European Journal of Business and Management
ISSN 2222-1905 (Paper) ISSN 2222-2839 (Online)
Vol.15, No.17, 2023

The Key Impacts of Student Satisfaction with Job Opportunity in Technical and Vocational Education and Training (TVET), Cambodia

Chanthuch, TRY
Professor and Dean of Post-Graduate school, Asia Euro University,
826 Kammpuch Krum Blvd Teuk Laak I, Phnom Penh, Cambodia
Email: chanthuch@aeu.edu.kh

Ngounhort, HENG
Director of National Vocational Institute of Battambang, National Highway 57,
Krong Battambang, Cambodia
Email: hengngounhort@yahoo.com

Veasna, SOU*
Professor and researcher at Royal University of Phnom Penh, Russian Federation Blvd,
Phnom Penh, Cambodia
Email: souveasna75@gmail.com/sou.veasna@rupp.edu.kh

Abstract
Aim: This article examines how a virtual case prepares students for job opportunities and satisfaction with vocational and training institutions in Cambodia. **Method:** This study included 244 Cambodian students at the BIT and NVIB in Battambang province, Cambodia. A self-administered and structured questionnaire captured how students experienced vocational and training institutions to meet and satisfy their job opportunities based on the job market needs and demands. **Result:** The results of SEM show that both the BIT and NVIB participants thought joining the vocational training curriculum they received contributed to their job satisfaction opportunities in job market needs and demands linked with the industrial needs. **Conclusion:** The BIT and NVIB play different roles in terms of designing "Curriculum Quality," improving "Teacher Capacity," enhancing students' "Satisfaction with Job Opportunities," and influencing "Student Decision making to study." More details of research findings are also discussed in this study.
Keyword: Curriculum Quality, Teacher Capacity, Satisfaction with Job Opportunities, Student Decision making to study, Vocational education and training, TVET.
DOI: 10.7176/EJBM/15-17-04
Publication date: October 31st 2023

1.0 Introduction

In vocational training, the faculties, teachers, and industries must be involved in the development process for the curriculum and for schools to succeed. An effective curriculum should reflect a particular educational program's philosophy, objectives, learning experiences, teaching resources, and evaluations. It could be subject-specific or just a broad summary of what is expected. It must be a practical tool that aids educators in creating tailored plans and the necessary tools and resources to succeed. Indeed, teachers must be involved in the development process for the curriculum and for schools to achieve. An effective curriculum should reflect a particular educational program's philosophy, objectives, learning experiences, teaching resources, and evaluations. It must be a practical tool that aids educators in creating tailored plans and the necessary tools and resources to succeed (Alsubaie, 2016). A crucial component of the education system, vocational education is connected with the demands of the labor market. Vocational education offers the knowledge and skills necessary to obtain careers in the market, trying to make it a different type of learning from college or university. Teaching at the college and university level typically offers broad knowledge and theory that can be used in various occupations within an industry. Understanding the vocational education curriculum is necessary (Handayani, Ali, & Mukhidin, 2020; Maryanti & Nandiyanto, 2021). In Cambodia, an upper secondary vocational education institution called TVET (Technical and Vocational Education and Training) is a vocational center that refers to all forms and degrees of education and training that use formal, non-formal, and informal teaching methods in the classroom and workplace settings to impart knowledge and abilities necessary for employment in various economic and social sectors. It has a mission to equip skilled workers who can work professionally in the industrial sectors. TVET generates graduates with the skills corresponding to the job market's requirements to increase the growth and development of the nation's economy (Murniati, Usman, & Azizah, 2016). The industry is a stakeholder that has an imperative and specific role in accomplishing the vocational education mission. Vocational schools and

industries may develop mutually beneficial partnerships to improve students' skills and meet industry demands (Hadromi, 2018).

In higher education institution systems, Cambodia's Ministry of Education, Youth, and Sport (MoEYS) declared 2020 a nationwide closure of 124 private and public universities providing educational services for approximately 80,000 students every academic year. Each year, among 110,000 students who passed the national examination from high schools, only about 72% can continue their studies in universities. The rest, 38%, can't attend universities, which leads them to migrate to neighboring countries looking for a job to support their family (Chet, Sok, & Sou, 2022). By preventing their migration flows to neighboring countries and the capital city. Royal Cambodian Government has set up TVET in different provinces to offer skilled workers based on the job market and industrial needs. This strategy comes up in the fifth phase of the Government Triangulation Strategy, which focuses on human resource development and skills to meet the expectations of medium-high-income countries in 2030. These concepts also improve families' incomes and local economic development.

The demographic dividend in Cambodia provides great benefits, but most of its human resource base still needs to be more skilled. It will be crucial for Cambodia to update the abilities of the current workforce in addition to improving education and technical and vocational training for young individuals entering the job market. According to the population structure in Cambodia, the figure shows a relatively large age cohort comprising 20–24 years. The vast gaps in the age cohort, ages 10–14, will join the workforce in just a few years. It's difficult to say whether Cambodia can take advantage of this demographic window of opportunity for development. Only 28% of Cambodia's 10.7 million working-age citizens had completed secondary education, only 1% had attended vocational training, and only 2% had participated in university, per the most recent labor force survey 2012. Both encouraging improved access to technical training for new labor market entrants and improving the skills and competencies of the current workforce would be crucial for Cambodia's sustainable socioeconomic development. The new TVET policy seeks to guide such projects (ADB, 2018) effectively. Technical and vocational education and training (TVET) are indispensable to socioeconomic development as they produce skilled workers and technicians, evolving and modernizing labor market needs. The National TVET policy will guide the government's skills development strategies and coordinate all parties involved. However, TVET's program curriculum is still limited to sharpening the students' skills, knowledge, and ability to find their favorite jobs. These critical issues are more related to a lack of matching the curriculum development and industrial linkages in the job market needs and demand. These critical issues are more connected to a lack of matching the curriculum development and industrial associations in the job market needs and demands.

Indeed, Technical and Vocational Education and Training (TVET) issues in Cambodia have concerned policymakers and stakeholders in recent years. Despite efforts to improve the quality and accessibility of TVET, several challenges persist. One major issue is Cambodia's limited availability of TVET institutions and programs. Many rural areas need more facilities and resources, making it difficult for students to access quality vocational education. This geographical disparity hinders the development of a skilled workforce in these areas and perpetuates the urban-rural divide. Furthermore, the perception of TVET as a second-choice option remains a challenge. Many Cambodian parents and students still prioritize traditional academic pathways over vocational training. This perception stems from a need for more awareness about the potential benefits and opportunities that TVET can offer, such as higher employability and entrepreneurship prospects. Another significant issue is the outdated curriculum and inadequate training equipment in TVET institutions. The rapid advancements in technology and industry require constant updates to ensure that students are equipped with relevant skills. However, many TVET institutions still rely on outdated curricula and lack modern training equipment, limiting the effectiveness of the education provided. Moreover, the need for qualified and experienced TVET teachers and trainers is a pressing concern. The lack of more skilled instructors hampers the delivery of high-quality vocational education. Investing in teacher training programs and attracting qualified professionals to the TVET sector is essential to address this issue. There needs to be more coordination between TVET institutions and industries. There needs to be more connection between the skills taught in TVET programs and the actual needs of the job market. Establishing stronger partnerships between TVET institutions and industries can help align the curriculum with industry requirements, ensuring graduates are job-ready. In summary, addressing the TVET issues in Cambodia requires a comprehensive approach. It is crucial to expand the availability of TVET institutions, raise awareness about the benefits of vocational education, update the curriculum and training equipment, invest in teacher training, and foster stronger industry collaborations. By tackling these challenges, Cambodia can enhance the quality and relevance of TVET, promoting economic growth and reducing unemployment rates. Therefore, this current study aims at designing the following research objectives:

1. To evaluate the efficiency of curriculum development for creating job opportunities from the TVET program.
2. To investigate the graduate student satisfaction with job opportunities throughout the training curriculum.
3. To examine the relationships among the curriculum quality, teacher capacity, and student learning

assessment in the TVET program.

