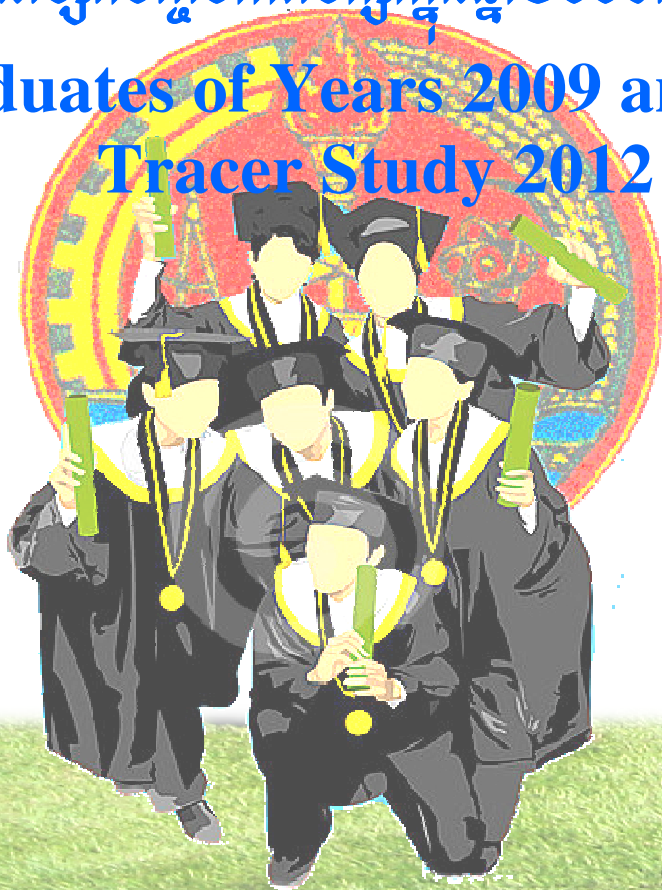


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របាយការណ៍ស្តីអំពីលទ្ធភាពស្វែងរកការងារធ្វើ

របស់និស្សិតបញ្ចប់ការសិក្សាក្នុងឆ្នាំ ២០០៩ និង ២០១០

**Graduates of Years 2009 and 2010
Tracer Study 2012**



ឧបត្ថម្ភដោយ: Maryknoll NGO

ទាំងអស់គ្នាដើម្បីគុណភាព គុណភាពសម្រាប់ទាំងអស់គ្នា



Table of Contents

	Page
Table of Graphs.....	2
Acknowledgement	3
Executive Summary.....	4
Abstract	6
1. Introduction	6
2. Aims and Objectives of the Study.....	6
3. Research Methodology.....	7
3.1. Data collection	8
3.2. Results and Data Analysis	8
A. The Profile of Sampled Respondents	9
A. 1. Types of Residents	9
A. 2. Location of Residents	10
B. Education Experience and Graduate Employment	10
B. 1. Work Experience during Undergraduate years	10
B. 2. Current Employment 2012	11
B. 3. Major Areas of Current Employment 2012	12
a. Full-Time Employment	12
b. Part-Time Employment	13
B. 4. Relationships between Employment and Knowledge at RUPP ...	13
B.5. Working Hours and Salary	14
B. 6. Jobs Search Methods	14
C. Professional Knowledge and Skills	15
C.1. Quality and Labour Market Connections	15
C.2. Pursuing Further Educations	16
4. Conclusion	17
5. Recommendation	18
Appendix: Questionnaire	19

Table of Graphs

	Page
Graph 1: Sample of Participants	9
Graph 2: Genders	9
Graph 3: Marital Status.....	9
Graph 4: Current Residents	10
Graph 5: Working Experience during Study.....	10
Graph 6: Current Employment 2012.....	11
Graph 7: Full Time Employment 2012.....	12
Graph 8: Areas of Full-time Employment	12
Graph 9: Areas of Part-time Employment	13
Graph 10: Graduates Evaluate RUPP for providing Skills and Competences related to Occupations	13
Graph 11: Revenues per Month	14
Graph 12: Jobs Search Methods	14
Graph 13: Perusing Further Educations	16

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Executive Summary

This paper is a report on a tracer study done with graduates from 21 departments in Royal University of Phnom Penh (RUPP). The overall objectives of the study aims to obtain a better understanding of the graduates' employability, how they searched for a job, how the coursework they had done at the RUPP helped them first to get a job and then to do well at that job. In order to attain a reliable representation of each population, the sample size was randomly calculated and selected with a margin of error =0.05. In this regard, among a population pool of 568 graduates, some were randomly selected and called; only 400 of them could be reached and agreed to participate in the interviewing process.

To get needed information, both quantitative and qualitative methods were used for data collection and a questionnaire for interviewing was piloted to make sure the right information could be collected. The qualitative data responses were first coded and classified in separate categories before they were processed; then, the Statistical Software Package for Social Science (SPSS 15.0) was employed to manage and analyze data. Also, the interviewers were well trained to make sure they were able to interview well and collect the needed information.

Respondents

Based on the statistics from data collection, the groups of respondents included: male (55.5%), female (44.5%), scholarship (42.5%), fee-paying (57.5%), graduates in year 2009 (42.3%), graduates in year 2010 (57.7%). They were phoned first to make appointments for interviewing. The first stage gathered their personal information, their work experience during undergraduate years, current job, job search methods, and the sought the perspectives of the graduates on the connection between their study experience at RUPP and the job market.

Findings

It was noteworthy that only 13% of respondents had been employed before they enrolled at the RUPP and the number of those employed increased to 53% during the undergraduate years. Before they completed their studies, 10% had had full time jobs. The students who worked full-time were of necessity studying during the evening class

sessions. Also, it is worth recognizing that among the full-time working graduates, 38% were employed in more than one work situation.

On average, it was after the students had been out of the University for 10 months that they got regular jobs. Overall, 91% of them have found a stable work/career placement; the remainder is either in graduate school or still looking for work. Amongst the graduates who are employed, 93.7% of them have been employed in full-time jobs, which means they have been paid regular salaries by their employers. In separate, 96% of students who graduated in 2009, and 90.3% of students who graduated in 2010, have found jobs.

