

The Impact of Service Quality on Teachers' Satisfaction: The Case of Battambang Teacher Education College

Choeurm Chork^{1*}, Rany Sam², Sinourn Huot³

¹Graduate School of the National University of Battambang, Battambang Province, Cambodia ;
Language Department and Education Department, Battambang Teacher Education College,
Battambang Province, Postcode 021402, Cambodia.

Email: cchoeurm@gmail.com

²Graduate School of the National University of Battambang, Battambang Province, Cambodia.

Email: sam.rany@nubb.edu.kh

³Graduate School of the National University of Battambang, Battambang Province, Cambodia ;
Language Department and Education Department, Battambang Teacher Education College,
Battambang Province, Postcode 021402, Cambodia.

Email: sinourn.huot2019@gmail.com

ABSTRACT

CORRESPONDING

AUTHOR (*):

Choeurm Chork

(cchoeurm@gmail.com)

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The objective of this study was to investigate the impact of the English Literacy Training Project (ELTP) on the satisfaction of primary school teacher trainees at Battambang Teacher Education College (BTEC), with a specific emphasis on the quality of service provided. Adopting a quantitative research approach, the study distributed 141 questionnaires using random sampling techniques and analyzed the data through descriptive and inferential statistics. The analysis, incorporating Pearson's correlation and regression analyses, aimed to clarify the relationships and effects posited by the research hypotheses. The findings highlighted that the quality of service, across five dimensions—reliability, assurance, tangibility, empathy, and responsiveness—played a significant role in influencing the satisfaction levels of the primary school teacher trainees. Based on these insights, the study suggests improvements that could yield substantial and lasting benefits for both the project's implementers and the educators at BTEC. The importance of this study stems from its demonstration of the crucial role that efficient operational services play in elevating the satisfaction of primary school teacher trainees. It offers valuable guidance for organizations to examine service quality more critically and identify areas where beneficiary satisfaction may be lacking, thereby facilitating ongoing enhancements to service delivery.

Contribution/Originality: This study is one of the very few studies that have investigated the impact of the service quality of the English literacy training project on the primary school teacher trainees' satisfaction, and it contributes to the existing literature, research methodology, and best practices applied at a teacher education college in Cambodia.

1. Introduction

Education is crucial in human resource development and national economic growth, and lifelong learning has been introduced in Cambodian national policy to achieve the government's version (UNESCO, 2018). Education is crucial in developing human capital worldwide. Cambodia underwent civil war during the Khmer Rouge's rule from 1975-1979. All of Cambodia's infrastructure, including its educational system, which saw 80% of its teachers murdered, had been destroyed by the regime and restored its educational system after the civil war in 1998 (SEAMEO, 2010; Sam et al., 2012a; Sam et al., 2012b; Tieng et al., 2023; Em et al., 2023). By 2030 and 2050, the Royal Government of Cambodia wants Cambodia to be a high-middle-income nation (MoEYS, 2019; RGC, 2019). The Cambodian government is striving to achieve its objectives by implementing the Pentagonal Strategies Phase I (2023-2028). The Ministry of Education, Youth, and Sports has recently allowed the English language to be included in primary school curriculums throughout the country, with a focus on improving the quality of education and developing human resources (RGC, 2023). To implement this, school principals need to appoint proficient English teachers or have them participate in orientation sessions. Trained teachers will act as trainers for all three levels, while untrained teachers will assist in administrative work or the school library. Schools without trained teachers must select English-speaking teachers for grades four to six and train or retrain them in the future (MoEYS, 2017).

The advancement of education is a critical and demanding aspect that is given significant attention worldwide. According to Kelsall et al. (2019), Dr. Naron, an education minister, determined that the Ministry required a 'Plan' despite the existence of the Teacher Policy Action Plan in Cambodia. The approach is predicated on recognizing that the caliber of teachers is the paramount factor in determining educational results. The primary challenge confronting the education sector is the ability to attract exceptional individuals to pursue a career in teaching. The recruitment and training of teachers play a pivotal role in bringing about substantial improvements to the teacher-training system and elevating the status and responsibilities associated with the teaching profession (Sam et al., 2013a; Sam et al., 2013b; MoEYS, 2015; Sok & Heng, 2024). The plan seeks to enhance educational quality across all levels of schooling by implementing various measures. These measures include improving teaching education institutions, elevating the status of teachers, modifying teaching and learning practices, and setting the groundwork for further extensive reforms (Kelsall et al., 2019).

According to Hoy et al. (2023), not every school has an English teacher, making it difficult for many schools to adopt this reformation. The Cambodian Community Dream Organization (CCDO), a non-political, non-religious organization that operates four main programs: Clean Water, Education, Health and Well-being, and Social Enterprise which was founded in Cambodia in 2007 by American Jenni Lipa (CCDO, 2023), examined the program and requested government interventions. However, the proficiency level can only be reached in up to 50 years if they continue to operate by the government's policy or guidelines. Early in 2022, the CCDO began a project, called the English Literacy Training Project (ELTP) (2022-2023), at Battambang Teacher Education College (BTEC), built in the 1960s in Battambang City in the French Colonial style. It provided primary and lower secondary teacher education programs with high-quality English instruction. (Charity, 2023), to support teaching strategies for primary school teacher candidates so they can complete their teacher preparation programs and teach English to young students at their respective schools as those schools face numerous challenges including

inadequate resources and infrastructure, and a shortage of qualified English teachers. Many teachers lack proper training and certification in English language instruction techniques and are unable to meet the diverse needs of learners.

The project aims to enhance English teaching quality among teacher trainees at Battambang Teacher Education College (BTEC) in Cambodia from 2022-2023. The outcomes include increasing English literacy and knowledge of teaching methods through 21st-century teaching models, creating long-life learning communities for sharing best practices towards sustainable professional development, and mentoring teachers to improve their professional skills and the standard curriculum of the Ministry of Education (CCDO, 2023). The CCDO has discovered another method for changing the curriculum: providing teacher trainees with the necessary qualifications at their training institution before beginning their careers as instructors. Assisting teacher applicants is beneficial, as primary government instructors mostly conduct their teachings in the classroom setting. It is also helpful if a classroom teacher can provide instruction in the Khmer and English languages. Additionally, the Ministry of Education and the federal government share this aspiration. The project has a profound impact on the future of Cambodian children by strategically deploying highly qualified instructors in optimal educational environments (Hoy et al., 2023).

