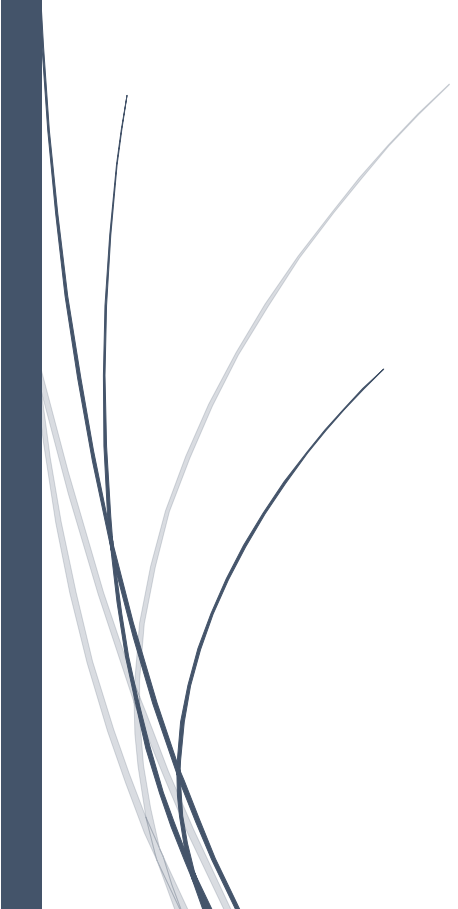




Final Project 2

PMG 497

Project Template



Midocean University

Faculty of Management

Department/ Project Management



The Impact of Technical Training Programme's Quality on Trainees' Satisfaction:

An Applied Study at the Technical Studies Institute at Dhahran

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Final Project - 2

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November 2025 – Third Semester

Acknowledgment

Dedication

Abstract

This report analyzes cadet feedback from the *InVal 02/2025 Training Course Survey*, comprising 12 Likert-scale items assessing instructional quality, course structure, materials, assessments, and overall satisfaction. Responses were available only as aggregated frequency counts; therefore, a synthetic respondent-level dataset was reconstructed to enable statistical analysis. Reliability testing showed excellent internal consistency, with **Cronbach's alpha = 0.97**, confirming that the survey items measure a common underlying construct related to perceived training quality.

Descriptive statistics revealed high mean scores across most items (4.0–4.4), particularly for trainer interaction, effectiveness, and patience. In contrast, **course pace (Q6)** recorded the lowest mean (≈ 3.09) and the highest variability, indicating inconsistent learner experiences. Correlation analysis showed strong positive relationships among most items, supporting the unidimensional structure of the scale.

A regression model was conducted to identify predictors of the overall course satisfaction item (Q12). The model demonstrated an excellent fit ($R^2 = 0.873$). Among all predictors, **Q10 (“The exams’ questions assisted my learning”)** emerged as the only statistically significant independent predictor ($p < 0.001$), suggesting that assessment quality plays a central role in shaping trainees’ overall expectations and satisfaction.

Overall, the findings indicate that while instructional quality is consistently rated highly, improvements are most needed in course pacing and assessment design. Strengthening alignment between assessments and learning objectives may significantly enhance cadet satisfaction with future training programs.

Purpose:

Methodology:

Findings:

Originality & Implication:

Keywords:

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1. Chapter 1: Introduction

1.1 Identify the Research Topic and Provide the General Background (The big picture):

Military, Technical and vocational training (TVET) has become a central pillar in national development strategies worldwide, particularly in economies transitioning toward knowledge-based and diversified models. Saudi Arabia's Vision 2030 highlights the importance of technical training in preparing a skilled workforce to meet the challenges of a post-oil economy. Institutions like the Technical Studies Institute at Dhahran are essential to these efforts, offering training programmes intended to align with military, industrial and economic needs. However, beyond delivering technical content, ensuring that these programmes satisfy the expectations of trainees is vital for achieving long-term impact.

1.2 Review Studies that have Addressed the Problem (What is known):

Previous studies in educational and training settings, Alzahrani et al. (2023) – The Impact of a 10Week Military Training Course on Saudi Medical Recruits' Fitness and Physical Activity Levels, "Examines how Saudi recruits improved body composition, physical fitness, and self-reported activity following intensive military training." Insight into trainee perceptions of physical readiness and programme effectiveness especially in military, corporate and academic environments - have consistently shown that training programme quality (e.g., curriculum relevance, instructor expertise, training methods, and institutional support) strongly influences learner satisfaction. Frameworks such as SERVQUAL and Total Quality Management (TQM) support the idea that service quality enhances user satisfaction. Research also suggests that satisfied trainees are more engaged, motivated, and better prepared for job markets.

1.3 Indicate Deficiencies in the Literature (What is unknown):

Despite the global focus on training quality and satisfaction, there is a noticeable lack of localized empirical research in technical institutes in Saudi Arabia, particularly military. Most existing studies are either focused on general higher education or conducted in Western contexts. There is insufficient data on how trainees at the Technical Studies Institute in Dhahran perceive training quality, and which specific dimensions most affect their satisfaction. This deficiency limits the ability of educators and policymakers to improve programme effectiveness based on evidence from the actual beneficiaries - the trainees themselves.

1.4 Advance the significance of the study for particular audiences:

This study holds value for several key audiences:

Institutional Leaders and Administrators: Offers practical insights for improving programme design, instructional quality, and learner support at the Technical Studies Institute. Government Bodies (e.g., National Center for Military Academic Accreditation & Evaluation / NCMAAE): Supports policy formulation and quality assurance practices by providing trainee-centered data. Educators and Trainers: Helps identify training delivery strategies that enhance trainee engagement and satisfaction. Academic Community: Contributes to the regional and international literature on military technical education, filling a gap related to trainee satisfaction in Saudi technical institutions. Trainees and the Labour Market: Ultimately leads to better training outcomes, improved employability, and a more satisfied and capable workforce.