Among the interviewed graduates who have been employed full time have revealed that 35.6% earn approximately from US\$100 to US\$280 per month, 62% earn from US\$ 300 to US\$ 1,000 and 2% earn around US\$ 1,500 to US\$ 3,000 per month. The study indicates that the graduates living in the city have more opportunities to earn more revenue than those living in the provinces.

It can be concluded from the survey data that the majority of RUPP graduates tend to be employed by government, especially in the public education sector; the second highest group is employed by private companies.

Based on the findings, 78.6% of graduates respond that they are using the education and skills they garnered from the RUPP and 96% of them give high value to the quality of education at the University. Among the respondents, 70% of them intend to pursue further graduate education at the RUPP.

In short, the RUPP should consider opening more MA related programs and conducting a research of the labor market needs.

Abstract

The primary objectives of the study were to find out the answers to the questions: How much does the university qualification help the graduates to get jobs? After graduation from RUPP, how long are they waiting to get a job? What types of jobs are they finding? How much do they earn from their careers? What kinds of skills learned at University are related to their work? In retrospect, were they satisfied with their studies at RUPP? A total of 400 samples were studied and drawn from a pool of 568 graduates who were randomly selected amongst the whole population. Those participants were interviewed through mobile phones and they were contacted at least twice in order to get the full information related to their current employment. Thus, this study reports the findings of a tracer study conducted by the Quality Assurance Unit. Overall, it has been found that 91 per cent of graduates have had a stable work/career placement after they had been out of the university for 10 months and the remainder is either in graduate school or still looking for work. On average, they can earn approximately from US\$100 to US\$ 3,000 per month and the ones living in the city have more opportunities to earn more revenue than those living in the provinces. According to the respondents, 70 per cent of them intend to pursue further graduate education at the RUPP. Therefore, the establishment of more MA related programs and the labor market study would be taken into account.

1. INTRODUCTION

It is often asked if Royal University of Phnom Penh (RUPP) and/or other higher education institutions in Cambodia are achieving satisfactory learning outcomes and/or value-added input to Cambodian society. To find solutions to this query, a tracer study is done to investigate the employability of graduates from both scholarship and fee-paying programs within 21 departments of the University. Population pools were randomly selected from both scholarship and fee-paying students, including 55.5% males and 45.5% females. The study intends to establish a continuing evaluation process of the University performance and the findings of the study will help the University identify its learning outcomes, the strengths and weaknesses of the University programs, and the relationships between educational trainings and the labour market needs.

2. AIMS AND OBJECTIVES OF THE STUDY

The overall objectives of the study aims to obtain a better understanding of the graduates' employability, how they searched for a job, how the coursework they had done at the RUPP helped them first to get a job and then to do well at that job. Additionally, this study is intended to survey the quality of education provided by the Royal University of Phnom Penh as indicated through access to and success in the world of work. Thus, the study will explore the following:

- investigate how the graduates moved from the University to the workplaces;
- disclose the influence of personal factors in terms of genders, retrospective backgrounds;
- compare the skills attained from the course of study and the requirements of labour market conditions which contribute more professional success to graduates;
- analyze a broad prospective of relationships between their study and work experience which mainly involves in fulfillment of personal goals such as job satisfaction, monthly income, and job security;
- find out the job search methods they employed during transitional process;
- relate the basis of the experience and views of graduates in order to evaluate the teaching and learning materials, institutional facilities and curriculum, which should be used for future improvement;
- identify key aspects of the life-long learning of graduates, and feedback on the quality of RUPP programs; and
- find out the weakness areas of the programs which have to be improved in order to satisfy the learning outcomes.

3. RESEARCH METHODOLOGY

The data for this study were drawn from a random sample of 568 students who were randomly selected amongst the whole population of both scholarship programs and the fee-paying students. In order to have reliable representatives of each population, the sample size was randomly calculated and selected with regarding the margin of error =0.05. The survey instruments were a set of questionnaire and phone callings. To ensure the free errors, a set of questionnaire has been piloted to find out if they capture the information required or meet the objectives, which helped us make sure that the findings were therefore acceptable.

Thus, this questionnaire was divided into six different groups of questions aiming each one for a specific objective. The first group of questions was related to the graduate's background information and the objective was to trace the alumni who completed the program in either year 2009 or 2010. This part of the questions provided a rich source of

graduate's profiles such as year of graduations, ages, marital status, and current residences and so on. The second group of the questionnaire is entitled of working experience before and/or during the study at the Royal University of Phnom Penh (RUPP). This group of questions contains the necessary indicators to compare it to the present employability. The third group of questions was designed to gather the information of today's occupation and how the knowledge and skills they learnt from the RUPP would contribute to their current careers. It was also used to investigate the graduate's workplaces, salary and whether they are working on the right skills. The following questionnaire was to trace the methods of job search, the waiting periods to obtain a stable job. The fifth group of questions was used to gather graduates' satisfaction over the quality of courses provided by the University and the correlation between their new gained knowledge and the market needs. The final set of questions is designed to gather information of their feelings to the future study.

3.1 DATA COLLECTION

To gather data, the researchers solicited the phone numbers of graduates from the Studies Offices. Amongst 568 phone numbers, only 400 of them were able to be reached. It is important to emphasize that all survey participants were contacted by mobile phone at least twice in order to get the full information related to their current employment and the interviewers, who had been thoroughly trained on how to decode the data, filled in or circle the questionnaire items. The study feedback is only meaningful and therefore useful if the respondents agreed to participate until the end of the interviewing process. Reasonably, the respondents were invited to answer the questionnaire mostly by rating on a five-point scale; for instance, 1 represents *totally disagree* and 5 is *totally agree* and the interviewed results carefully recorded and then converted to SPSS for analysis. The interviewers approximately spent minimum twenty minutes per respondent.

3.2 RESULTS and DATA ANALYSIS

The following part of the study is to analyze the answers to the survey. Its information is categorized into three sections, on the first one it is possible to see the profile of the graduates responding to the survey. The second section aims to measure the educational experience and the graduates' careers. The last section is dedicated to the evaluation of professional knowledge and skills.

