



NATIONAL UNIVERSITY OF CHEASIM KAMCHAYMEAR

KAMPONG CHAM CAMPUS

Bachelor's Research Report

English for Education

CAUSES OF ENGLISH STUDENTS' DROP-OUT

A Survey of New Land International School

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2025

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2025

DECLARATION

We, Koeur Sopheakna, Hong Sivnai, and Eng Lida, confirm this title “**Causes of English Students’ Drop-Out: A Survey of Newland International School**”, Submitted as a requirement for the completion of the Bachelor’s Degree (Batch 21) in English for Education at the National University of Cheasim Kamchaymear (NUCK), Kampong Cham Campus, is entirely our work.

This work has not been previously used to fulfill the requirements for a degree or equivalent qualification at any other university or institution. Furthermore, no content has been extracted or utilized in this research without proper permission from the authors or without citing the sources. The above research is solely our own work and has not involved collaboration with any other groups.

Kampong Cham,,, 2025

Signatures

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3. Eng Lida:

SUPERVISOR’S LETTER

I hereby confirm and acknowledge that Koeur Sopheakna, Hong Sivnai, and Eng Lida, undergraduate students in English for Education (Batch 21), have genuinely authored the research titled **“Causes of English Students’ Drop-Out: A Survey of New Land International School”**.

Kampong Cham,, 2025

Supervisor

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Em Sereyrath, PhD

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ABSTRACT

Dropout rates at New Land International School continue to be a significant global concern, affecting individuals and society. Students who drop out face limited career opportunities, reduced earning potential, and increased vulnerability to socioeconomic challenges. A range of personal, academic, and external factors contribute to this issue, including financial instability, lack of parental support, academic difficulties, mental health problems, and peer pressure.

The dropout crisis disproportionately affects underprivileged groups, perpetuating cycles of poverty and inequality. Efforts to address this problem have included early identification of at-risk students, mentorship programs, increased access to counseling services, and greater student engagement through extracurricular activities. Additionally, policies promoting equitable education and technology-based interventions have emerged as promising solutions.

These abstract underscores the urgent need for collaborative efforts among educators, policymakers, and communities to reduce high school dropout rates and foster inclusive, supportive learning environments that enhance outcomes for all learners.

Keywords: Dropout Rates; Socioeconomic Challenges; At-Risk Students; Educational Equity; Intervention Strategies

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LIST OF ABBREVIATIONS AND ACRONYMS

CESD: Cause of English Students' Drop-Out: A Survey of New Land International School.

NLIS: New Land International School.

CHAPTER ONE

INTRODUCTION

Education is commonly acknowledged as a vital human right and a cornerstone of individual advancement and national progress. It not only provides individuals with the skills needed for profitable employment and economic autonomy but also promotes cultural awareness, critical thinking, and social engagement. Notwithstanding its transformative potential, access to quality education remains inequitable, especially in environments where socioeconomic, familial, and institutional obstacles endure. A significant challenge for numerous educational institutions is the increasing number of high school dropouts, a phenomenon that has extensive repercussions for people, families, and society as a whole. At New Land International School, dropout rates remain a significant issue, jeopardizing students' prospects for academic and professional achievement. This study aims to investigate the principal factors—encompassing family history, personal motivation, school environment, and wider societal conditions—that affect English language acquisition and lead to school dropout. This research seeks to inform effective interventions that enhance retention, academic performance, and fair educational outcomes by analyzing the viewpoints of students, parents, teachers, and administrators.

1.1 Background of the Study

Education promotes both personal and economic development and is a fundamental human right. The secret to developing human resources is giving the appropriate kind of education to the right individuals at the right time (Tomasevski, 2003). A person can become self-employed or land a better job with education (Binder & Coad, 2016). It instills in young people cultural values and ideals. Results will come gradually but surely as long as parents and students are reminded to send their students to school regularly (Constantino, 2003). Although there are many educational benefits, we must not lose sight of the fact that it is a basic human right that fosters personal autonomy and freedom while also having a significant positive impact on growth. Students' education is a vital instrument that helps them rise above socioeconomic and social marginalization as adults (Craissati et al, 2007). Climb out of poverty and actively engage in society as contributing members of society (Marris,

2018). The definition of dropping out of school is leaving without earning a formal qualification (Lyche, 2010). The implications for families, communities, and the economy are social and economic, making it very important (Roseland, 2000). Legislators and educators are constantly looking for after-school programs that can assist ex-dropouts in going back to school, improving their academic standing, and obtaining their high school degrees (Thomas, 2010).

1.2 Statement of the Problem

New Land International School dropout rates are still a major issue, with significant ramifications for social stability, economic growth, and the educational system (Adelman & Szekely, 2016). Despite several initiatives aimed at improving educational access and quality, a substantial portion of students continue to drop out of high school (Rumberger, 2001). This persistence is due to several intricately interacting issues, such as socioeconomic inequality, lack of family support, restricted access to resources, and cultural perspectives on education (Soriano et al., 1994).

Moreover, the problem of high school dropouts not only hinders individual students' ability to reach their full academic and professional potential but also fuels broader societal challenges in New Land International School, including rising unemployment, poverty, and social discontent. In addition, the creation of effective interventions is hampered by incomplete knowledge regarding the precise causes of dropout rates in different contexts, such as urban versus rural settings (Shanker et al., 2015). Furthermore, the limited research currently available on dropout rates at New Land International School often overlooks the complex factors influencing students' decisions to leave school early. As a result, key education stakeholders—including legislators, teachers, and community leaders—lack the necessary data to develop targeted policies that effectively reduce dropout rates and support at-risk students (Lor, 2016).

Therefore, by analyzing the perspectives of students, parents, teachers, and administrators, this study seeks to explore the multifaceted factors contributing to high school dropouts at New Land International School (Edwards et al., 2014). Ultimately, this research aims to provide practical recommendations that can inform policy and practice by identifying critical contributing factors and

evaluating existing intervention programs to reduce dropout rates and foster a more inclusive learning environment.

Importantly, comprehending the essential familial, psychological, educational, and societal determinants that influence students' English language learning outcomes is vital, as these elements frequently correlate directly with student attrition rates (Em, 2023). For instance, obstacles such as familial financial constraints, student apathy or disinterest, inadequate school infrastructure or subpar teaching quality, and overarching societal challenges may impede academic achievement (Em, 2022). Consequently, students who struggle with learning English—a fundamental subject in many educational systems—may become discouraged, fall behind their peers, and ultimately disengage from school altogether. This disengagement can lead to increased dropout rates, particularly among vulnerable populations facing multiple intersecting challenges. Hence, by identifying and examining these factors, educators and policymakers can gain a deeper understanding of the underlying causes of dropout, develop tailored interventions, and establish supportive learning environments that enhance student retention and academic performance (Em & Mao, 2024).

1.3 Research Objectives

The objective of the current study is as follows.

1. To identify and analyze the key family, personal, school, and social factors that affect students' English language learning performance.

1.4 Research Questions

To find out the answers to the above objective. The current study answers the following question.

1. What are the key family, personal, school, and social factors that affect students' English language learning performance?

1.5 Significance of the Study English

With good cause, English is one of the most commonly spoken languages in the world (Crystal, 2013). Being the main language of business, diplomacy, and international communication,

it is a vital instrument for success in the modern, globalised world (Saner & Søndergaard, 2000). We shall examine the various ways that speaking and writing in English may help people and society at large in this blog (Zhang, 2009).

First and foremost, speaking English gives people access to a wide range of options (Crystal, 2003). Speaking English enables people to interact with people from around the world in today's globalised economy, which may result in new commercial partnerships, personal relationships, and employment prospects (Warschauer, 2000). Because many of the best newspapers and websites in the world are in English, it also makes a vast amount of knowledge accessible. Speaking English not only makes possibilities more accessible, but it also enables people to be successful in their current positions (Wrigley et al, 2003). Given that English is the language of worldwide business, many organisations demand that their staff members speak it fluently (Aichhorn & Puck, 2017). In a similar vein, English is widely used as the language of research and publication in numerous academic disciplines, including science and technology (Liu & Hu, 2021). English is crucial for schooling as well. It is a prerequisite for many educational programs and the main language of instruction in many nations (Nunan, 2003). English-speaking students can attend universities in English-speaking nations and have access to a greater variety of educational tools and materials at their disposal (Alhmadi, 2014). Speaking English fluently helps foster intercultural understanding and collaboration on a societal level (Ikbar et al, 2024). It serves as the main language of worldwide communication, facilitating connections and idea sharing between individuals from many nations. In the modern world, when many people live and work in multicultural settings, this is especially crucial (Kivisto, 2008). English is crucial for one's development as well. There is a wide range of literature, music, and art to discover in this beautiful and intricate language (Butler, 2005). Speaking and understanding English gives people access to this multitude of cultural expressions and improves their comprehension of the outside world (Kramersch, 1993).

Additionally, speaking English is becoming more and more crucial when travelling (Polezzi, 2016). Being able to speak English can greatly ease the process of exploring new locations as more

and more individuals go abroad (Kinging, 2008). Travellers can converse with air traffic controllers more easily because English is the language they speak the most.

English is also a key language in the entertainment industry. English is a crucial language for appreciating and comprehending entertainment since it is used in many of the most well-known films, TV series, and songs in the world (Thussu, 2007). Furthermore, the language of the internet is English. English is a crucial language for staying informed and engaged in the current digital era because it is used on many of the most well-known websites and social media platforms worldwide (Vandergriff, 2016).

1.6 Scope and Limitations of the Study

Geographic Focus on comprehending the numerous factors impacting dropout rates in different contexts, the study will focus on high schools in Cambodia, with a particular emphasis on urban and rural areas (Pov et al, 2022). Target Population means that both high school dropouts and those who are at risk of dropping out will be included in the study. To give a complete picture of the problem, feedback from parents, teachers, and school officials may also be obtained (Wilson et al, 2011). Investigated Factors is the study that will look into several factors that affect high school dropout rates, such as Social and economic standing to support, and family history. Academic achievement and involvement. Resources and the school environment, social and cultural factors. Psychological elements, including self-worth and motivation (Rumberger, 1995).