1.5 State the Purpose Statement:

The purpose of this study is to examine the impact of technical training programme quality on trainees; satisfaction at the Technical Studies Institute in Dhahran. Specifically, the research seeks to identify the most influential quality dimensions affecting satisfaction and to assess current trainee perceptions of programme effectiveness. The results will provide actionable recommendations for institutional improvement and contribute to national efforts in aligning training outcomes with workforce needs.

2.1 Research Problem

2.1.1 While military technical training plays a critical role in workforce development and national transformation - especially under Saudi Arabia's Vision 2030 - there remains a significant gap in understanding how the quality of technical training programmes influences trainee satisfaction within local institutional contexts. Despite national efforts to enhance training quality through policy reforms and quality assurance frameworks, empirical evidence from the perspective of trainees in Saudi military technical institutes is limited, particularly at institutions like the Technical Studies Institute at Dhahran. Trainee satisfaction serves as a vital indicator of programme effectiveness, impacting not only learning outcomes but also engagement, motivation, and employability. However, the specific dimensions of training quality that most strongly influence trainee satisfaction in this context remain unclear. Without a clear understanding of which factors matter most to trainees - such as curriculum relevance, instructor competence, training methods, practical training, or institutional support - efforts to improve programme quality may be misdirected or ineffective.

2.1.2 Therefore, the core research problem this study seeks to address is:

There is a lack of localized, empirical evidence on how the quality of technical training programmes affects trainees' satisfaction at the Technical Studies Institute in Dhahran, making it difficult for decision-makers to identify and prioritize the most impactful areas for improvement.

3.1 Research Significance

This study is significant for several reasons, both at the practical and theoretical levels:

3.1 Institutional Improvement and Policy Alignment:

At a practical level, the findings of this study will provide valuable insights for the top management of the Technical Studies Institute at Dhahran and other governmental bodies such as NCMAAE. By identifying which aspects of training quality most directly influence trainee satisfaction, the study will help institutional leaders prioritize resource allocation, curriculum development, instructional design, and support services. This is especially relevant in the context of ongoing reforms under Saudi Arabia's Vision 2030, where the quality of military technical education is directly linked to national development goals and workforce readiness.

3.2 Enhancing Trainee Experience and Learning Outcomes:

Understanding the drivers of trainee satisfaction allows educators and top management to create more engaging and supportive learning environments. When trainees feel that their

expectations are met - through competent instruction, relevant content, and effective delivery methods - they are more likely to be motivated, retain knowledge, and successfully transition into the workforce. Thus, this research contributes to enhancing both the short-term military educational experience and the long-term career success of trainees.

3.3 Contribution to the Literature on Technical Training Quality:

At a theoretical level, this study addresses a notable gap in the literature regarding military technical training in the Gulf region, particularly in Saudi Arabia. While the relationship between training quality and satisfaction has been explored in academic and military settings globally, it remains understudied within the localized context of Saudi military technical institutes. By offering empirical data and analysis from the Technical Studies Institute at Dhahran, this research adds to the body of knowledge in the fields of military education, quality assurance, and training evaluation.

3.4 Supporting Evidence-Based Decision Making:

The study also aims to support evidence-based decision making for stakeholders involved in military technical and vocational education policy. Government agencies such as the Technical and Vocational Training Corporation (TVTC), NCMAAE and other educational authorities can use the results to refine policies, enhance training standards, and ensure that training programmes are effectively meeting the evolving needs of both learners and industries.

4.1 Research Questions

- a) You were made aware of the course training objectives?
- b) The Teacher / Trainer displayed professional knowledge and understanding of the training objectives?
- c) The Teacher / Trainer interaction was appropriate and enabled learning to take place?

- d) The Teacher / Trainer was effective in supporting you to achieve the training objectives?
- e) The Teacher / Trainer demonstrated patience during lessons?
- f) The pace of the course was appropriate to my learning needs?
- g) The training materials aided my learning?
- h) The books were appropriate to my level of learning?
- i) The teachers' questions helped my learning?
- j) The exams' questions assisted my learning?
- k) You were given enough time for the exam?
- l) The training course met my expectations?

5.1 Research Objectives

1. To examine the overall quality of technical training programmes offered at the Technical Studies Institute in Dhahran.
2. To identify the key dimensions of training quality (e.g., curriculum relevance, trainer competency, training methods, facilities, and support services) that influence trainees' satisfaction.
3. To assess the level of trainees' satisfaction with the technical training programmes provided by the institute.
4. To analyze the relationship between training programme quality and trainees' satisfaction in the context of technical education.
5. To determine the most significant factors of programme quality that contribute to improving trainees' satisfaction levels.
6. To provide recommendations for enhancing the quality of technical training programmes to better meet trainees' expectations and needs.

6.1 Research Hypotheses

Main (Null and Alternative) Hypotheses:

H0 (Null Hypothesis): The quality of technical training programmes has no significant impact on trainees' satisfaction at the Technical Studies Institute in Dhahran.

H1 (Alternative Hypothesis): The quality of technical training programmes has a significant positive impact on trainees' satisfaction at the Technical Studies Institute in Dhahran.

Sub-Hypotheses (Dimension-Level):

H1a: The relevance and clarity of training content positively influence trainees' satisfaction.

H1b: The competence and teaching skills of trainers have a significant positive effect on trainees' satisfaction.

H1c: The appropriateness of training methods and delivery style positively affects trainees' satisfaction.

H1d: The adequacy of training facilities and resources (e.g., labs, equipment, classrooms) significantly influences trainees' satisfaction.

H1e: The effectiveness of training evaluation and feedback mechanisms positively impacts trainees' satisfaction.

H1f: The availability of academic and administrative support services significantly affects trainees' satisfaction.