Effective service delivery necessitates comprehending and fulfilling consumers' expectations. Service quality refers to the degree to which a customer's expectations are fulfilled, as Parasuraman et al. (1985) defined it. Service quality has been a popular subject of study for several decades (Batalle, 2010). Parasuraman et al. (1994) argue that service quality is crucial to beneficiary satisfaction. Quality of service is intangible and requires specific criteria that may be utilized as a quantitative assessment. In 1985, Parasuraman et al. (1985) developed a service quality model after conducting a study in four service sectors, namely retail banking, credit card services, electrical appliance repair and maintenance, and long-distance telephone services. According to the SERVQUAL model, service quality is the variance between a customer's expectations of the service and their actual perception of the service received (Parasuraman et al., 1985).

The SERVQUAL model originally had ten dimensions of service quality: tangibles, reliability, responsiveness, communication, credibility, security, competence, courtesy, customer understanding, and access (Parasuraman et al., 1985). The dimensions were ultimately focused on five due to overlapping. The five formulated determinants of the SERVQUAL Model of quality of services as mentioned above, are: (1) Reliability (ability, knowledge, and skills of staff), (2) Tangibility (physical facilities, tools, personnel, and communication channels), (3) Empathy (sense of belonging and commitment of staff), (4) Assurance (ability to implement promised services), and (5) Responsiveness (accountability of staff). In Cambodia, Ok (2018) employed SERVQUAL to examine the service quality and customer satisfaction with bus services from Phnom Penh to Poi Pet and found that the bus companies in Cambodia need to understand the customers' needs and requirements. Seng (2013) examined the level and challenges of service quality used SERVQUAL of One Window Service Office (OWSO) as perceived by clients in Takhmao municipality, Cambodia, and revealed clients were satisfied with the service. Moreover, the model was used to investigate the financial institutions in Cambodia (Pheng, 2007). The SERVQUAL Model is used to examine the level of satisfaction among service recipients. When the five factors of service quality are combined, they create exceptional quality and enjoyable services, which aligns with the findings of Ruggieri

(2017). The researchers selected these tools to evaluate the project participants' satisfaction with the project service quality of the English Literacy Training Project (ELTP) conducted by the CCDO at BTEC.

1.1. Problem Statement

Service quality is needed to test the relationship between satisfaction and each dimension of service quality (Baker-Prewitt, 2000; Gera, 2011; Kuo et al., 2009). The SERVQUAL model is appropriate for evaluating service quality in the retail banking sector (Lau et al., 2013). As Piyasunthornsakul et al. (2022) mentioned, future research should extend the research instrument to other service industries to shed light on SERVQUAL in other public service authorities. According to a previous study, Lien (2017a) attempted to assess the quality of the training services and their impact on students' satisfaction. The study suggested that the organization should focus on improving the quality of training to increase the satisfaction levels of students. The study identified five factors that play a crucial role in student satisfaction and recommended that priority should be given to factors that have a more significant impact on overall satisfaction. The study found that the two most important factors to improve were tangibles and empathy, which have a substantial impact on student satisfaction. Chea (2022) suggested that future research should conceptualize and measure the customers' perceptions in Cambodia. RGC (2019) mentioned that educational administrators should improve training quality for learner satisfaction, as the Cambodian Ministry of Education aims to enhance education services by promoting the teaching profession, building capacity, offering incentives, and improving management efficiency.

Hoy et al. (2023) evaluated the satisfaction of beneficiaries with the quality of service of the English Literacy Training Project (ELTP) at Battambang Teacher Education College (BTEC). The resulting reliability was of negative significance, and the researchers suggested that the CCDO and BTEC improve the area for development. The researchers used the SERVQUAL model to analyze the satisfaction of the project participants and the primary school teacher trainees and improve service delivery and future project implementation at other teacher training colleges in Cambodia. Because of a limited study of service quality on training programs in the educational context in Cambodia and to explore the effectiveness of this two-year training project of the English literacy training project (ELTP) held by the Cambodian Community Dream Organization (CCDO) that cooperated with Battambang Teacher Education College (BTEC), in Battambang, Cambodia, to run this training project.

The researchers were interested in the service quality of the English Literacy Training Project (ELTP) at Battambang Teacher Education College (BTEC) to measure primary school teacher trainees' satisfaction (PSTTS). They formulated three main questions designed to determine the PSTTS on the ELTP held by the CCDO, which cooperated with BTEC. Thus, the questions in this study were stated as:

- i. Is there a relationship between the five dimensions (reliability, assurance, tangibility, empathy, and responsiveness) in the ELTP on the PSTTS at BTEC?
- ii. Is there any significant impact between the five dimensions (reliability, assurance, tangibility, empathy, and responsiveness) in the ELTP on the PSTTS at BTEC?
- iii. Is there any negative dimension that might have an impact on the PSTTS?

1.2. Research Objectives

The main objectives of this study are:

- i. To investigate a relationship between each of the five dimensions (reliability, assurance, tangibility, empathy, and responsiveness) in the ELTP on the PSTTS at BTEC.
- ii. To determine the positive significance between each of the five dimensions (reliability, assurance, tangibility, empathy, and responsiveness) in the ELTP on the PSTTS at BTEC.
- iii. To find out which dimension is weaker than other service quality in the ELTP on the PSTTS.

1.3. Research Hypothesis

To achieve the purpose of this study, the following hypotheses were formulated:

- H01: There is no significant impact of the “reliability” of the ELTP on the PSTTS at BTEC.
H02: There is no significant impact of “assurance” of the ELTP on the PSTTS at BTEC.
H03: There is no significant impact of the “tangibility” of the ELTP on the PSTTS at BTEC.
H04: There is no significant impact of the “empathy” of the ELTP on the PSTTS at BTEC.
H05: There is no significant impact of the “responsiveness” of the ELTP on the PSTTS at BTEC.

2. Literature Review

2.1. Satisfaction

An evaluation of a service encounter typically results in either satisfaction or dissatisfaction. These two outcomes are often seen as opposite ends of a continuum, with the overall disposition being determined by a comparison between expectations and actual outcomes (Oliver et al., 1997). Satisfaction comes from meeting or exceeding expectations, while dissatisfaction arises from discrepancies between expected and actual outcomes. Choosing a university is a cognitive process that should be viewed in terms of the expectation-experience continuum (Yooyen et al., 2011). Satisfaction arises when consumers compare received goods/services to expectations. According to Parasuraman et al. (1994), satisfaction is the outcome of one's experience and the decision made afterward. According to Backer (2013), effective strategies should incorporate meeting and surpassing customer service expectations, efficiently resolving customer dissatisfaction, and handling complaints with a positive approach. Satisfaction refers to the level of contentment experienced by a consumer in response to a product or service (Oliver et al., 1997). According to Oliver and Linda (1981), service satisfaction concepts could be regarded as evaluative judgments made after a decision has been made. Individuals engage in post-purchase evaluations to assess their decision-making. The expectancy-disconfirmation model asserts that consumer satisfaction hinges on personal perception and how it stacks up against expectations.