This study employed Statistical Software Package for Social Science (SPSS 15.0) to manage and analyze data.

- Statistics of quantitative data (ranking of 1-5) are converted into percentages shown in the table and used to express participants' point of views.
- For qualitative data in general comments are first coded and classified in separate categories, and then counted the frequency of each one.
- The results, which measures participant satisfactions, are reflected through the percentage released by SPSS system. The interpretation of each questions item is correlated to the numerical decrease or increase.

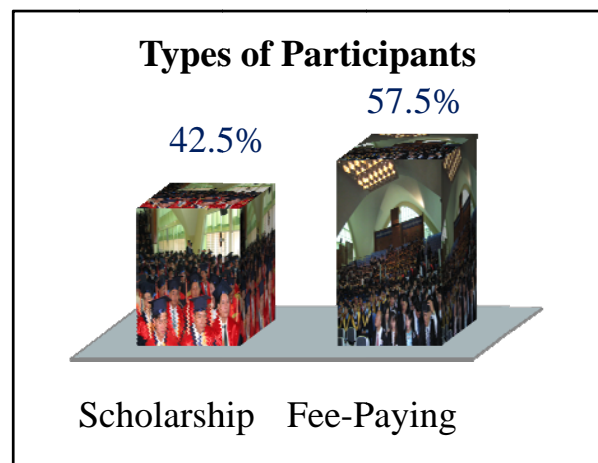
A. The Profile of the Sampled Respondents

The collected parameters to illustrate the respondent's profile have been classified into age, gender, marital status, and current address.

A. 1. Types of Respondents

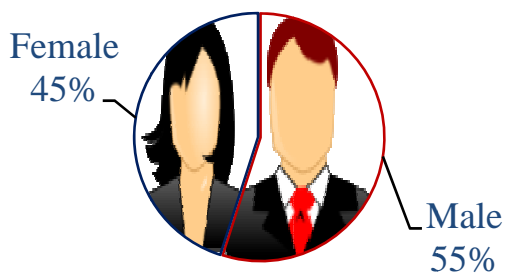
According to the accessibility of the phone numbers; it was found that 42.3% of them graduated in 2009 and other 57.7% graduated in 2010. Among the number of statistics released by SPSS system, we found that 55.5% of the participants were male, and 44.5% were female, whose ages from 24 to 28 years old were 89%. 76% of them are single and 23% are married. Those participants were 42.5% from the scholarship students and 57.5% from the fee-paying programs.

Graph1:



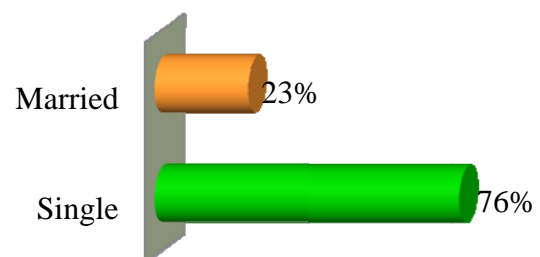
Graph 2

Genders

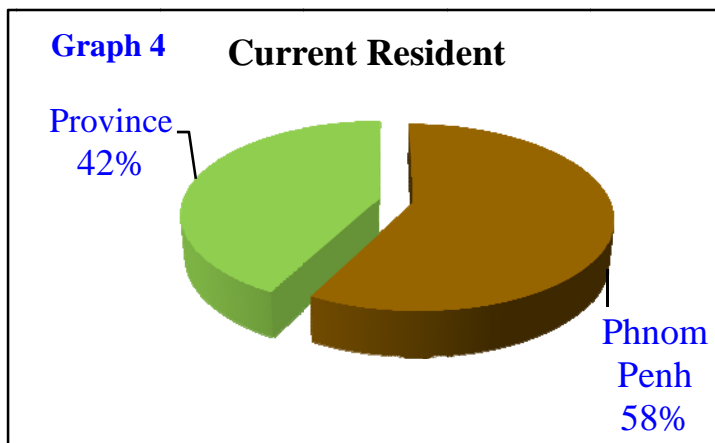


Graph 3

Marital Status



A.2. Locations of Residents



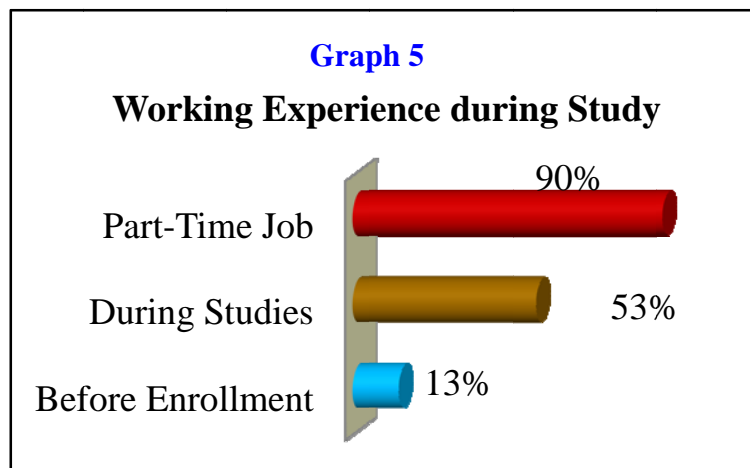
The results indicated that the respondents of this study, who graduated from RUPP in years 2009 and 2010, are now living either in cities or provinces in Cambodia. The findings showed 57.8% are currently working and living in Phnom Penh and other

42.2% are in the provinces because 52.5% of them have their family there. Comparing to the previous study reveals that more and more graduates are returning to work in their home town and amongst 15.5% of those are working in the rural areas.