2.0 Literature Review

2.1 Theoretical Foundations

While there is agreement that quality education is essential for achieving individual and national goals, there needs to be an agreement on what quality education entails. Instead, we have several approaches to defining what quality education is. A widely held belief links educational quality to student achievement on national exams and other learning evaluation assessments. According to this viewpoint, a school or education system with high student test results offers excellent education. Different approaches to quality education take an input-process-output approach (Grace, 2013). Such strategies focus on inputs such as the number of instructors, the quantity of teacher training, and the number of textbooks, as well as processes such as the amount of direct instructional time, the level of active learning, and outputs such as test scores and graduation rates. Other approaches to interpreting the meaning of quality education emphasize its aspects. Quality learners, learning environments, content, procedures, and results are the five characteristics of quality in education described by UNICEF (2000). Other approaches to understanding the meaning of quality education depend on the impacts that education is supposed to have on individual learners and society. Quality in education is synonymous with relevance in education, which refers to education that, to the greatest extent, responds to the needs of learners, their families, and communities.

There is no agreement on the meaning of the term "curriculum," as there is regarding the definition of "quality education." The term "curriculum" originally referred to a course or program of study at an educational institution. Other definitions of the term are more inclusive, referring to the formal and informal content and processes by which learners gain knowledge, develop skills, and develop appropriate attitudes and values, all of which are directed toward achieving an education program's objectives and goals (Grace, 2013). According to Doll's (1989) definition, curriculum quality refers to intentional changes in educational content and processes in schools or other educational settings. Efforts to increase educational quality must, by implication, change the curriculum. On the other hand, curriculum academics point out that curriculum development might be unplanned, but intentional curriculum change or reform is referred to as curriculum quality.

This study draws upon insights offered by career construction theory (CCT) (Savickas, 2002) to inform our understanding of how individuals settle on, enact, and utilize their resources to pursue their career goals. According to CCT, human development is characterized by adaptation to a social environment through self-construction and person-environment integration (Savickas & Porfeli, 2012). The term career in CCT denotes subjective construction that imposes personal meaning on memories, present experiences, and future aspirations by weaving them into a life theme that patterns the individual's work-life satisfaction (Savickas, 2005).

2.2 Hypothesis Development

2.2.1 The Relationship of Curriculum Quality and Student Decision Making to Study

The curriculum quality would tend to be more student-centered and more problem-orientated. Student decision-making to study any specific program depends on the high-quality curriculum to meet the stakeholder expectations, especially the job market needs and demands (Harden, Sowden, & Dunn, 1984). The curriculum quality is depicted in a model organized logically rather than chronologically, emphasizing the process rather than the result or syllabus content. This attracts students' decision-making to learn in any specific program at a university or vocational training institution (Cowan & Harding, 1986). The curriculum quality could increase student engagement and facilitate learners' progress through the decision-making process stages (Gonzalez et al., 2019). Student participation in curriculum quality, combined focus on learning activities, governance, and identity, exemplifies student engagement and decision-making process breadth.

Moreover, it concludes that attention needs to be a consistent part of the student experience, not just an activity that occurs in a particular quality enhancement activity such as curriculum innovation (Carey, 2013). Understanding the possible extent of student decision-making to participate in curriculum quality and curriculum design can illustrate the challenges posed by this task. Drawing from a consumer's perspective, when any company provides high-quality services, it will lead to customers deciding to purchase or re-purchase more products or services. This study implies that when educational institutions design a high-quality curriculum, it will attract more students to join or study in any exciting program. Therefore, this study proposes the hypothesis below:

Hypothesis 1: Curriculum quality is positively associated with student decision making to study.

2.2.2 The Relationship of Student Learning Assessment and Student Decision making to Study

The student learning assessment model is associated with decision-making studies in educators in elementary school (Johnson, Liu, & Burgess, 2017). Student learning assessment process that improves student decision-making to their learning commitment (McMillan, 2005). Student learning assessment and decision-making to study in their specific major or subject are associated (Cox et al., 2017). This study assumes that students' ability

to assess their learning activities will lead them to decide to study their favorite subjects or courses. Thus, this study proposes the hypothesis below:

Hypothesis 2: Student Learning Assessment is positively associated with student decision making to study.

2.2.3 The Relationship of Career Development for Job Opportunity and Student Decision making to Study

Student decision-making study was assessed by the efficacy of a career development course (Reese & Miller, 2006). The cognitive Career Theory of Martin and Sugarman (1997) explores the mechanism of vocational training students with core self-evaluation on career development for their opportunity to improve their decision-making to study at vocational training institutions (Shen, Gu, Chen, & Wen, 2021). From this theory's perspective, when students believe in the vocational institution that designs specific career development for the job market needs, they intend to study any exciting subject or program to match their job opportunities (H. Peng & Herr, 1999). A recent study investigated 12,576 university students who chose to major in science associated with their career development to meet job expectations and market needs (Bennett, Knight, Bawa, & Dockery, 2021). Thus, the following hypothesis is proposed:

Hypothesis 3: Career development for job opportunity is positively associated with student decision making to study.

2.2.4 The Relationship of Teacher Capacity and Student Decision making to Study

One research indicates the capacity teachers have built to provide better student engagement in their study in STEM programs (Kurup, Li, Powell, & Brown, 2019). In Dutch secondary schools, teacher capacity is related to their teaching ability to gain more insight into student work and guide their learning activity. Social learning theory suggests that student's study more or choose any program or subject based on teacher capacity or teaching ability (Kippers, Wolterinck, Schildkamp, Poortman, & Visscher, 2018). Teacher capacity is a core value in promoting study programs and enhancing the curriculum's quality, attracting more students to make decisions to study. Thus, the hypothesis below is proposed:

Hypothesis 4: Teacher Capacity is positively associated with student decision making to study.

2.2.5 The Relationship of Student Decision making to Study and Satisfaction with Job Opportunities

The relationship between teacher job satisfaction and perception of decision-making opportunities to study has been explored (Brezicha, Ikoma, Park, & LeTendre, 2020). Similarly, teacher participation in decision-making to study at school and satisfaction with their job and pay also found a significant correlation (Thekedam, 2010). Student participation in decision-making studies is related to a low level of satisfaction with the job (Bogler, 2001). Students' participative decision-making in research and job satisfaction are also significantly correlated (Al Nuaimi, Chowdhury, Eleftheriou, & Katsioloudes, 2015). The relationship between overall job satisfaction levels and decision-making to study at any specific program was examined by Olcum and Titrek (2015). Self-efficacy theory suggests that student job satisfaction with their job opportunities based on their decision-making to study in a specific vocational program is essential because they spend most of their time in that program (Liu, Bellibaş, & Gümüş, 2021). Thus, this study assumes that student decision-making to study any specific vocational program with a high-quality curriculum will lead to high satisfaction with job opportunities offered by the job market needs and demands. The hypothesis below is proposed:

Hypothesis 5: Student Decision making to Study is positively associated with Satisfaction with Job Opportunities.

As proposed in Figure 1, the conceptual framework was integrated with existing theoretical backgrounds and literature reviews. Five proposed research hypotheses were operationalized key variables to examine their relationship by surveying vocational and training institutions in Battambang province. Most of these relationships have yet to be investigated by previous research scholars. Thus, this study asserts that the relationship among research variables can exist and be validated.