In light of its numerous advantages, customer satisfaction has become an essential focal point for service operations (Prabhu, 2003). One's judgment of a product or service's performance compared to expectations is customer satisfaction, which is crucial for a company's success and survival. According to Kotler et al. (2012), consumer satisfaction is determined by how well a product or service performs in meeting expectations. Kuo

and Morgan (1996) identified seven factors that influence customer satisfaction: service content, price, convenience, corporate image, equipment, staff, and procedure. As stated by Huang (1998), the five factors for evaluating customer satisfaction are product, service, staff, overall performance, and closeness to expectation. Managers benefit from understanding staff perceptions of beneficiaries' expectations and perceptions to identify gaps and improve services through training and amendments. Overall, these studies illustrated the satisfaction of customers on the service providers in the business field.

Participants' satisfaction has been discussed extensively in the educational field. Previous studies have shown that students' satisfaction, as well as education and training participants' satisfaction, which is influenced by the quality of education providers, has been investigated by various researchers (Silvestri et al., 2017; Subrahmanyam, 2017). Moreover, Ahmed et al. (2010) found evidence that university service quality significantly affects student satisfaction. Douglas et al. (2006) pointed out that factors related to teaching have the most significant impact on student satisfaction, while those related to physical facilities have the least. Recent studies have found that factors related to the academic atmosphere, such as teachers' responses to students' needs, significantly impact academic achievement and physical facilities (Li & Carroll, 2017). In other words, when a performance or result lives up to expectations, that person feels happy. One of the most important measures of the success of educational programs and the efficacy of teaching methods is student satisfaction.

2.2. Service Quality

Service quality, derived from the results of service providers, determines customer satisfaction. Satisfaction is based on customer experience during a service encounter (Joseph et al., 1992). The level of customer satisfaction greatly depends on their experience during a service encounter. According to Sovann and Chomdokmai (2012), the quality of training services is essential in measuring student perceptions and expectations for each program. Quality can be defined in various ways, but it ultimately means meeting or exceeding the needs and expectations of clients for the services provided. Many studies have investigated services, but measurement issues arise as customers can tell when they are unsatisfactory. Nowadays, companies prioritize meeting and surpassing customer expectations by tailoring their services to clients' preferences (Labiche, 2007; Zeithaml, 2009). Service quality refers to how well a service meets customer expectations, including ongoing improvements, problem detection, and accurate satisfaction measures. Numerous studies have examined the standard dimensions of service quality from an external customer's perspective (Grönroos, 1984; Parasuraman et al., 1985; Irtameh & Al-Azzam, 2016). According to Kottler and Keller (2009), service quality is the gap between customers' expectations and the actual services provided. Service quality is essential to customer responses, especially in pure service industries like healthcare (Zeithaml et al., 2006). Service quality is considered a critical dimension of competitiveness in both the public and private sectors (Seiler, 2004). The level of service quality is viewed as a crucial aspect of competition (Lewis, 1989). According to Hung and Chang (2003), ensuring high service quality and customer satisfaction is crucial for today's service industry.

Wan Zahari (2008) stated service quality is essential for business and service industries in both public and private sectors. Customers' satisfaction, trust, commitment, and perceived value are positively impacted by service quality (Thaichona & Quachb, 2015).

According to [Seiler \(2004\)](#), service organizations strive to delight customers by encouraging positive recommendations. Service quality is defined as a service's ability to meet the needs and expectations of its customers. [Kayastha \(2011\)](#) represents service quality in higher education as the extent to which the service, service process, and service organization meet the needs of students. This includes seven components: non-academic factors, academic factors, group size, design, delivery and assessment, program issues, accessibility, and reputation. [Kayastha's \(2011\)](#) study is primarily concerned with determining student satisfaction with the perceived quality of services provided by higher education institutions.

[Duque and Weeks \(2010\)](#) indicated that support resources, educational quality, and learning outcomes positively influence student satisfaction. Student involvement significantly impacts learning outcomes, affecting students' perceptions of service quality and satisfaction. Therefore, evaluating student learning outcomes that reflect student satisfaction is essential. Positive feedback on the student learning environment is associated with better learning outcomes and higher satisfaction. In this study, service quality is considered an independent variable based on five influencing factors of the SERVQUAL model. In this research, teacher trainees' satisfaction is defined as a critical factor in measuring the service quality of the project's achievement of the cooperation between the CCDO and BTEC.

2.3. SERVQUAL Model

[Parasuraman et al. \(1985\)](#) studied consumers' perceptions of service quality. They identified ten dimensions, later known as the SERVQUAL model, to help consumers form expectations and perceptions of services. The model includes five dimensions: tangibility, reliability, responsiveness, assurance, and empathy. Various resources are available for measuring service quality, one of which is the SERVQUAL model. It can be applied to any service industry, such as companies, banks, business schools, and higher educational institutions, and its primary aim is to evaluate how customers perceive the quality of service they receive from their provider as compared to their expectations ([Irtaimah & Al-Azzam, 2016](#)). The research instrument SERVQUAL measures consumer expectations and impressions of service across multiple dimensions. Here are the details:

a) Reliability: The ability to provide the promised service consistently and accurately ([Parasuraman et al., 1990](#)). Reliability pertains to the capacity to consistently and dependably provide the service that was promised ([Presbury, 2009](#)). According to [Aleshaiwy et al. \(2015\)](#), on-time promised delivery is crucial to customer satisfaction and corporate image in the hotel industry. Failure to keep promises can lead to negative customer sentiment and loss of competitive advantage. According to [Budiyanti et al. \(2020\)](#), reliability refers to an agency's capacity to provide services effectively and charge reasonable costs. This includes their ability to assist education and training participants with any issues and offer prompt services that lead to satisfying leadership training experiences. Reliability services refer to the services provided by the administration and examination departments to ensure that the results are accurate and the addresses are correct ([Malik et al., 2010](#)).

b) Assurance: Employee knowledge, courtesy, and the ability to convey trust and confidence are important factors. Assurance relates to the ability of service providers to generate confidence and trust during consumer interactions and is linked to their

comprehension and politeness (Presbury, 2009). As explained by Aleshaiwy et al. (2015), the hotel industry service must prioritize instilling trust in guests to ensure their safety and satisfaction, as assurance is key to overcoming consumer uncertainty towards service providers (Budiyanti et al., 2020). Assurance services are the services that an institution provides to students to ensure their academic progress (Malik et al., 2010).