B. EDUCATIONAL EXPERIENCE and GRADUATE EMPLOYMENT

B. 1. Work Experience during undergraduate years

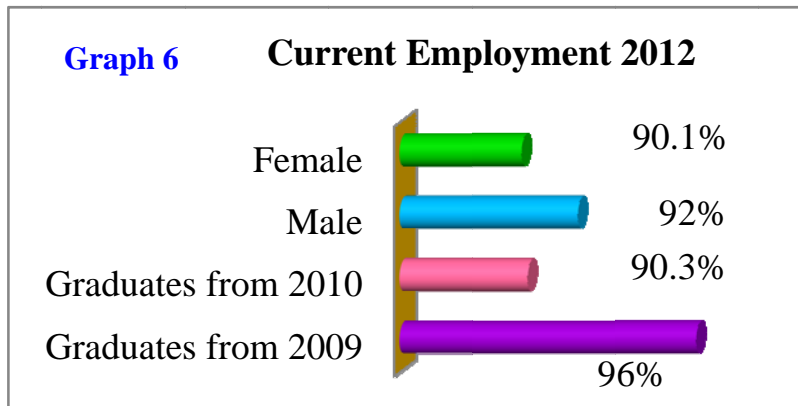
When asking respondents about their working experience during their lives in the University, 13% of them confirmed that they had had a job before enrolling the University. Then, during the four years of their study the number of employment sharply increase to 53% and 90% of jobs were part-time. This means that the undergraduates had more opportunities to integrate themselves into the labour



market needs and gained some experience before they were applying for a stable job. Additionally regarding revenues, 66.6% of employees earned from US\$ 50 to US\$400 per month, but 38% of them had to work more than one place. The workloads were somehow affecting their study.

B. 2. Current Employment 2012

According to the interviews, the responses indicated that 96% of the graduates of year 2009 and 90.3% of year 2010 have been employed. Overall, 91% of them have found a

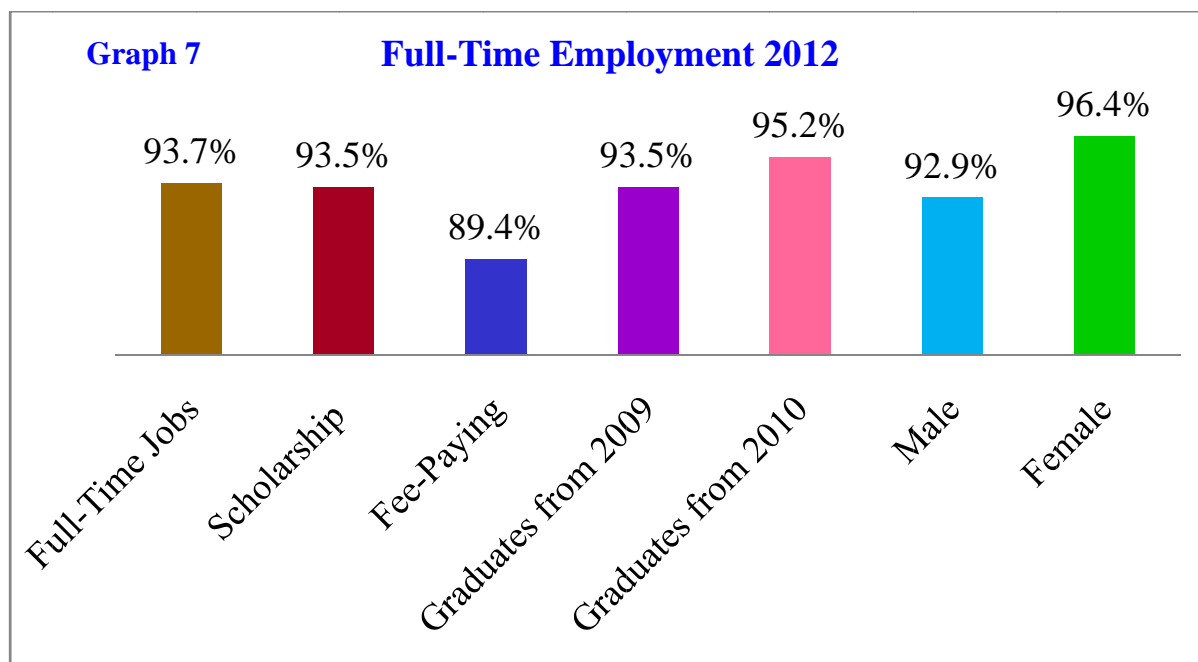


stable work/career placement; the remainder is either in graduate school or still looking for work. In general, it took them 10 months to get right job. The process was a bit

long because they had to take pedagogy courses in the National Institute of Education (NIE) if they wished to become a teacher. Amongst the graduates who found a job, 93.7% of them have been employed in full-time jobs, which means they have been paid regular salaries by their employers. Specifically after the graduation, the numbers of the full-time jobs shot up from 10% to 93.7%, while the number of the part-time working graduates dramatically declined from 90% to 6.3%. This means that the RUPP graduates have more potential to get the full-time jobs.

Regarding the graduates' employment, 93.5% are from scholarship and 89.4% from fee-paying programs have been employed. Referring to the years of graduation, we found that 93.5% of graduates in 2009 and 95.2% of graduates in 2010 are working full time. Remarkably, 68.5% of them confirmed that their skills, experience, and knowledge studied at RUPP are very much related to the current jobs and other 14.4% claimed that there were much related to their careers. In short, after the undergraduates' competences and skills have been improved, they gave them a better access to the labour market.

