

Evaluating Beneficiaries' Satisfaction on Quality Service of English Literacy Training (ELT) Project

A Case Study at Battambang Teacher Education College (BTEC), Cambodia

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ABSTRACT

Purpose: The purpose of this study is to evaluate the service quality of ELT project on beneficiaries' satisfaction with BTEC.

Evaluation design/methodology/approach: In this study, the quantitative research design was employed, in which 368 valid structured questionnaires were obtained after distribution, using convenience sampling. For data analysis, descriptive and inferential statistics were used. Pearson's correlation and regression analysis were utilized to present the inferential statistics of the data obtained to explain both relationships and effects in line with the hypotheses of this research.

Findings: The findings from the data obtained suggested how different services (reliability, assurance, empathy, responsiveness) affected beneficiaries' satisfaction except for tangibility which has a negative significant with beneficiaries' satisfaction. The findings clearly prove the recommended 4 services serve effectively and only tangibility service need to be discussed and improvement.

Originality/Value: The value of the study is its illustration of how to use effective operations service to influence and increase the level of the beneficiaries' satisfaction.

KEYWORDS: *reliability, assurance, tangibility, empathy, responsiveness, and beneficiary*

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I. PROJECT BACKGROUND

Early 2017, the ministry of education approved the English in the curriculum primary schools in overall Cambodia. It is applied for grade 4, 5 and 6 only. There are many challenges and issues for schools to adopt this project because each school does not have an English teacher. Because not every school has an English teacher, implementing this project will be difficult for many schools. Some school only teach English without using effective teaching techniques and methodologies.

If we continue to operate in accordance with government policy or guidelines, it will happen within the next 30-50 years (proficiency level), according to the Cambodian Community Dream Organization (CCDO) review of the program's specifics and government interventions that have been

requested numerous times. CCDO discovered a second opportunity to transform the program by preparing the teachers' trainees to become qualified teachers before they begin their careers as teachers at the training college where the trainee attend.

It is wonderful to be able to assist them as 21st century educators. It is advantageous if a classroom's teacher is qualified to instruct in both Khmer and English because primary government teachers typically deliver their lessons in the classroom. Additionally, the government and the ministry of education share this dream. By putting the right teachers in the right places, our project has significantly changed the future of Cambodian children.

II. PROBLEM STATEMENT

In the 20th century, English language education in Cambodia faced several challenges. One major challenge was the lack of trained English teachers. According to a report published in the Journal of Southeast Asian Education in 2005, "the absence of qualified English teachers has been a major impediment to the improvement of English language education in Cambodia" (Kheang, 2005).

Another challenge was the lack of resources and materials for English language instruction. The report notes that "teaching materials and resources, such as textbooks and audio-visual aids, have been scarce and outdated" (Kheang, 2005). This lack of resources hindered the ability of teachers to effectively teach the English language to their students.

Furthermore, the political and social turmoil in Cambodia during the 20th century also had a negative impact on English language education. The Khmer Rouge regime, which ruled Cambodia from 1975 to 1979, banned the teaching of foreign languages, including English. This led to a significant loss of human capital and a decrease in the number of individuals who were proficient in English (Kheang, 2005).

Overall, the challenges faced by English language education in Cambodia during the 20th century included a lack of qualified teachers, a lack of resources and materials, and the political and social turmoil in the country.

III. RESEARCH QUESTION

Is there a positive impact of reliability, assurance, tangibility, empathy, and responsiveness on beneficiaries' satisfaction?

IV. RESEARCH OBJECTIVE

- **Overall Objective:** To evaluate the service quality of the ELT project on beneficiaries' satisfaction at Battambang Teacher Education College.
- **Specific Objective:** To identify the significance of reliability, assurance, tangibility, empathy, and responsiveness on beneficiaries' satisfaction at BTEC.

V. RESEARCH HYPOTHESIS

H1: The reliability has no significant positive affect on beneficiaries' satisfaction with the ELT project.

H2: The assurance has no significant positive affect on beneficiaries' satisfaction with the ELT project.

H3: The tangibility has no significant positive affect on beneficiaries' satisfaction with the ELT project.

H4: Empathy has no significant positive affect on beneficiaries' satisfaction with the ELT project.

H5: The responsiveness has no significant positive affect on beneficiaries' satisfaction with the ELT project.

VI. RESEARCH METHODS

The study adopted a cross-sectional research design. This design was quantitative to allow for descriptive and inferential analysis. Convenience sampling of respondents was used to ensure that those beneficiaries found at their workplaces were the ones used for the study.