7.1 Research Model

Conceptual Model

Core idea: Higher Technical Training Programme Quality (TTPQ) leads to greater Trainees' Satisfaction (TS). The effect is partly explained by Perceived Usefulness (PU) and Perceived Learning (PL), and can vary by Trainee Motivation (TM) and Prior Experience (PE).

Endogenous

TS (Trainees' Satisfaction): overall satisfaction; willingness to recommend; expectations met; satisfaction with outcomes.

PU (Perceived Usefulness): training applicability to job; improvement in performance; problem-solving relevance.

PL (Perceived Learning): self-reported knowledge/skill gain; confidence performing tasks; lab proficiency.

Exogenous (second-order construct)

TTPQ reflected by six first-order factors:

Q1 Content: alignment with objectives/industry standards; clarity; up-to-date materials.

Q2 Trainer: subject mastery; clarity; engagement; responsiveness.

Q3 Methods/Delivery: active methods; practice opportunities; pacing; instructional design.

Q4 Facilities/Resources: lab adequacy; equipment availability; LMS usability; materials quality.

Q5 Assessment/Feedback: fairness; frequency; timeliness; developmental quality.

Q6 Support/Organization: scheduling; admin efficiency; advising/mentoring; accessibility.

Moderators / Controls

TM (Trainee Motivation): interest; effort; goal orientation.

PE (Prior Experience): years in field; prior related training.

Controls: age, specialty, program level (basic/advanced), delivery mode (Face to face / Blended), course length.

8.1 An Overview of Technical Studies Institute, Dhahran:

1. What It Is and Where It's Located?

The Technical Studies Institute is a technical and vocational secondary education institution operated under the Royal Saudi Air Force, located in Dhahran, Eastern Province, Saudi Arabia.

Its address is King Saud Bin Abdulaziz Road, within the King Abdul Aziz Air Base, Dhahran 34641.

The institute operates Sunday to Thursday, from 6:15 AM to 3:00 PM, and remains closed on Friday and Saturday .

2. Institutional Profile & Affiliation

TSI is classified under technical and vocational secondary education (ISIC code 8522).

It's affiliated with the Royal Saudi Air Force and handles both technical instruction and aerospace component manufacturing training. The institution is quite sizeable, with an estimated 5,000 to 10,000 employees shared across departments related to aerospace and aviation technical studies.

3. Educational Scope & Focus

Functionally, TSI forms part of the Secondary Technical and Vocational Education ecosystem in Saudi Arabia, overseen more broadly by the Technical and Vocational Training Corporation (TVTC)—the kingdom’s primary authority on technical human-resource development.

However, TSI specifically serves the needs of the Royal Saudi Air Force, likely offering specialized curriculum in areas such as aerospace systems, avionics, mechanical maintenance, and related technical disciplines tailored to military training needs.

Summary Table

Attribute Details:

Full Name: Technical Studies Institute (TSI)

Location: King Saud Bin Abdulaziz Rd, King Abdul Aziz Air Base, Dhahran 34641
Affiliation: Royal Saudi Air Force
Type: Secondary-level technical & vocational education
Operating Days: Sunday–Thursday, 6:15 AM–3:00 PM, Closed Friday–Saturday
Website: rsaf.gov.sa
Training Focus Specialized: aerospace/technical instruction aligned with RSAF requirements

9.1 Research Methodology:

1) Research Design

Type: Explanatory, quantitative, cross-sectional field study (applied).

Purpose: Test the effect of Technical Training Programmes Quality (TTPQ) on Trainees' Satisfaction (TS); examine mediation (Perceived Usefulness—PU, Perceived Learning—PL) and moderation (Trainee Motivation—TM, Prior Experience—PE).

Approach: Survey + structural modeling (SEM). If SEM is not available, use multiple regression + PROCESS.

2) Population, Sampling, and Setting

Population: All trainees enrolled in technical programs at the Technical Studies Institute (Dhahran) during the study term (e.g., Fall 2025) including current cohorts in avionics, mechanical, maintenance, ATC school, etc.

Inclusion criteria: Enrolled for ≥ 4 weeks in a program; aged ≥ 18 ; consent provided.

Exclusion: Administrative staff; trainees on leave; incomplete responses $> 20\%$.

Sampling frame: Current class lists provided by TSI academic affairs.

Sampling technique: Stratified random sampling by program/department and level (year/phase) to ensure coverage.

Sample size (guidance):

Expected response rate: 60–75% with in-class administration.

3) Variables & Operationalization

Outcome: Trainees' Satisfaction (TS) — overall satisfaction, expectations met, willingness to recommend.

Main predictor (second-order latent): TTPQ reflected by six first-order factors:

1. Content relevance & clarity (Q1)
2. Trainer competence & pedagogy (Q2)
3. Methods & delivery (Q3)
4. Facilities & resources (Q4)
5. Assessment & feedback (Q5)
6. Support & organization (Q6)

Mediators: Perceived Usefulness (PU), Perceived Learning (PL).

Moderators: Trainee Motivation (TM), Prior Experience (PE: years/previous related training).

Controls: Age, specialization/track, program level, delivery mode (f2f/blended), course length.

4) Instrument (Survey)

Format: Self-administered questionnaire; 4-point Likert (1=Strongly Disagree ... 4=Strongly Agree).

Length: $\approx$ 10–12 items total; $\leq$ 10 minutes.

Example item stems (abbreviated):

Q1 Content: “Content is up-to-date and aligned with objectives.”

Q2 Trainer: “The trainer explains complex concepts clearly.”

Q3 Methods: “Sessions include hands-on activities that support learning.”

Q4 Facilities: “Labs/equipment are sufficient and functional.”

Q5 Assessment: “Feedback is timely and helps me improve.”

Q6 Support: “Scheduling and administration are well organized.”

PU: “This training helps me perform technical tasks better.”