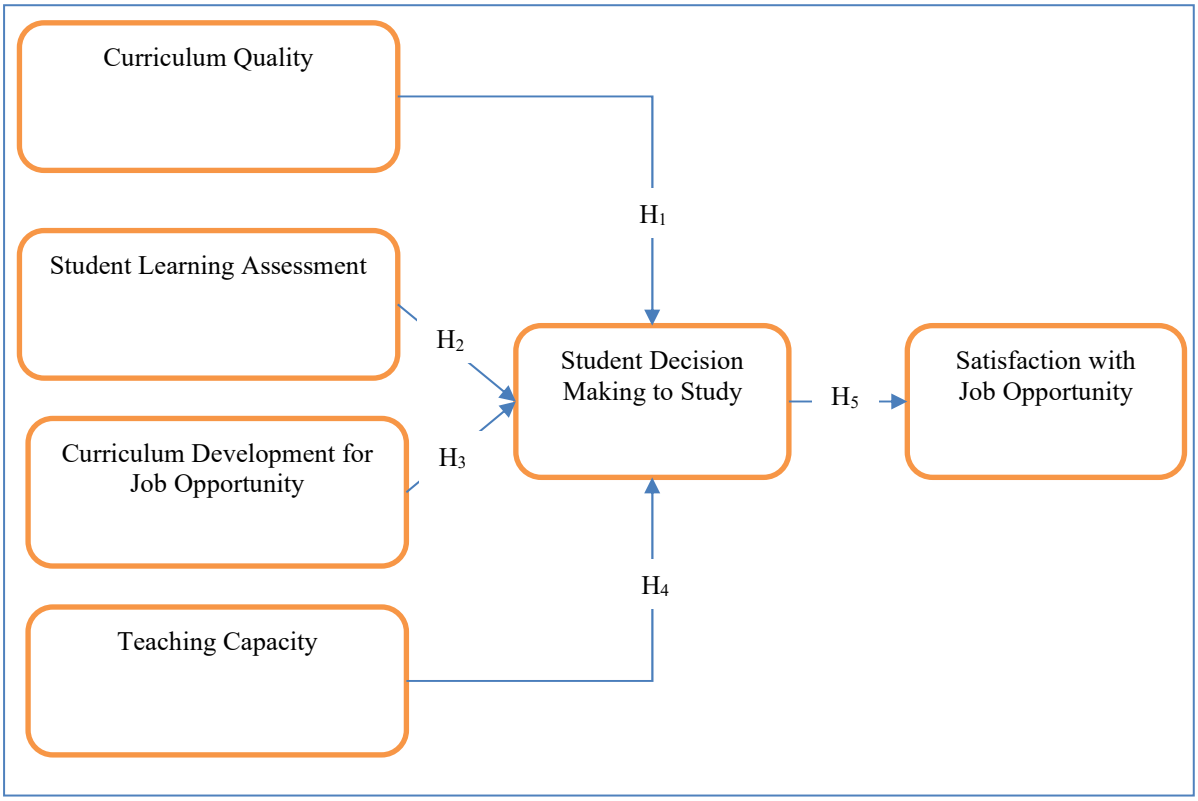

Figure 1: The conceptual framework of student satisfaction with job opportunity

3.0 Methodology

3.1 Study sites

Why should Battambang province be the target study survey? This province is the second largest city in Cambodia after Phnom-Penh city. Indeed, this city has high migration to other provinces and neighborhood countries, especially Thailand. The TVET program set up in Battambang aims to reduce labor force migration and create the proper skilled laborers to meet the industrial linkages and job market needs. The research design includes an online survey using a structured questionnaire for quantitative data and participatory approaches using an unstructured questionnaire for qualitative data. The online survey was conducted between March and August 2022 among students at the TVET program in the academic year 2021-2022.

3.2 Sampling procedures

According to Cooper and Schindler (2014), the purposive sampling technique among non-probability sampling techniques was suitable for collecting information from students who study in the academic year 2021-2022. Indeed, a known population was developed by Yamane (1973) to determine the sample sizes for this study. The suggested sample size of 325 students should participate in the survey. A total of 450 students were asked to participate in answering the questionnaire survey. A total of 319 questionnaires were collected. However, seventy-five questionnaires had to be excluded as outliers. The outliers were deleted using the graphic method, with a residual scatter plot in the ± 3 standard deviation (Hair et al., 2019). Finally, 244 valid questionnaires were determined to be usable (a response rate of 76.49 percent) for further analyses. As suggested by Saunders, Lewis, and Thornhill (2009), given that the likely response rate for questionnaires has been found to range between 30 and 50 percent, this response rate was viewed as adequate.

3.3 Measurement scales

Curriculum Quality (CQ) consists of 7 sub-dimensions with 21 items, developed by Spooren, Mortelmans, and Denekens (2007). *Teacher Capacity (TC)* was adopted from Estaji and Shafaghi (2018), comprising ten items. *Student Learning Assessment* has four sub-dimensions with 12 items developed by Kember, Leung, and Kwan (2002). *Curriculum Development for Job Opportunity (CDJOP)* has 3 sub-dimensions with 10 items, were validated study by Akkermans, Brenninkmeijer, Huibers, and Blonk (2013), Espinoza, González, McGinn, Castillo, and Sandoval (2019), and Ibrahim, Ab Rahman, and Yasin (2014). *Satisfaction with Job Opportunities (SJO)* consists of 4 items from Yin and Wang (2015). *Student Decision Making to Study (SDMS)* has eight items, adopted from Leathwood and Phillips (2000). This study adopts a counterbalancing question ordered with the

survey questions arranged non-sequentially to reduce the effect of self-generated validity (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003). All questionnaire items were written in English, as shown in Table 1. To survey in the Cambodian context, original items were translated into Khmer following Brislin's (1980) translation-back-translation procedure to validate the meanings of measurement items. All items were measured on a five-point Likert scale (1 =strongly disagree; 5= strongly agree). The Cronbach's alpha reliability for this study is reported in Table 1.

4.0 Results

The data analysis of this manuscript is conducted in the following three primary stages to test the proposed research hypotheses. Firstly, Exploratory Factor Analysis (EFA) with SPSS 25 performs to identify the underlying research variables of "Curriculum Quality," "Student Learning Assessment," "Curriculum Development for Job," "Student Decision Making to Study," "Satisfaction with Job Opportunities, and "Teacher Capacity." Secondly, Confirmatory Factor Analysis (CFA) tests how well the measured variables represented the constructs and ensures the measurement model's goodness of fit. Finally, the relationships among "Curriculum Quality," "Student Learning Assessment," "Curriculum Development for Job," "Student Decision Making to Study," "Satisfaction with Job Opportunities, and "Teacher Capacity" were empirically tested using the Structural Equation Modeling (SEM) technique with AMOS 23. The purpose of performing these three stages of data analysis is to double-check on reliability and validity of research variables and the meanings of questionnaire items.

4.1 Exploratory Factor Analysis and Reliability Test

Several purification processes for data analysis, including factor analysis and internal consistency analysis with reliability test (Cronbach's Alpha: α), are tested in this study. Exploratory factor analysis uses the principal component method with VARIMAX rotation to employ factor analysis and reliability tests to verify the research variables' dimensionality and reliability, as proposed in Figure 1. Factor analysis is first used to identify the dimensionality of each research item. Theoretically, this section indicates the threshold of the factor loading score of each item. Item-to-total correlation and coefficient Alpha (α) are accessed to examine the internal consistency and reliability of the primary research construct. According to Hair et al. (2019), the following main key criterion must meet the threshold values, such as:

- The Factor Loading (FL) of each research item should be greater than 0.60,
- Eigenvalue should be greater than 1,
- The Cumulative percentage should be higher than 0.60,
- Kaiser-Meyer-Olkin (KMO) should be higher than 0.50,
- Item-total-correlation should be greater than 0.50, and
- coefficient Alpha (α) should be higher than 0.60 or 0.70.