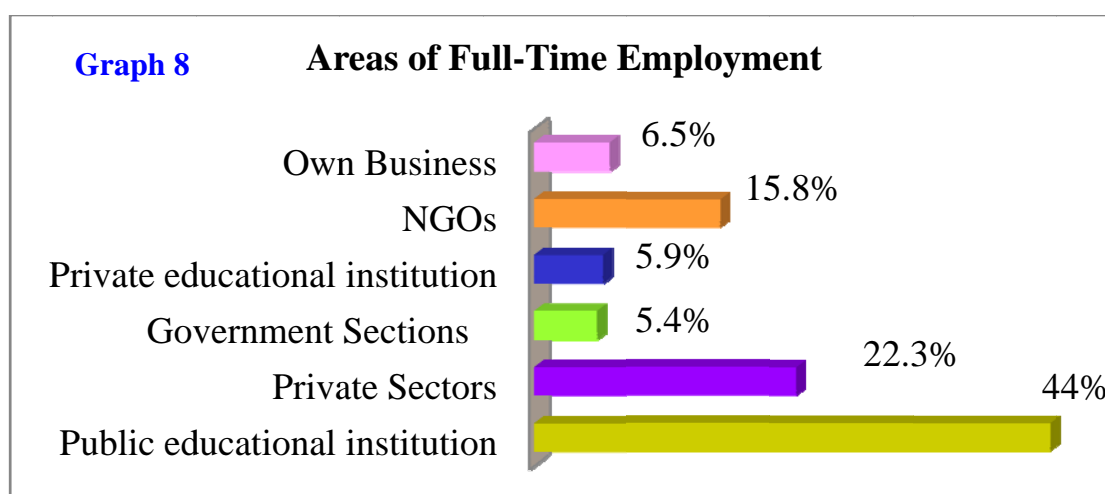
Additionally regarding genders, the results reveal that 92% of males and 90.1% of females have had a stable job. Amongst these, 96.4% of females and 92.9% of males are full-time employees.



B. 3. Major Area of Current Employment 2012

a. Full-Time Employment¹

With respect to types of the current employment of the graduates, 44% are teaching in public education fields, 22.3% for various private sectors, 15.8% for NGOs, 6.5% running their own businesses, 5.9% in private educational institutions, and 5.4% are working for the government sections. In comparing to the previous study, the graduates who are working in the public education fields have been increased to 14.4%, self-employment 6.1% soaring, various private sectors declines to 13.7 %, NGOs drop to 3%, the government sections 4% decrease. Among those occupation, 96.8% from scholarship and 92.8% from fee-paying have been working full-time.

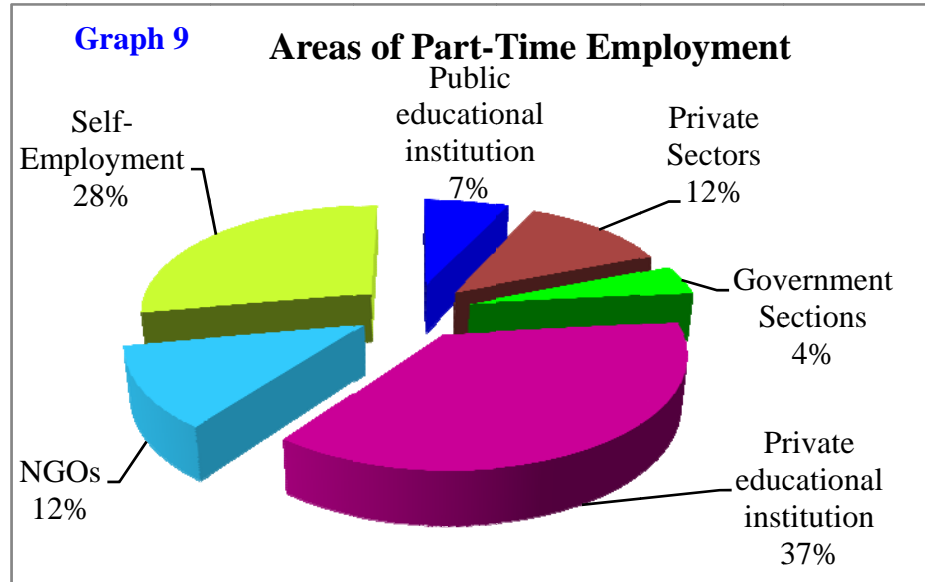


¹ Full-time employees get monthly payment

b. Part-Time Employment²

According to the data analysis, we found that a remarkable number of students who graduated from RUPP in years 2009 and 2010 have been working in various sections ranging from

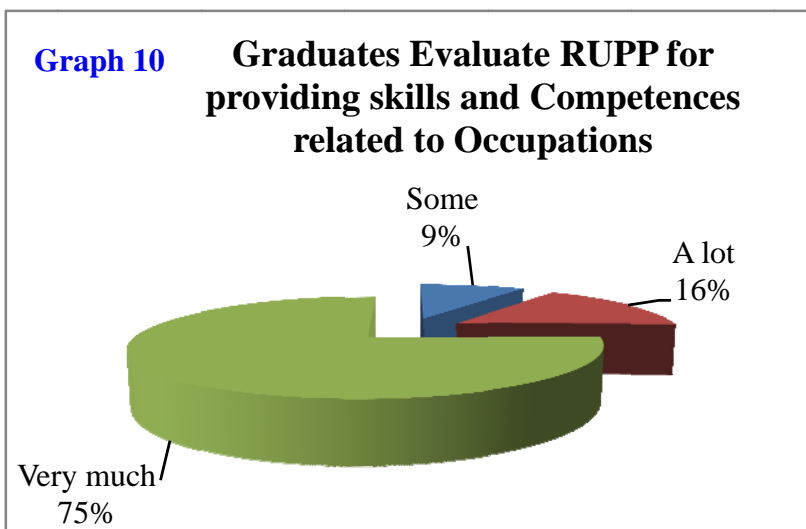
educational areas to private sectors and/or NGOs. According to the responses received from participants revealed that 18.7 % have worked on more than one place as part-time jobs. The study



shows that 7 % of them are working for public education, 37% are in private education, other 12% are employed by private sectors, and other 12% are working for NGOs, 4.4% are working for the government sections, and self-employment 28%.