The teacher trainees/ trainers and head department at different classes in BTEC were asked to take part in the study. A researcher adopted the previous research items from Parasuraman et al. (1985) to ensure instrumental validity. Beneficiaries' satisfaction questions were based on Van Ryzin et al (2004). The pretest of the questionnaire was tested on 38 samples. The reliability analysis presented that Cronbach's Alpha's value was average **0.961** which above 0.7 according to Hair et al (2006), suggesting that these criterion values are acceptable.

Studying the whole population was impossible. For this reason, the researcher used a convenience random sampling method. The rule of thumb was used to determine the sample size, and the rule suggested a sample size of 10 times the number of items in the instrument (Roscoe 1975). Therefore, the targeted number of respondents for this study was 220 beneficiaries. The actual number of respondents who participated was 368. According to (Cronbach 1988) andb (Marcoulides and Heck 1993), the larger sample more accurately represents the characteristics of the population from which they are derived.

VII. FINDINGS

Demographic data of respondents

In the table below, the results of respondent gender distribution. The majority of the respondents were females with a total of 272 (73.9%) when compared to male who were 94 (25.5%) and 2(0.5%) anonymous applicants who also participated in this survey. This tells us that in general, the gap between men and women in the Cambodian category is really different. This result concludes that there is a reasonable female representation of the study.

For the respondents' age, It shows clearly that the majority of respondents were in the age range of between 20-25, 323 (87.8%) of the respondent, and it was followed by 26-30 which 23 (6.3%). The next age range was below 20 years old, range 12 (3.3%), then followed by 31-35, 7 (1.9%). They were followed by respondents in the 36-40 age range with 2(0.5%) and then followed by the 46-50 age range with 1 (0.3%).

Table 8.1 also represents the distribution of the respondents by educational level. The results, according to the table below, show that the majority of the respondents were associate degree holders with 181 (49.2%) respondents, followed by high school degree with 166 (45.1%) respondents. Followed by diploma degree holders with 11 (3%) respondents, and then bachelor degree 7 (1.9%), and PhD degree 3 (0.8%). This shows that the majority of respondents were age between 26 to 30 years old.

The table below also presented the distribution of occupation; it also showed the position levels of respondents. The majority of respondents were

teachers trainee/trainer 261 (70.9%), and followed by head department 107 (29.1%). According to the table, teacher level participated more than others in this study.

A researcher was examined the year of study. In the table below, the majority year of study was year II which 156 (42.4%) of respondents. Then followed by year IV 134 (36.4%), and last followed by the 0 year years were 78 (21.2%). Following the findings, it shows that the year of teachers is not yet in line with their age, and it is very important to respond to this modern training course because it is easy to work.

Table 8.1: Respondents' demographic table (field data, 2022)

Variables	Frequency	Percent	Valid Percent	Cumulative Percent
Sex				
Male	94	25.5	25.5	25.5
Female	272	73.9	73.9	99.5
Prefer not to say	2	.5	.5	100.0
Total	368	100.0	100.0	
Age				
<20	12	3.3	3.3	3.3
20-25	323	87.8	87.8	91.0
26-30	23	6.3	6.3	97.3
31-35	7	1.9	1.9	99.2
36-40	2	.5	.5	99.7
46-50	1	.3	.3	100.0
Total	368	100.0	100.0	
Education				
High School	166	45.1	45.1	45.1
Diploma	11	3.0	3.0	48.1
Associate Degree	181	49.2	49.2	97.3
Bachelor Degree	7	1.9	1.9	99.2
PhD	3	.8	.8	100.0
Total	368	100.0	100.0	
Position				
Teacher trainee/Trainer	261	70.9	70.9	70.9
Head Department	107	29.1	29.1	100.0
Total	368	100.0	100.0	
Teaching Experience				
0	78	21.2	21.2	21.2
Year II	156	42.4	42.4	63.6
Year IV	134	36.4	36.4	100.0
Total	368	100.0	100.0	

Analysis of the services of the project

This section comprises different subsections presenting the results as per the research objective. This subsection is actually geared towards presenting the results of the evaluation of beneficiaries' satisfaction with the quality service of the English Program.

Descriptive statistic was put into use to access the results.