The cutoff values of the rules of thumb, as recommended by Hair et al. (2019) also adopted to evaluate the factor analysis and reliability test results indicated in Table 2. However, the results show that some research items have been deleted because it has not met the threshold values. Indeed, some research items contained factor loading value lower than criterion 0.60, thus also deleted. Most importantly, the rest of the research items of the formal reliability test were adopted to double-confirm with Confirmatory Factor Analysis (CFA) and test the research hypotheses with Structural Equation Modeling (SEM) by performing AMOS 23 software.

The Factor Analysis and Reliability Test results indicate that most of the research variables and sub-dimension have met the cutoff value of rules of thumb as recommended by Hair et al. (2019). However, few of them have low reliability regarding their item-total correlation lower than 0.50 and Alpha <0.60 (i.e., *"Interaction"* is a sub-dimension of Student Learning Assessment). Thus, for all research items shown in Table 1, this study proceeds with the CFA and SEM data analysis.

Table 1-Factor Analysis and Reliability Test

Code	Descriptions	Factor Analysis				Reliability Test	
		Factor Loading (FL)	KMO	Eigenvalue	Cumulative %	Item-total correlation	Alpha
Curriculum Quality							
Course objectives							
COB2	Quality of objectives	0.880	0.50	1.548	77.394	0.548	**0.708**
COB1	Clarity of objectives	0.880				0.548	

Code	Descriptions	Factor Analysis				Reliability Test	
		Factor Loading (FL)	KMO	Eigenvalue	Cumulative %	Item-total correlation	Alpha
Subject matter							
SUM3	Build-up of the subject matter	0.866	0.710	2.165	72.153	0.683	**0.807**
SUM1	Value of subject matter	0.847				0.650	
SUM2	Attractiveness of subject matter	0.834				0.630	
Course structure							
COS3	Linking up with social reality and future profession	0.878	0.726	2.271	75.716	0.717	**0.840**
COS2	Harmony with other courses in the program	0.873				0.707	
COS1	Linking up with advance knowledge	0.859				0.685	
Teaching activities							
TEC1	Presentation skills.	0.869	0.723	2.238	74.593	0.697	**0.830**
TEC2	Harmony between objectives and organization of the course.	0.864				0.687	
TEC3	Harmony between organization of the course and learning process of the students.	0.858				0.679	
Course materials							
COM1	Contribution to understanding the subject matter.	0.848	0.645	1.911	63.702	0.598	**0.713**
COM3	Link–up with organization of the course	0.819				0.549	
COM2	Contribution to preparing for examination(s)	0.722				0.445	
Coaching							
COA1	Help of the teacher during the learning process	0.879	0.727	2.281	76.048	0.718	**0.842**
COA2	Contribution of the teacher to preparing for examination(s)	0.878				0.716	
COA3	Stimulation of the teacher in order to learn to be self-responsible	0.859				0.686	
Evaluation							
EVA4	Formative examination(s)	0.895	0.824	2.891	72.284	0.795	**0.872**
EVA1	Transparency of the examination(s)	0.851				0.727	
EVA2	Authenticity of the examination(s)	0.831				0.698	
EVA3	Content validity of the examination(s)	0.822				0.685	

Code	Descriptions	Factor Analysis				Reliability Test	
		Factor Loading (FL)	KMO	Eigenvalue	Cumulative %	Item-total correlation	Alpha
Teacher Capacity							
TECA1	Teacher's skill in planning for teaching.	0.874	0.800	2.740	68.505	0.745	**0.845**
TECA3	Teacher's use of the technical instruction materials	0.856				0.721	
TECA2	Teacher's skill in assessment and evaluation student works.	0.837				0.685	
TECA4	Teacher's ability to recognize and provide for individual differences	0.736				0.568	
Student Learning Assessment							
Learning Outcomes							
SLALO2	The teacher member's method of teaching has helped my understanding.	0.916	0.50	1.677	83.861	0.677	**0.808**
SLALO1	I have understood the subject matter taught by the teachers.	0.916				0.677	
Interaction							
SLAI2	The teachers encourage d active participation in class.	0.844	0.50	1.426	71.306	0.426	**0.598**
SLAI1	The teachers gave students opportunities s to ask questions and discuss ideas	0.844				0.426	
Individual Helps							
SLAIH2	Assistance was available from the teachers when necessary.	0.905	0.50	1.638	81.884	0.638	**0.779**
SLAIH1	The teachers provided appropriate help for students with learning problems.	0.905				0.638	
Organization and presentation							
SLAOP2	The teachers presented the subject material clearly.	0.863	0.50	1.491	74.531	0.491	**0.658**
SLAOP1	The teacher's teaching was well-organized	0.863				0.491	
Motivation							
SLAM2	The teacher 's teaching stimulated my interest in the subject and skills.	0.848	0.50	1.437	71.863	0.437	**0.608**
SLAM1	The teachers explained the significance of what was taught.	0.848				0.437	

Code	Descriptions	Factor Analysis				Reliability Test	
		Factor Loading (FL)	KMO	Eigenvalue	Cumulative %	Item-total correlation	Alpha
Feedback							
SLAF2	The feedback from the staff member was helpful and constructive.	0.927	0.50	1.717	85.844	0.717	**0.835**
SLAF1	The teachers gave me regular feedback on my progress.	0.927				0.717	
Curriculum Development for Job							
Curriculum Reflection							
CDJOCR1	Attractive content and ability to stimulate students' interest.	0.879	0.621	1.955	65.172	0.662	**0.729**
CDJOCR3	Relation of training to practical work.	0.815				0.542	
CDJOCR2	Ability of training content to meet job market requirements.	0.719				0.446	
Work Exploration							
CDJOWE4	The program gave me a training that allow me to obtain the academic degree and professional title without problems.	0.879	0.812	2.818	70.454	0.763	**0.860**
CDJOWE2	I know how to search for developments in my area of work.	0.850				0.716	
CDJOWE3	I am able to explore my possibilities on the labor market.	0.842				0.709	
CDJOWE1	I know how to find out what my options are for becoming further educated.	0.783				0.631	
Career Control							
CDJOCC2	I can make clear career plans	0.911	0.729	2.374	79.130	0.787	**0.868**
CDJOCC1	I know what I want to have achieved in my career a year from now.	0.880				0.733	
CDJOCC3	I can create a layout for what I want to achieve in my career.	0.877				0.726	
Satisfaction with Job Opportunities							
SJO1	Overall, I am satisfied with the quality of the institutional courses which helps me to find a good job	0.887	0.820	2.979	74.473	0.784	**0.885**
SJO2	Overall, I would recommend the institutional courses to others for seeking a job opportunity.	0.881				0.773	

Code	Descriptions	Factor Analysis				Reliability Test	
		Factor Loading (FL)	KMO	Eigenvalue	Cumulative %	Item-total correlation	Alpha
SJO3	Overall, institutional learning is the best learning experience I have ever had.	0.853				0.737	
SJO4	Overall, I enjoy my institutional learning experience in career development opportunity.	0.830				0.704	
Student Decision Making to Study							
SDMS3	I am uncertain about my future plans so I am doing a degree to keep my options open.	0.929	0.849	3.379	84.467	0.870	**0.939**
SDMS2	I am more interested in getting the qualification than learning about the subject.	0.920				0.855	
SDMS4	I hope to increase my self-confidence by doing this course.	0.918				0.853	
SDMS1	My main reason for doing this course is to get a good or better job, or promotion	0.910				0.839	

Note: All the above research items are not included; some of the items have been deleted due to FL<0.60.