c) Tangibles: Physical facilities, equipment, and appearance personnel (Parasuraman et al., 1990). Tangibility refers to the physical aspects of a service, such as the premises, equipment, and materials used to communicate with clients, as well as the appearance of service providers and employees (Presbury, 2009). The tangibility element in the private sector, such as hotels, includes equipment, facilities, and the appearance of service providers. Tangibility is essential to the physical appearance of buildings, study room equipment, learning structure, and the completeness of books available in the library (Budiyanti et al., 2020). Tangible services are services that can be physically observed, such as furniture decoration, cafeteria decor, and classroom layout (Malik et al., 2010).

d) Empathy: The firm offers personalized attention to its clients with a compassionate approach (Parasuraman et al., 1990). Empathy refers to a service provider's capacity to understand each customer's requirements and deliver service in a caring manner (Presbury, 2009). From the perspective of the hotel industry, this dimension involves a high degree of communication to grasp the needs of the tourists and pay close attention to them. Even though many service providers (hotels) give extra facilities, visitors are usually displeased with staff's improper behavior. According to Aleshaiwy et al. (2015), Empathy is leadership education and training can be enhanced through empathetic focused attention, personalization, individual needs understanding and building long-term relationships with participants (Budiyanti et al., 2020). Empathy services are the services provided by an institution that demonstrates empathy toward students' needs, showing that the university cares about their well-being (Malik et al., 2010).

e) Responsiveness: It refers to the willingness which assist customers and provide prompt service (Parasuraman et al., 1990). Responsiveness relates to highly responsively offering assistance to clients (Presbury, 2009). Responsiveness is essential to service quality in the hospitality industry because guests expect prompt responses to their needs and demands (Aleshaiwy et al., 2015). According to Budiyanti et al., (2020), responsiveness refers to how quickly and attentively employees respond to consumer requests, statements, and complaints. Responsiveness refers to an institution's system's immediate and efficient response, demonstrating that the system is responsive to providing quality services (Malik et al. 2010).

Based on the literature, the SERVQUAL model indicators of service quality for the educational field are used to determine the perception of the service receivers. In this study context, the project's participants behave like service receivers and are significantly impacted by the service quality of the education and training agency.

2.4. Service Quality and Teacher Trainees' Satisfaction

Since service quality is a factor in determining customer satisfaction, it makes sense that it is based on the customer's experience of a specific service encounter (Joseph et al., 1992). The outcomes of the services that service providers in organizations provide determine service quality. How closely the service level complies with client

expectations is a measure of service quality. Delivering excellent service entails meeting consumer expectations (Lewis & Booms, 1983). According to Parasuraman et al. (1985), he suggested that when perceived service quality is high, it will lead to an increase in customer satisfaction. Several studies done in the past have shown that the various service quality standards of educational institutions lead to student satisfaction. Malik et al. (2010) looked into how Punjabi higher education institutions' service quality affected their students' satisfaction. The results show that students' enjoyment is highly impacted by service quality on all dimensions. Budiyaniti et al. (2020) used service quality theory to elucidate and forecast participants' satisfaction, trust, and motivation in leadership education and training programs. The result showed that five service quality dimensions positively and significantly impact participants' satisfaction. These studies showed a close link between service quality and customer satisfaction.

3. Research Methods

The researchers in this study employed a quantitative research method to measure the impact of ELTP service quality on the satisfaction of primary school teacher trainees. To demonstrate the inferential statistics of the collected data, this study made use of descriptive statistics, Pearson's correlation, and regression analysis. The primary goal of this study is to evaluate how satisfied primary school teachers' trainees are with the ELTP's level of service. The researchers used the SERVQUAL instruments to assess the five aspects of reliability, assurance, tangibility, empathy, and responsiveness and how the service quality affected aspiring primary school teachers. There are 218 respondents in total, of whom 141 are research participants. Simple random sampling is used in this quantitative research design. The pilot test was conducted using questionnaires modified from a prior study, and the reliability was assessed using Cronbach's alpha between the range of 0.75 and 0.830. To ensure their validity, the surveys were translated from English to Khmer. SPSS used descriptive and inferential statistics to analyze the data once entered into Excel.

3.1. Participants and settings

The population as a whole is a large number. As a result, the researchers used the Yamane Taro Sampling Method to estimate the sample size, which ranged from 218 to 141 primary school teacher trainees. A sample is a subset of a population element, whereas a population is a theoretically defined collection of elements. As a result, a sample size is a subset of a population (Agresti & Finlay, 2009). A larger sample size typically requires more money to collect and analyze the data (Henry, 1990). As a result, this study must balance gathering a sufficient sample size and staying within budget and time constraints.

3.2. Research Instruments

In this study, the researchers adapted the questionnaires from Hoy et al. (2023). Kumar (2010) emphasized the crucial role of constructing a proper research instrument or tool for any research project. The study's findings are heavily dependent on the accuracy and relevance of the information gathered. This study consists of three sections and 26 questions. The information sheet appears in the first section. The second section was designed to collect demographic information from interviewees, such as gender, group age, educational background, occupation, and academic year. The third section, which included 26 statements about the five dimensions of service quality, was designed to

assess how participants felt about the quality of service provided by the ELTP. In order to facilitate the process of respondents expressing their degree of information and satisfaction, the variables were created as a five-point Likert-type scale. The responses on the scale ranged from 1 (very dissatisfied) to 5 (very satisfied).

3.3. Collecting Data

In this study, the researchers collected quantitative data, also known as primary data, using standardized questionnaires. Primary data is information explicitly gathered for a study by the researcher or another person through interviews, observations, and questionnaires. These sources are known as primary sources (Kumar, 2010). The questionnaires were created in English and Khmer and used to survey participants. This study's goal is to examine the connection between the primary school teacher trainees' satisfaction and quality of the ELTP service. The researcher acknowledged the study's limitations and how they could impact the quality of the data. The expected rate was 100 % because the project was implemented in collaboration with BTEC and CCDO. As a result, all participants responded to the survey.

The researchers used secondary data, which exists in other sources, to support this study. The necessary data is already accessible and is extracted specifically for the study from sources including journals, earlier papers, and censuses. This study's required secondary data information was collected from various sources, including previous reports, journals, theses, websites, eBooks, and other published documents.

3.4. Data Analysis

The researchers entered the data into Excel, encoded it, and then transferred it to SPSS for analysis. The data entry accuracy was checked twice. Descriptive and inferential statistical techniques were used to examine the data collected using SPSS (Statistical Software version 26.0). According to Amin (2005), descriptive statistics can simplify numerical and graphical information representations while providing a comprehensive overview of the data. Pearson's correlation and regression analyses revealed the data's inferential statistics, shedding light on the research hypotheses' relationships and effects. This aimed to clarify the interconnections and implications of the research assumptions. This section summarizes the findings of the analysis and provides commentary on them.