Table 8.2: Descriptive statistic on Reliability (Field data, 2022)

Variables	N	Minimum	Maximum	Mean	Std. Deviation
I think the teacher/trainer is reliable	368	1	5	4.03	.632
I think the teacher/trainer is genuinely interested in solving my problem in teaching	368	1	5	3.93	.642
I think the teacher/trainer explain, clarifies, and recommends on my role and responsibilities as good teacher	368	1	5	4.17	.637
I think the deadline of my roles and tasks are suitable for my needs	368	1	5	3.89	.672
I think the teacher/trainer is podcasting the information correctly and in time	368	1	5	3.88	.686
Valid N (list-wise)	368				

Table 8.2 is representative of the results obtained from reliability. There are 5 components of reliability that had the mean standard deviation (S.D), A Likert scale of 1-5 were used with each number representing “Strongly disagree, disagreed, fairly agree, agree, and strongly agree” in their ascending order.

The results shown in table 8.2 indicated the teacher/trainer explain, clarifies, and recommends on my role and responsibilities as good teacher. It was the highest mean of 4.17 and S.D of 0.637, the researcher observed that mean the respondents fairly agreed that their trainer liked going straight to the goal. I think the teacher/trainer is reliable with a mean of 4.03 and S.D of 0.632. The researcher observed that the average response got from trainees tended to agree with the statement above.

The statement—the teacher/trainer is genuinely interested in solving my problem in teaching with a mean of 3.93 and S.D of 0.642. The researcher, from this statistic, observed that the average response of trainees fairly agreed with the statement. This statement is followed by the statement—the deadline of my roles and tasks are suitable for my needs. Enforcement dictated by violations of the rules with a mean of 3.89 and S.D of 0.672. The researchers observed that the average response of beneficiaries is in fairly agreement with the statement. The statement — the teacher/trainer is podcasting the information correctly and in time- had the highest mean 3.88, and S.D of 0.686. The researcher observed the average of responses that the trainees fairly agree with the statement.

Table 8.3: Descriptive statistic on Assurance (Field data, 2022)

Variables	N	Minimum	Maximum	Mean	Std. Deviation
I have a good feeling and I am impressed after receiving the facilitating, mentoring and coaching	368	1	5	4.04	.619
I think the teacher/trainer of the program keeps benefiting me	368	1	5	4.16	.654
I think the teacher/trainer is polite to me	368	1	5	4.11	.606
I think the teacher/trainer has the knowledge and skills to answer my questions	368	1	5	4.17	.637
Valid N (list-wise)	368				

Table 8.3 shows the descriptive stats obtained from respondents about their immediate trainer on assurance which was analyzed using 4 items. The statement — the teacher/trainer has the knowledge and skills to answer my questions— had the highest mean of 4.17 and S.D 0.637. The researcher observed from the statistics that the average of trainees agrees with this statement. This is followed by the statement— the teacher/trainer of the program keeps benefiting me which has a mean of 4.16 and S.D 0.654. The researcher observed that the average trainees agreed with this statement. The following statement — the teacher/trainer is polite to me with a mean of 4.11 and S.D 0.606. From this statistic, the researcher observed the average of responses that the beneficiaries agreed with this statement. For the last statement — have a good feeling and I am impressed after receiving the facilitating, mentoring and coaching with a mean of 4.04 and S.D 0.619 which presented the average of respondents agreed with the statement.

Table 8.4: Descriptive statistic on tangibility (Field data, 2022)

	N	Minimum	Maximum	Mean	Std. Deviation
I think the teacher/trainer/department officer are diverse	368	1	5	3.73	.681
I think the teacher/trainer/department officer is accessible	368	1	5	3.64	.705
I think the classroom is equipped with modern tools	368	1	5	3.79	.704
I think classroom is big enough	368	1	5	4.10	.675
Valid N (list-wise)	368				

Table 8.4 shows the mean and S.D of responses from the beneficiaries on questions aimed at demining where their immediate trainer's tangibility.

The statement — classroom is big enough - had the highest mean 4.10, and S.D of 0.675. The researcher observed the average of responses that the beneficiaries agree with the statement. This is followed by the statement — the classroom is equipped with modern tools- with a mean of 3.79 and S.D 0.704. It meant that the trainees fairly agreed with the statement. Together with another statement, in complex situations, the teacher/trainer/department officer are diverse mean of 3.73 and S.D of 0.681. With this statistic, the researcher observed that beneficiaries fairly agrees with the statement. Lastly, the statement — the teacher/trainer/department officer is accessible with mean of 3.64 and S.D of 0.705. The researcher observes the average of responses that beneficiaries fairly agreed with the statement.