Table 2-Correlation Matrix (n=244)

N	Variables	Mean	Std. D	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1	COB	4.02	0.74	1.00	.725**	.713**	.724**	.685**	.527**	.504**	.533**	.444**	.487**	.457**	.400**	.479**	.437**	.436**	.482**	.504**	.517**	.442**
2	SUM	3.91	0.72		1.00	.784**	.791**	.739**	.518**	.508**	.508**	.391**	.417**	.405**	.396**	.441**	.384**	.361**	.373**	.438**	.441**	.405**
3	COS	4.09	0.73			1.00	.827**	.725**	.504**	.469**	.468**	.372**	.463**	.404**	.348**	.427**	.341**	.380**	.369**	.487**	.468**	.408**
4	TEC	3.98	0.75				1.00	.780**	.512**	.491**	.522**	.425**	.483**	.477**	.365**	.456**	.388**	.383**	.438**	.477**	.504**	.433**
5	COM	3.84	0.71					1.00	.507**	.460**	.495**	.425**	.467**	.409**	.360**	.401**	.356**	.417**	.387**	.458**	.533**	.463**
6	COA	3.86	0.71						1.00	.832**	.820**	.683**	.670**	.620**	.542**	.640**	.573**	.494**	.549**	.563**	.578**	.571**
7	EVA	3.79	0.71							1.00	.842**	.669**	.647**	.615**	.548**	.615**	.611**	.525**	.563**	.538**	.567**	.521**
8	TEA	3.88	0.71								1.00	.745**	.714**	.664**	.563**	.634**	.631**	.550**	.615**	.578**	.606**	.563**
9	SLALO	3.84	0.71									1.00	.719**	.634**	.557**	.559**	.532**	.462**	.567**	.543**	.557**	.519**
10	SLAI	3.72	0.75										1.00	.775**	.693**	.683**	.638**	.522**	.581**	.563**	.622**	.538**
11	SLAIH	3.78	0.81											1.00	.708**	.699**	.631**	.505**	.592**	.551**	.598**	.563**
12	SLAOP	3.65	0.77												1.00	.658**	.564**	.491**	.472**	.458**	.455**	.409**
13	SLAM	3.61	0.74													1.00	.761**	.509**	.539**	.482**	.513**	.482**
14	SLAF	3.62	0.74														1.00	.476**	.536**	.467**	.492**	.409**
15	CDJOCR	3.46	0.69															1.00	.763**	.718**	.562**	.521**
16	CDJOWE	3.67	0.74																1.00	.791**	.604**	.570**
17	CDJOCC	3.72	0.72																	1.00	.622**	.609**
18	SJO	3.80	0.76																		1.00	.826**
19	SDMS	3.83	0.81																			1.00

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

A Pearson correlation coefficient was calculated for the relationship among research variables. The results indicate a strong positive correlation and significant linear relationship between the two variables.

Note: *COB= Course objectives; SUM= Subject matter; COS=Course structure; TEC=Teaching activities; COM=Course materials; COA=Coaching; EVA=Evaluation; TEA=*Teacher Capacity; *SLALO=Learning Outcomes; SLAI=Interaction; SLAIH=Individual Helps; SLAOP=Organization and presentation; SLAM=Motivation; SLAF= Feedback; CDJOCR=Curriculum Reflection; CDJOWE=Work Exploration; CDJOCC=Career Control;* SJO=Satisfaction with Job Opportunities; SDMS=Student Decision Making to Study

4.2 Confirmatory Factor Analysis (CFA)

The construct validity is assessed using the guidelines of Anderson and Gerbing (1988). First, the exploratory factor analysis for all the items resulted in factor solutions, as expected theoretically. The Cronbach Alpha coefficients for each factor were greater than 0.60. Second, we used confirmatory factor analyses (CFA) to assess the convergent validity of the measures.

Confirmatory factor analysis consists of main parts for this manuscript, firstly related to the "First Order-Factor Model" and secondly related to the "Second Order-Factor Model" (Koufteros, Babbar, & Kaighobadi, 2009). This study adopted the first-order factor model to examine the research construct individually, as shown in Table 4. The threshold values of CFA and SEM as shown in Table 3 were adopted to evaluate the results of CFA and SEM (i.e., Table 4). The results of the First-order factor model indicated that all the threshold values are very satisfied (i.e., upon availability to request). Then, the second-order factor model was also adopted to examine the fitness of the overall model. All loadings exceed 0.60, and each indicator t-value exceeds 1.96 ($p < 0.05$), thus satisfying the CFA criteria. Table 5 and Figure 2 show that the overall goodness-of-fit assessment showed that χ^2/d.f = 1.175, GFI= 0.917, AGFI = 0.883, NFI = 0.950, CFI = 0.992, RMSEA = 0.027. The results indicated that the research model could be presented as a good fit with acceptable convergent validity. Since all values exceeded the established cutoff criteria, this study proceeds with hypothesis testing using structural equation modeling (SEM). Indeed, the Threshold of CFA and SEM was adopted to evaluate the results of this study, as shown in Table 5.

Table-3. The Threshold of CFA and SEM

Model Fit Statistics	Rule of Thumbs
χ^2/D.F	< 3
GFI	≥ 0.90
AGFI	≥ 0.90
NFI	≥ 0.90
CFI	≥ 0.90
RMSEA	< 0.08

Sources: Anderson and Gerbing (1988); Hair, Black, Babin, and Anderson (2014); Jöreskog, Olsson, and Wallentin (2016); Jöreskog and Sörbom (1993); Kline (2015), and Hooper, Coughlan, and Mullen (2008).

Note:

Chi-square= χ^2
D.F= Degree of Freedom
GFI= Goodness of Fit
AGFI=Adjusted Goodness of Fit
NFI=Normed Fit Index
CFI=Comparative Fit Index
RMSEA =Root Mean Square Error of Approximation

The Average Variance Extracted (AVE) and Composite Reliability coefficients (CR) were applied to relate the quality of a measure. To avoid misconceptions, it is needed to appropriately understand the equations of the AVE and CR, as well as their association to the definition of validity and reliability. In this manuscript, we explain, using simulated one-factor models, how the number of items and the homogeneity of factor loadings might influence the AVE and CR results.

$$AVE = \frac{\sum_{i=1}^{n} \lambda_i^2}{n} \quad (1)$$

$$CR = \frac{(\sum_{i=1}^{n} \lambda_i)^2}{(\sum_{i=1}^{n} \lambda_i)^2 + (\sum_{i=1}^{n} \delta_i)} \quad (2)$$

Where: λ (Lamda) represents the standardized factor loading and *i* is the number of items (1) and δ (Delta) represents error variance terms (2) while $\delta = 1-\lambda_i^2$.

According Fornell and Larcker (1981) and Peterson and Kim (2013), AVE must exceed 0.50, and CR must be exceed 0.70, respectively. Hair et al. (2014) recommend that t-value must be greater than 1.96 and p-value<0.05. All other criterion shown in Table 4 also need to evaluation the results of CFA and SEM.