Sample Size and Representation are the size and representativeness of the sample population may place restrictions on the investigation. The sample might not fairly represent the larger population of high school students in Cambodia if it is too small or not sufficiently varied (Vasileiou et al, 2018). Subjectivity in Qualitative Data is that although qualitative data can yield profound insights, participant viewpoints may create bias. The consistency of findings may be impacted by the large range of personal experiences and viewpoints (Lim, 2024). Time Restrictions is the study might be constrained by time restrictions, which could affect how thoroughly the data is gathered and examined. Time constraints may also make it more difficult to follow up with participants over an extended period to track changes in dropout rates (Theofanidis, D., & Fountouki, 2018). Focus on

High School Only, because the study will only look at high school dropouts, it may ignore earlier educational phases that could influence dropout patterns in the future (Dupéré et al, 2015).

1.7 Operational Definitions

Dropout Rates: Refers to the proportion of students who leave school before completing their education. This is a critical issue impacting both individuals' futures and broader societal stability.

Socioeconomic Factors: These include financial constraints, family support, and cultural attitudes toward education that influence students' ability to stay in school and succeed academically.

Educational Interventions: Strategies and programs designed to address the causes of dropout, such as mentoring, counseling, and improved teaching methods, aimed at increasing student retention and engagement.

English Language Learning: The acquisition of English proficiency, which is often a key academic subject, difficulties in this area can lead to student discouragement and higher dropout rates.

Stakeholder Perspectives: Insights from students, parents, teachers, and administrators that provide a comprehensive understanding of the multifaceted factors contributing to student dropout and help shape effective policies.

1.8 Structure of the Report

When structuring a thesis on the causes of high school dropouts, a logical and cohesive structure that guides the reader through the research and findings is essential. An illustration of a thesis structure is as follows:

Title Page

- Title of the Thesis
- Your Names
- Institution
- Degree Program
- Date of Submission

A succinct synopsis of the study's goals, methodology, main conclusions, and findings.

A list of the chapters and subsections in order.

- Chapter 1: Overview Background
- Chapter 2: Review of Literature
- Chapter 3: Research Methodology
- Chapter 4: Finding
- Chapter 5: Discussion
- Chapter 6: Conclusion and Recommendation

1.8 Chapter Summary

Education is seen as a basic human right and is crucial for both economic and personal growth. It gives people better employment opportunities, promotes cultural values, and gives young people the tools they need to overcome socioeconomic obstacles. Since education fosters independence and social involvement, regular school attendance is essential for long-term gains. However, there are important social and economic ramifications to the problem of school dropout, which is defined as leaving school without a formal qualification. To solve this issue, lawmakers and educators are looking into after-school programs that assist past dropouts in re-entering the classroom. The goal of the current study is to look at the reasons behind Cambodia's high dropout rates and find viable ways to lower them. The knowledge that education shapes personal identity and community roles while improving critical thinking, decision-making, and job options is what makes this research significant. Educational success can also be hampered by issues including a lack of enthusiasm, varied student backgrounds, limited practice opportunities for language acquisition, and limited time for language learning.

CHAPTER TWO

LITERATURE REVIEW

The causes of dropout rates among English language learners represent a multifaceted issue influenced by a combination of academic, social, and economic factors. Research consistently highlights that those academic challenges, particularly difficulties in language acquisition and comprehension, significantly contribute to students' decisions to leave school prematurely. Moreover, these academic struggles are often exacerbated by social factors, including insufficient support from teachers and peers, feelings of isolation, and a lack of integration within the academic community. In addition to these challenges, financial burdens such as tuition costs and the necessity to work while attending school further hinder students' ability to persist in their education. Importantly, studies also indicate that students who lack a clear sense of purpose or personal connection to their studies exhibit higher levels of disengagement, emphasizing the critical role of motivation and active engagement in reducing dropout rates (Em & Khampirat, 2025).

2.1 Rate of drop-out, New Land International School

Dropout rates persist in New Land International School despite recent advancements in the country's educational system's accessibility and caliber (Altbach, 2013). Access to and delivery of high-quality basic education services must be consistently supported if students who enter the system in Basic of English are to stay in school, make progress, finish their basic education, and graduate with the foundational knowledge and skills needed to pursue postsecondary education, training, or employment (Jokodola, 2021). Core metrics for student dropout have been included in the nation's new Education Strategic Plan 2009–2013 (DePaoli et al, 2015). These include the number of districts where rates are at or above 80% and the number of full schools where the repeat rate is less than 10% (Greene, 2001). Improved cycle completion and less repetition are also related to SDPP interventions aimed at lowering dropout rates. Additionally, in close cooperation with the MOEYS, including the Department of Planning, the ICT Department, the Provincial Primary and Secondary Education Offices, and equivalents at the district level, the implementing partner is New Land International School.

In order to determine the circumstances and variables linked to dropout, create a profile of a child who is at risk of dropping out. Serve as a guide for the selection or design of interventions, three provinces with high dropout rates underwent situational analyses. At-risk students, dropouts, and their parents/guardians have identified economic and academic reasons as the main causes of student dropouts (Gonzalez, 2014).

2.1.1 Identification of the Different Types of Variables

Independent variables are those that are changed or grouped in order to see how they affect other variables (Roncek, 1991). In the study, they are regarded as the causes or predictors. The results or reactions that researchers track to see if changes in independent variables have an impact on them are known as dependent variables. These are the study's consequences or findings (Petter et al, 2013). Control variables are those that are monitored or maintained at a steady level to avoid affecting the outcomes. Isolating the relationship between independent and dependent factors is made easier by controlling for these variables (Pfeffer, 1993). Confounding variables are unrelated factors that have a correlation with both independent and dependent variables. If they are not taken into consideration, they may produce false results (Brookhart et al, 2010). The intensity or direction of the association between independent and dependent variables can be influenced by moderating variables (Henseler & Fassott, 2010). The process by which an independent variable affects a dependent variable is explained by mediating variables.

2.1.2 Description of Various Theories with Subsections

Theory of Human Capital According to the Human Capital Theory, people can boost their potential income and productivity by investing in their education (Schultz, 1961). Investment in Education that students to balance the anticipated benefits (potential earnings, employment prospects) against the expenses (tuition, time, and effort). Opportunity Cost that particularly in lower socioeconomic circumstances, dropouts may believe that joining the workforce will provide more immediate financial benefits than pursuing further schooling (Messacar & Oreopoulos, 2013).

Theory of Social Capital This theory places a strong emphasis on how social networks and interactions affect learning outcomes (Venter, 2019). Family Support is a student's dedication to

learning that can be strengthened by supportive and close family ties. Peer Influence means that students' likelihood of remaining in school can be significantly impacted by the motivation or demotivation that friends and peer groups can provide (Em et al., 2017). Theory of Cognitive Load The impact of working memory capacity on learning effectiveness is explained by the Cognitive Load Theory. Academic Pressure can lead to disengagement, and dropout can result from high levels of stress and cognitive strain, particularly in difficult topics. Self-efficacy is under cognitive stress; students who have low self-efficacy may struggle and lose motivation, which might result in dropout (Em et al., 2022). Planned Behavior Theory (TPB) According to this psychological hypothesis, intentions might predict behaviors like dropping out.

Attitude Towards School means that students' plans to remain or depart may be influenced by their opinions regarding the importance of education. Subjective Norms that a student's decision to drop out may be influenced by their perceptions of peer and family social pressure surrounding their education (Em & Nun, 2022). Perceived Behavioural Control, students may be more inclined to drop out of school if they believe they have no control over their academic performance. The theory of Engagement is the significance of student participation in academic activities is the main emphasis of the theory.

Emotional Engagement means that Students' decisions to stay in school are greatly influenced by how they feel about it (support, belonging). Cognitive Engagement retention may be impacted by the link to academic subjects and the challenge they present. Dropout rates are lower for students who find their education interesting and relevant.

2.2 The Reasons that Students Stop Learning

Causes of students dropping out of New Land International School and their relevance highlight the need for further research into its causes and consequences (Rumberger & Lim, 2008). The purpose of this study is to examine the causes of dropout and the underlying problems as well as provide solutions to these problems (Weis et al, 1989). To make money, a steady income can be a strong attraction for young people, especially when they come from low-income families and struggle to meet their daily needs (Sherraden & McBride, 2010). For many people, a job is immediately valuable.

Having an income also means young people can help their families. Sometimes they require the family to be able to provide basic needs (Halpern-Meekin et al, 2015). Disability Students with disabilities, whether they have physical or mental problems, have difficulty in school. And it shows. Depending on their disability, not only may they have difficulty moving around school, but they may also feel lonely.

Drug Use, Drug use among adolescents is a major problem. When teens start using drugs or become addicted, not only do their relationships deteriorate, but they also start missing more school, leading them to stop going to school. **Mental sickness,** Students with depression often drop out of school. Indeed, their illness may affect their ability to learn and participate. These students also tend to go unnoticed because their condition can be problematic until their teens. **Disengagement:** Students often drop out of school because they feel the teacher is not interested in the material or does not understand how to relate it to real life. Students who are not engaged in their school are more likely to drop out. **Academic Failure:** Students may not have the support they need at home or at school to help them succeed academically.

There may be instability in their family life, or no examples of the benefits of learning. If young students are struggling in school, the lack of a support system can complicate their situation and increase feelings of discouragement while weakening the value of education. **Financial difficulties:** Another source of family income is losing many learning opportunities because of having to drop out of school to do housework and earn money to support the family. **Poor health,** Children's health is one of the main reasons for dropping out of school. Children's health greatly affects their ability to study and practice in school. Illnesses that occur in childhood and continue throughout life can hinder a child's ability to graduate. **Bad student-teacher relationship.** Of course, this is another reason why students drop out of school. For high school students, the ratio of teachers not only reduces the quality of education but also provides a less attentive personal learning experience. This discourages students. Many educators agree that student experiences will improve if teachers and administration take an individualized approach.