PL: “I gained practical skills I can apply immediately.”

TS: “Overall, I am satisfied with this training program.

TM (moderator): “I am motivated to put effort into this training.”

PE: “Years of related experience: ___”; “Previous related course(s): Yes/No.

Demographics/controls: age band; program; level; mode; course length in weeks.

> Tip: Where possible, adapt items from validated scales (teaching quality, service quality in education, student satisfaction). Keep wording neutral and single-idea.

5) Validity & Reliability Procedures

Content validity: Expert panel (3–5 SMEs from TSI + measurement expert) to review relevance/clarity.

Pilot test: n=30–40 trainees (not in main sample). Check wording/time; prelim reliability.

6) Data Collection Procedures

1. Obtain institutional approvals (TSI research/command chain; ethics/IRB if applicable).
2. Coordinate with program heads for class-time administration (paper or secure online link).
3. Provide participant information sheet; obtain informed consent.

4. Administer survey in class; collect immediately; anonymous (no names, only non-identifying codes).

5. Store data encrypted; restrict access to research team only.

7) Bias Control & Data Quality

Common Method Bias (procedural): assure anonymity; vary item ordering; avoid leading/loading items; separate predictor/criterion blocks.

8) Ethical Considerations (TSI context)

Voluntary participation; no academic or military repercussions for non-participation.

Anonymous data; report only aggregates by department/level.

Secure storage (encrypted drive); destroy identifiers after analysis.

Disclosure: study is independent of grading or performance evaluation.

9) Timeline (illustrative, 10–12 weeks)

1. Weeks 1–2: approvals, instrument adaptation, expert review

2. Week 3: pilot & revisions

3. Weeks 4–5: data collection

4. Weeks 6–7: data cleaning & measurement model

5. Weeks 8–9: structural tests (mediation/moderation)

6. Weeks 10–11: reporting & feedback to TSI

7. Week 12: revision/final submission

10) Reporting & Deliverables

Tables: sample characteristics; reliability/validity; correlations; regression/SEM coefficients; indirect effects; moderation plots.

Figures: final conceptual model with significant paths (standardized β); fit indices.

Appendix: full questionnaire; consent script.

11) Limitations & Mitigation

Cross-sectional (no causal proof) → argue temporal precedence of training → usefulness/learning → satisfaction; suggest longitudinal follow-up.

Self-report → triangulate with performance/practical assessment where possible.

Single institution → note external validity; propose replication across RSAF schools/TVTC colleges.

10. Suggested Structure:

- 10.1 Introduction
- 10.2 Literature Review
- 10.3 Research Methodology
- 10.4 Results and Findings
- 10.5 Discussion
- 10.6 Conclusion and Recommendations
- 10.7 References
- 10.8 Appendices

11. Table of Contents:

Number	Title
1	Introduction
2	Research Problem
3	Significance of the Research
4	Research Questions
5	Research Objectives
6	Research Hypotheses
7	Research Model
8	An Overview of Technical Studies Institute, Dhahran
9	Research Methodology
10	Suggested Structure
11	Table of contents

12	Literature Review
13	References

1.1. Scope of The Study

1.2. The Project Structure

12 Chapter 2: Literature Review

12.1 Literature Review:

1. Conceptualizing Technical Training Programmes

Technical training programmes (TTPs) are structured, practice-oriented learning experiences designed to build occupation-specific knowledge, skills, and competencies. In contrast to general education, TTPs emphasize job-relevant performance, hands-on practice, safety standards, and alignment with industry technologies. Common design features include competency-based curricula, modularization, skills laboratories and workshops, simulation, workplace learning (e.g., internships, on-the-job training), and certification tied to occupational standards. In institutional settings (e.g., technical institutes), programmes are typically governed by quality assurance mechanisms, competency frameworks, and partnerships with employers to ensure currency and employability.

2. Defining and Framing “Programme Quality”

“Quality” in training is multidimensional and context-dependent. Across vocational and higher-education literatures, recurring dimensions include:

Curriculum relevance and currency: alignment of learning outcomes with occupational standards and emerging technologies; periodic review with employer input.

Instructor competence: subject-matter expertise, industry experience, pedagogical skill, certification, and ongoing professional development.

Instructional design and methods: clear objectives, active learning, demonstration–practice cycles, scaffolding, feedback, and assessment for learning.

Learning resources and infrastructure: adequacy of workshops, labs, simulation equipment, tools, and digital platforms; safety and maintenance.

Industry engagement and work-based learning: internships, projects, guest lectures, and real equipment/workflow exposure.

Assessment and feedback: validity, reliability, transparency, timeliness, and developmental orientation of assessments.

Support services: advising, tutoring, career services, counselling, and administrative responsiveness.

Programme management and continuous improvement: governance, data-driven decision making, stakeholder participation, and PDCA/TQM routines.

Delivery flexibility: scheduling, blended/online components where appropriate, and accommodations for diverse learners.

These dimensions map well onto established service/education quality models such as SERVQUAL (reliability, responsiveness, assurance, empathy, tangibles), Total Quality Management (TQM) principles (customer focus, continuous improvement, process orientation), and Standards-based/Outcome-based Education frameworks.

3. Trainee Satisfaction: Construct and Relevance

Trainee satisfaction reflects learners' affective evaluation of their training experience relative to expectations and perceived benefits. In training contexts, satisfaction is not merely an end state; it is associated with:

Engagement and persistence (attendance, completion);

Positive word-of-mouth and programme reputation;

Perceived learning and self-efficacy;

Training transfer (application of skills at work) and, ultimately, performance outcomes.

Satisfaction is typically operationalized via multi-item surveys assessing overall satisfaction and specific facets (e.g., instructors, resources, relevance, organization, support).