Table 4- The Results of Overall CFA

Indicators		Research Constructs	Standardized Loading	t-value	AVE	CR
COBMean	←	Curriculum Quality	0.833***	A	**0.632**	**0.92**
SUMMean	←		0.873***	17.11		
COSMean	←		0.861***	16.626		
TECMean	←		0.878***	16.989		
COMMean	←		0.836***	15.813		
COAMean	←		0.636***	10.864		
EVAMean	←		0.592***	9.952		
SLALOMean	←	Student Learning Assessment	0.849***	A	**0.642**	**0.91**
SLAIMean	←		0.869***	14.352		
SLAIHMean	←		0.863***	12.776		
SLAOPMean	←		0.711***	10.933		
SLAMMean	←		0.782***	11.573		
SLAFMean	←		0.715***	10.619		
CDJOCRMean	←	Curriculum Development for Job	0.826***	A	**0.757**	**0.90**
CDJOWEMean	←		0.902***	17.531		
CDJOCCMean	←		0.880***	16.986		
SDMS1	←	Student Decision Making to Study	0.896***	A	**0.789**	**0.94**
SDMS2	←		0.887***	21.067		
SDMS3	←		0.900***	21.758		
SDMS4	←		0.890***	19.162		
SJO1	←	Satisfaction with Job Opportunities	0.793***	A	**0.615**	**0.86**
SJO2	←		0.737***	16.807		
SJO3	←		0.783***	12.953		
SJO4	←		0.821***	14.965		
TECA1	←	Teacher Capacity	0.838***	A	**0.647**	**0.85**
TECA2	←		0.812***	15.241		
TECA3	←		0.762***	13.944		
Goodness-of-Fit Index						
χ^2/D.F = 1.175						
GFI=0.917						
AGFI=0.883						
NFI = 0.950						
CFI = 0.992						
RMSEA = 0.027						

Note: A=parameter regression weight was fixed at 1.000 and significant level of p-value<0.05 and t-value>1.96.
***p<0.001

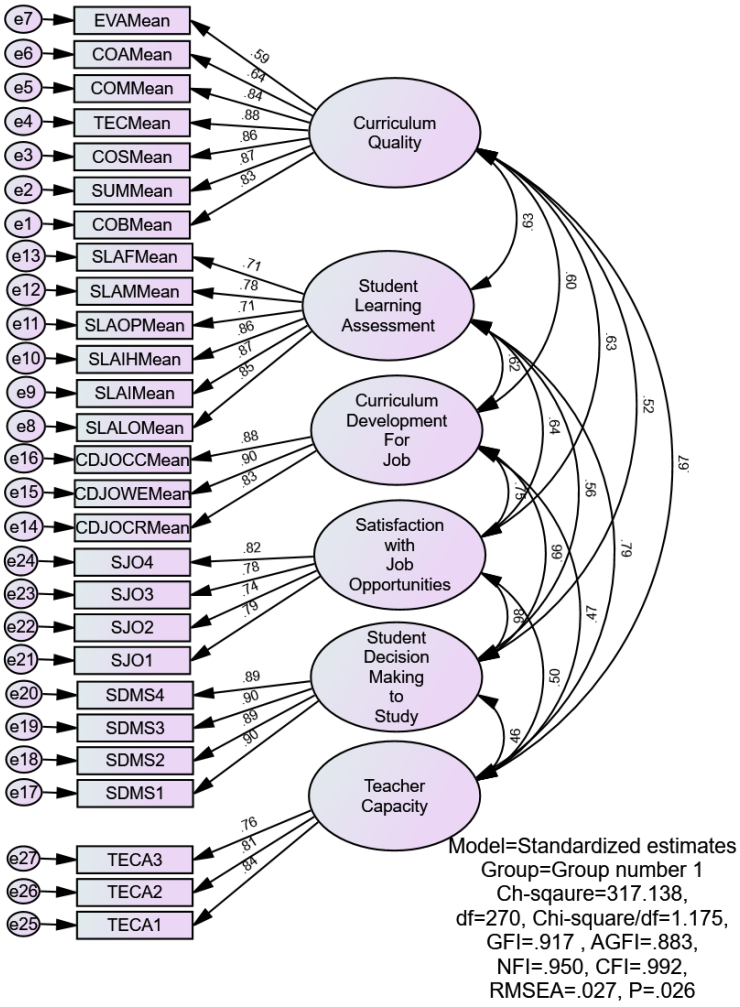

Figure 2-Overll CFA

4.3 Structural Equation Modeling (SEM)

To test the hypotheses, this study applies Structural Equation Modeling (SEM) with the likelihood estimation method. The research variables have remained after CFA, as shown in Table 5, was adopted to proceed with SEM. The second-order factor model is adopted to test the overall research variables (Anderson & Gerbing, 1988). The results show that goodness-of-fit measurements were acceptable (i.e., GFI=0.890, AGFI=0.849, NFI =0.924, CFI =0.966, and RMSEA=0.055) (see Table 5 and Figure 3) indicate that the proposed model was satisfactory with goodness-of-fit assessment (Hair et al., 2019).

The CFA, which used the same variables illustrated in Table 4, was run before proceeding with the SEM to test the likelihood estimation method. The results of Table 5 and Figure 3 show that good-ness-of-fit measurements were acceptable (i.e., GFI = 0.917, AGFI = 0.883, NFI = 0.950, CFI = 0.992, and RMSEA = 0.027); this indicates that the proposed model is satisfactory with goodness-of-fit assessment. The SEM model reveals the relationship between "Curriculum Quality" and "Student Decision-making to Study" does have a significant impact, which is $\beta = 0.133^{**}$, p =0.045 (p<0.05), and t-value =2.004 (t-value>1.96). Thus, Hypothesis 1 is accepted; The relationship of "Student Learning Assessment" has a positive and significant impact on "Student Decision making to Study," which is $\beta = 0.178^{**}$, p =0.035< 0.05, and t-value = 2.112>1.96, which is accepted Hypothesis 2; The relationship of "Career Development for Job Opportunity" has a positive and significant impact on "Student Decision making to Study," which is $\beta = 0.462^{***}$, p =0.000 < 0.001, and t-value = 5.342>1.96, which is accepted Hypothesis 3; The relationship of "Teacher Capacity" has a positive and significant impact on "Student Decision making to Study," which is $\beta = 0.206^{***}$, p=0.000 < 0.001, and t-value = 3.936, which is accepted Hypothesis 4; The relationship of "Student Decision making to Study" has a positive and significant impact on "Satisfaction with Job Opportunities," which is $\beta = 0.871^{***}$, p =0.000< 0.001, and t-value = 14.882, which is accepted Hypothesis 5. The SEM model indicates that the relationship of "Student Decision making to Study" played a vital role in enhancing "Satisfaction with Job Opportunities." because this relationship has β = 0.871 (87.10%) with the highest and strongest significant impact. Indeed, the proposed

research all proposed six research hypotheses (H1-H5) are well-confirmed and supported.