Parents may choose not to place a high priority on their child's education for a variety of reasons. These factors may include financial difficulties, a lack of resources, individual educational philosophies, mental health conditions, or other family-related problems. Understanding and empathy are essential while discussing this subject because every family's circumstances are different.

2.2.1 Empirical Studies

Based on real-world situations, an empirical study on school dropout can shed light on the several elements that affect students' decisions to quit school. To find trends, causes, and solutions based on real evidence from communities, schools, and educational systems worldwide, this kind of study usually entails data collecting and analysis. A proposed framework for carrying out an empirical investigation into school dropout in various international contexts is provided below: Setting the Scene for the Problem of School Dropout explains what school dropout is and emphasises its importance on a worldwide scale. Incorporate the cultural, social, and economic ramifications of pupils quitting school early. Global Scope provides a global summary of dropout rates by contrasting data from various geographical areas (such as developed and developing nations) and talking about global trends, patterns, and inequalities (Em et al., 2021).

2.2.2 Empirical Studies

An empirical investigation of school dropout in the context of the Association of Southeast Asian Nations (ASEAN) can shed light on the particular difficulties and reasons why students in this region drop out of school. The 10 nations that make up ASEAN each have unique social, cultural, and economic backgrounds. These variations can affect family dynamics, national education policies, poverty, and educational access, among other factors that contribute to school dropout.

Principal Reasons for ASEAN Dropouts: Determine recurring themes and reasons that have been identified in the literature. Socioeconomic Factors: Need for child labour (e.g., in agriculture, household work), poverty, and parental illiteracy. -Cultural Norms: regional cultural variables influencing educational priorities, gender inequity, and early marriage (especially in nations like Indonesia, Cambodia, and the Philippines). -Educational Quality and Access: In rural or conflict-

affected areas, secondary education is scarce, teachers are undertrained, and school infrastructure is lacking.

School-Related Factors: Discipline, low student participation, and teacher-student relationships. -Political and Economic Context: Government investment in education, education policy (such as free education programs), and the effects of political or economic instability (such as in Thailand, the Philippines, or Myanmar).

2.2.3 Empirical Studies

In Cambodia, as well as many other educational systems across the world, dropping out of school is a serious problem. The reasons behind students' decisions to drop out of school, as well as the effects on both individual students and society at large, might all be examined in an empirical study on dropouts in Cambodian contexts. Some possible study topics are listed below, along with pertinent variables, approaches, and possible results:

Research Areas. Socioeconomic Factors: Analyse the effects of parental education, employment trends, and family income on student retention. Examine how living in an urban or rural area affects dropout rates. Cultural and Social Factors: Examine how cultural norms around labour, education, and family duties play a part. Examine how dropout rates may be impacted by the social stigma associated with education and work.

Three elements of the educational system: Assess how curriculum relevance, instructor credentials, and school quality affect student engagement. Examine how dropout rates are impacted by school resources and infrastructure, such as material availability and travel time.

Psychological Aspects: Examine how students' opinions about their own skills, drive, and mental well-being affect their choice to continue their education. ◦ Examine how bullying and peer pressure affect dropout rates 5. Policy and Governance: ◦ Examine the effects of government programs and education policies (such as food and scholarship programs) on dropout rates. Examine whether alternative education initiatives are successful in keeping students.

2.3 The Effects of Drop-Out

The Effects of Student Dropout from English Language Programs on Self, Family, and Society. English has become a universal language in today's linked world, vital for professional development, education, and communication. However, the high dropout rates among English language learners pose serious problems for the individuals who quit these programs, as well as for their families and society at large. Addressing the wider educational and societal problems that result from this phenomenon requires an understanding of the ramifications of these dropout rates.

2.3.1 Effects on the Individual

Dropping out of English language programs has the most immediate effects on the individuals involved. English language competency is essential for both academic achievement and personal development for many students. When students drop out of school, their academic performance suffers, which restricts their options for further education or career training. Furthermore, fluency in English is frequently required for employment in a variety of areas in a work market that is becoming more and more competitive. Students who drop out of school may find it difficult to find employment with competitive pay or prospects for career progression.

2.3.2 Effects on the Family

Dropping out has serious repercussions for families in addition to the individual. Success in school is viewed by many pupils, particularly those from low-income or immigrant families, as a means of improving family possibilities. The family may experience stress and sadness when a student leaves an English language program. Relationships become strained, and family conflict rises as a result of parents feeling inadequate or concerned about their child's future.

Additionally, a student's dropout might have a ripple effect on the family's finances. Family members may have to shoulder additional financial strain if a person's inability to obtain well-paying work stems from their poor English. To make up for the lost potential income, other family members might be forced to work longer hours or take on numerous occupations, which would wear them out and lower their quality of life.

Students who drop out may also be less prepared to help younger siblings or family members with their schooling. This lack of assistance can prolong cycles of educational disadvantage within families and impede other family members' scholastic advancement. Younger generations' goals may be lowered by the lack of role models who place a high value on education, which may have a wider effect on expectations and family dynamics.

2.3.3 Effects on the Society

High dropout rates among English language learners have a big impact on economic growth and community cohesiveness on a societal level. Due to their inability to compete successfully in the labour market, workers with lower levels of education can impede economic growth and innovation. In sectors that depend on efficient communication, this circumstance may result in decreased innovation and production. Furthermore, socioeconomic inequality is exacerbated by high dropout rates.

Language challenges frequently disproportionately impact marginalised groups, exacerbating already-existing inequalities in access to education and work prospects. This hinders social mobility and prolongs poverty cycles, making it difficult for entire communities to prosper. People's ability to participate in civic life is also restricted by their incapacity to communicate effectively in English. It could be challenging for people who have language barriers to interact with their communities, obtain necessary services, or take part in local government. This disconnection can exacerbate social tensions and threaten community cohesion by causing sentiments of alienation and disenfranchisement.

2.4 Strategies to Prevent Drop-Out

A recurring problem in educational institutions around the world is student dropout. It impacts society's social and economic cohesion in addition to undermining each person's potential. A comprehensive strategy that tackles the various factors that contribute to pupils leaving school early is needed to address this problem. With an emphasis on early intervention, engagement, support networks, and pertinent courses, this essay describes several successful tactics for preventing student dropouts.

Early detection and intervention are among the best methods for preventing dropouts. Educators and school officials must closely monitor early indicators of potential dropouts, such as persistent absences, declining grades, and disengagement. Schools can use data analytics and regular monitoring to identify at-risk students early. Once identified, timely support can be provided to address the specific challenges these students face. Examples include counseling services, tutoring sessions, and individualized mentoring. By offering early support, students can be reengaged and prevented from falling through the cracks.

Enhancing student involvement in the classroom is another essential strategy for reducing dropout rates and improving educational outcomes. Schools should aim to make learning more engaging and relevant to students' everyday lives. Incorporating technology, project-based learning, and collaborative group activities can help create a more dynamic and meaningful educational experience. These approaches not only boost student interest and motivation but also foster critical thinking, communication, and real-world problem-solving skills.

Additionally, offering extracurricular activities that complement students' interests can encourage a feeling of community and academic persistence. Students who are actively involved in their education are less likely to lose interest and drop out before graduating.

Building Sturdy Support Systems. The school community has to build a solid support system to keep kids. This means ensuring that students can connect with experienced and empathetic counselors who can help them overcome hurdles in their personal and academic lives. Programs for adult and peer mentorship can benefit kids by providing guidance and support. Additionally, schools must include parents and guardians in the educational process to foster a collaborative approach to student development. Students receive the encouragement and assistance they need to persevere by creating a network of support. **Curriculum Flexibility and Relevance:** Students who are forced to follow a rigid and irrelevant curriculum may lose interest and eventually quit. To counter this, schools must offer a flexible curriculum that takes into account the diverse needs and objectives of their pupils. Vocational training and career-focused programs can be included in the traditional curriculum to provide students with employable skills. All students will feel that education is relevant and

valuable if teachers can accommodate a variety of learning preferences and goals by offering many learning pathways.

In conclusion, Parents, legislators, and educators must work together to prevent student dropouts. Schools may significantly lower the dropout rate by putting techniques like early intervention, engagement enhancement, robust support systems, and a flexible and relevant curriculum into practice. Because they are more likely to lead successful, satisfying lives, it is crucial to keep in mind that every student who completes their education is a victory for society. We can address the dropout epidemic and assist all students in realising their full potential by taking proactive steps and demonstrating a dedication to inclusivity and support.

2.4 Policy of the Ministry

This political situation has paved the way for a variety of international aid agencies to come to Cambodia and accelerate the process of globalization in the country. Cambodia's transition to democracy and its return to international society have also been a transition towards a market economy. Clayton summarizes the nation's shift as follows. The country has transitioned away from the communist systems and practices of the 1980s and today embraces the market economy and liberal democracy. The economic development of Cambodia has been highlighted in recent years, from kindergarten, so that the students could familiarize themselves with English during their critical periods of age.

2.5 The Status of Family and Family Motivation

According to Rabo, children who experience positive reinforcement from their parents with greater educational attainment and successful careers, for example, perform better academically than those who do not. According to (Ogbugo-Ololube, 2016), kids with middle-class and upper-class family backgrounds typically pursue higher academic achievement than students with lower-class backgrounds, who perform poorly in school. Family is the cornerstone and the one who supports their children through all of life's obstacles, according to Suleman, Hussain, Akhtar, and Khan (2012). This is because the family is the one who gives their children a helping hand. Naturally, the best learning results in educational activities are inextricably linked to a range of internal or external

factors that may facilitate or obstruct students' learning. The same is true for family problems involving students. Every student wants to live in a household that cultivates a culture of love, respect, and caring for one another; where parents can care for their children; where family dynamics are harmonious; and where there is a supportive environment. Family problems can have a big impact on a student's ability to learn and study well (Henderson & Berla, 1994). Issues in the home, such as money troubles, family conflicts, or health concerns, can make it hard for students to focus on their studies and cause them to feel emotionally distressed, which negatively affects their overall health. Financial difficulties in the family can be quite challenging for students. If their family is struggling financially, students might be expected to work part-time jobs or contribute financially to the home; this would take away from their ability to focus on their education. A student's capacity to concentrate and learn may also be impacted by family conflict and anxiety brought on by financial hardship (Son et al, 2020).

