



ASEAN Journal of Education

Journal homepage: <https://so01.tci-thaijo.org/index.php/AJE>



A Full-Day Learning Program Implementation in Cambodia: Innovation from the Local Schools

Neak Piseth*, Sok Soth & Mam Socheath

Faculty of Education, Royal University of Phnom Penh, Phnom Penh, 120404 Cambodia

Article info

Article history:

Received: 10 October 2024

Revised: 29 January 2026

Accepted: 06 February 2026

Keywords:

Education reform, Full-day learning programs, Educational policy, School development

Abstract

This study pursued two objectives: (1) to identify the current state of implementing full-day learning programs; and (2) to share innovations and requirements for their implementation in Cambodian local schools. An explanatory research design was employed, integrating both qualitative and quantitative approaches. Quantitative data were collected through a 2024 survey of 1,648 and analyzed using descriptive statistics (mean and standard deviation). Qualitative data were obtained from semi-structured interviews, coded, and examined through thematic analysis. The findings revealed that approximately 1,045 schools across three sub-sectors were potentially implementing full-day learning programs, while 204 had already adopted them. Challenges included insufficient classrooms (37%), teacher shortages (24%), inactive community participation (9%), lack of specialized staff (13%), heavy workloads (6%), inadequate incentives (5%), absence of clear master plans (4%), and other minor issues (2%). Despite these constraints, best practices emerged among schools receiving technical and academic support from the Ministry of Education, Youth and Sport (MoEYS) and the Royal University of Phnom Penh. Within the framework of school-based management and community engagement strategies, schools developed supported factors and activities that facilitated student participation and strengthened the implementation of full-day learning programs.

Introduction

There are various ways to improve the quality of education, including full-time study and support for students in cultivating their future academic endeavors (Yantoro et al., 2021). Researchers have noted that full-day learning extends lessons to deepen subject matter, enabling students to develop creativity and self-growth. In such programs, learning activities like homework can be completed at school under teacher

supervision. Importantly, full-day learning does not prevent students from having breaks or relaxation, as schools should adopt teaching methods that incorporate social media and internet resources to maintain engagement and ensure active participation in classroom activities. Yantoro et al. (2021) also highlighted findings as reported by Soapatty and Suwanda (2014) that extended learning hours are not burdensome, since part of the time is devoted to extracurricular or informal activities.

* Corresponding Author
Email: neak_piseth@yahoo.com

Full-day learning is not new in Cambodia, but it has become a key factor in supporting student learning both inside and outside schools. The model is widely practiced through extracurricular and supplementary activities. Bray et al. (2016) found that 89.8% of 12th graders in their study sample required additional learning, while the figure for ninth-grade students was 74.7%. However, Khan and Em (2022), in a study of 1,160 11th-grade chemistry students, reported no statistically significant effect of extended learning on academic outcomes. Their study, limited by sample size and subject focus, cannot be considered representative of a full-day learning program. This finding contrasts with the broader recognition that full-day learning generally enhances academic achievement compared to part-time study.

In the Cambodian context of educational reform, the Ministry of Education, Youth and Sports (MoEYS) has made significant efforts to improve student performance. At the secondary level, MoEYS initiated the Secondary Education Improvement Project (SEIP), later expanded into the General Education Improvement Project (GEIP). The aim was to transform teaching practices into systematic approaches that support student learning throughout the school day. Between 2018 and 2022, the Royal University of Phnom Penh implemented SEIP, training school principals and teachers from 100 secondary schools in school-based management (SBM), which encompasses nine standards and 72 project indicators (Ministry of Education, Youth and Sport [MoEYS], 2018). By 2022, 96 of the 100 target schools had achieved effective school standards, and some began offering full-day learning programs at the request of students, parents, school committees.

Following SEIP, from 2022 to 2026, the Faculty of Education, Royal University of Phnom Penh, was contracted to provide continuing training for principals and teachers from 213 kindergartens, 1,000 primary schools, and 430 secondary schools (Ministry of Education, Youth and Sport [MoEYS], 2022). After receiving training, target schools and impact schools gained strong support from students, parents, and communities, enabling more comprehensive learning outcomes. Many schools subsequently adopted full-day learning, incorporating innovative concepts of SBM and school community strategies (SCS). These initiatives align with Cambodia's education reform agenda and the government's vision for 2030 to achieve upper-middle-income status, and by 2050 to become a high-income country, through the implementation of full-day learning

programs.