4. Theoretical Lenses Linking Quality to Satisfaction

4.1 Expectation–Disconfirmation Theory (EDT)

EDT posits that satisfaction results from comparing perceived performance with prior expectations. In TTPs, when programme quality (e.g., modern equipment, skilled trainers, relevant curriculum) meets or exceeds expectations, positive disconfirmation occurs, raising satisfaction. Conversely, gaps (e.g., outdated labs, weak industry linkages) produce negative disconfirmation.

4.2 SERVQUAL / Service Quality Perspective

From a services lens, TTPs are service systems. Quality in reliability (consistency of delivery), responsiveness (timely support), assurance (trainer expertise), empathy (individualized attention), and tangibles (labs, equipment) shapes perceived value and satisfaction.

4.3 Kirkpatrick's Evaluation Model

Kirkpatrick conceptualizes four levels: Reaction (Level 1), Learning (2), Behavior/Transfer (3), Results (4). Programme quality drivers (instructor competence, design, resources) influence Reaction (satisfaction) directly and Learning indirectly. High satisfaction is often a proximal indicator of conditions conducive to learning and transfer, though not sufficient on its own.

4.4 Expectancy (VIE) and Adult Learning (Andragogy)

Expectancy theory suggests trainees are motivated when they believe effort leads to learning (expectancy), learning leads to valued outcomes (instrumentality), and outcomes are attractive (valence). Quality elements (clear objectives, practice opportunities, feedback, relevance) strengthen these beliefs. Andragogy underscores adults' need for relevance, autonomy, and problem-centered learning—features central to well-designed technical programmes and, hence, to satisfaction.

5. Empirical Insights: What Matters Most?

Across vocational/technical training studies, several consistent findings emerge: Instructor quality is frequently the strongest predictor of satisfaction. Trainees value trainers with current industry experience who can demonstrate procedures, coach practice, and connect theory to real tasks.

Perceived relevance and job alignment (curriculum currency, industry projects) strongly affect satisfaction by signaling value and future utility.

Learning resources and facilities matter substantially in technical fields, where hands-on practice with up-to-date tools enables skill mastery and builds confidence.

Assessment fairness and feedback quality contribute to satisfaction by clarifying expectations, reducing anxiety, and guiding improvement.

Support and responsiveness—including scheduling flexibility, prompt issue resolution, and accessible advising—reinforce positive experiences and reduce friction.

Blended and simulation-enhanced delivery can raise satisfaction when it augments—not replaces—hands-on practice; technology must be reliable and well supported.

Effect sizes and rankings vary by context (occupation, level, delivery mode). However, studies in TVET and corporate training repeatedly show a positive, significant association between composite programme quality and trainee satisfaction; sub-dimensions often have differential weights, with instructor competence and relevance commonly topping the list.

6. Moderators and Mediators in the Quality–Satisfaction Link

Mediators:

Perceived learning and self-efficacy: high-quality instruction/resources increase perceived competence, which drives satisfaction.

Perceived value/utility: alignment with job tasks enhances perceived return on investment, mediating satisfaction.

Engagement: active learning design fosters involvement, which enhances satisfaction.

Moderators:

Trainee characteristics: prior experience, baseline skill, learning preferences, and motivation can amplify or dampen satisfaction responses to quality.

Transfer climate/organizational support: when workplaces encourage application (supervisor support, opportunities to use skills), trainees evaluate training more favorably.

Delivery mode and access: constraints (work schedules, commuting) shape how strongly flexibility/support influence satisfaction.

Cohort and class size: smaller groups often allow more coaching and feedback, enhancing satisfaction from the same quality inputs.

7. Measuring Programme Quality and Satisfaction

7.1 Instruments and Approaches

Researchers commonly adapt validated scales:

SERVQUAL-type instruments tailored to training (assurance/competence, responsiveness, reliability, empathy, tangibles).

Learning environment inventories capturing instructional design, engagement, and resources.

Programme-specific rubrics aligned to competency standards (e.g., adequacy of equipment, safety protocols, ratio of practical/theory hours).

Satisfaction scales including global items and facet-specific items (instructors, curriculum, labs, assessment, support, facilities).

Reliability (Cronbach's alpha or composite reliability), construct validity (CFA), and convergent/discriminant validity (AVE, HTMT) are typically established before structural analysis.

7.2 Analytical Strategies

Descriptive statistics profile perceived quality and satisfaction levels. Bivariate analyses (correlations, t-tests/ANOVA) explore associations and group differences. Multivariate models (multiple regression, PLS-SEM/CB-SEM) test the impact of quality dimensions on satisfaction and the role of mediators/moderators. Where longitudinal or multi-source data exist, models can be extended to transfer (Level 3) and performance (Level 4) outcomes.

8. Quality and Satisfaction in Technical/Vocational Contexts

TVET settings introduce unique considerations:

Equipment currency and safety are non-negotiable quality drivers due to the embodied nature of technical skills.

Industry partnerships enable authentic tasks, real equipment access, and updated standards—key for both perceived quality and satisfaction.

Certification and employability outcomes heighten trainees' sensitivity to relevance, assessment rigor, and recognition by employers.

Instructor dual professionalism (pedagogy + craft expertise) is a distinctive quality vector in TVET compared to general education.

In contexts emphasizing national skills strategies and economic diversification, institutions face pressure to demonstrate responsiveness to labor-market needs. This strengthens the salience of curriculum currency, employer engagement, and credible assessment in shaping satisfaction.

9. Synthesis: Proposed Conceptual Model

Integrating the above, the review supports a model in which Programme Quality—operationalized via multiple dimensions—positively predicts Trainee Satisfaction, with Perceived Learning and Perceived Value/Utility as plausible mediators, and Trainee Characteristics and Transfer Climate as moderators.