2.6 The State of the School Affects Students' Learning

A student's learning can be greatly impacted by a school's standing. The resources and opportunities required for academic success can be given to pupils in a well-equipped and encouraging educational setting (Louis & Marks, 1998). This includes having access to up-to-date educational resources, skilled instructors, and cutting-edge technology. Additionally, schools that place a high priority on an inclusive and happy atmosphere can help students succeed. Students are more likely to participate in their education and get greater academic results when they feel respected, safe, and supported (Darling-Hammond & Cook-Harvey, 2018). On the other hand, schools that face discipline problems, have a high teacher turnover rate, or lack resources may make it difficult for pupils to study. Students may find it difficult to get a good education in these kinds of settings, and they may also become more stressed or disengaged (Zyngier, 2008). All things considered, a school's standing can have a significant impact on the educational experiences and results of its pupils.

2.6.1 The State of Students

The state of private education in Cambodia has improved significantly in recent years, with increased access to schooling for children, including girls and those from marginalized communities.

The government has made efforts to expand private education, and the enrollment rate has increased, with a higher number of children attending school (Chhinh & Dy, 2009). However, there are still challenges that need to be addressed. Many schools in Cambodia lack proper infrastructure and resources, which affects the quality of education. Additionally, there is a shortage of qualified teachers, especially in rural areas. This impacts the learning experience for students and their overall academic achievement (Darling-Hammond, 2000).

Furthermore, there are socio-economic barriers that prevent some children from attending school, such as poverty, child labor, and early marriage. These factors disproportionately affect girls and children from ethnic minority groups. Efforts are being made to address these challenges, including initiatives to improve school infrastructure, provide teacher training, and increase access to education for marginalized communities. Non-governmental organizations and international donors are also working to support education programs in Cambodia. Overall, while progress has been made in expanding access to primary education in Cambodia, there is still a need for continued investment and support to ensure that all children have the opportunity to receive a quality education.

2.7 Self-motivation

Motivation refers to a process of inducing and stimulating an individual to act in a certain manner (Kleinginna Jr & Kleinginna, 1981). In the context of an organization, motivation implies encouraging and urging employees to perform to the best of their capabilities to achieve the desired goals of the organization. There are two types of motivation is intrinsic motivation and extrinsic motivation. Self-motivation in studying is crucial for students in Cambodia, especially in the face of challenges such as inadequate infrastructure and limited resources. Students can cultivate self-motivation by setting goals for their education, whether it's achieving good grades, pursuing further studies, or securing a better future for themselves and their families (Zimmerman et al, 1992).

Additionally, students can seek out resources and support to enhance their learning experience, such as forming study groups with peers, utilizing online educational materials, and seeking mentorship from teachers or the community. It's also important for students to stay resilient in the face of socio-economic barriers, such as poverty or early marriage, and to advocate for their

right to education. By staying motivated and determined, students can overcome these obstacles and strive for a better future through education (Rahiem, 2021).

Ultimately, self-motivation in studying can empower students to take control of their education and work towards a brighter future for themselves and their communities.

2.8 Conceptual Framework

Several ethical issues must be addressed in the case study of English students who drop out of international schools. Participants' informed consent must be obtained by researchers by outlining the goal of the study, the procedures for gathering data, and any possible effects on participants' privacy and confidentiality.

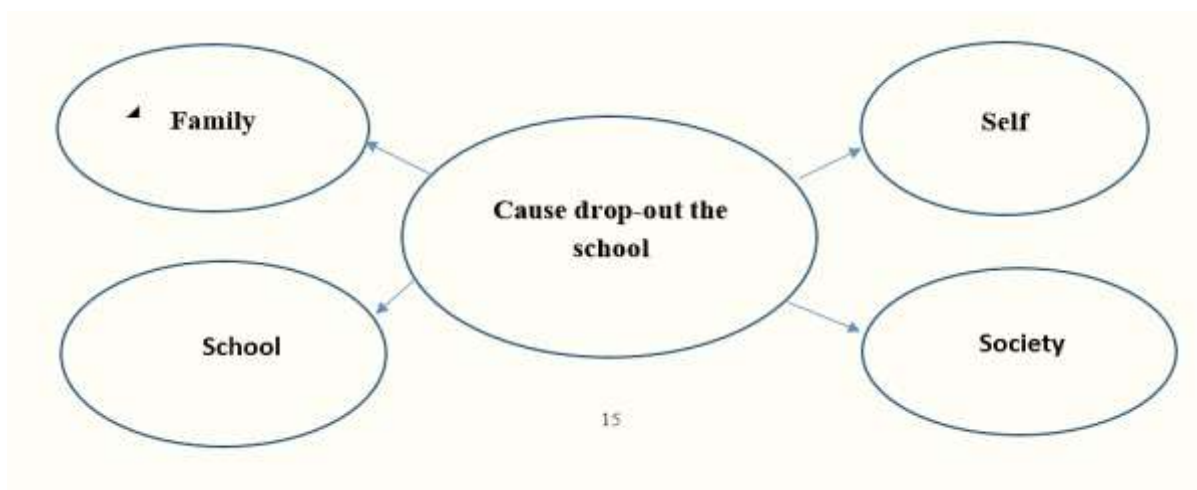


Figure 2.1 Conceptual Framework for the study

2.9 Chapter Summary

Several academic, psychological, and economic factors, all of which are common in larger contexts like ASEAN and Cambodia, have an impact on the dropout problem at New Land International School. Examining a range of interrelated economic, social, cultural, and educational factors is necessary to comprehend these causes. Parents, educators, and legislators must work together to address these elements to address student dropouts, according to research. Early intervention, providing relevant curricula, involving students in meaningful learning experiences, and building robust support networks are all effective ways to lower dropout rates. Students who successfully finish school make valuable contributions to society by enjoying more satisfying lives and being more equipped for the workforce. A child's academic career is greatly influenced by their

family because improved academic results are a direct result of parental support and encouragement. However, families dealing with financial difficulties or disputes may make it difficult for a child to concentrate, which will have a detrimental effect on their academic achievement. Another important factor is the state of the school environment. Student achievement is encouraged in schools with up-to-date resources, qualified instructors, and a positive environment. On the other hand, disengagement and poorer academic performance can result from underfunded schools or those with discipline issues. Even though private education has grown in Cambodia, issues like poor infrastructure, a shortage of trained teachers, and socioeconomic restrictions still exist. All kids must have access to high-quality education, which requires ongoing investment and development. Last but not least, self-motivation is crucial, particularly for students in Cambodia, where challenges like poverty or early marriage can make learning more difficult. Students are better prepared to overcome these obstacles if they are driven, have defined goals, and look for help from study groups, resources, and mentors. They may break the cycle of poverty and work towards a better future if they remain focused and resolute.

CHAPTER THREE

RESEARCH METHODOLOGY

In this chapter, the problem of student dropout rates at private English language schools has become a top priority. Developing successful treatments and methods to improve student retention requires an understanding of the causes behind phenomena. This paper presents a thorough study approach designed to look at the reasons why English language learners in private schools drop out.

3.1 Research Design

The current study employed a quantitative design. A research technique called quantitative design uses the collection and analysis of numerical data to evaluate theories and provide predictions. It measures and analyses data using statistical techniques, frequently from surveys or trials, to find trends and correlations between variables. The objective of quantitative design is to offer trustworthy, unbiased data that can be utilized to make judgments regarding a particular population or phenomenon (Nardi, 2018).

3.2 Population and Research Samples

This study was prepared at **Newland International School**. Before the data collection went through, the author met the school principals and teachers at that school to inform them about the objectives and the detailed information regarding their topic. In the whole school, students have 75 from grade 10 to grade 12, but we selected students in grades 10,11, and 12. We believe that they will be able to give us accurate and clear information for our research.

3.2.1 Population

It is crucial to take into account several contributing factors while talking about the cause of the English students' dropout population. Students can be divided into groups according to: Sources of Data. Researchers frequently use the following tools to examine the population of students who drop out through student surveys (Lee & Choi, 2011). Investigations that concentrate on dropout rates, Researchers can better understand the reasons behind student dropouts and create focused treatments to address the problem by looking at these different aspects and students.

3.2.2 Samples

Survey questions that can be utilized to learn more about student experiences, attitudes, and variables influencing dropout rates are used by our member organisation. These questionnaires can be given to 75 students and customized for various educational settings.

3.3 Sample Collection Procedures

This research is utilized as a tool to collect the data from the participants through simple random sampling. 75 students are targeted by purposive sampling. The target students were asked to participate in the interview so that they could share their own experiences that they have had.

3.4 Data Collection Procedures

In this research collected by the researchers gave the questionnaire to participants individually and then they explained the objective of the questionnaire then the researchers clarified the structure of the questionnaire. Participants work on the individual answer. After finishing, the researchers collected the questionnaire and said something to the participants

3.5 Data Analyzing Techniques

The process of methodically using statistical and/or logical tools to explain and depict, summarize and analyze, and assess data is known as data analysis. The frequencies and percentages of each element were measured and statistically analyzed. The analysis focuses on 1 (strongly disagree), 2(disagree), 3 (not decided), 4 (agree), and 5 (strongly agree). The quantitative data were analyzed based on the data from the participants, and these findings are presented after the results from the survey.