Table 8.5: Descriptive statistic on empathy (Field data, 2022)

	N	Minimum	Maximum	Mean	Std. Deviation
I think the opening hours/hour for teaching is convenient for me	368	1	5	3.78	.741
I think the teacher/trainer serves/teaches equitably without discrimination	368	1	5	4.17	.689
I think the teacher/trainer of this English program has given importance to service to me	368	1	5	4.21	.660
I think the teacher/trainer understands my needs	368	1	5	3.88	.709
Valid N (list-wise)	368				

The results shown in table 8.5 indicated the teacher/trainer of this English program has given importance to service to me. It was the highest mean of 4.21 and S.D of 0.660, the researcher observed that mean the respondents agreed that their trainer liked going straight to the goal and need to be accomplished. I think the teacher/trainer serves/teaches equitably without discrimination with a mean of 4.17 and S.D of 0.689. The researcher observed that the average response got from trainees tended to agree with the statement above.

The statement— I think the teacher/trainer understands my needs with a mean of 3.88 and S.D of 0.709. The researcher, from this statistic, observed that the average response of trainees fairly agreed with the statement. This statement is followed by the statement— I think the opening hours/hour for teaching is convenient for me with a mean of 3.78 and S.D of 0.741. The researchers observed that the average response of beneficiary is in fairly agreed with the statement.

Table 8.6: Descriptive statistic on responsiveness (Field data, 2022)

	N	Minimum	Maximum	Mean	Std. Deviation
I think the information channel is easily accessible	368	1	5	3.80	.660
I think the service/communication is fast	368	1	5	3.72	.692
I think the teacher/trainer is happy and willing to facilitate, coach and mentoring me	368	2	5	4.08	.610
I think the teacher/trainer is very convenient and has a hassle-free service process	368	2	5	3.90	.612
I think the teacher/trainer is ready to serve	368	1	5	4.04	.623
Valid N (listwise)	368				

The results shown in table 8.6 indicated the teacher/trainer is happy and willing to facilitate, coach and mentoring me. It was the highest mean of 4.08 and S.D of 0.610, the researcher observed that mean the respondents agreed that their trainer liked going straight to the goal and need to be accomplished. I think the teacher/trainer is ready to serve with a mean of 4.04 and S.D of 0.623. The researcher observed that the average response got from trainees tended to fairly agree with the statement above.

The statement— I think the teacher/trainer is very convenient and has a hassle-free service process with a mean of 3.90 and S.D of 0.612. The researcher, from this statistic, observed that the average response of trainees fairly agreed with the statement. This statement is followed by the statement— I think the information channel is easily accessible with a mean of 3.80 and S.D of 0.660. The researchers observed that the average response of beneficiaries is in fairly agreement with the statement. For the last statement — the service/communication is fast with a mean of 3.72 and S.D 0.692 which presented the average of respondents fairly agreed with the statement.

Table 8.7: Descriptive statistic on Beneficiaries' Satisfaction (Field data, 2022)

Variables	N	Minimum	Maximum	Mean	Std. Deviation
Overall, I think the service quality of the English program is good	365	1	5	4.18	.673
Overall, I think I am satisfied with the roles and tasks provided by this English program	366	1	5	4.16	.633
Overall, I think the support of the English program meets my expectations	366	1	5	4.06	.655
Overall, I think the service from the English program is worth as my expectation	368	1	5	4.12	.695
Valid N (listwise)	362				

Table 8.7 describes the results of the analysis of beneficiaries' Satisfaction. Productivity was rated well above the average with a mean of 4.18 and S.D of 0.673, indicating average trainee rates. The service quality of the English program is good, on the job above the average and the response of trainees are also low in variation. Overall, I think I am satisfied with the roles and tasks provided by this English program was rated with a mean of 4.16 and an S.D of 0.633. The researcher observed that the average beneficiaries rated productivity on the job above average. In addition, the rate the service from the English program is worth as my expectation with a mean of 4.12 and S.D 0.695 which the researchers observed the performance rate on the job above average, and Overall, I think the support of the English program meets my expectations with mean 4.06 and S.D of 0.655 which the beneficiaries rate the quality work above average.

Correlation Analysis

The table below represents the results of the bivariate correlation based on Pearson's correlation statistics. Reliability had a significant positive correlation with overall beneficiaries satisfaction, $r(368) = 0.703$, $p < 0.05$. The assurance has a very weak and significant positive correlation with overall beneficiaries satisfaction, $r(368) = 0.609$, $p < 0.05$, The empathy has also very weak and significant positive correlation with overall beneficiaries satisfaction, $r(368) = 0.734$, $P < 0.05$. The responsive has also positive significant and very weak correlation on overall beneficiaries satisfaction, $r(368) = 0.715$, $P < 0.05$. Hence, the tangibility has no significant on overall beneficiaries, $r(368) = 0.609$, $P < 0.05$.