Core paths (expected positive):

Instructor Competence → Satisfaction

Curriculum Relevance/Industry Engagement → Satisfaction

Learning Resources/Facilities → Satisfaction

Assessment & Feedback Quality → Satisfaction

Support/Responsiveness → Satisfaction

Potential mediations:

Quality → Perceived Learning → Satisfaction

Quality → Perceived Value → Satisfaction

Potential moderations:

Transfer Climate strengthens the Quality → Satisfaction link.

Prior Experience moderates the salience of certain quality dimensions (e.g., novices may weight coaching and scaffolding more heavily).

10. Identified Gaps and Implications for the Present Study

The literature suggests several gaps your applied study can address:

1. Institution-specific evidence: Many studies are cross-industry or corporate; fewer are situated in specific technical institutes with detailed, dimension-level diagnostics.
2. Granular quality modeling: There is value in disaggregating quality to pinpoint which dimensions have the largest effects in a technical institute context (e.g., facilities vs. instructor competence vs. industry engagement).
3. Mechanisms and context: Testing mediating effects (perceived learning/value) and moderating influences (transfer climate, prior experience) can illuminate how and for whom quality drives satisfaction.
4. Actionability: Linking findings to programme improvement levers (trainer development, equipment upgrades, curriculum refresh cycles, employer partnerships) increases the utility of results for administrators.

11. Operational Definitions (for your study)

Technical Training Programme Quality: Trainees' perceptions of the extent to which the programme provides (a) relevant, current curriculum aligned with industry needs; (b) competent, pedagogically skilled instructors; (c) adequate and modern labs/equipment; (d) fair and developmental assessment and feedback; (e) responsive support services; (f) structured industry engagement/work-based learning.

Trainee Satisfaction: Trainees' affective evaluation of their overall training experience and its components relative to expectations and perceived benefits for learning and employability.

12. Literature-Informed Hypotheses (optional, to align with methods)

H1: Technical training programme quality is positively associated with trainee satisfaction.

H1a–H1e: Instructor competence, curriculum relevance, learning resources, assessment & feedback quality, and support & responsiveness each positively predict satisfaction.

H2 (Mediation): Perceived learning mediates the relationship between programme quality and trainee satisfaction.

H3 (Mediation): Perceived value/utility mediates the relationship between programme quality and trainee satisfaction.

H4 (Moderation): Transfer climate positively moderates the effect of programme quality on trainee satisfaction.

13. Questionnaire:

TSI Cadet Feedback Form



INSTRUCTIONS

Please complete this questionnaire for your course. A further box is provided for any comments and suggestions you may wish to share. Your feedback will benefit the TSI, help shape future training and aid your learning process .

Thank you,
Training Assurance Department

Course Title	Course Number	Start Date	Finish Date
To what extent do you agree or disagree with the following	Strongly Disagree	Disagree	Agree
	— 1 —	— 2 —	— 3 —
Q 1	You were made aware of the course training objectives. لقد تم إعلامي بأهداف التدريب الخاصة بالدورة		Rating
Q 2	The Teacher / Trainer displayed professional knowledge and understanding of the training objectives . أظهر المعلم / المدرب المعرفة المهنية والفهم لأهداف التدريب		Rating
Q 3	The Teacher / Trainer interaction was appropriate and enabled learning to take place. كان التفاعل بين المعلم و الطالب مناسباً وممكن من تحقيق التعلم		Rating
Q 4	The Teacher / Trainer was effective in supporting you to achieve the training objectives. كان المعلم / المدرب فعالاً في دعمي لتحقيق أهداف التدريب		Rating
Q 5	The Teacher / Trainer demonstrated patience during lessons. أظهر المعلم / المدرب الصبر أثناء الدروس		Rating
Q 6	The pace of the course was appropriate to my learning needs. كانت وتيرة الدورة مناسبة لاحتياجات التعلم الخاصة بي		Rating
Q 7	The training materials aided my learning. ساعدت المواد التدريبية في تعلمي		Rating
Q 8	The books were appropriate to my level of learning. كانت الكتب مناسبة لمستوى تعليمي		Rating
Q 9	The teachers' questions helped my learning. لقد ساعدتني أسئلة المعلمين على التعلم		Rating
Q 10	The exams' questions assisted my learning. أسئلة الامتحانات ساعدتني على التعلم		Rating
Q 11	You were given enough time for the exam. لقد أعطيت الوقت الكافي للامتحان		Rating
Q 12	The training course met my expectations. لقد حققت الدورة التدريبية توقعاتي		Rating
Comments / Suggestions:			

BAESKSA-TTS-SE-FRM-0076

14. Questionnaire's Report, Findings and Recommendations:

1. Introduction and Scope:

The Technician Training Service (TTS) Training Quality Manual (BAESKSA-TTS-SE-MAN-0072) states the need for the evaluation of training and provides the quality framework in which evaluations should be used. Evaluation, as implemented within the TTS, and following the guidelines in BAESKSA-TRG-STRAT-0042 (TTS Evaluation Strategy), aims to ensure that training activities are focused towards the achievement and continuous improvement of the training and business/operational needs of the TTS organization.

As part of evaluation, this InVal report provides evidence to measure the effectiveness of the training activities, specifically within the Academic Wing Mechanical City and Guilds (MEC C&G) specialty, and also includes data collated from Specialty Training Standards (STS) MEC classes. This report aims to determine to what extent the learners have acquired knowledge and skills, and developed attitudes/behaviours in relation to the training objectives.

To note, the training sector benchmark for InVal response data from trainees typically tracks at around 80% good or better (agree or strongly agree).

2. Process:

As part of the Training Assurance InVal process, data was collected from the Academic Wing MEC STS and C&G classes in July 2025 at different stages of the training programmes.

The InVal Team collated data from the following sources:

- i. TSI Cadet Feedback Questionnaire (BAESKSA-TTS-SE-FRM-0076).
- ii. TSI Teacher/Instructor Feedback Form (BAESKSA-TTS-SE-FRM-0090).
- iii. Classroom observations of MEC-CG practical training sessions at the HTF.
- iv. Discussions with C&G Instructors.
- v. Test analysis of MEC C&G Gas Turbines Book 1 summative test.