3.6 Ethical Considerations

A set of guidelines that direct your research ideas and procedures is known as ethical considerations in research. There is a code of conduct that scientists and researchers must always follow when gathering information from subject participants were not instructed to write their names on the reflection papers to protect their anonymity. The option to withdraw from the study at any moment was made clear to the participants. The participants were also informed that their information

would be kept private and utilized exclusively for the study by the researchers to respect their right to privacy.

3.7 Chapter Summary

Using surveys to find patterns and correlations, the study used a quantitative research approach to investigate student dropout rates and contributing factors. 75 students in grades 10 through 12 who were chosen for interviews using purposive sampling were the subject of the study, which was carried out at New Land International School. After being briefed on the questions, the volunteers filled them out. To uncover important dropout causes, statistical approaches were used to analyse answers on a scale of 1 to 5. Anonymity was preserved, and participants had the freedom to leave the study at any moment, all thanks to ethical restrictions. For research purposes, the data was kept private.

CHAPTER FOUR

FINDINGS

This chapter delineates the data obtained from a survey administered to upper secondary pupils, concentrating on the obstacles they encounter in English language acquisition. The data encompass both descriptive and inferential statistical outcomes, together with demographic details of the individuals. The approach focuses on four primary areas of difficulties impacting English language acquisition: familial issues, personal barriers, educational obstacles, and overarching social variables. The findings indicate that students face various interconnected challenges, with financial difficulties, insufficient study resources, inadequate school infrastructure, and low personal motivation recognized as the most significant obstacles. These findings offer a thorough comprehension of the complex nature of English learning challenges among students, which is crucial for informing future educational interventions and policy formulation.

4.1 Participants' Information

Table 4.1 Participant Demographic Information

Demographic	Category	N	Frequency (%)
Gender	Male	30	40.00%
	Female	45	60.00%
Age	15–16	24	32.00%
	17–18	32	42.67%
	19+	19	25.33%
Grade 10	Male	10	13.33%
	Female	15	20.00%
Grade 11	Male	10	13.33%
	Female	15	20.00%
Grade 12	Male	10	13.33%
	Female	15	20.00%

The study, as shown in Table 4.1, included 75 student participants who completed the survey. Regarding gender distribution, 30 participants (40.00%) were male, and 45 participants (60.00%) were female. This signifies a greater representation of female students in the sample, suggesting a potential gender imbalance that should be taken into account when analyzing the study's conclusions.

The participants' ages varied from 15 to over 19 years. A total of 24 students (32.00%) belonged to the 15–16 age group, 32 students (42.67%) were aged 17 to 18, and 19 students (25.33%) were 19 years or older. The predominant segment of respondents was within the 17–18 age bracket, indicating that most participants were in the intermediate phase of upper secondary education, a time frequently linked to heightened academic pressure and significant educational choices.

The participants were uniformly dispersed across three academic grade levels: Grade 10, Grade 11, and Grade 12, with 25 students from each grade. Each grade level exhibited a stable gender distribution, consisting of 10 male and 15 female students. Grade 10 consisted of 10 males and 15 females, Grade 11 comprised 10 males and 15 females, and Grade 12 similarly featured 10 males and 15 females. This even distribution among grade levels facilitates significant comparisons in analyzing students' perspectives, experiences, or behaviors during various stages of upper secondary education.

The demographic profile of the participants indicates a rather equitable distribution across grade levels, with a marginally greater proportion of female pupils. The varied age range and equitable distribution across grades establish a robust basis for data analysis and deriving findings pertinent to distinct student groupings within the upper secondary school environment.

4.2 Challenges of Learning English

Table 4.2 Students' Perceptions of Factors Influencing English Learning Problems

Category	Item	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
I Family Problems (FP)	My family is poor, so I don't have money to pay school fees	4.00	1.33	0.00	78.67	16.00

	My parents are violent	0.00	6.67	10.67	56.00	26.67
	My family does not understand the value of studying English	0.00	36.00	0.00	40.00	24.00
	Mother/Father has a physical illness, so I have no time to study	13.33	24.00	16.00	40.00	6.67
II. Self Problems (SP)	Poor study habits	0.00	26.67	13.33	40.00	20.00
	I am getting older	0.00	26.67	0.00	66.67	6.67
	Lack of adequate study materials	0.00	13.33	0.00	28.00	58.67
	I feel ashamed of my poor family background	2.67	13.33	1.33	45.33	37.33
	Flirting with friends	0.00	32.00	0.00	52.00	16.00
	Health problems	1.33	14.67	0.00	44.00	40.00
	Lack of interest in studying English	0.00	0.00	26.67	60.00	13.33
	I did not know the importance of English	0.00	9.33	12.00	45.33	33.33
III. School Problems (ScP)	Excessive reprimands from teachers	0.00	24.00	2.67	41.33	32.00
	Poor quality of teaching	6.67	28.00	12.00	36.00	24.00

	Excessive academic workload	0.00	21.33	2.67	28.00	48.00
	Teachers are biased towards students	36.00	46.67	4.00	13.33	0.00
	Weak school-parent relationships	38.67	28.00	0.00	33.33	0.00
	Lack of infrastructure (desks, books, documents)	42.67	29.33	8.00	10.67	9.33
	Environmental pollution inside/outside the school	52.00	32.00	0.00	12.00	4.00
	Irregular teaching according to the curriculum	18.67	45.67	2.67	10.67	22.00
	Lack of school enrollment promotion	6.67	26.67	5.33	54.67	6.67
IV. Social Problems (SoP)	Insecurity or safety issues on the road	2.67	12.00	20.00	38.67	26.67
	Social services neglect poor families	12.00	14.67	41.33	18.67	13.33
	Religious issues	38.67	18.67	33.33	5.33	4.00

Table 4.2 illustrates the distribution of student perceptions of issues that affect their difficulty in learning English. The elements are classified into four primary domains: familial issues, self-related challenges, academic concerns, and social difficulties.

Within the family issues category, the predominant concern expressed by students was financial difficulties, with 78.67% affirming that poverty constrained their capacity to cover school-related expenses. Furthermore, 40% of the students concurred, and 24% concurred, that their family did not comprehend the significance of learning English. Parental illness was noted, with 40% concurring and 6.67% strongly concurring that these circumstances affected their study time. A minority strongly agreed (26.67%) or agreed (10.66%) that parental violence was a concern, whereas the majority either disagreed or stayed neutral on this matter.

A significant number of students reported self-related issues, including insufficient study materials (58.67% strongly agreed), ineffective study habits (40% agreed and 20% strongly agreed), and a lack of enthusiasm in studying English (60% agreed). The stigma associated with originating from a disadvantaged background also affected learning motivation, with 45.33% in agreement and 37.33% in strong agreement. Health concerns (40% strongly agreed and 44% agreed) and flirtation with friends (52% agreed and 16% strongly agreed) were further personal impediments. Moreover, 66.67% concurred that advancing age diminished their enthusiasm for study, although 33.33% affirmed their unawareness of the significance of English.

The category concerning school-related issues indicated that 48% of students highly concurred and 28% concurred that an excessive academic workload impeded their English acquisition. A notable percentage also recognized teacher reprimands (41.33% agreed and 32% strongly agreed), inadequate teaching quality (36% agreed and 24% strongly agreed), and inconsistency in the curriculum (45.67% disagreed and 18.67% strongly disagreed). A significant 46.67% of students expressed disagreement, while 36% strongly disagreed about the fairness of teachers' treatment of students. Moreover, infrastructural deficiencies were emphasized, with approximately 72% either strongly disagreeing or disagreeing with the availability of suitable facilities. Additional issues encompassed inadequate communication between the school and parents, as well as a deficiency in school advertising.

In the realm of social issues, road insecurity to school was a concern for 38.67% of kids, with 26.67% expressing strong agreement. Furthermore, 41.33% of students expressed neutrality, while 18.67% concurred that social managers overlooked impoverished households. Most students did not perceive religious concerns as a significant obstacle; nonetheless, 33.33% remained neutral, and 38.67% strongly disputed that religion influenced their English study.

The research indicates that children encounter many personal, familial, educational, and societal problems, with poverty, insufficient study resources, inadequate school infrastructure, and personal motivation emerging as the most significant variables.

4.3 Chapter Summary

Chapter Four delineated the demographic characteristics of the 75 student participants and elucidated their perspectives regarding the problems encountered in learning English. The sample had a balanced distribution across grades 10 to 12, with a little greater representation of female students and a predominant age range of 17 to 18 years. The results identified four primary types of factors influencing English language acquisition: familial issues, personal hurdles, educational obstacles, and societal difficulties. Financial limitations and insufficient familial comprehension of the significance of English constituted substantial familial obstacles. Insufficient study resources, inadequate study habits, limited motivation, and health difficulties were significant personal challenges. Challenges associated with school were an overwhelming academic workload, disciplinary actions from educators, substandard teaching quality, and deficient infrastructure. Social problems, like road safety and the mistreatment of impoverished families, were acknowledged, but to a lesser degree. Poverty, resource scarcity, and motivation were identified as crucial elements influencing students' English learning performance, highlighting the necessity for focused assistance to enhance educational results.

CHAPTER FIVE

DISCUSSIONS

This chapter presents an in-depth examination of the findings derived from the current study on student dropout, with particular attention to its contributing factors, effects, and strategies for prevention. It also offers a critical comparison between the current findings and previous empirical studies, especially those focused on students attending private schools. Furthermore, the chapter discusses new insights revealed by recent research concerning the evolving landscape of private education. By integrating current data with historical perspectives, the discussion highlights the complex interplay of socioeconomic, academic, and institutional factors that shape student experiences and outcomes. This comprehensive analysis aims to provide a clearer understanding of both the persistent and emerging challenges in education, offering evidence-based recommendations for reducing dropout rates and improving the quality and accessibility of private schooling.

5.1 Summary of the Findings

Student dropout is a major concern in educational systems worldwide. Several key factors contribute to this issue, including socioeconomic challenges, academic difficulties, school environment, and personal problems.