Table 7.7 Descriptive Statistic on Correlation analysis (Field Data, 2022)

		Reliability	Assurance	Tangibility	Empathy	Responsive	Satisfaction
Reliability	Pearson Correlation	1	.656**	.656**	.770**	.745**	.703**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	368	368	368	368	368	362
Assurance	Pearson Correlation	.656**	1	1.000**	.651**	.682**	.609**
	Sig. (2-tailed)	.000		0.000	.000	.000	.000
	N	368	368	368	368	368	362
Tangibility	Pearson Correlation	.656**	1.000**	1	.651**	.682**	.609**
	Sig. (2-tailed)	.000	0.000		.000	.000	.102
	N	368	368	368	368	368	362

Empathy	Pearson Correlation	.770**	.651**	.651**	1	.796**	.734**
	Sig. (2-tailed)	.000	.000	.000		.000	.000
	N	368	368	368	368	368	362
Responsive	Pearson Correlation	.745**	.682**	.682**	.796**	1	.715**
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	368	368	368	368	368	362
Satisfaction	Pearson Correlation	.703**	.609**	.609**	.734**	.715**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	362	362	362	362	362	362

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

Multiple Regression Analysis

This table presents the services predicts overall beneficiaries, In order to interpret this table, the researcher is concerned with the standardized Beta coefficient which is 0.228 (given $p < 0.05$) and this figure suggests that with every increase of one standard deviation in reliability, beneficiaries will have their satisfaction increase by 22.8%. The assurance has a standardized Beta coefficient of 0.609 ($p < 0.05$) which suggests that for every unit increase in the standard deviation of assurance, beneficiaries will have their beneficiaries increase by 60.9%. The empathy has a standardized Beta coefficient of 0.320 ($p < 0.05$) which suggests that for every unit increase in the standard deviation of empathy, beneficiaries will have their beneficiaries increase by 32.2%. The responsiveness has a standardized Beta coefficient of 0.229 ($p < 0.05$) which suggests that for every unit increase in the standard deviation of responsiveness, beneficiaries will have their beneficiaries increase by 22.9%, and the tangibility has a standardized Beta coefficient of 0.081 ($p > 0.05$) which suggests that for every unit decrease in the standard deviation of tangibility, beneficiaries will have their beneficiaries decrease by 8.1%.

Table 8.8: Model Coefficient and Co-linearity (Field data, 2022).

Coefficients ^a						
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	1.191	.677		1.761	.079
	Reliability	.208	.052	.228	3.983	.000
	Assurance	.714	.049	.609	14.555	.000
	Tangibility	.095	.058	.081	1.642	.102
	Empathy	.339	.065	.320	5.214	.000
	Responsive	.219	.059	.229	3.695	.000

a. Dependent Variable: Satisfaction

VIII. DISCUSSION

The reliability, assurance, empathy, responsive positively affected on beneficiaries' satisfaction. The researcher is strongly suggest that both CCDO and BTEC trainers keep doing this well performance in order to increase more beneficiaries for next generation.

Hence, the tangibility service negative impacted on beneficiaries' satisfaction. The researcher concerns the quality of services of BTEC and it is a root cause to demotivation of teacher trainees losing interest in learning the second language.

IX. CONCLUION AND RECOMMEDATION

According to the results, some strategies for improving the service and beneficiaries could be suggested. The projectteam (BTEC and CCDO) should:

➤ The trainers, department officers should set up a mechanism/channel (feedback system) for

students/trainees to communicate and share their concern or need support.

- The department should design the available of times for students to access and consult their learning/study issues/challenges.
- The classroom should install/add more study materials to support learning/study.
- The classroom should re-arrange as classroom management model to support learning outcomes.
- The classroom should re-arrange as classroom management model to support learning outcomes.
- The trainers should use the standard lectures and apply the curriculum as standard/model.
- The trainers and people who are working in the department should be diverse.
- Student Learning Club should be consider to form in order teacher trainees can learn and raise their concern regarding to teaching issues

- The trainers should increase the way of communication/relationship/intimacy with teacher trainees.
- Time for English learning should be consider to increase hours as learning foreign languages.
- Deadline Assignment/Homework should be considered the timeframe as trainee's condition.
- Podcasting information should be study the period of sharing and in time management

In summary, according to the results obtained from the correlation analysis, reliability, assurance, empathy and responsiveness had a significant positive correlation with overall beneficiaries' satisfaction expect the tangibility had a negative significant on beneficiaries' satisfaction. Overall, we can conclude that we did a great job for improving the quality of English training to BTEC.

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