4. Results

4.1. Demographic data of respondents

Table 1 shows the gender distribution of respondents. The survey included 101 (71.6%) female respondents, 37 (26.2%) male respondents, and 3 (2.1%) anonymous participants. This result reveals a significant difference gender between males and females in the Cambodian category. According to the respondents' ages, the majority of the respondents 127 (90.1%) of the respondents were between the ages of 20–25, followed by the age group of 26–30, which accounted for 12 (8.5%). The following age group of respondents is 31–35, with 1 (0.7%), and younger than 20 years old, with 1 (0.7%). Further analysis illustrates the educational background of the respondents. As seen from the Table 1, most respondents had a high school degree, with having a high school degree, followed by a bachelor's degree, while those with an associate degree

were the least, with only 1 (0.7%) respondent.

Researchers analyzed the level of study among participants. According to the results, 43 (30.5%) respondents were in their second year of study, and 98 (69.5) were in their fourth year. The detail is presented in [Table 1](#).

Table 1: Respondents' demographic table

Personal Information	Frequency N=141)	Percent (%)
Gender		
Male	37	26.20
Female	101	71.60
Prefer not to say	3	2.10
Total	141	100
Group Age	Frequency	Percent
Younger than 20 years old	1	.70
20-25 years old	127	90
26-30 years old	12	8.50
32-35 years old	1	.70
Total	141	100
Education Background	Frequency	Percent
Graduate High School	98	69
Association Degree	1	.70
Bachelor Degree	42	29
Total	141	100.
Academic Year	Frequency	Percent
Year II	43	30.5
Year IV	98	69.5
Total	141	100

4.2. Research Finding

In this part, you find various subsections that present the results according to the research objectives. The focus of this particular subsection is to present the evaluation results of the ELTP satisfaction among primary school teacher trainees. Descriptive statistics were applied to analyze the results. The results of the reliability test are displayed in [Table 2](#). A Linker scale ranging from 1 to 5 was used, with each number representing ascending degrees of agreement ranging from "strongly disagree" to "strongly agree". The mean standard deviation (SD) was calculated for the five reliability components.

[Table 2](#) shows the mean and standard deviations scores of the PSTTS on the reliability service of the ELTP. The means of the five items ranged from 3.86 to 4.29 with the SD ranging from 0.50 to 0.73. This indicates that the teacher trainers provide clear guidance on my roles and responsibilities as a teacher. It had the highest mean of 4.29 (SD = 0.61). The researchers observed that the respondents agreed with the statement. The teacher trainers are reliable, with a mean of 4.15 (SD = 0.50). The researchers noticed that the trainees agreed with the statement. The statement – The teacher trainers are dependable and genuinely interested in helping me improve my learning process with a mean of 4.00 (SD = 0.69). The researchers discovered that the trainees agreed with the statement based on the statistics. The statement follows this statement – that the teacher trainers are correctly podcasting the information on time with a mean of 3.87

(SD = 0.73). The researchers perceived the trainees agreed with the statement. The statement – the deadlines of the assignments are suitable for my needs with a mean of 3.86 (SD = 0.70). Overall, reliability with the five assessment statements has a mean of 4.03 (SD = 0.42). The result also indicated that response, on average, of primary school teacher trainees agreed with the statement.

Table 2: Descriptive statistic on Reliability

	Mean	Std. Deviation
The teacher trainers are reliable.	4.15	.50
The teacher trainers are dependable and genuinely interested in helping me improve my learning process.	4.00	.69
The teacher trainers provide clear guidance on my roles and responsibilities as a teacher	4.29	.61
The deadlines of the assignments are suitable for my needs.	3.86	.70
The teacher trainers are correctly podcasting the information on time.	3.87	.73
Reliability (Overall)	4.03	.42

Table 3 presents the mean and standard deviation scores of the PSTTS on the assurance service of the ELTP. The means of the four items ranged from 4.11 to 4.49, with the SD ranging from 0.55 to 0.71.

Table 3: Descriptive statistic on Assurance

	Mean	Std. Deviation
I feel good and am impressed after receiving facilitating, mentoring, and coaching from the trainers.	4.11	.71
The English program's teacher trainers keep benefiting me.	4.49	.55
The English program's teacher trainers are nice and respectful to me.	4.31	.68
The English program's teacher trainers possess the expertise to respond to my questions.	4.32	.57
Assurance (Overall)	4.30	.46

The statement— The English program's teacher trainers keep benefiting me with the highest mean of 4.49 (SD = 0.55). The researchers discovered the average response of trainees agreed with this statement based on the statistic. The following statement – The English program's teacher trainers possess the expertise to respond to my questions with a mean of 4.32 (SD = 0.57). The researchers perceived that the average response of the trainees agreed with this statement. The following statement – The English program's teacher trainers are nice and respectful to me with a mean of 4.31 (SD 0.68). From this statistic, the researchers noticed the trainees agreed with this statement. The last statement – I feel good and am impressed after receiving facilitating, mentoring, and coaching from the trainers with a mean of 4.11 (SD = 0.71), received an average score from the respondents who agreed with it. Overall, assurance with the four assessment statements has a mean of 4.30 (SD = 0.46).

Table 4 displays the mean and standard deviation scores of the tangibility service of the ELTP. The means of the four items ranged from 3.61 to 4.37, with the SD ranging from 0.591 to 0.77. The statement – The classrooms are large enough – with the highest mean

of 4.37 (SD = 0.59). The researchers perceived the trainees agreed with the statement, based on the average of the responses. The statement follows this: the teacher trainers/language department officers are diverse with a mean of 4.28 (SD = 0.60). This indicated that the trainees agreed with the statement. The following statement – the classrooms are prepared with up-to-date equipment with a mean of 3.87 (SD = 0.77). Lastly, the statement – the English program’s teacher trainers are approachable and accessible with a mean of 3.61 (SD = 0.76). Overall, tangibility with the four statements used in calculating has a mean of 4.03 (SD = 0.43). The researchers concluded primary school teacher trainees fairly agreed with the statement.

Table 4: Descriptive statistic on Tangibility

	Mean	Std. Deviation
The teacher trainers/language department officers are diverse.	4.28	.60
The English program’s teacher trainers are approachable and accessible.	3.61	.76
The classrooms are prepared with up-to-date equipment.	3.87	.77
The classrooms are large enough.	4.37	.59
Tangibility (Overall)	4.03	.43

Table 5 presents the mean and standard deviation scores of the PSTTS on the empathy service of the ELTP. The means of the four items ranged from 3.65 to 4.43, with the SD ranging from 0.60 to 0.77.

