war survivors or second generation of the survivors may be overprotective of their children and overprotectiveness disturbs the autonomy development of the children (Bar-On et al., 1998). Those parents may continue living with unsolved psychological problems and might function as ineffective parents. Thus, they might have provided less support to their children or may have provided enough support to their children, but their support may not have aimed directly to higher their children's academic achievement. Cambodian parents consider their limited education and economic hardships as a barrier for involving in their children learning activities such as homework and academic encouragement (Piquemal, 2017). For example, people in rural Cambodia used to argue that education offers low economic value. Some people might not consider education as a key to economic opportunity and education might not lead to higher income jobs (Tan, 2007).

Correlation analysis in this study did not show any significant relationship between study attitude and academic achievement. It means that no matter what level of achievement the students acquired; it does not seem to relate to their study attitude. Our result is congruent with a previous study which found no significant correlation between science attitude and chemistry achievement among 11th grade students (Rathod, 2014). It is also inline with a past study conducted with minority students in West Bengal, India, which did not find any association between the attitude towards education and academic achievement (Das, Halder, & Mishra, 2014). In addition, another recent study did not find direct relationship between the students' attitude

toward school and academic achievement, but it was under the mediation role of self-concept (Veas, Castejón, Miñano, &Gilar-Corbí, 2019).

According to the consistency theory, people try to balance the state of cognition and behaviors, which indicates the connection between attitudes and behaviors. We usually assume that people behave according to their attitudes. Even though the connection between attitudes and behaviors was mentioned in the consistency model, this model cannot predict the complexity of the relation between attitudes and behaviors (Trepte, 2013). Furthermore, social psychologists agree that attitudes and actual behaviors are not usually absolutely consistent. For example, some students still skip classes even though they know that those classes are important. This example indicates that people are not always behaving according to their attitudes. Another past study claimed that cognitive and affective components of behaviors do not always match with behaviors (Lapiere, 1934). It is more likely that people will behave according to their attitudes as long as their attitudes are the result of their experience; they are an expert on the subject; they expect a favorable outcome; those attitudes are repeatedly expressed; or they stand to win or lose something due to the issue.

In lightof the findings of our study, parents should reflect on their own behaviors. In other words, they should consider whether they have provided support which encourages their children academic achievement or failed to do so. Sometimes, parents failed to understand their children's needs; they may focus on non-related things which may not or do little to support their children's academic achievement. Children may instead need another kind of support from parents such as emotional support or appraisal support. Therefore, parents should pay more attention to their children's education and provide needs which support their educational achievement. Parents and children should regularly discuss the needs of the children and parents themselves and how parents can effectively respond to their children's needs. Especially, Cambodian parents should maintain closeness and approachable behaviors with their children and create more and effective communication with them to better the relationship and to decrease misunderstanding between them and their children. Researchers suggest that in order to help their children's competency development, parents should provide four kinds of support to them such as emotional support, instrumental support, informational support, and appraisal support (Tardy, 1985). The current study has a limitation in this

respect because it measures parental support by assessing students' perceptions of the received parental support and this may not reflect the actual parental support behaviors.

Researchers hope that the current outcomes may become part of the knowledge for Cambodian parents to evaluate their supporting behavior in order to enhance children's educational success. Researchers would like to make a recommendation to the teachers, school counselors, and educators to form ways or chances to encourage or motivate adolescents to have more communication and be more open with their parents or guardians. The government should work more on raising awareness of the benefits of having close relationship and regular communication between parents and children in the family and broadcast it more widely on social media.

Acknowledgment

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