The data was analysed for validity and reliability, then triangulated to produce evidence. The evidence is presented as findings, from which conclusions are drawn and recommendations made.

3. Analysis of quantitative and qualitative data:

228 STS MEC trainees were scheduled to complete the Cadet Feedback Questionnaire. A total of 144 MEC trainees completed an electronic questionnaire and 12 trainees from MEC C&G completed a hard copy. 72 did not attend the feedback session. The questionnaire consists of 12 questions carefully designed to capture their opinions on their training and learning (quantitative). It also provides an opportunity for the trainees to make comments regarding their learning experiences and training environment (qualitative). These were completed during the cadet's training programme (MEC 162-174) and towards the end of the programme (MEC 156-161 and MEC-CG-02).

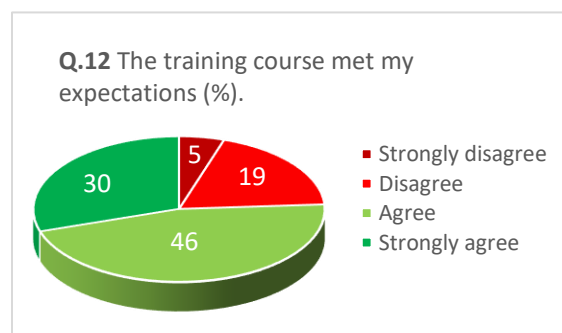
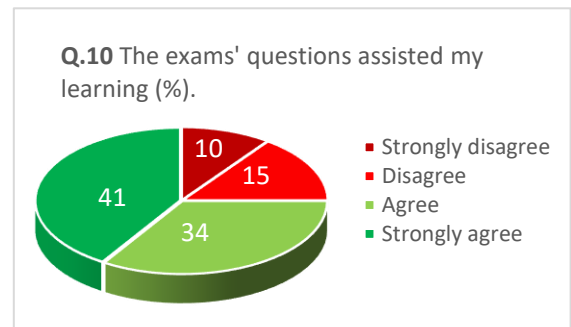
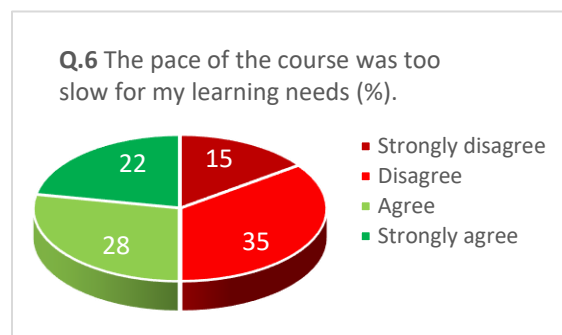
Electronic Feedback Questionnaires were also completed by 27 MEC Instructors on the Training Information Management System (TMIS).

A number of observations were carried out on the MEC C&G practical training sessions in the HTF. During these observations, informal discussions took place with the trainers/instructors and the trainees.

4. Findings

Feedback from Trainees

- i) The response from the 144 STS trainees were largely within the benchmark of 80% good or better, with the exception of:



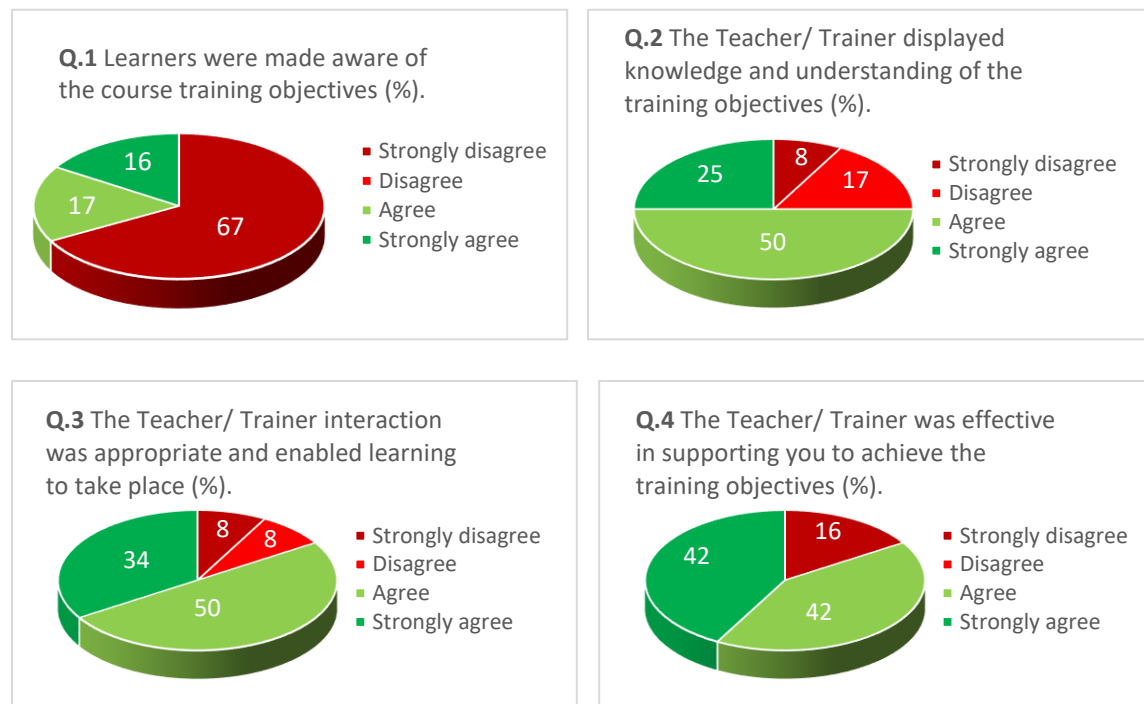
Whilst the feedback in all 12 criteria indicated a high number of trainees agreed with the various elements of the training programme:

- 50% of the 144 learners disagreed or strongly disagreed that the pace of the course was too slow for their learning needs; notably 50% agreed or strongly agreed.
- 25% disagreed/strongly disagreed the exams' questions assisted their learning.
- 24% disagreed/strongly disagreed that the training course met their expectations.