Table 5-The Results of Structural Equation Modeling (SEM)

Constructs	Indicators	Standardized Coefficient (β)	t-value	p-value
Curriculum Quality	→ COBMean	0.814	A	***
	→ SUMMean	0.872	16.72	***
	→ COSMean	0.892	17.361	***
	→ TECMean	0.917	17.994	***
	→ COMMean	0.841	15.718	***
	→ COAMean	0.264	6.281	***
	→ EVAMean	0.147	4.053	***
Student Learning Assessment	→ SLALOMean	0.556	A	***
	→ SLAIMean	0.873	11.259	***
	→ SLAIHMean	0.882	10.178	***
	→ SLAOPMean	0.788	9.574	***
	→ SLAMMean	0.791	9.558	***
	→ SLAFMean	0.718	8.977	***
Curriculum Development for Job	→ CDJOCRMean	0.834	A	***
	→ CDJOWEMean	0.903	17.963	***
	→ CDJOCCMean	0.879	17.125	***
Student Decision Making to Study	→ SDMS1	0.881	A	***
	→ SDMS2	0.864	19.03	***
	→ SDMS3	0.874	19.392	***
	→ SDMS4	0.812	16.614	***
Satisfaction with Job Opportunities	→ SJO1	0.871	A	***
	→ SJO2	0.837	15.931	***
	→ SJO3	0.734	13.347	***
Path Relationships				
H1: Curriculum Quality → Student Decision making to Study		0.133	2.004	0.045
H2: Student Learning Assessment → Student Decision making to Study		0.178	2.112	0.035
H3: Career Development for Job Opportunity→ Student Decision making to Study		0.462	5.342	***
H4: Teacher Capacity → Student Decision to Study		0.206	3.936	***
H5: Student Decision making to Study → Satisfaction with Job Opportunities		0.871	14.882	***
Goodness-of-Fit Index				
χ^2/D.F = 1.745				
GFI=0.890				
AGFI=0.849				
NFI = 0.924				
CFI = 0.966				
RMSEA = 0.055				

Note: A=parameter regression weight was fixed at 1.000 and significant level of p-value<0.05 and t-value>1.96. ***p<0.001.

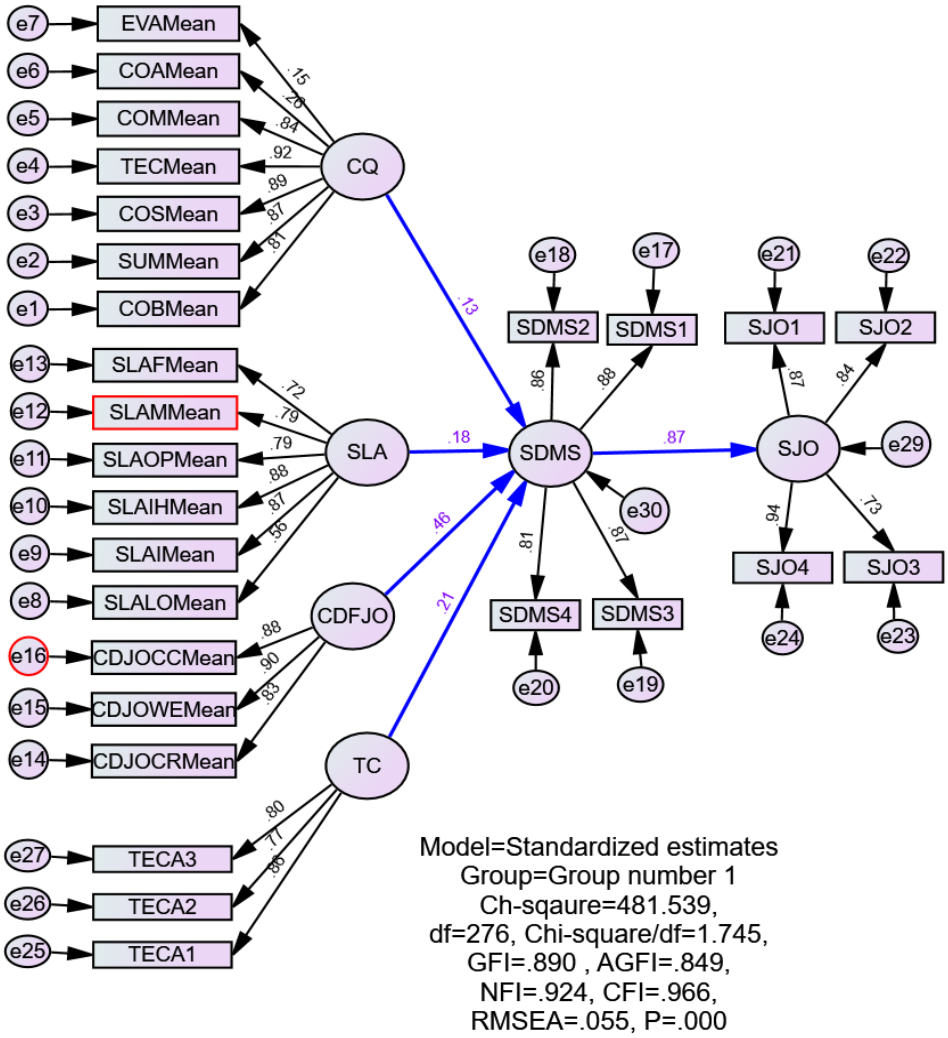

Figure 3. The result of SEM

4.4 t-test

An independent-sample t-test was calculated to determine whether the two institutions (i.e., Battambang Institute of Technology—BIT, National Battambang Institute of Technology—NBIT) had a total of 244. This study compares these two institutions with other research variables (i.e., Age, Gender, Income, Occupation, Study Levels, and key-dependent and independent variables) to identify whether there are significant differences. The results indication that "Study levels: (C1, C2, & C3)" was found significant difference with t-value = -4.816, p=0.000, F=15.297, and d.f=242. The BIT has Mean=1.8209, SD=0.883 and n=134, and NVIB has Mean = 2.4364, SD=1.113, and n=110. Also, Age—i.e., t(242) = -11.144; p=0.000), Incomes—i.e., t(124) = -5.771; p=0.000), and Occupations—i.e., t(242) = -12.194); p=0.000) are found significant differences for this study. For among key research variables, two sub-dimensions of Curriculum Quality—i.e., TEC—t(242) = 2.017, p=0.045, and COA—t (242) = 2.921, p=0.004, Teacher Capacity—i.e., TEA—t(242) = 3.110, p=0.002, Satisfaction with Job Opportunities—i.e ., SJO—t(242) = 2.906, p=0.004 and Student Decision Making to Study—i.e., SDM—t(242) = 2.317, p=0.021, which have found significant differences. Therefore, this study assumes that these two vocational training institutions play different roles in terms of designing "Curriculum Quality," improving "Teacher Capacity," enhancing students' "Satisfaction with Job Opportunities," and influencing "Student Decision making to study."

5.0 Discussions

The result of SEM exploration tests the hypothesis of students' satisfaction with job opportunities to join the TVET program in Cambodia; the discussion is divided into five sections. First, the survey results indicate that "Curriculum Quality" positively contributes to "Student Decision making to Study." The specific type of vocational and training program, Curriculum Quality, offers the necessary technical adequacy for making decisions with students to study (Shinn, 1988).The quality of the curriculum assumes the presence of a general

curriculum that describes the formal study contents for effectively educating all students (Michael L, Dana, & Martin, 2001). Indeed, another survey suggests that 11 middle school teachers decided to join the school curriculum based on maximizing the potential of prescribed curriculum quality and ultimately making decisions that will more effectively meet individual participant needs (Siuty, Leko, & Knackstedt, 2016). Consistent with previous research findings, the study assumes that “Curriculum Quality” plays a significant role in strengthening their decision-making to study with a specific program or potential subjects that can meet the job market. This study depicts that expectancy theory states the strength of the tendency for an individual to achieve a particular experience that exceeds the expected outcomes (Hackman & Porter, 1968). Up with this theoretical foundation, when students’ decision-making to study with any specific program, and they might receive high experience from the expectation related to the quality of the curriculum offered by educational institutions.