B. 4. Relationships between employment and knowledge studied at RUPP

Individually, the majority of graduates recognized that 84% of their daily work is related to knowledge, experiences, and skills attained from RUPP. Particularly, 75% of them



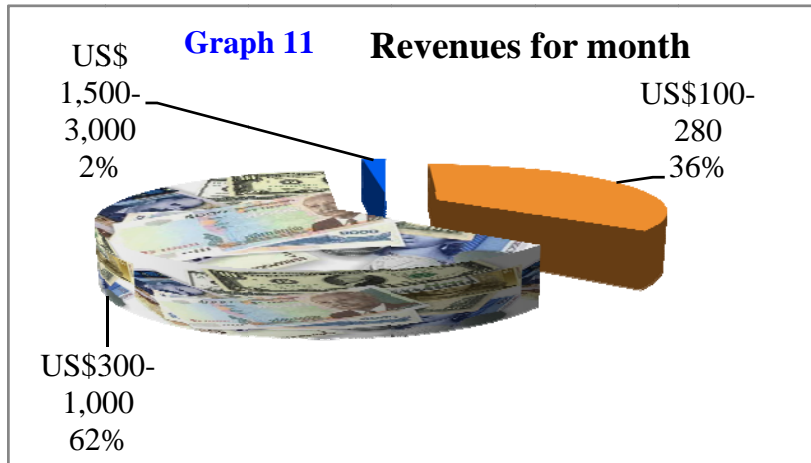
believed that their skills and knowledge which they attained from RUPP could help their jobs very much, 16% responded they helped a lot, and 9% said they helped some. Overall, we can conclude that the majority of them have

² Part-time employees get hourly payment or irregularly paid.

received benefits and been satisfied with their studies at RUPP. Also, the quality of education done at the RUPP appears to be improved and served the needs of the society.

B. 5. Working hours and Salary

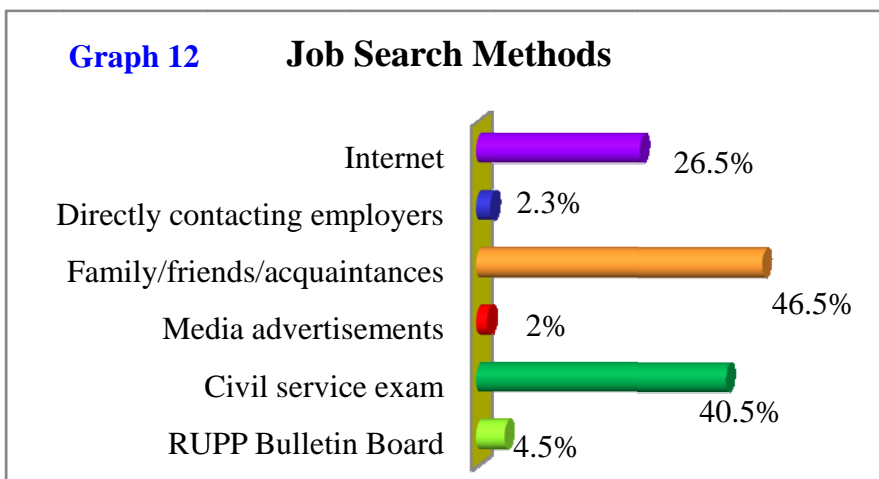
With regarding to the areas of employment, 86.3% of full-time employees have been working approximately from 12 to 48 hours per week and 18.7% of part-time workers have been working approximately 13 hours per week. Regarding their revenues, 35.6% of them can earn from US\$100 to US\$ 280 per month, 62% can earn from



US\$300 to US\$ 1,000 per month, and 2% of them are able to earn surprisingly from US\$1,500 to US\$3,000 per month.

B. 6. Job Search Methods

The findings showed that the majority of either full-time or part-time employees have limited access to get job information from the RUPP career office. Based on this survey, 46.5% of respondents found their jobs through the family and relatives, 40.5% took civil



examination, 26.5% surfed on the Internet, 4.5% used the RUPP bulletin board, 2.3% of them directly contacted with employers, and 1.8% of them

used job advertisements through the public media. It is worth recognizing that there are quite remarkable numbers of graduates seeking part-time jobs and even working for several places in order to support their living conditions.

C. Professional Knowledge and Skills

C.1. Qualification and Labor Market Connections

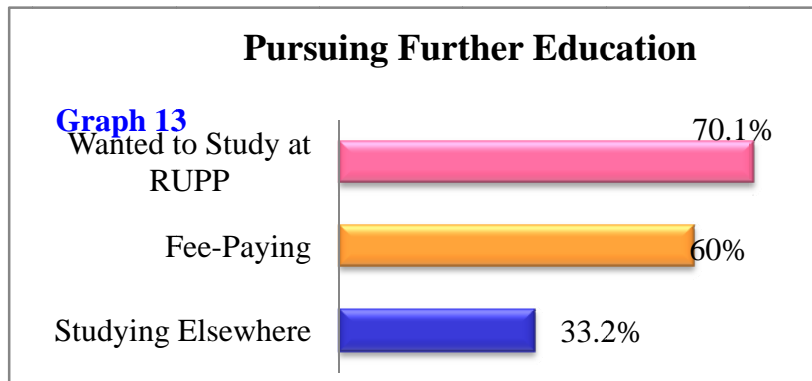
Graduates were asked to evaluate the competences or skills which enabled them the most for their professional fieldwork, then they were asked to appreciate the programs and how qualified they feel for their knowledge attained at RUPP. Overall, most of respondents believed their academic attention awards their competences. The table below indicates how the programs were rated. It should be recognized that the graduates' satisfaction with and comments on the programs were calculated in a percentage.

(Rating Scale: 1=Totally disagree; 2=Disagree; 3=No idea; 4=Agree; 5=Totally agree)

Educational Experience at RUPP		1	2	3	4	5
1	All subjects of your course are very useful for your career		15%	7%	51.5%	39.9%
2	Education done at RUPP relates theories to practice		7.8%	5.3%	63.4%	23.3%
3	The course done at RUPP sharpened your current career		6.8%	10%	44.9%	38.3%
4	The skills attained from RUPP closely linked to what you are doing		8.3%	9.3%	35.9%	45.5%
5	What you have learnt from RUPP is very necessary for Cambodian society			2.5%	57.9%	37.6%
6	You are satisfied with the knowledge and quality of education attained from RUPP			2%	50.4%	45.6%
7	The course provided the opportunities to get a suitable job			4.3%	49.1%	44.6%
8	You wish other students to take the similar course you did		11.5%	10.5%	42.9%	35.1%
<p>Additional comments on the connection between study experiences at RUPP and the labour market needs:</p> <ul style="list-style-type: none"> ● Skills offered at RUPP are closely related to fieldwork: 65.5% ● Believing RUPP provides them with high quality: 30.3% ● RUPP should have relationship with other companies or NGOs:29.6% ● Should provide more skills related to labour market requirements: 24.4% ● Should update course contents: 13.5% ● Single skill is not much competent in the market needs: 7% ● Should have more experience in Labs: 6.7% 						

C. 2. Pursuing Further Education

With the aim of identifying the life-long learning of graduates, the participants were asked if they wanted to continue into the next degree. We find that only 33.2 % of them have been continuing their study and among those, 38.5% have obtained scholarships while other 60% have paid the tuition fee by themselves. For those who continued their studies, 33.3% of them chose the same majors while other



66.4% decided to choose different fields in order to meet their labour market requirements or add more knowledge. With respect to the types of degrees, 64% of them are pursuing MA degrees. When asking if they wanted to pursue further graduate education at the RUPP, 70.1% of respondents gave very positive answers.