The Deputy Minister and Minister of the MoEYS have emphasized the importance of full-day learning in local schools as part of educational reform (Naron, 2024). Current programs remain conventional and insufficiently responsive to the learners' needs (Sovachana, 1991). Schools and teachers often struggle to unlock students' potential and creativity to prepare them for future roles in science and entrepreneurship. Full-day learning is therefore a significant approach to fostering student potential and developing competent human resources to drive Cambodia's economic growth. Nonetheless, challenges persist, including poor scheduling, inadequate classrooms and facilities, teacher and staff shortages, and limited parental and community involvement (Visal et al., 2022). Accordingly, this research aims to examine the current situation, innovations, and requirements for implementing full-day learning programs in Cambodian local schools.

Objectives

1. To examine the current state of implementing full-day learning programs in Cambodian local schools.
2. To share innovations and requirements necessary for the effective implementation of full-day learning programs in Cambodian local schools.

Literature review

Debates over the format of the school day have gained prominence in recent years as the advantages of full-day learning programs have become increasingly evident. This discussion highlights the significance of implementing such programs in schools, considering their effects on students' academic performance, social development, and overall well-being.

A full-day learning program provides teachers more instructional time, enabling them to explore subject matter in greater depth and offer students more comprehensive educational experiences (Lee et al., 2006). With this extended time, teachers can incorporate meaningful discussions, experiential learning, and enrichment activities into the curriculum, thereby enhancing students' understanding and fostering critical thinking skills. These programs also integrate extracurricular activities like athletics, the arts, and community service into the school day, supporting students' holistic development alongside academic instruction (Saiti & Saitis, 2006). By cultivating social skills, physical health, and creativity, such activities help

students become well-rounded individuals capable of succeeding in diverse areas of life. Research further suggests that full-day learning programs can help reduce achievement gaps, particularly for students from disadvantaged backgrounds (Housden & Kam, 1992).

Moreover, these initiatives ensure equitable access to extended learning opportunities, providing students with the resources necessary to achieve academic success. Full-day learning programs also offer practical benefits for working families by providing a secure and structured environment during regular business hours (Pyle et al., 2018). This arrangement allows parents and caregivers to pursue their occupations while ensuring that children receive quality education and supervision. Longer school days additionally create opportunities for peer interaction and collaboration. Group projects, team sports, and extracurricular activities foster essential interpersonal skills—such as communication, teamwork, and conflict resolution—that are critical for success both in school and in the workplace (Puleo, 1988).

The continuity and regularity of full-day instruction promote improved time management and self-discipline, which are vital skills for students to cultivate. By providing a structured environment, these programs encourage positive habits and routines that strengthen students' overall well-being and academic achievement.

In sum, full-day learning programs are vital for enhancing education as they provide comprehensive learning experiences, support working families, encourage holistic development, reduce achievement disparities, foster socialization and teamwork, and ensure consistency in students' daily schedules. By prioritizing implementation of such initiatives, educators and policymakers can create environments where all students have the opportunity to succeed academically, socially, and personally.

A Full-Day Learning Program at Schools in the Cambodian Context

Examining the development and expansion of full-day schooling programs in Cambodia is crucial, and it is commendable that Cambodian schools are taking swift action to implement this initiative. The national curriculum provides a solid foundation for Cambodia's educational efforts to deliver equitable, quality, and inclusive education. It is structured into three distinct levels: the first establishes the general core curriculum for all elementary schools, while the second specifies the curriculum for lower and upper secondary schools

separately, creating a gap between elementary and secondary schools (Visal et al., 2022). The national curriculum encompasses subjects, lesson plans, teaching methods, and learner assessments. For any educational program to be effective, it must be successfully integrated into this framework to ensure children benefit from a systematic approach to learning.

Following the 2003 Government of Cambodia Reforms Program, which emphasized child rights and the creation of a Child-Friendly School System, the Ministry of Education, Youth and Sport (MOEYS) began allocating resources to establish and implement full-day learning initiatives (Chhinh & Dy, 2009). Since 2008, the number of full-day learning programs in primary schools has steadily increased, continuing through 2016. Achieving "Universal Primary Education" by 2015, the second Millennium Development Goal, aligned with the Education Strategic Plan 2014–2018, marking a milestone in reforming Cambodia's education system (World Health Organization, Regional Office for Africa, 2015). Full-day learning programs are recognized for offering "a more holistic and flexible approach to the cognitive, social, emotional, and physical development of children." They also uphold children's rights by providing access to a richer and more diverse curriculum, while serving as a foundation for initiatives aimed at improving the quality and relevance of education.

Understanding the historical practice of "half-day" schooling is essential to appreciating the significance of full-day learning in Cambodia. Historically, Cambodia employed a "shift system," in which primary students attended either a morning or afternoon session lasting 2.5–3 hours (Marshall & Fukao, 2019; World Bank, cited in Chansopheak, 2009). This shortened learning period negatively affected educational quality and drew attention to the need for reforms. Similar to other nations that transitioned from half-day to full-day schooling, extending instructional hours and diversifying student activities have improved educational standards.

