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Thirdly, a critical, careful revision of the curriculum is required for a more effective training program. For instance, the trainees recommended that NIE drop some irrelevant subjects from the curriculum, including art studies, general English, and cultural studies. The trainees requested an extension of teaching hours in some major subjects, namely core English, teaching methodology, psychology, pedagogy, teaching professionalism, ICT, and especially the teaching practicum. Furthermore, more subjects that contribute to the increase in trainees' English competency, knowledge and skill are strongly urged. There is also a need for a curriculum development team and sufficient budget for this major revision or improvement.

Fourthly, training program management should be enhanced. In this connection, it is suggested that: 1) a feasibility study should be done to find out the real needs from trainees; 2) both trainers and trainees requested more capacity building programs, workshops/seminars, study tours, and a counseling service; 3) trainees urged both the NIE and the Ministry of Education, Youth, and Sport to increase their monthly allowance and dormitory arrangement for those who came from the provinces; 4) trainees demanded a compilation of textbooks that is suitable for the Cambodian context, a strict enforcement of the internal regulations, effective information sharing, and chances to evaluate trainers; and 5) both trainers and trainees suggested that the trainee screening process or recruitment process should be more restricted, so as to gain the trainees who have equivalent qualifications each year.

### **Theoretical Recommendations**

After completing this research study, the researcher understands that many training evaluation theories and models have been adapted and adopted in the training evaluation field around the world. As a result, through collecting data from multiple stakeholders and sources, this study provides a new model of four dimensions as a theoretical framework for training evaluation in order to contribute to the field of training evaluation. The four dimensions looked at Training Curriculum, Training Resources, Learning Environment, and Training Management, or it is called CREM Dimension (Curriculum, Resources, Environment, and Management). From the findings of this study, the implications of CREM Dimension might be explained as follows: 1) Training Curriculum refers to both the main curriculum of the program and extra academic activities, which help to improve the trainees' knowledge, skill and ability; 2) Training Resources refers to both teaching and learning materials and facilities that both trainers and trainees are able to use during or after the training program; 3) Learning Environment refers to the on-campus environment that the trainees confront or interact with during their training program; and 4) Training Management refers to the organization of the management team of the training program.

### **Recommendations for Further Research**

Within any study, there are limitations, which can be used to identify areas that could be strengthened in future research. Therefore, the researcher proposes the following recommendations for further research:

1). Since this current research study was a summative evaluation, a further study is recommended to conduct a formative evaluation that might confirm the findings of the current study by using both pre-test and post-test to compare with one another.

2). Although this current study employed the four-level model of Kirkpatrick and Kirkpatrick's (2006), the data collected for the last two levels (behavior and organizational results) were only done with trainers and administrators of the NIE. That is why further study is recommended to collect data from both the NIE's staff members and the Cambodian upper secondary schools' staff members where trainees work.

3). Further research is recommended to explore the effectiveness of the teaching practicum of the CEL-PTTP. This is because the findings from the open-ended questions showed that some trainees were not satisfied with the teaching practicum.

4). To gain a more comprehensive understanding about the effectiveness of the CEL-PTTP, the replication of this current study in any academic year in the future is strongly recommended.

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