Second, this research confirms the "Student Learning Assessment" significantly impacts "Student Decision making to Study." Educational program evaluation is conceptualized as students' attitudes toward targeted educational programs (Z. Peng, Lawley, & Perry, 2000). The elements that influence the educational program evaluation are a wide selection of courses (Qureshi, 1995), their quality, international and local recognition of the degree (Turner, 1998), availability of systems and learning facilities, entry requirements (Bourke, 2000), costs and availability of financial support (María Cubillo, Sánchez, & Cerviño, 2006). Hooley and Lynch (1981) observe that the program's suitability is the most critical factor since students will accept any level of the other specific factors. In this sense, prospective students will decide to study based on their learning assessment suitability (María Cubillo et al., 2006). Recent research reveals that impression-based student decision-making questions the reliability and validity of competency-based learning assessments in nursing programs (Burden, Topping, & O'Halloran, 2018). In this current study, student learning assessment is more associated with students' ability to assess the specific school materials or tools for performing their job tasks or class assignments while studying in the TVET program. When the TVET provides more experimental materials for students, they can apply them to accomplish their projects effectively. These key factors can influence students to study any specific program at the TVET institution.

Third, this research reveals that "Career Development for Job Opportunity" significantly contributes to "Student Decision-making to Study" with the level of the TVET program. Because the current education and training policy discourses in TVET often focus uncritically upon notions of markets driven by choices made by students, the career decisions made by the young group of students who are those 'customers' have become central to both the planning and the operation of those policies. Yet there is almost no attention in either policy or research literature to how those 'customers' of education and training provisions make career decisions to develop job opportunities with the industrial linkages (Hodkinson & Sparkes, 1997). The specific study found that opportunities for work upon graduation and employment opportunities when studying the matter for specific educational programs (Nilsson & Ripmeester, 2016). This current study assumes that curriculum development of the TVET links or creates more careers for the student to meet the industrial demand or job market needs. Then, the students can decide to study at any specific vocational and training program level. Social learning theory does address the interaction of social and cultural factors on decision-making, which acknowledges that they become enmeshed in an individual's identity as life develops and experiences are accumulated (Hodkinson & Sparkes, 1997). However, social learning experiences have been seen as external influences on their decision-making. In contrast, our research suggests they are an integral part of the decision-making process to study in the TVET program based on their experience in learning assessment. The results of SEM indicate that the "career development for job opportunities" factor significantly in promoting the students' ability to effectively decide to study in the TVET program, which is β=0.46 (or 46%), respectively.

Fourth, "Teacher Capacity" positively impacts "Student Decision making to Study" in the TVET program. According to Stephen, Robbins, and Coulter (2018) in social cognitive theory, individual students are likely to be impacted by teachers or the faculties with high capacities to transfer knowledge, skills, and abilities effectively when they believe in the teacher's capability of performing a task. Teachers' capacity shapes professional skills in academic communities, training sessions, and interactions with students, consultants, and principals (Datnow & Hubbard, 2016). Thus, teachers' capacity plays a critical role in attracting students to decide to study.

Fifth, this research confirms that "Student Decision Making to Study" is an essential factor motivating their "Satisfaction with Job Opportunity." The results of SEM show that this relationship has the most robust significant coefficient, β = 0.87 (87%), and it seems to identify that the "Student Decision Making to Study" factor in the TVET influences their satisfaction with job opportunities, respectively. Consistently, findings suggest that individuals with self-regulatory decision-making were more likely to choose study majors and jobs of a good fit, experience satisfaction from their job decisions or opportunities, and choose careers relevant to their study majors (Eun, Sohn, & Lee, 2013). Another recent research has shown that when principals or teachers provide students with opportunities to participate in meaningful decision-making while studying, it leads to a greater sense of ownership and commitment to their satisfaction with job opportunities (Brezicha et al., 2020). Career construction theory suggests that student decision-making is related to self-efficacy, which is essential in

shaping the process of career construction with job opportunities (Savickas, 2002). This is because it helps individuals to develop and implement their vocational self-concept in occupational roles. Individuals with higher as opposed to lower decision-making self-efficacy can better prepare themselves for their careers and persist in their career opportunities pursuit (Bandura, Barbaranelli, Caprara, & Pastorelli, 2001).

Technical and Vocational Education and Training (TVET) programs are vital in preparing students for the job market. In Cambodia, students' satisfaction with job opportunities available after completing their TVET education is paramount. This article examines the key impacts of student satisfaction with job opportunities in TVET in Cambodia and highlights the significance of bridging the gap between education and employment.

1. Enhanced Employability:

When satisfied with job opportunities in TVET, students are more motivated to acquire relevant skills and knowledge. This satisfaction positively impacts their employability, making them desirable candidates for employers. As TVET programs align closely with industry demands, satisfied students possess practical skills that meet the job market's needs, increasing their chances of finding suitable employment.

2. Reduced Youth Unemployment:

Like many other developing countries, Cambodia faces the challenge of high youth unemployment rates. By focusing on student satisfaction with job opportunities in TVET, the government can address this issue effectively. When students perceive TVET programs as valuable and relevant, they are more likely to pursue vocational education, which equips them with the skills needed to secure employment. As a result, the youth unemployment rate decreases, contributing to economic growth and stability.

3. Increased Economic Growth:

TVET programs provide students with specialized skills, enabling them to contribute to the country's economic growth. When students are satisfied with job opportunities in TVET, they are more likely to apply their acquired skills in the workforce. This leads to increased productivity, innovation, and efficiency in various industries. As a result, the overall economic growth of Cambodia is positively influenced by the satisfaction of TVET students with job prospects.

4. Enhanced Social Mobility:

TVET education plays a crucial role in promoting social mobility among Cambodian students. TVET programs empower individuals from disadvantaged backgrounds to secure better job opportunities by providing access to practical skills and knowledge. When students perceive TVET as a viable pathway to improve their socio-economic status, they are more likely to enroll in vocational education. This, in turn, helps break the cycle of poverty and inequality, contributing to a more inclusive society.

5. Strengthened Industry-education Collaboration:

Student satisfaction with job opportunities in TVET encourages stronger collaboration between the education sector and industries. When students perceive that TVET programs successfully bridge the gap between education and employment, enterprises become more willing to engage in partnerships. This collaboration allows educational institutions to align curricula with industry demands, ensuring graduates possess the skills and competencies employers require. Ultimately, this leads to a more efficient and effective workforce, benefiting students and industries.

6.0 Conclusions

Based on the research objectives and conceptual framework as proposed above, the t-test analysis technique responds to identify the perceptions of significant differences between BIT and NVIB, which play different roles in terms of designing "Curriculum Quality," improving "Teacher Capacity," enhancing students' "Satisfaction with Job Opportunities," and influencing "Student Decision making to study." Indeed, the results of SEM indicate that all research hypotheses are fully supported and validated by this study. Also, the research finding found that three main research variables of "Career Development for Job Opportunity," "Student Decision making to Study," and "Satisfaction with Job Opportunities." play a crucial role in vocational and training institutions in both BIT and NVIB. Besides, this study suggests that the following research scholars might need to explore industrial linkage with vocational and training institutions in the re-innovation curriculum to improve or match the job market needs and demands. Most importantly, the results of SEM argue that a conceptual model to explore critical antecedents of students' satisfaction with opportunities in the TVET program is explained by various theoretical backgrounds, including social learning theory, expectancy theory, career construction theory, cognitive career theory, and social cognitive theory. Overall, students' satisfaction with job opportunities in TVET is vital for the success of technical and vocational education in Cambodia. It influences employability, reduces youth unemployment, fosters economic growth, promotes social mobility, and strengthens industry-education collaboration. By prioritizing student satisfaction, Cambodia can ensure that TVET programs remain relevant, responsive, and impactful, effectively preparing students for a successful transition into the job market.

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