Cambodian parents increasingly advocated for longer school hours, as many families face financial hardship and uncertainty. Children are often left with limited supervision, few educational activities, and inadequate nutrition. These conditions restrict their potential for growth and development. Full-day learning programs, by offering a well-rounded education and dynamic learning opportunities beyond the conventional half-day curriculum, provide a powerful solution to these challenges.

Conceptual framework

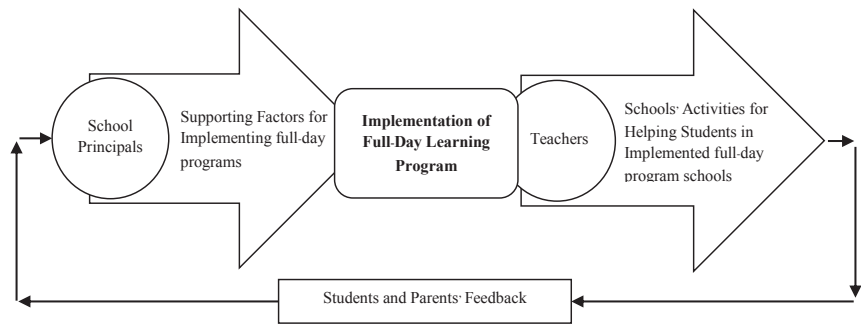


Figure 1 Conceptual framework

Research methodology

Research design

This study employed an explanatory research design, beginning with a survey to identify target schools that aligned with the research objectives, followed by qualitative validation. Explanatory research was selected for its structured and comprehensive nature, as it produces authentic and reliable outcome data that can be generalized to a broader population. Additionally, it yields rich, detailed, and valid process data grounded in participants’ perspectives rather than the investigator’s interpretations (Bloomfield & Fisher, 2019).

Population and samples

This study population comprised 4,563 preschools, 7,306 primary schools and 1,812 secondary schools. These institutions represent the full spectrum of preprimary, primary, and secondary education in Cambodia, forming the basis for understanding the implementation of full-day learning programs in local schools.

A purposive sampling method was used to select participants, resulting in a sample of approximately 1,648 schools, as detailed in Table 1. These schools had previously benefited from the Secondary Education Improvement Program (SEIP) and the General Education Improvement Program (GEIP), and were enrolled in the Teacher Upgrading Program (TUP) and Leadership Upgrading Program (LUP) administered by the Faculty of Education at the Royal University of Phnom Penh.

Table 1 Numbers of target and volunteer schools

No	Schools	Population	Samples
1	Preprimary Schools	4,563	213
2	Primary Schools	7,306	1,000
3	Secondary Schools	1,812	435
Total		13,681	1,648

The participants included school principals and teachers currently engaged in TUP and LUP training at the Faculty of Education.

The purposive sampling method was used to select three key respondents for qualitative data collection. These data contributed to understanding the current state and innovations in implementing full-time learning programs in Cambodian local schools. The research study was conducted in 2024.

Research instrument

The survey was developed to identify the current state of implementing full-day learning programs in Cambodian local schools. It enabled the researchers to obtain statistical numbers regarding the extent of the implementation. The survey consisted of three main parts: (1) demographic information; (2) the current state of implementation; and (3) recommendations for future implementation.

In addition, an interview protocol was designed to explore innovations and best practices in implementing the full-day learning programs. The protocol comprised two parts: (1) general information and (2) innovations and best practices in implementation.

Data collection

This study collected both qualitative and quantitative data. First, a desk review was conducted to gather secondary data from official websites, research articles, policy papers, and books related to the implementation of full-day learning programs in Cambodian local schools. To ensure triangulation, primary data were also collected through surveys and interviews with target schools and key informants.

Second, the researchers designed the survey using Google Forms to collect quantitative data on the current state and challenges of implementation. Data collection

lasted approximately one month and involved all target participants. Prior to conducting semi-structured interviews, consent letters were delivered to the key informants. These interviews provided insights into innovations and best practices in implementing full-day learning programs in Cambodia.

Data analysis

After collecting information on the implementation of full-day learning programs in the Cambodian local schools, both qualitative and quantitative data were analyzed. Quantitative data were processed using the SPSS Statistics program, focusing on descriptive analysis such as the mean, standard deviation (SD), and frequency. Mean scores and standard deviations were used to identify the current state of implementation.

Qualitative data from key informants were coded according to themes and concepts. The data were then analyzed using thematic and discourse analysis to examine innovations and best practices in implementing full-day learning programs in Cambodia.