Table 5: Descriptive statistic on Empathy

	Mean	Std. Deviation
The opening and teaching hours are suitable for me.	4.00	.66
The English program’s teacher trainers teach and serve equitably without discrimination.	4.43	.63
The English program’s teacher trainers have given particular attention of service to me.	4.38	.60
The English program’s teacher trainers are aware of my needs.	3.65	.77
Empathy (Overall)	4.11	.47

This displays that the English program’s teacher trainers teach and serve equitably without discrimination – had the highest mean of 4.43 (SD = 0.63). The researcher perceived that the primary school teacher trainees agreed with the statement. The following statement – the English program’s teacher trainers have given particular attention to service to me with a mean of 4.38 (SD = 0.63). The researchers noted that the primary school trainees generally agreed with this statement. The statement – the opening and teaching hours are suitable for me with a mean of 4.00 (SD = 0.66). The researchers observed the primary school teacher trainees’ responses indicated fairly agreed with the statement. Following statement – the English program’s teacher trainers are aware of my needs with a mean of 3.65 (SD = 0.77). The four statements used to test empathy have a mean of 4.11 (SD = 0.47). The researchers observed the trainees fairly agreed with the statements of the empathy service.

Table 6 displays the mean and standard deviation scores of the PSTTS on the responsiveness service of the ELTP. The means of the five items ranged from 3.77 to 4.18, with the SD ranging from 0.584 to 0.85.

Table 6: Descriptive statistic on Responsiveness

	Mean	Std. Deviation
The English program's information channels are readily available.	3.77	.85
Fast the service or communication is provided.	3.78	.85
The English program's teacher trainers are delighted to assist, guide, and mentor me.	4.13	.58
The English program's teacher trainers are an easy-to-use service process and highly convenient.	4.06	.65
The English program's teacher trainers are ready to provide the service.	4.18	.73
Responsibility (Overall)	3.98	.53

The statement – the English program's teacher trainers are ready to provide the service with a highest mean of 4.18 (SD = 0.73). The researchers perceived that the primary school teacher trainees are fairly satisfied with the average response. Followed statement – The English program's teacher trainers are delighted to assist, guide, and mentor me with a mean of 4.13 (SD = 0.58). The statement follows this – the English program's teacher trainers are an easy-to-use service process and highly convenient with a mean of 4.06 (SD = 0.65). The researchers noted the teacher trainees fairly agreed with the statement based on the statistics. The following statement – fast the service or communication is provided with a mean of 3.78 (SD = 0.85), indicating the average of respondents who fairly agreed with the statement. For the last statement, the English program's information channels are readily available with a mean of 3.77 (SD = 0.85). The researchers concluded that the primary school teacher trainees agreed with the average responses to the statement. Responsibility overall has a mean of 3.98 (SD = 0.54) for the five statements used in the assessment.

Table 7 displays the mean and standard deviation scores of the PSTTS on the overall service of the ELTP. The means of the four items ranged from 4.09 to 4.23 with the SD ranging from 0.62 to 0.67. The statement – overall, the service provided by the English program meets my expectations indicated the highest mean of 4.23 (SD = 0.63). The research perceived that primary school teacher trainees agreed with the statement indicating the overall service provided rate of the ELTP's service. The following statement – overall, the quality of the English program service is good with a mean of 4.22 (SD = 0.62). This means the service was rated well above the average. The following statement – overall, the service provided by the English program meets my expectations with a mean of 4.13 (SD = 0.63). The researchers observed the teacher trainees rated above average on quality of work. The last statement, overall, I am happy with the English program's assignments and tasks provided with a mean of 4.09 (SD = 0.67), indicating teacher trainees rated tasks provided by the teacher trainers above average. The four statements used to assess PSTTS have a mean of 4.16 (SD = 0.50). The researchers concluded that the average teacher trainees rated service and productivity above average.

Table 7: Descriptive statistic on PSTTS

	Mean	Std. Deviation
Overall, the quality of the English program service is good.	4.22	.62
Overall, I am happy with the English program’s assignments and tasks provided.	4.09	.67
Overall, I am satisfied with the English program support.	4.13	.63
Overall, the service provided by the English program meets my expectations.	4.23	.63
Primary School Teacher Trainees’ Satisfaction (Overall)	4.16	.50

4.3. Correlation Analysis

This section discusses the findings of statistical analysis on the five SERVQUAL Model dimensions and the PSTTS. As indicated in the Table 8, the correlation of each independent variable is moderately positive with the dependent variable.

Table 8: Descriptive Statistic on Correlation Analysis

		Reliability	Assurance	Tangibility	Empathy	Responsibility	Satisfaction
Reliability	Pearson Correlation	1	.528**	.428**	.527**	.487**	.523**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	141	141	141	141	141	141
Assurance	Pearson Correlation	.528**	1	.577**	.629**	.453**	.564**
	Sig. (2-tailed)	.000		.000	.000	.000	.000
	N	141	141	141	141	141	141
Tangibility	Pearson Correlation	.428**	.577**	1	.532**	.497**	.518**
	Sig. (2-tailed)	.000	.000		.000	.000	.000
	N	141	141	141	141	141	141
Empathy	Pearson Correlation	.527**	.629**	.532**	1	.586**	.587**
	Sig. (2-tailed)	.000	.000	.000		.000	.000
	N	141	141	141	141	141	141
Responsibility	Pearson Correlation	.487**	.453**	.497**	.586**	1	.609**
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	141	141	141	141	141	141
PSTTS	Pearson Correlation	.523**	.564**	.518**	.587**	.609**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	141	141	141	141	141	141

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

A significant relationship exists between reliability with assurance ($r = 0.528, p < 0.05$), tangibility ($r = 0.42, p < 0.05$), empathy ($r = 0.52, p < 0.05$), responsibility ($r = 0.487, p < 0.05$), and the PSTTS ($r = 0.52, p < 0.05$). It shows that the reliability dimension of the ELTP and PSTTS had a moderately positive relationship. In addition, a positive relationship exists between assurance with reliability ($r = 0.52, p < 0.05$), tangibility ($r =$