5.1.2 Contributing Factors

Socioeconomic factors play a significant role, as many students drop out early due to family obligations, lack of resources, and financial hardships. Academic challenges, such as struggling with coursework, learning difficulties, or a lack of motivation, also lead to disengagement and dropout. Additionally, a negative school environment—including bullying, insufficient teacher support, and feelings of insecurity—can increase dropout rates. Personal issues such as adolescent pregnancy, substance misuse, and mental health disorders further contribute to students leaving school prematurely.

5.1.3 Effects of Dropout

The consequences of dropping out are far-reaching. Economically, dropouts tend to have higher unemployment rates and lower incomes compared to graduates, which in turn leads to

decreased productivity and increased public aid costs. Societally, higher dropout rates are linked to increased criminality and social instability, as many dropouts lack the necessary skills to thrive in society. On an individual level, those who leave school early often face limited job opportunities, lower life satisfaction, and poorer health outcomes.

5.1.4 Strategies to Reduce Dropout Rates

Reducing dropout rates requires a comprehensive, multidimensional approach. Early intervention is critical—by identifying at-risk students through data analysis and providing timely support such as mentoring, tutoring, and parental involvement, schools can prevent many dropouts. Creating a positive and inclusive school climate where students feel safe and supported also helps decrease dropout rates. Furthermore, engaging families and communities in the educational process strengthens students' support systems through collaboration and communication.

In summary, effectively lowering dropout rates demands systemic educational reforms, strong community engagement, and policy changes tailored to students' unique needs and circumstances. Personalized approaches are essential to maintain student interest and academic success, ultimately fostering better educational outcomes.

5.2 Comparison of the Current Findings with Empirical Studies

To accurately compare present findings with prior empirical studies on kids in private schools, it is essential to examine various dimensions, including academic performance, socioeconomic factors, student behavior, educational outcomes, and methodological techniques. Recent studies frequently emphasize measurable metrics, such as standardized test scores, college entrance rates, and other academic indicators, to assess student progress in private educational institutions. The findings indicate that private school children typically achieve high academic performance; yet, akin to other studies, these results are often influenced by contextual factors such as parental engagement, availability of educational resources, and students' socioeconomic status.

Current study increasingly investigates the influence of socioeconomic diversity, scholarship availability, and tuition expenses on access to private schools. Previous empirical research has consistently associated private school enrollment with increased household incomes and improved

educational achievement. These observations have fueled ongoing discussions about educational equity and access, highlighting concerns that private schooling may exacerbate existing social inequities by privileging pupils from more affluent homes.

Student behavior and well-being are significant focal points in both contemporary and historical studies. Current research frequently evaluates student satisfaction, mental health, and the cultivation of social and emotional abilities in private educational institutions. Previous research predominantly emphasizes the advantages of reduced class sizes and personalized attention provided by private institutions, which correlate with enhanced behavioral results and psychological well-being. However, heightened academic demands in these environments may also lead to elevated levels of stress and anxiety among students.

Recent research has broadened its scope to encompass the long-term educational and life outcomes of private school graduates, such as civic involvement, professional paths, and lifetime learning practices. Although outcomes are affected by numerous external circumstances, previous empirical research has frequently linked private education to elevated college graduation rates and more prosperous career trajectories. These results highlight the perceived benefits of private education, yet the causal linkages are intricate and multifaceted.

Contemporary studies include sophisticated study methodologies, such as longitudinal approaches and complex statistical analyses, facilitating more detailed and accurate discoveries. Conversely, prior empirical studies, albeit being constrained by data limitations, established a basis for contemporary research and enriched the area of education with essential knowledge.

A critical comparison of current discoveries and prior research entails evaluating the extent to which new information corroborates, contradicts, or expands upon existing conclusions. It is imperative to examine alterations in educational policy, societal norms, and institutional practices across time, as these contextual transformations may elucidate observed discrepancies. Historical and contemporary research have the same difficulties, including selection bias, varying definitions of academic performance, and the heterogeneity of private school kinds (such as religious versus secular or boarding versus day schools), which complicate direct comparisons.

In conclusion, juxtaposing modern research with empirical investigations necessitates a sophisticated and thorough methodology that assesses whether new perspectives align with or deviate from established tendencies. This approach must consider alterations in educational methodologies, societal standards, and policy frameworks. Through critical study, scholars can cultivate a more nuanced knowledge of the changing role of private education in influencing academic and social results.

5.3 Discussion of New Findings

Private schools have been changing, and new research has illuminated several areas, such as their effect on academic results, diversity, accessibility, and the role of socioeconomic variables. These are some important topics for consideration in light of recent research on private schools. Academic Performance Research frequently shows that private school pupils typically outperform their public-school peers in terms of academic achievement. According to recent research, this benefit might be explained by elements like more specialised curricula, more parental participation, and smaller class sizes. The amount of this benefit is sometimes disputed, though, underscoring the significance of taking students' socioeconomic backgrounds into account. Diversity and Inclusion: In private schools, there is an increasing focus on diversity and inclusion.

Disparities in Curriculum According to research, private schools frequently have the freedom to create original curricula that might or might not follow state requirements. Although this liberty can encourage creative teaching strategies, it also brings up concerns of responsibility and uniformity in education. COVID-19's effects. Private schools have also been significantly impacted by the pandemic; research indicates that some of them were more equipped than public schools to make the switch to remote learning. Research is still ongoing to determine how this adaptation may affect educational outcomes in the long run.

5.4 Chapter Summary

This chapter explored the multifaceted issue of student dropout, examining its primary contributing factors, the consequences for individuals and society, and effective strategies for prevention. Socioeconomic hardship, academic challenges, adverse school environments, and

personal issues were identified as key drivers of dropout. The findings emphasize the importance of early intervention, supportive school climates, and community involvement in reducing dropout rates. A comparison with previous empirical studies highlighted both consistencies and new perspectives regarding the academic performance, behavior, and long-term outcomes of students in private schools. Recent research has shown to incorporate more sophisticated methodologies and broader themes such as diversity, curriculum flexibility, and the impact of the COVID-19 pandemic. Overall, the chapter underscored the necessity for systemic reforms, inclusive educational practices, and evidence-based policies to address student disengagement and promote sustained academic success.

CHAPTER SIX

CONCLUSION AND RECOMMENDATION

This final chapter presents the conclusion and recommendations drawn from the study on English student dropouts at New Land International School. It summarizes the main findings regarding the root causes of dropout, explores the broader implications for educators and policymakers, and provides practical recommendations aimed at addressing the issue. The chapter also discusses the limitations of the study and proposes directions for future research. By highlighting key challenges, such as financial constraints, time limitations, and lack of motivation, this chapter aims to offer informed strategies for improving student retention and enhancing the quality of English education at the school.

6.1 Summary of the Main Findings

Cause of English students' drop out in New Land International is the problem these days. This research show that English students' drop out by a lot of factors include self's problem, family's problem, school problem, and social problem. But in this research also find the solution for these problem for this to change their situation to better and can attract students to study there more.

6.2 Implications of the Findings

The findings about the reasons for English students' dropout might significantly impact several stakeholders, including students, parents, educators, and policymakers. The following are significant consequences: Instructional Methods, Curriculum Design. Comprehending the factors contributing to student dropouts enables the development of more engaging and relevant curricula that address diverse student requirements. Schools may employ personalized learning strategies to address each student's unique challenges and ensure that every kid receives the necessary assistance. Enhanced Counseling Services through Support Systems: To assist at-risk kids, findings may indicate the need for enhanced academic and mental health counseling services. Implementing mentorship and tutoring programs can enhance the sense of connection and support for difficult students in their educational journey.

6.3 Conclusion

This study discovered the issues that New Land International School is dealing with regarding English dropouts. According to the survey, the following factors contribute to students leaving English at this international school: the primary obstacle to learning is money; the second biggest obstacle is time; family and school motivation; and attitudes toward the English curriculum and learning resources at New Land International School. The researchers concluded that the aforementioned issues, such as a lack of funds, motivation, or time, are the main causes of English dropouts. Nonetheless, the institution is looking for strategies to lower this dropout rate. An overview of the data. According to the poll, the issue of English dropouts is influenced by factors including financial resources, study time, and social support. Additionally, English language learners must prepare carefully and employ the most effective strategies to overcome the challenges of learning the language, such as practice, a positive outlook, and reading a lot. Teachers must also lower tuition costs so that all of our students can attend classes.

6.4 Recommendation

This study offers several recommendations for the Ministry of Education, Youth, and Sports, as well as other pertinent parties, particularly educators, to work together to help students, especially parents, understand the advantages of learning English and to address the issues that lead to English learning dropouts at New Land International School. Reducing private school tuition and upgrading the English curriculum at an international school are two examples of recommendations aimed at helping students learn the language. To decrease dropout rates in English instruction at New Land International School, teachers must specifically work hard in their teaching process, look for new resources to use, pay attention to students, and inform and mentor students' parents.

6.5 Limitations of the Study

Because it takes a lot of time, money, equipment, and material resources to find information from all the international schools in Cambodia, the study will focus on New Land International School. Therefore, the findings of the study could not apply to all Cambodian private schools.

Students in grades 10 through 12 at New Land International Schools will also be chosen to take part in this study to expedite and ensure timely processing.

6.6 Future Studies

This study will lead to the development of Newland International School by implementing a new curriculum that provides students with sufficient and appropriate knowledge. In particular, the school will understand students with limited resources and help students in all situations. The school will continue to promote and encourage students and their guardians to continue their studies here. Furthermore, the school will strengthen the discipline and quality of education more effectively to become an international school full of capabilities and quality.

6.7 Chapter Summary

This study focuses on the issue of English student dropouts at New Land International School, identifying various factors that contribute to the problem, including personal, family, school, and social issues. The research aims to find solutions to reduce dropouts and improve student retention. It concludes that financial constraints, lack of motivation, and insufficient time are the primary reasons for English dropouts at New Land International School. Efforts are being made to address these challenges and reduce the dropout rate and emphasizing the importance of addressing financial, motivational, and time-related challenges to reduce dropouts and improve student engagement and success at New Land International School.