Results

Research Objective 1: To examine the current state of implementing full-day learning programs in Cambodian local schools

A total of 1,674 schools participated in the study, representing kindergartens, primary schools, and secondary schools from the 1,700 target institutions. After reviewing the completeness of the survey responses, 1,218 schools (73%) were deemed eligible for analysis. Of these, 109 kindergartens accounted for 6.51%, 541 primary schools represented 32.31%, and 568 secondary schools comprised 33.93%.

In contrast, 456 schools (27%) were classified as ineligible. Among these, 12 kindergartens accounted for 0.72%, 125 primary schools represented 7.47%, and 319 secondary schools comprised 79.10 %.

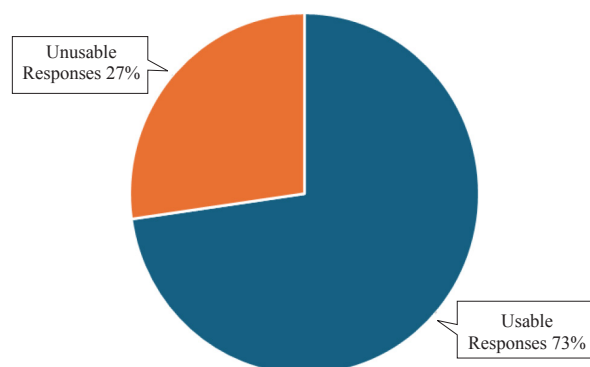


Figure 2 Respondents of the survey

Table 2 Number of potentials implementing a full-day learning program

No	Schools	Potential Schools	Implementing Schools	Percentage of Implementing Schools
1	Preprimary Schools	63	11	17.46%
2	Primary Schools	541	41	7.58%
3	Secondary Schools	441	152	34.47%
Total		1,045	204	59.51%

According to Table 2, there are 63 preprimary schools, 541 primary schools, and 441 secondary schools identified as having the potential to implement full-day learning programs in Cambodian local schools.

In total, approximately 1,045 schools are considered potential implementers of full-day learning programs. While these schools have not yet adopted the program, they possess the necessary resources—human, financial, and infrastructural—to support implementation. This potential is further reinforced by support from the Ministry of Education, Youth and Sport and other relevant stakeholders.

Implemented Full-Day Learning Program in Cambodian Local Schools

After conducting a survey with 1,674 Cambodian local schools, the implementation of the full-day learning program is summarized in Table 2.

According to Table 2, only 11 preprimary schools (17.46%), 41 primary schools (7.58%), and 152 secondary schools (34.47%) have implemented full-day learning programs. In total, approximately 204 schools are currently implementing such programs in Cambodian local schools.

These schools have adopted the program with support from the Ministry of Education, Youth and Sport and other relevant stakeholders. In particular, school principals and teachers from these institutions have participated in the Teaching Upgrading Program (TUP) and Leadership Upgrading Program (LUP) at the Faculty of Education, Royal University of Phnom Penh.

Challenges in implementing full-day learning programs in Cambodian local schools

The survey revealed several challenges in implementing full-day learning programs in Cambodian local schools. These challenges were identified across three sub-sectors: preschool, primary, and secondary schools. The survey results are presented in detail in Figure 3.

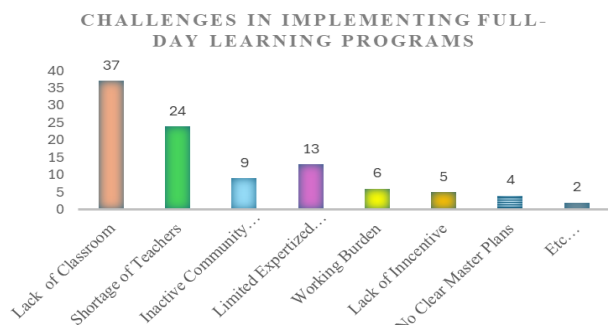


Figure 3 Barriers in implementing a full-day learning program

According to this figure, there are various challenges in implementing full-day learning programs in Cambodian local schools. Specifically, 37% of schools reported insufficient classrooms, 24% a shortage of teachers, 9% inactive community participation, 13% limited expertise among teachers and staff, 6% excessive workload, 5% lack of incentives, 4% absence of clear master plans, and 2% other challenges.

In conclusion, the main obstacles to implementing a full-day learning program at Cambodian local schools include inadequate classrooms, teacher shortages, inactive community participation, limited expertise, workload and family burdens, lack of incentives, and the absence of clear master plans. These challenges require greater attention from relevant stakeholders to ensure the effective implementation of such a program.