Remarkably, 19.3% of those who chose their different majors have such reasons as building up new knowledge on previous subjects, responding to the current labor market requirements 65%, attempting to change their current jobs 9.3%, giving more access to well-paid jobs 16.2%. However, those who did not continue their studies raised a number of important reasons.

- Did not have enough money to support their study 73.4%.
- Needed to earn for living 38.6%.
- Too busy with their current employment 35.8%.
- Waited for scholarship opportunities 17.4%
- Could not find the right subjects 19%
- Wished to study overseas 12.5%
- Wished to get more work experience before pursuing the next degrees 7.1%.
- Had various reasons related to family and locations 7.1%.

4. CONCLUSION

With its clear vision and mission, the Royal University of Phnom Penh is the only one public institution to provide teacher training services to high schools and higher educational institutions within Cambodia. In general, the Royal University of Phnom Penh catches the attention of poor students from the countryside who intentionally wanted to be a teacher.

Although living in the city was challenging, the collected data illustrate that during the four-year studying the undergraduates had more chances to get a job in order to support themselves. That employability access provided students with experience to integrate themselves into the society.

In terms of the academic, many of them were generally satisfied with the use of their qualifications and skills they obtained from RUPP. A large number of graduates felt they were able to work in the career they expected at the time of graduation, in demanding positions with job security and the opportunity to benefit society. In practicality, the University has maintained its study provisions such as student interactions (tracer studies) and course evaluations at a reasonable level.

The recognition of university reputation had enabled most of the graduates to find jobs, even though they work with little or no initial working experience after graduation. For instance, for those that had been working part-time during their studies have switched to full-time employments while the ones who had no working experience after graduation could be employed either in part-time or full-time jobs.

In addition, the Royal University of Phnom Penh has potentially been producing the qualified educational practitioners to serve the needs of society and the majority of them were employed in the right fieldworks either in the public or private education sectors and public areas such as government agency, NGOs, and private sectors. Most of the professional careers are full-time jobs which provide the graduates with a sustainable living even their revenues are still limited. To survive in the current context in Cambodia, many of graduates have to work extra hours in a part-time job. Obviously, their different locations will provide students with different opportunities to get the part-time jobs.

In short, the use of the knowledge and skills acquired during studies are very important factors in job satisfaction. This usage differed from one degree field to another but in general, the graduates rated these important factors. According to the respondents, the findings showed that the graduates benefited from using English language learnt in the University; for example, they can teach English in private classes. Therefore, we can assume that English knowledge is still important to help students get another job and very important irrespective of the degree fields.

Besides professional knowledge and skills which graduates applied in their workplaces, self-reflection such as sense of responsibility, self-confidence, reliability, ability to solve problems, initiative, willingness to learn, ability to work under the pressure, leadership competences and etiquettes are also important in their professional life.

5. RECOMMENDATIONS

Based on the findings and other concerns raised by the participants of the survey, the following recommendations and suggestions should be taken into considerations:

- Update course contents which are closely related to the labour market requirements.
- Research the labour market needs and establish more MA related programs.
- Provide a channel of communication between undergraduates and employers such as job fairs or internship in order to help them access to the labour market needs.
- Provide a short course training on working skills before the undergraduates leave the University.
- The Career Advising Office should work with students at least once during the four years studies.
- Reserve some budget for the study.
- Update and archive all graduates' records and information in a systematic way.
- Disseminate the information of programs offered by RUPP to the public widely.





Tracer Study on the Employability of Graduates of Years 2009 and 2010

The primary purpose of this study is to trace the employability of RUPP graduates of years 2009 and 2010. The findings of the survey are used to improve the quality of educational management done at this university. ***Your personal information is confidential.***

If you wish to discuss any matter of this survey, contact Mr. Chorvy VONG at 012-229-279 or chorvyvong@ymail.com

I. PERSONAL DATA

Former student: (1) Scholarship (2) Fee-Paying
Gender: (1) Male (2) Female
Major: **Graduation year:** (1) 2009 (2) 2010

1. How old are you?	.....
2. Marital status:	Single.....1 Married.....2 Widowed.....3 Divorced.....4
3. How many members are there in your family?	.....
4. With whom do you live?	Own family.....1 Parent.....2 Relatives.....3 Alone.....4 Other.....5
5. What city/province are you living?	P. Penh..... (if P. Penh, go to II)
6. If province, in town or rural?	town.....1 | rural.....2

II. WORK EXPERIENCE DURING UNDERGRADUATE YEARS

7. Had you had a job when you enrolled at RUPP	yes.....1 | no.....2
8. Did you have a job while studying at RUPP?	Yes.....1 No.....2 (skip to III)
9. How many jobs did you have?	.....
10. Was your last job full-time or part-time?	full-time.....1 | part-time.....2
11. Did you get any payment from the job?	Yes.....1 No.....2 (skip to III)
12. How much were you paid?	US\$..... | Riels.....