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APPENDIX

កម្រងសំណួរស្រាវជ្រាវថ្នាក់បរិញ្ញាបត្រ

A Bachelor Degree's Questionnaire for Data Collection

សូម្បីសិស្សានុសិស្ស!

យើងខ្ញុំឈ្មោះ គឿ សុភាភណ្ណា ហុង ស៊ីវណៃ និង អេង លីដា ជានិស្សិតជំនាញ អក្សរសាស្ត្រអង់គ្លេស នៅសាកលវិទ្យាល័យជាស៊ីមកំចាយមារ។ យើងខ្ញុំសូមគោរពលោកជម្រាបលោកគ្រូអ្នកថា យើងខ្ញុំបាននឹងកំពុងធ្វើការសិក្សាស្រាវជ្រាវសរសេរបាយការណ៍ដើម្បីបញ្ចប់ការសិក្សាថ្នាក់បរិញ្ញាបត្រ។ ហើយរបាយការណ៍នេះសិក្សាស្រាវជ្រាវអំពី មូលហេតុសិស្សបោះបង់ភាសាអង់គ្លេស៖ ការស្ទង់មតិនៅសាលាអន្តរជាតិព្យូរឡេនដ៍ ។ របាយការណ៍នេះមានគោលបំណង ស្វែងរកពីមូលហេតុនៃការបោះបង់ការសិក្សាភាសាអង់គ្លេសរបស់កុមារនៅសាលាអន្តរជាតិព្យូរឡេនដ៍។ យើងខ្ញុំសូមធ្វើការវាយតម្លៃខ្ពស់សម្រាប់ការចូលរួមផ្តល់ព័ត៌មានរបស់សិស្សានុសិស្ស។ ហើយកម្រងសំណួរនេះមានបួនផ្នែកគឺ I, II, III, និង IV។ ក្នុងការបំពេញកម្រងសំណួរនេះ សិស្សានុសិស្សចំណាយពេលត្រឹមតែ ១០ ទៅ ១៥ នាទីប៉ុណ្ណោះ។ យើងខ្ញុំសូមធានាអះអាងថាចម្លើយតបរបស់សិស្សានុសិស្ស គឺនឹងត្រូវបានរក្សាការសំងាត់បំផុត។

Dear Students!

We are Koeur sopheakna, Hong SivNai and Eng Lida students a majaring in English teaching at The University of CheaSim KomchayMar. I have been doing a bachelor degree to finish my study. This report is about the **cause of English students' drop out: A survey of New Land International school.**

This report aims to examine the qualities of **causes of English students' drop out: A survey of New Land International schools.** We value student reports. The questionnaire contains two parts: I, II, and it will take only about 10 to 15 minutes of your time to take part in the survey. We guarantee that student responses will be kept confidential.

I. ព័ត៌មានទូទៅ/Demographic information

1. សូមជ្រើសរើសភេទរបស់អ្នក/Please choose your gender

a. ☐ ប្រុស/Male

b. ☐ ស្រី/Female

2. សូមជ្រើសរើសចន្លោះអាយុរបស់អ្នក/Please choose your age range

a. ☐ 15-16

b. ☐ 17-18

c. ☐ 19 ឬលើស/Over

3. Please choose your grade level

a. ☐ ថ្នាក់ទី១០ /Grade 10

b. ☐ ថ្នាក់ទី ១១/Grade 11

c. ☐ ថ្នាក់ទី១២ /Grade 12

កម្រងសំណួរផ្នែកបន្តបន្ទាប់នេះរៀបចំឡើងដើម្បីឱ្យអ្នកពណ៌នាអំពីមូលហេតុដែលសិស្សបោះបង់ការសិក្សាភាសាអង់គ្លេស ។

The following parts of the questionnaire are aimed at describing the cause of English students' dropout.

ការណែនាំ៖ សូមឆ្លើយសំណួរខាងក្រោមដោយគូសរង្វង់លើលេខ (ពី១ទៅ៥) ដែលឆ្លុះបញ្ចាំងអំពីការយល់ឃើញរបស់អ្នក ដោយប្រើរង្វាយតម្លៃខាងក្រោម៖

1 = មិនយល់ស្របទាំងស្រុង 2 = មិនយល់ស្រប 3 = មិនប្រាកដ 4 = យល់ស្រប 5 = យល់ស្របទាំងស្រុង

Directions: Please answer the items below by circling a number from 1 to 5 that best reflects your perception using the following rating scale:

1 = Strongly disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly agree

Description		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
II. Directors' Transformational Leadership						
Family problem (FP)						
1	My family is poor, so I don't have money to pay school fees គ្រួសាររបស់ខ្ញុំមានជីវភាពក្រីក្រ ដូច្នេះខ្ញុំអត់មានប្រាក់បង់ថ្លៃសាលា	1	2	3	4	5
2	My parents are violent ឪពុកម្តាយរបស់ខ្ញុំមានអំពើហិង្សា	1	2	3	4	5
3	My family do not understand the value of study English គ្រួសាររបស់ខ្ញុំអត់យល់តម្លៃនៃការរៀនភាសាអង់គ្លេស	1	2	3	4	5
4	Mother/Father has a physical illness, so I have time to study ឪពុក/ម្តាយមានជំងឺប្រចាំកាយ ដូច្នេះខ្ញុំអត់មានពេលសម្រាប់រៀន	1	2	3	4	5

Self's problem (SP)						
1	Poor study រៀនមិនចេះ	1	2	3	4	5
2	Get older មានអាយុច្រើនពេក	1	2	3	4	5
3	Adequate study materials ពុំមានសម្ភារៈគ្រប់គ្រាន់ក្នុងការសិក្សា	1	2	3	4	5
4	Shame on poor families ខ្មាស់គេដែលគ្រួសារក្រីក្រ	1	2	3	4	5
5	Flirting with friends ភ្លើតភ្លើនតាមមិត្តភក្តិ	1	2	3	4	5
6	Health problems បញ្ហាសុខភាព	1	2	3	4	5
7	Lack of interest to study English កង្វះចំណាប់អារម្មណ៍ក្នុងការរៀនភាសាអង់គ្លេស	1	2	3	4	5
8	Did not know the importance of English ពុំបានដឹងពីសារៈសំខាន់នៃភាសាអង់គ្លេស	1	2	3	4	5
School's problem (ScP)						
1	Excessive reprimand from teacher to student ការស្តីបន្ទោសហួសហេតុពីគ្រូទៅកាន់សិស្ស	1	2	3	4	5
2	Quality of teaching គុណភាពនៃការបង្រៀន	1	2	3	4	5
3	Excessive workload បន្ទុកការងារលើសលប់	1	2	3	4	5
4	Teachers are biased towards students គ្រូមានភាពលម្អៀងចំពោះសិស្ស	1	2	3	4	5
5	School management does not have a good relationship with parents គណៈគ្រប់គ្រងសាលាមិនមានទំនាក់ទំនងល្អជាមួយមាតាបិតាសិស្ស	1	2	3	4	5

6	Lack of infrastructure such as desks, chairs, books and research documents កង្វះហេដ្ឋារចនាសម្ព័ន្ធដូចជាតុ កៅអី សៀវភៅ និងឯកសារស្រាវជ្រាវ	1	2	3	4	5
7	Environmental pollution inside or outside the school កង្វះបរិស្ថាននៅក្នុង ឬក្រៅសាលារៀន	1	2	3	4	5
8	Regular teacher teaching according to the curriculum ការបង្រៀនរបស់គ្រូពុំស្របទៅតាមកម្មវិធីសិក្សា	1	2	3	4	5
9	The school did not widely advertise enrollment. សាលាអត់បានផ្សព្វផ្សាយអោយបានទូលំទូលាយពីការចុះឈ្មោះចូលរៀន	1	2	3	4	5
Socials' problem (SoP)						
1	Security and safety are plentiful on the road សន្តិសុខ និងសុវត្ថិភាពពុំសូវមាននៅតាមដងផ្លូវធ្វើដំណើរ	1	2	3	4	5
2	Social managers do not pay much attention to poor families អ្នកគ្រប់គ្រងសង្គមពុំសូវមានការអើពើចំពោះគ្រួសារដែលមានជីវភាពខ្វះខាត	1	2	3	4	5
3	Religious issues បញ្ហាសាសនា	1	2	3	4	5

សូមអរគុណសម្រាប់ការចូលរួម! Thanks!