Research Objective 2: To share innovations and requirements necessary for the implementation of full-day learning programs in Cambodian local schools

The innovations and requirements for implementing full-day learning programs in Cambodian local schools are divided into two sections: (1) supporting factors for implementation and (2) school activities that help students engage effectively in full-day learning.

Supporting Factors for implementing full-day learning programs in Cambodian local schools

Semi-structured interviews were conducted with three school principals from different secondary schools to identify best practices for implementing full-day learning programs. The supporting factors derived from these interviews are presented in detail in Table 3.

According to Table 3, there are various supporting factors for implementing a full-day learning program in Cambodian local schools. Seven core contributing factors were identified: (1) adequate numbers of teachers and staff; (2) sufficient classrooms; (3) adequate facilities

Table 3 Supporting factors for implementing a full-day learning program

No	Supporting Factors for Implementing full-day learning programs	P1	P2	P3
1	Adequate numbers of teachers and staff	✓	✓	✓
2	Sufficient classrooms	✓	✓	✓
3	Libraries and laboratories for self-study and research		✓	✓
4	Adequate facilities and a conducive learning environment	✓	✓	✓
5	Higher salaries and professional upgrading for teachers		✓	
6	Curriculum updates aligned with current societal needs	✓	✓	
7	Learning systems to support slow learners			✓
8	Teachers with high qualifications (at least a bachelor's degree)			✓
9	Standardized testing procedures	✓	✓	✓
10	Development of learning, teaching, and school improvement plans	✓	✓	✓
11	Annual performance agreements with school principals, teachers, and staff	✓	✓	✓
12	Systematic election of school management committee members	✓	✓	✓

and conducive learning environments; (4) thorough standardized testing procedures; (5) development of learning, teaching, and school improvement plans; (6) annual performance agreements; and (7) systematic election of school management committee members.

Additional supporting factors include the provision of libraries and laboratories for students' self-study and research, curriculum updates to reflect current societal needs, higher salaries and professional upgrading for teachers, learning systems to support slow learners, and the presence of highly qualified teachers. One school principal noted:

"Implementing a full-day learning program is not an easy task to carry out since it is quite challenging for us. However, we could do it if we have clear mechanisms and supporting factors for implementation, as I have mentioned. All those supporting factors help attract community members' attention and encourage their engagement in carrying out this program."

[Interview, Principle 1(P1)]

Schools activities that help students engage effectively in full-day learning programs

Several key activities support student participation in full-day learning program, as reported by the school principals interviewed. Detailed information about these activities is presented in Table 4.

Based on Table 4, several main activities assist students in participating in full-day learning programs, as reported by the school principals. These activities include parental involvement, meetings with community members and parents, curriculum upgrading, standardized testing, adoption of social contracts, implementation of

Table 4 School's main activities in helping students participate in a full-day learning program

No	Activities assisting students in participating in full-day learning programs	P1	P2	P3
1	School-Parental Participation	✓	✓	
2	Regular meetings with parents and community members		✓	✓
3	Curriculum revision and upgrading	✓	✓	✓
4	Standardized testing	✓	✓	✓
5	Adoption of social contracts with parents and community members		✓	✓
6	Implementation of School Community Strategy and Model Schools		✓	✓
7	Provision of libraries with Wi-Fi access	✓		
8	Establishment of laboratories with modern facilities	✓	✓	
9	Application of an adaptive learning system through worksheets		✓	
10	Development of a full-day learning program master plan		✓	✓
11	Implementation of project-based learning activities	✓	✓	

school community strategies and model schools, provision of libraries with Wi-Fi access, establishment of laboratories with modern facilities, application of adaptive learning systems through worksheets, development of a full-day learning program master plan, and implementation of project-based learning activities.

Regarding activities that help students participate in a full-day learning program, one school principal stated:

"It is crucial for the schools to have some particular activities to facilitate students' participation in a full-day learning program. Some students are busy with family business, and they easily get bored with class activities if the school does not have attractive activities. One of the core activities is project-based learning, which helps students link what they learned to their daily life activities."

[Interview, Principle 3(P3)]

In addition, another school principal emphasized the importance of implementing a full-day learning program:

"Based on my observation, implementing a full-day learning program is a very important way to help students learn better, particularly helping slow learners and attracting more community participation and involvement at school. When implementing a full-day learning program in my school, I see that students' learning outcomes positively increase, and community members are happy to mobilize their resources to gradually develop the school."