0.57, $p < 0.05$), empathy, $r = 0.62$, $p < 0.05$), responsibility ($r = 0.45$, $p < 0.05$), and the PSTTS ($r = 0.56$, $p < 0.05$). It also had a moderately positive relationship between the assurance dimension of the ELTP and PSTTS. Next, a positive relationship exists between tangibility with reliability ($r = 0.42$, $p < 0.05$), assurance ($r = 0.57$, $p < 0.05$), empathy ($r = 0.53$, $p < 0.05$), responsibility ($r = 0.49$, $p < 0.05$), and PSTTS ($r = 0.518$, $p < 0.05$). It implies there is a moderately positive relationship between the tangibility dimension of the ELTP and PSTTS. Moreover, a positive relationship exists between empathy with reliability ($r = 0.52$, $p < 0.05$), assurance ($r = 0.62$, $p < 0.05$), tangibility ($r = 0.53$, $p < 0.05$), responsibility ($r = 0.58$, $p < 0.05$), and the PSTTS ($r = 0.58$, $p < 0.05$). It implies there is a moderately positive relationship between the empathy dimension of the ELTP and PSTTS. Further, A positive relationship exists between responsibility with reliability ($r = 0.48$, $p < 0.05$), assurance ($r = 0.45$, $p < 0.05$), tangibility ($r = 0.49$, $p < 0.05$), empathy ($r = 0.58$, $p < 0.05$), and PSTTS ($r = 0.60$, $p < 0.05$). It indicated the empathy dimension of the ELTP and PSTTS had a moderate and positive relationship.

Finally, the overall results reliability service indicates a positive and moderate correlation with the PSTTS ($r = 0.52$, $p < 0.05$). The assurance also shows a positive correlation at a moderate level with overall PSTTS ($r = 0.56$, $p < 0.05$). The tangibility shows a positive relationship at a moderate level on overall primary school teacher trainees ($r = 0.51$, $p < 0.05$). Empathy also displays a positive significant result on correlation with overall PSTTS ($r = 0.58$, $p < 0.05$). Last, responsiveness has a positive significant and moderate on correlation with overall PSTTS ($r = 0.60$, $p < 0.05$).

4.4. Multiple Regression Analysis

The purpose of the Multiple Regression Analysis is to propose a predictor model for this research study and also to examine the link between independent and dependent variables. Table 9 indicates the percentage at which five SERVQUAL service quality of the ELTP affects the variation in the PSTTS at BTEC.

Table 9: Model Summarize

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.71 ^a	.51	.49	.35	.51	28.87	5	135	.000

a. Predictors: (Constant), Reliability, Assurance, Tangibility, Empathy, and Responsiveness.

b. Dependent Variable: PSTTS

R Square is a measure of how much of the variability in the outcome is accounted for by the predictors. R Square value is 0.51 indicating that the five service quality variables can account for 51.7% of the variation in overall student satisfaction. This means that 48.30% of the variation in overall teacher trainees' satisfaction cannot be explained by these five service quality variables. So, there must be other variables that have an influence.

Table 10 shows the significant impact of the five service factors of the ELTP on the teacher trainees' satisfaction with beta coefficients of each independent variable, the

appropriate value of Tolerance (>10%), and VIF (<10). Moreover, the empirical results of the standardized coefficients are all positive, representing that the service quality of the ELTP is positively affected.

Table 10: Coefficient

Coefficients								
Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	.227	.350		.648	.518		
	Reliability	.627	.087	.523	7.226	.000	1.000	1.000
	Assurance	.612	.076	.564	8.042	.000	1.000	1.000
	Tangibility	.598	.084	.518	7.136	.000	1.000	1.000
	Empathy	.631	.074	.587	8.556	.000	1.000	1.000
	Responsiveness	.576	.064	.609	9.045	.000	1.000	1.000

a. Dependent Variable: PSTTS

a. Predictor: (Constant), Reliability, Assurance, Tangibility, Empathy, Responsiveness

Specifically, as indicated in Table 10, responsiveness has a significant effect on the PSTTS (Beta=0.60, given $p < 0.05$), so the teacher trainees had their beneficiaries increased by 60.9%. Empathy also has a significant effect on the PSTTS (Beta=0.58, given $p < 0.05$), thus the teacher trainees had their beneficiaries increased by 58.7%. Assurance has a significant effect on the PSTTS (Beta=0.56, given $p < 0.05$), so the teacher trainees had their beneficiaries increased by 56.4%. Reliability has a significant effect on the PSTTS (Beta=0.52, given $p < 0.05$), therefore, the teacher trainees had their beneficiaries increased by 52.3% and the tangibility has a significant effect (Beta=0.51, given $p < 0.05$), so teacher trainees had their beneficiaries increased by 51.8%. This result indicates there was a significant impact on service quality (reliability, assurance, tangibility, empathy, and responsiveness) and the PSTTS.

The results, as shown in Table 11, illustrated that hypotheses H01, H02, H03, H04, and H05 were significant predictors as the p-value of all dimensions < 0.05.

Table 11: Summary of Hypothesis Testing Result

No.	Hypotheses	Beta	SE	t-value	Results	Decision
H01	Reliability -> PSTTS	.52	.08	7.22	.000	Rejected
H02	Assurance -> PSTTS	.56	.07	8.04	.000	Rejected
H03	Tangibility -> PSTTS	.51	.08	7.13	.000	Rejected
H04	Empathy -> PSTTS	.58	.07	8.55	.000	Rejected
H05	Responsiveness -> PSTTS	.60	.06	9.04	.000	Rejected

PSTTS: primary school teacher trainees' satisfaction; Beta: regression weight; SE: standard error; t-value: a statistical measurement used to validate a hypothesis against observed data.

5. Discussion

5.1. Discussion based on the first objective

The first objective of this study sought to examine the relationship between each of the five SERVQUAL model dimensions in the ELTP on the PSTTS at the BTEC. In addition, the question was shaped as: Is there a relationship between each of the five dimensions in the ELTP on the PSTTS at BTEC?

In this study, according to [Table 8](#), the researchers could notice all variations are positively significant and correlated. The highest level of satisfaction was responsibility in scale 5 (0.60, $p < 0.05$), followed by empathy in scale 5 (0.58, $p < 0.05$), assurance in scale 5 (0.56, $p < 0.05$), reliability in scale 5 (0.52, $p < 0.05$), and tangibility in scale 5 (0.51, $p < 0.05$). Based on the results, the primary school teacher trainees are very satisfied with the service delivery of the ELTP implemented by the CCDO at BTEC. The result of the correlation analysis indicates the overall dimensions of the ELTP have a strong relationship with the PSTTS with the R square value of 0.51. This finding was also similar to the studies that conducted by [Budiyanti et al. \(2020\)](#), the impact of service quality of the dimensions on the PSTTS is significantly positive.

5.2. Discussion based on the second objective

The second set of objectives aimed to determine the significant impact each of the five SERVQUAL model dimensions in the ELTP on the PSTTS at BTEC in line with its question formed as: Is there any significant impact between each of the five dimensions in the ELTP on the PSTTS at BTEC?