III. CURRENT EMPLOYMENT 2012

13. Do you currently have a regular job?	yes.....1 no.....2 (skip to IV)
14. Is the job related to your experience, skills, and knowledge attained from RUPP?	yes.....1 no.....2 (skip to 16)
15. How much do the knowledge, skills, and experience help you in your work?	very little.....1 little.....2 some.....3 a lot.....4 very much.....5
16. Is the job full-time or part-time?	full-time.....1 | part-time.....2
17. What type of employer do you work for? (If other, specify)	1. public educational institution 2. private educational institution 3. government 4. private 5. organization 6. other.....
18. How long have you been working for this job?	.....years | .....months
19. How many hours do you work per week?	.....hours/week
20. How much are you paid?	.....USD/Riels
21. Do you have another job?	yes.....1 no.....2 (skip to IV)
22. What type of your second employer? (this 2 nd job) (If other, specify)	1. public educational institution 2. private educational institution 3. government 4. private 5. organization 6. other.....
23. How long have you been working for this job?	.....years | .....months
24. How many hours do you work per week?	.....hours/week
25. How much are you paid?	.....USD

IV. JOB SEARCH METHODS

26. After graduation from RUPP, how long have you waited to get a job?	.....years	.....months
27. What methods have you used to find a job?	RUPP Career Advising Center.....1 employment agency.....2 civil service exam.....3 media advertisements.....4 family/friends/acquaintances.....5 directly contacting employers.....6 other (specify).....7	
28. Did the skills you learnt help you get a job easily?	yes.....1	no.....2

V. YOUR PERSPECTIVES ON THE CONNECTION BETWEEN STUDY EXPERIENCES AT RUPP AND THE JOB MARKET

How would you agree with the following statements?
(1=totally disagree, 2=disagree, 3=no idea, 4=agree, 5=totally agree)

29. Your course is very useful for your career.	1	2	3	4	5
30. Education done at RUPP relates theories to practice.	1	2	3	4	5
31. The course done at RUPP helped you shape your current career.	1	2	3	4	5

32. The skills attained from RUPP closely linked to what you are doing	1 2 3 4 5
33. What you learnt from RUPP is very necessary for Cambodian society.	1 2 3 4 5
34. You are satisfied with the knowledge and quality attained from RUPP.	1 2 3 4 5
35. The course provided the opportunities to get a suitable job.	1 2 3 4 5
36. You wish other students to take a similar course you did.	1 2 3 4 5
37: Additional comments related to the educational fields done at RUPP and current labor market:	

VI. PUESUING FURTHER STUDIES

38. Have you recently pursued other or higher degree?	yes.....1 no.....2 (skip to 39)
39. Have you got a scholarship or paid by yourself?	scholarship...1 | paying.....2
40. What's the degree?	graduate diploma(BA+1).....1 master's degree.....2 doctorate.....3
41. Have you chosen the same major?	yes.....1(skip to 43) no.....2 (skip to 44)
42. Why haven't you continued your studies?	
43. Do you intend to return to RUPP? (End the interview.)	yes.....1 | no.....2
44. Why have you chosen a different major?	
45. Do you intend to return to RUPP? (End the interview.)	yes.....1 | no.....2

Thank you for spending your precious time responding to this interview, and may you succeed in your careers and/or any endeavor.





ផែនទីសាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ ២០១១

Map of Royal University of Phnom Penh 2011



- ១- អគារ A
- ២- អគារ B
- ៣- អគារ C
- ៤- អគារ D
- ៥,៦-បណ្ណាល័យ ហ៊ុន សែន
- ៧- សាលប្រជុំ
- ៨- អគារសម្តែងអង្គបុរាណសាស្ត្រប៊ែន ហ៊ុន សែន
- ៩- ច្បាប់ ផ្ទាំងប្រឆាំងអ្នកលាក់
- ១០- អគារដ្ឋាន
- ១១- តំណភ្ជាប់-ផ្លូវ
- ១២- ពាណិជ្ជ
- ១៣- អគារស្នាក់នៅរបស់បុគ្គលិក
- ១៤- បេតិកភ័ណ្ឌប្រកួតប្រជែង និងសារមន្ទីរ
- ១៥- បណ្ណាល័យ ភាសាជប៉ុន
- ១៦- បណ្ណាល័យ សហប្រតិបត្តិការ កម្ពុជា-ជប៉ុន
- ១៧- អគារដ្ឋាន (IFL)
- ១៨- អគារ A (IFL)
- ១៩- អគារ B (IFL)
- ២០- អគារ C (IFL)
- ២១- អគារ E (IFL)
- ២២- អគារ G (IFL)
- ២៣- តំណភ្ជាប់-ផ្លូវ (IFL)
- ២៤- កន្លែងស្នាក់នៅ ជីវិតវិទ្យា
- ២៥- បេតិកភ័ណ្ឌ ភាសាជប៉ុន (អគារ D)
- ២៦- ប្រដាប់អាវុធនៃ
- ២៧- តំណភ្ជាប់បណ្តាញ
- ២៨- ការដ្ឋានសំណង់ អគារសហប្រតិបត្តិការ កម្ពុជា-ជប៉ុន

- 1- Main Building A
- 2- Building B
- 3- Building C (Ming Yu Building)
- 4- Building D
- 5,6-Hun Sen Library
- 7- Auditorium
- 8- Samdach Akka Moha - Sena Badei Decho Hun Sen Building
- 9- Changing Room
- 10- Canteen
- 11- Parking Lot
- 12- Printing House
- 13- Staff Residence
- 14- Department of Media and Communication
- 15- French Library
- 16- CJCC
- 17- Canteen (IFL)
- 18- Building A (IFL)
- 19- Building C (IFL)
- 20- Building G (IFL)
- 21- Building E (IFL)
- 22- Building G (IFL)
- 23- Parking Lot
- 24- Biology Lab
- 25- Construction of French Building Part I
- 26- Best Food
- 27- Construction of
- 28- CKCC Construction

របាយការណ៍ស្តីពីលទ្ធភាពស្វែងរកការងារធ្វើ របស់និស្សិតបញ្ចប់ការសិក្សាឆ្នាំ២០០៩និង២០១០

សាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ រៀបចំដោយ: វ៉ង់ ច័នី មន្ត្រីផ្នែកធានាគុណភាព

ថ្ងៃទី ១៦ វិច្ឆិកា ឆ្នាំ២០១២

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ទាំងអស់គ្នាដើម្បីគុណភាព គុណភាពសម្រាប់ទាំងអស់គ្នា