[Interview, Principle 2(P2)]

Overall, several supporting factors contribute to the implementation of full-day learning programs in Cambodian local schools. These include adequate

numbers of teachers and staff, sufficient classrooms, libraries for students' self-study, ample facilities, and conducive learning environments, increased teacher salaries, curriculum updates aligned with current societal needs, systems to support slow learners, highly qualified teachers (holding at least a bachelor's degree), thorough standardized testing, development of teaching and school improvement plans, annual performance agreements, and systematic election of school management committee members. Furthermore, schools have conducted several main activities to assist student participation in full-day learning programs, such as parental involvement, meetings with community members and parents, curriculum upgrading, standardized testing, adoption of social contracts, implementation of school community strategies and model schools, provision of libraries with Wi-Fi access, establishment of laboratories with modern facilities, application of adaptive learning system through worksheets, development of a full-day learning program master plan, and implementation of project-based learning activities.

Discussion

Surveys and research on the possibility of full-day learning in the Cambodian context have shown that this breakthrough connects with several points raised in previous studies and is relevant to both countries developing and developed countries.

Research Objective 1: To examine the current state of implementing a full-day learning program in Cambodian local schools

Survey results indicate that schools have the potential to implement full-day instruction, particularly target schools in the SEIP and GEIP projects. These schools have received technical assistance from the Ministry of Education, Youth and Sports and the Faculty of Education, Royal University of Phnom Penh. Previous studies have also emphasized that the implementation of full-day learning requires cooperation from the Ministry of Education, Youth and Sports, and other stakeholders, particularly in terms of technical assistance and funding, especially for schools supported by development partners (Ministry of Labour and Vocational Training, 2023; Piseth et al., 2024).

The survey results further demonstrate that schools implementing a full-day learning program have teachers and school principals participating in the Leadership Upgrading Program (LUP) and Teacher Upgrading Program (TUP) of the Faculty of Education,

Royal University of Phnom Penh. These schools are also equipped with libraries that support students' self-study and research. Lee et al. (2006) highlighted that all schools should be equipped with libraries and virtual as they are important catalysts for student learning throughout the day.

Interestingly, the survey results reveal that schools implementing a full-day learning program use worksheets for daily learning and teaching. This approach allows students to continue learning and conducting research both at school and at home. The use of worksheets represents a new teaching method that facilitates innovative teaching activities, enabling students to learn independently and conduct additional research before formal instruction begins (Choo et al., 2011; Ke & Neak, 2025).

Moreover, survey results show that most teachers and principals in schools implementing full-day learning program have signed annual performance agreements. Benveniste et al. (2008) argued that signing annual performance agreements between teachers and school principals is a necessary mechanism to ensure work meets target goals. Carrying out annual result agreements is therefore integral to implementing full-day learning programs, as such programs require a high level of commitment from both school principals and teachers (Geeves & Bredenberg, 2005).

Survey results and semi-structured interviews also highlight the professional qualifications of teachers and school principals. Most schools practicing full-day learning programs have staff with first-degree qualifications recognized by the Ministry of Education, Youth, and Sports. Previous studies have shown that motivating employees is the key to inspiring high levels of commitment (Piseth et al., 2024; Tan, 2007). When schools establish clear incentive systems for staff, they are better able to achieve planned performance and successfully implement full-day instruction.

Research Objective 2: To share innovations and requirements necessary for implementing full-day learning programs in Cambodian local schools

Semi-structured interview reveals several support factors necessary for implementing full-day learning programs. These include adequate numbers of teachers, administrative staff, classrooms, laboratories, libraries, and learning facilities; appropriate incentives for teachers; curriculum updates and program modernization; teachers with specialized knowledge and holding at least a bachelor's degree; standardized testing; establishment

of school and classroom management committees; school planning; classroom and student learning strategies; and annual result agreements.

Previous studies have also emphasized that full-day learning programs require sufficient human resources, budgets, institutional support, and time allocation (King, 2018; Tandon & Fukao, 2015). The integration of digital technology in teaching and learning further promotes the implementation of full-day learning programs, as it helps schools address challenges such as shortages of classrooms, teachers, administrative staff, funding, and flexibility (Kaing, 2022).

In addition, semi-structured interviews highlight several main activities schools have implemented to support student participation in full-day learning programs. These activities have encouraged community members and students to support the initiative and provide constructive feedback for future improvement. Previous studies confirm that schools adapt their activities according to the context and needs of students and teachers in practicing full-day learning (No & Heng, 2017). Each school develops clear activities and plans to ensure quality, sustainable, and environmentally friendly education throughout the day.

Conclusion and recommendation

According to the research results on the current state, shared innovations and best practices of implementing full-day learning programs, most SEIP and GEIP schools have successfully initiated such programs. This success is largely due to technical and academic support from the Ministry of Education, Youth and Sport, and the Faculty of Education, Royal University of Phnom Penh, within the framework of school-based management and school community strategies. By implementing full-day learning programs, schools have developed supporting factors and main activities that facilitate student participation. This study suggests that the implementation of full-day learning programs is a critical factor in helping Cambodia achieve its national development goals—becoming a high-middle-income country by 2030 and a high-income, developed country by 2050.