Regarding the findings, all hypotheses were rejected, there was a positive influence was found between service quality of the ELTP and the PSTTS at BTEC. Due to the results, the reliability ($\beta=0.523$, $t=7.226$, $p=0.00$) had a significant impact. This result is consistent with [Hoy et al. \(2023\)](#), the reliability positively affected the beneficiaries' satisfaction. Consequently, to increase the number of beneficiaries for the upcoming generation, CCDO and BTEC trainers continue to perform well. Assurance ($\beta=0.564$, $t=8.042$, $p=0.00$) had a significant impact on the ELTP service. Additionally, data from studies conducted at Universities Utara Malaysia, Sri Lanka, and Thailand supports an established hypothesis, with the conclusion indicating a strong correlation between assurance and student satisfaction ([Kajenthiran & Karunanithy, 2015](#); [Kunanusorn & Puttawong, 2015](#); [Pohyae et al., 2016](#)). This dimension is crucial because the teacher trainees are satisfied with the skills of the teacher trainers' answering, friendly and helpful mind of the staff, and monitoring and coaching from the trainers which are a great help to the skills of the teacher trainees. Similarly, tangibility ($\beta=0.518$, $t=7.136$, $p=0.00$) was accepted which means it has a significant impact between the ELTP and the PSTTS. Empathy ($\beta=0.587$, $t=8.556$, $p=0.00$) had a significant impact. This study confirmed the empathy associated with [Pohyae et al. \(2016\)](#); empathy has an influential role in satisfaction as it describes as it is convenient teaching hours, the trainers provide equitably without discrimination, and understand the trainees' needs. Considering that the majority of students' evaluations of the quality of the services they receive come from their interactions with instructors and staff, it makes sense that these interactions should be important. Last, responsiveness ($\beta=0.609$, $t=9.045$, $p=0.00$) also had a significant impact on the ELTP service. This finding is also reported by [Lien \(2017b\)](#), the students' judgments on

intangible elements such as the attitude and punctuality of faculties in supporting students as well as the regulations of the institution.

Moreover, students agree that academic faculties show a positive attitude in solving students' problems. In the context of the ELTP, the trainees accepted the teacher trainers provided accessible information channels, facilitating, and coaching, well-prepared before the session. This indicates that they are aware of the needs of aspiring the trainees. The study's findings demonstrated that the ELTP on the PSTTS at BTEC was significantly impacted by service quality.

5.3. Discussion based on the third objective

The third objective of this study focused on identifying the relatively weaker dimensions of service quality within the English Literacy Training Project (ELTP) affecting primary school teacher trainees (PSTTS) at Battambang Teacher Education College (BTEC). The research question addressed whether any specific service quality dimension negatively impacted the PSTTS. Analysis of the study's findings indicated that responsiveness received the highest satisfaction ratings, followed in order by empathy, assurance, reliability, and tangibility. This hierarchy suggests areas for targeted improvement. The study supports the finding of [Chuah and Ramalu \(2011\)](#), which underscores the correlation between the quality of service provided by educational institutions and student satisfaction levels. This finding reinforces the importance of maintaining high service-quality standards. Despite the overall positive feedback, the study recommends that to enhance the experience for future cohorts, teacher trainers and colleges should continue to excel in their performance and service delivery. Specifically, it suggests a focus on improving those dimensions identified as weaker to elevate the overall quality of service and, consequently, trainee satisfaction. This approach is crucial for sustaining and increasing beneficiary numbers in future iterations of the program.

6. Implication

This study will enable institutions and organizations to investigate the level of satisfaction of students or training beneficiaries regarding the educational programs with service quality (SERVQUAL); they can identify areas for improvement and better meet the needs of their students.

7. Conclusion

This study offers insightful information about how important it is for educational services to meet higher standards of quality. Focusing on student satisfaction will enable institutions to adapt to students' needs and continuously assess the provision of services to increase student satisfaction, claim [Joseph Cronin and Taylor \(1992\)](#). By using SERVQUAL on 141 primary school teacher trainees (PSTTS), the main goal of this study was to investigate the effects of the English literacy training project's (ELTP) service quality. The PSTTS at BTEC and the correlation analysis showed that all variables had a significant relationship with R square =.517 ($R^2=51.7\%$, $p=0.00$), rejecting the null hypotheses of H01, H02, H03, H04, and H05 as not being significant predictors. According to the results of the hypothesis testing, the predictors of service quality, reliability, assurance, tangibility, empathy, and responsiveness have a positive effect on the PSTTS, implying that not all service quality is accepted.

Lastly, the researchers found primary school teacher trainees were very satisfied 35.46%, 60.99%, and fairly satisfied 3.55% only with the service delivery of the English Literacy Training Project (ELTP) delivered by the CCDO at BTEC. The researchers advise the CCDO and BTEC to continue performing well to increase the capacity of more primary school teacher trainees in the following generation.

8. Recommendations

Despite the excellent service quality of the ELTP and the satisfaction of the primary school teacher trainees, there are still some areas that could use further development and improvement, particularly improving the quality of teaching facilitation, being accountable, responding promptly, comprehending the needs of the teacher trainees, and using technology in the classroom. The following suggestions for strategies to enhance the service and primary school teacher trainees are based on the results: The study discovered that the CCDO and BTEC needed teacher trainers who needed to learn more, comprehend teacher trainees' problems and needs, guide the teacher trainees to become good teachers, give appropriate deadlines for the assignments, have a room with modern technology, and share trustworthy information on time. The organization and the college should maintain the communicative channels (feedback system) as the teacher trainers and trainees can communicate, share their concerns, or request support. The consultation period should be kept in place so that all teacher trainees can access it and consult it for educational purposes. The teacher trainers should continue their education as a long-term learning strategy to develop the qualities of 21st century educators who can serve as role models for the teacher trainees in Cambodia, a country aiming for sustainable development. The teacher trainers should give the candidates various learning opportunities and design lessons and other learning tasks around their preferences, ideas, and pursuits. The organization and college should provide teacher trainees with clear explanations of the course's goals, its material, and its homework, assignments, and other learning tasks. The organization and college should promote the creation of more student teaching clubs to assist teacher training in learning about and exchanging best practices. The teacher trainers need to understand the teacher trainees' problems in teaching and learning. The organization and college should consider whether the tasks and assignment deadlines are appropriate for the teacher trainees' needs. The teacher trainers should deliver the information accurately and on time.

Ethics Approval and Consent to Participate

The researchers used the research ethics provided by the Research and Development Center of the National University of Battambang. The ethical standards of the university research committee conducted all procedures performed in this study involving human participants.

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Conflict of Interest

The authors declare no conflict of Interest.

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