ព្រះរាជាណាចក្រកម្ពុជា
KINGDOM OF CAMBODIA
ជាតិ សាសនា ព្រះមហាក្សត្រ
NATION RELIGION KING

សាកលវិទ្យាល័យជាតិជាស៊ីមកំចាយមារ
NATIONAL UNIVERSITY OF CHEASIM KAMCHAYMEAR

លេខ.....០២១.....សជជក

ថ្ងៃសុក្រ ១១រោច ខែបុស្ស ឆ្នាំរោង ឆស័ក ព.ស. ២៥៦៨

កំចាយមារ ថ្ងៃទី២៤ ខែមករា ឆ្នាំ២០២៥

សាកលវិទ្យាធិការសាកលវិទ្យាល័យជាតិជាស៊ីមកំចាយមារ

សូមគោរពជូន

លោកនាយកសាលាអន្តរជាតិ ញូ ឡេងជ័យ

កម្មវត្ថុ: សំណើសុំការអនុញ្ញាតឱ្យនិស្សិតឈ្មោះ **ឆឿ សុភាភ័ណ្ឌា, ហុន ស៊ីមណែ និង អេន លីដា** ជានិស្សិតឆ្នាំទី៤ ជំនាញ **ភាសាអង់គ្លេស** បានចុះសរសេរបាយការណ៍បញ្ចប់ការសិក្សានៅ សាលាអន្តរជាតិញូឡេងជ័យ ចាប់ពីថ្ងៃទី១០ខែកុម្ភៈឆ្នាំ២០២៥ ដល់ថ្ងៃទី៣០ខែមីនា ឆ្នាំ២០២៥។ សេចក្តីដូចបានចែងក្នុងកម្មវត្ថុខាងលើ ខ្ញុំសូមជម្រាបជូនលោកនាយកមេត្តាជ្រាបថា៖ និស្សិតដូច មានឈ្មោះខាងលើ បានសិក្សាចប់ផ្នែកទ្រឹស្តីលើកម្មវិធីសិក្សា របស់មហាវិទ្យាល័យសិល្បៈ មនុស្សសាស្ត្រ និងភាសា នៃសាកលវិទ្យាល័យជាតិជាស៊ីមកំចាយមារ ប្រកបដោយជោគជ័យ។ ប៉ុន្តែកម្មវិធីសិក្សាតម្រូវឱ្យ និស្សិតទាំងបីរូបនេះធ្វើកម្មសិក្សាប្រតិបត្តិដើម្បីសិក្សាស្រាវជ្រាវ និងសរសេរបាយការណ៍លើប្រធានបទស្តី អំពី - **CAUSES OF ENGLISH STUDENTS' DROP OUT: A SURVEY OF NEW LAND INTERNATIONAL SCHOOL.** សម្រាប់បញ្ចប់ការសិក្សាតម្រឹមបញ្ចប់ក្រដាសនាញ**ភាសាអង់គ្លេស**។

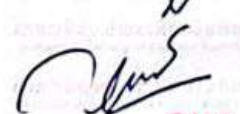
ខ្ញុំសូមបញ្ជាក់ថានិស្សិតដូចមានឈ្មោះខាងលើមាន :

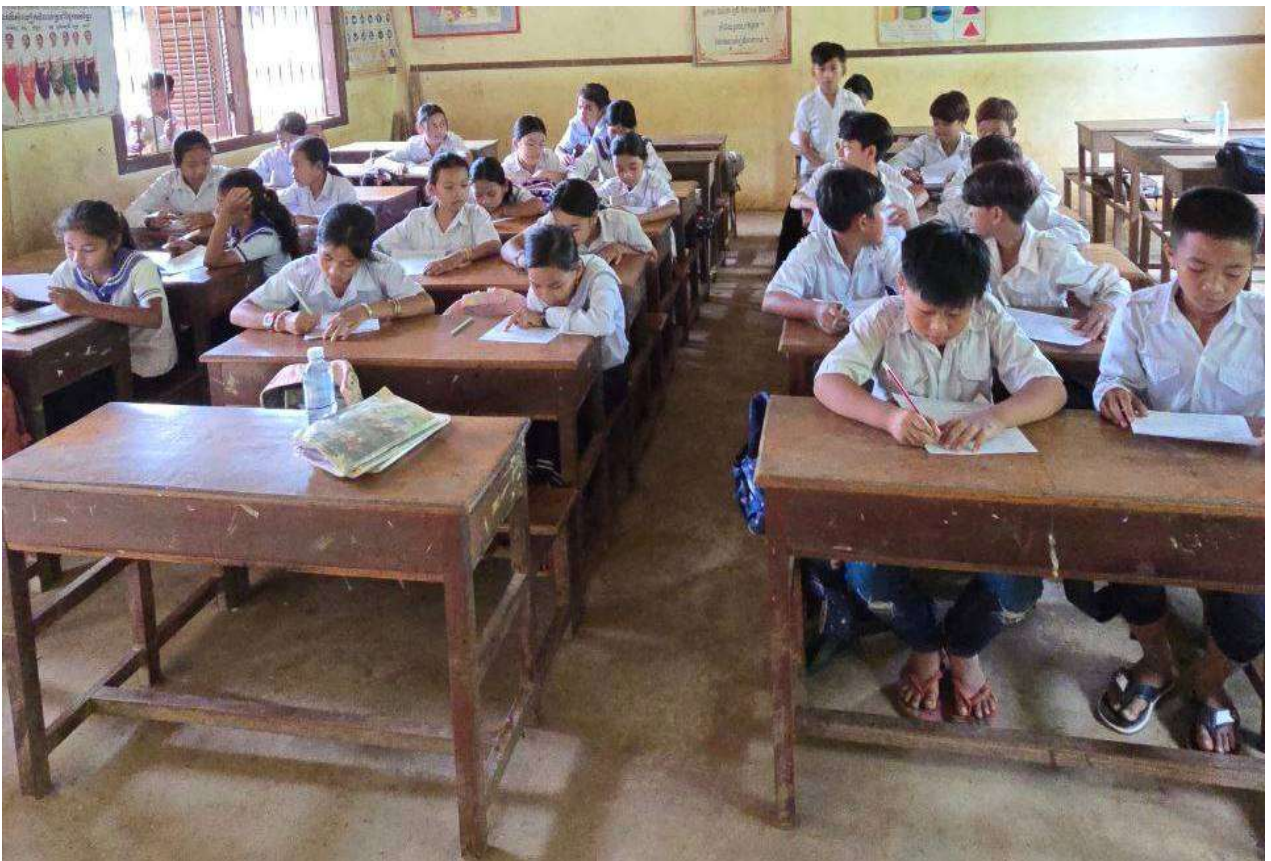
- អត្តចារិក : ល្អ
- ការគោរពវិន័យរៀនសូត្រ : ល្អ
- កិរិយាមារយាទ : ល្អ
- ការសិក្សា : ល្អ

អាស្រ័យហេតុនេះ សូមលោកនាយកមេត្តាអនុញ្ញាត និងជួយសម្រួលឱ្យនិស្សិតទាំងបីរូបនេះបាន ចុះធ្វើកម្មសិក្សាប្រតិបត្តិ និងសរសេរបាយការណ៍ តាមសំណើសុំខាងលើដោយក្តីអនុគ្រោះ ។
 សូមលោកនាយកមេត្តាទទួលនូវការគោរពរាប់អានអំពីខ្ញុំ ។

ស. សាកលវិទ្យាធិការ
សាកលវិទ្យាធិការ


យាន សំបុរ


ឈុន សត្វា





KINGDOM OF CAMBODIA
NATION RELIGION KING



CURRICULUM VITAE

Name : Koeur Sopheakna
Address : Veal Village, Speu Commune, Chamka leu District, Kampong Cham province
Tel : 088 859 7875
E-mail : koeursopheakna6@gmail.com

PERSONAL DATA

Nationality	: Cambodia	Date of birth	: 06 May 2002
Marita Status	: Single	Place of birth	: Kampong Cham Province
Sex	: Female		

EDUCATION BACKGROUND

- 2008-2014 : Study at Por Preng Primary School
- 2014-2020 : Study at Bun Rany Hun Sen Speu High School
- 2020-2021 : Study at University of Economics and Finance (Year 1)
- 2021-2023 : Study at Provincial Teacher Training College Kampong Cham
- 2023-Present : Study at National University of Cheasim Kamchaymear, English major

TRAINING COURSES

- 2021-2023 : Certificate of Teacher with Primary Education Degree.

WORK EXPERIENCE

- 2024-Present : -Work at Sambo Vichea International School as an English Teacher
- Work at Oveay Primary School as a teacher.

LANGUAGES

Khmer	: Mother Tongue
English	: Medium

HOBBIES AND INTERESTING

- : Reading, Communicating with other people
 - ✓ Listen to music and radio
 - ✓ Good communication
 - ✓ Chatting with friends to find something new and interesting
 - ✓ Sense of responsibility
 - ✓ Study hard, work hard.

**KINGDOM OF CAMBODAI
NATION RELIGION KING**



CURRICULUM VITAE



Name : HONG SIVNAI
Address : Sreprang Village, Tabrok distict, Kampong Cham province
Tel : 093 402 456
E-mail : sivnaihong44@gmail.com

PERSONAL DATA

Sex : Female
Nationality : Cambodia
Religion : Buddhish
Marital Status : Single
Place of Birth : Kampong Cham province
Date of Birth : 01/May/1997
Height : 1.60cm
Health : Excellence

EDUCATION BACKGROUND

- **2004-2010** : Study at Sre Prang Primary school.
- **2010-2016** : Study at Chomkalar High School, BaccII.
- **2018-2020** : Study at Provincial Teacher Tanning College Kampong Cham
- **2022-2023** : Study at National University of Cheasim Kamchaymea,
English major (Year 2).
- **2023-2024** : Study at National University of Cheasim Kamchaymea,
English major (Year 3).
- **2024-Present** : Study at National University of Cheasim Kamchaymea,
English major (Year 4).

TRAINING COURSES

WORK EXPERIENCE

- **2024-Present** : -working at NLIS as English teacher

LANGUAGES

Khmer : Mother Tongue
English : Medium

HOBBIES AND INTERESTING : Reading, Communicating with other people, Sense of responsibility
Study hard, work hard.

KINGDOM OF CAMBODAI
NATION RELIGION KING

CURRICULUM VITAE



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E-mail : lidae9405@gmail.com

PERSONAL DATA

Sex : Female
Nationality : Cambodia
Religion : Buddhist
Marital Status : Single
Place of Birth : Rothankiri province
Date of Birth : 01/Sep/2003
Height : 1.55cm
Health : Excellence

EDUCATION BACKGROUND

- 2009-2015 : Studied at Bar Kaev primary school
- 2015-2021 : Studied at Bar Kaev high school, BaccII
- 2021-2022 : Studied at HSBU (year1)
- 2022-Present : Studying at NUCK, English major.

WORK EXPERIENCE

- 2024-Present : -working at Angkor Print
-working at FFS as English teacher

LANGUAGES

Khmer : Mother Tongue
English : Medium

HOBBIES AND INTERESTING

- : Reading, Communicating with other people
- ✓ Listen to music and radio
 - ✓ Good communication
 - ✓ Chatting with friends to find something new and interesting
 - ✓ Sense of responsibility
 - ✓ Study hard, work hard.

NUCK
Kampong Cham
BA's Research Report
2025