Recommendations for Practice

Policy Level

The implementation of full-day learning programs requires strong cooperation from the Ministry of Education, Youth, and Sports at the policy level. Key tasks include updating existing policies and fostering

opportunities for schools to adopt innovative support programs (e.g., full-day programs, nutrition programs, foreign language programs). These initiatives should be tailored to local contexts to improve student learning outcomes, strengthen parental and community involvement, and guide schools toward exemplary and sustainable standards.

Academic Level

Academic researchers should continue studying provinces and schools where student learning outcomes show limited improvement due to specific challenges. Special attention should be given to schools that previously implemented full-day learning programs but discontinued them, as well as schools that have resisted adoption. Researchers should also compile documentation from schools that have successfully implemented full-day learning programs, providing valuable insights and models for other schools wishing to adopt the program.

Practice Level

At the school level, administrators should concentrate on implementing five priority areas with precision, transparency and accountability. These include standardized testing, the development of school, classroom, and student plans, the election of school and classroom committee members, the signing of annual result agreements, and the organization of regular monitoring and evaluation meetings. Together, these structured mechanisms to support slow learners while also unlocking the potential of outstanding students. Moreover, they help support schools build trust and foster full participation from parents, guardians, teachers, school management committees, village councils, commune councils, and other stakeholders. Ultimately, the success of a full-day learning program depends on the level of commitment demonstrated by school management. If school leaders fail to act in accordance with research-based practices, the program risks being undermined by internal conflicts and resistance from parents and the community.

Future Studies

This study faced limitations in terms of sample size and scope due to time and resource constraints. Future research should expand the scope to address these limitations and fill existing gaps. Prospective scholars, researchers, and students are encouraged to propose guidelines, mechanisms, and policies to strengthen the implementation of full-day learning programs in Cambodian local schools.

References

- Benveniste, L., Marshall, J., & Araujo, M. C. (2008). *Teaching in Cambodia*. World Bank. <https://doi.org/10.1596/8073>
- Bloomfield, J., & Fisher, M. J. (2019). Quantitative research design. *Journal of the Australasian Rehabilitation Nurses Association*, 22(2), 27–30. <https://doi.org/10.33235/jarna.22.2.27-30>
- Bray, M., Zhang, W., Kobakhidze, M. N., & Liu, J. (2016). Researching private supplementary tutoring in Cambodia: Contexts, instruments and approaches. In M. Bray, O. Kwo, & B. Jokić (Eds.), *Researching private supplementary tutoring: Methodological lessons from diverse cultures* (pp. 219–244). Springer. https://doi.org/10.1007/978-3-319-30042-9_11
- Chansopheak, K. (2009). Basic education in Cambodia: Quality and equity. In Y. Hirosato, & Y. Kitamura (Eds.), *The political economy of educational reforms and capacity development in Southeast Asia: Cases of Cambodia, Laos and Vietnam* (pp. 131–152). Springer. https://doi.org/10.1007/978-1-4020-9377-7_9
- Chhinh, S., & Dy, S. S. (2009). Education reform context and process in Cambodia. In Y. Hirosato, & Y. Kitamura (Eds.), *The political economy of educational reforms and capacity development in Southeast Asia: Cases of Cambodia, Laos and Vietnam* (pp. 113–129). Springer. https://doi.org/10.1007/978-1-4020-9377-7_8
- Choo, S. S., Rotgans, J. I., Yew, E. H., & Schmidt, H. G. (2011). Effect of worksheet scaffolds on student learning in problem-based learning. *Advances in health sciences education*, 16, 517–528. <https://doi.org/10.1007/s10459-011-9288-1>
- Geeves, R., & Bredenberg, K. (2005). *Contract teachers in Cambodia* [Unpublished manuscript]. <https://api.semanticscholar.org/CorpusID:168133609>
- Housden, T., & Kam, R. (1992). *Full-day kindergarten: A summary of the research*. ERIC: Education Resources Information Center. <https://files.eric.ed.gov/fulltext/ED345868.pdf>
- Kaing, S. (2022). *Implementing conditions of hybrid teaching and learning environment in Cambodian higher education and its effects on students' 21st century learning skills: A case study on early adopters* [Doctoral dissertation, Université de Fribourg]. <https://doi.org/10.51363/unifr.lth.2022.005>
- Ke, S., & Neak, P. (2025). Assessing the 21st century learning skills among Cambodian children: A comparison of the learning skill levels of primary school students of state and Muslim religious schools. *Asia Social Issues*, 18(2), e274062. <https://doi.org/10.48048/asi.2025.274062>
- Khan, S., & Em, S. (2022). Private tutoring and traditional classes: A comparison of students' learning achievements in chemistry. *Cambodian Journal of Educational Research*, 2(2), 63–79. <https://doi.org/10.62037/cjer.2022.02.02.04>
- King, E. F. (2018). Developing teacher capacity in Cambodia: An expanded model. *Asian Education and Development Studies*, 7(1), 2–14. <https://doi.org/10.1108/AEDS-06-2017-0053>

- Lee, V. E., Burkam, D. T., Ready, D. D., Honigman, J., & Meisels, S. J. (2006). Full-day versus half-day kindergarten: In which program do children learn more? *American Journal of Education*, 112(2), 163–208. <https://doi.org/10.1086/498994>
- Marshall, J. H., & Fukao, T. (2019). Shadow education and inequality in lower secondary schooling in Cambodia: Understanding the dynamics of private tutoring participation and provision. *Comparative Education Review*, 63(1), 98–120. <https://doi.org/10.1086/701064>
- Ministry of Education, Youth and Sport. (2018). *Guide book on school-base management*. <https://moeys.gov.kh/kh/policies-and-strategic-plans/document-1853>
- Ministry of Education, Youth and Sport. (2022). *General education improvement project: Project operational manual*.
- Ministry of Labour and Vocational Training. (2023). *Cambodia Skills Development Roadmap 2023-2025*. Royal Government of Cambodia.
- Naron, H. (2024). *The 4th education policy conference* [Unpublished report]. Ministry of Education, Youth and Sports.
- No, F., & Heng, K. (2017). *Survey report on teachers and teaching profession in Cambodia*. Education Research Council, Ministry of Education, Youth and Sport. https://www.nielibrary.com/stream_pdf/publication/1285/17654408128jY8Ebvfc.pdf
- Piseth, N., Soth, S., & Socheath, M. (2024). Evidence-based model curricula for master's degrees in teacher and principal education program in Cambodia. *Asia Social Issues*, 18(1), e268161. <https://doi.org/10.48048/asi.2025.268161>
- Puleo, V. T. (1988). A review and critique of research on full-day kindergarten. *The Elementary School Journal*, 88(4), 427–439. <https://doi.org/10.1086/461548>
- Pyle, A., Priolella, J., & Poliszczuk, D. (2018). The play-literacy interface in full-day kindergarten classrooms. *Early Childhood Education Journal*, 46, 117–127. <https://doi.org/10.1007/s10643-017-0852-z>
- Saiti, A., & Saitis, C. (2006). In-service training for teachers who work in full-day schools. Evidence from Greece. *European Journal of Teacher Education*, 29, 455–470. <https://doi.org/10.1080/02619760600944779>
- Soapatty, L., & Suwanda, T. (2014). Pengaruh sistem sekolah sehari penuh (full day school) terhadap prestasi akademik siswa SMP Jati Agung Sidoarjo. *Kajian Moral dan Kewarganegaraan*, 2(2), 717–733. <https://doi.org/10.26740/kmkn.v2n2.p717-733>
- Sovachana, P. (1991). Progress and challenges of education in Cambodia today. In P. Sothirak, G. Wade, & M. Hong (Eds.), *Cambodia: Progress and challenges since 1991* (pp. 292–319). ISEAS Publishing. <https://doi.org/10.1355/9789814379830-024>
- Tan, C. (2007). Education reforms in Cambodia: issues and concerns. *Educational Research for Policy and Practice*, 6, 15–24. <https://doi.org/10.1007/s10671-007-9020-3>
- Tandon, P., & Fukao, T. (2015). *Educating the next generation: Improving teacher quality in Cambodia*. World Bank Publications. <http://documents.worldbank.org/curated/en/665571468015851252>
- Visal, S., Oeurn, C. C., & Chhinh, S. (2022). The teaching profession in Cambodia: Progress to date and ongoing needs. In V. McNamara, & M. Hayden (Eds.), *Education in Cambodia: From Year Zero Towards International Standards* (pp. 115–132). Springer. https://doi.org/10.1007/978-981-16-8213-1_7
- World Health Organization, Regional Office for Africa. (2015). Regional strategic plan for immunization 2014–2020. <https://iris.who.int/handle/10665/149431>
- Yantoro, Y., Muspawi, M., & Shalahudin, S. (2021). The effect of full day school implementation on learning motivation of elementary school students. *Jurnal Pendidikan Indonesia*, 10(3), 485–494. <https://doi.org/10.23887/jpi-undiksha.v10i3.32423>