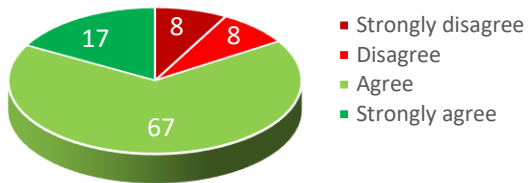
The questionnaire also provides an opportunity for the trainees to make additional comments/suggestions regarding their training. Comments included:

- 'Thank you.'
- 'We need more time to study in afternoon especially if we have test. We study at class but for test we need to revise. I never have time to review at the barracks.'
- 'Cadets should not be punished during the training day and depriving him of study.'
- 'There should be a lot more practical work especially for maintenance cadets.'
- 'Learning practical trade should be more hands on training and more practical activities than having theory lessons.'
- 'The course was properly good.'

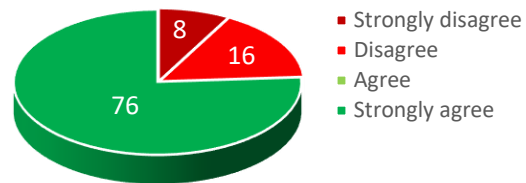
As the MEC C&G course is a pilot training programme that requires a more structured and measured approach, it is valuable to detail the trainee's reaction to their training for all 12 criteria:



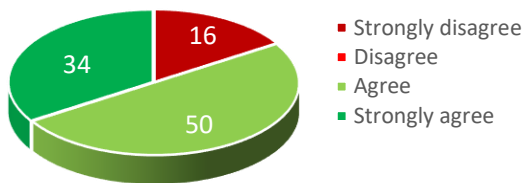
Q.5 The Teacher/Trainer demonstrated patience during lessons (%).



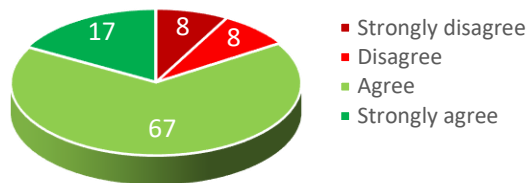
Q.6 The pace of the course was too slow for my learning needs (%).



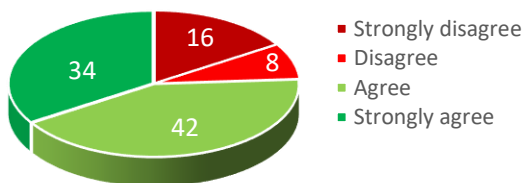
Q.7 The training materials aided my learning (%).



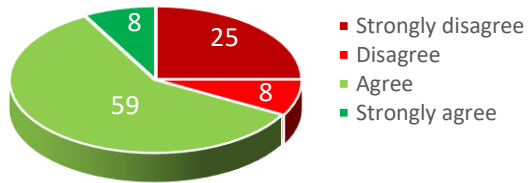
Q.8 The books were appropriate to my level of learning (%).



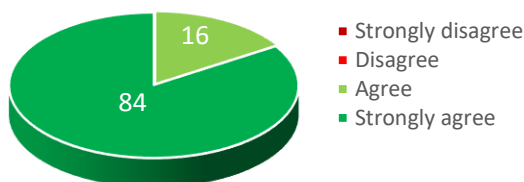
Q.9 The teacher's questions helped my learning (%).



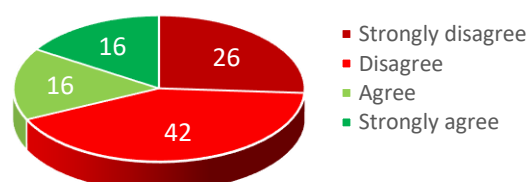
Q.10 The exams' questions assisted my learning (%).



Q.11 You were given enough time for the exam (%).



Q.12 The training course met my expectations (%).



Of the 12 C&G trainees, the following responses (outside of the InVal data response benchmark) were gathered:

- 67% of the 12 learners disagreed or strongly disagreed they were made aware of the course training objectives.
- 25% disagreed/strongly disagreed the teacher/trainer displayed knowledge and understanding of the training objectives.

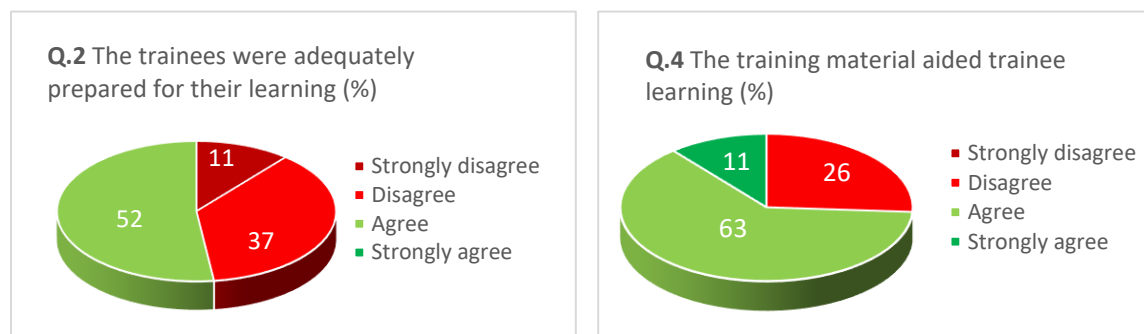
- 76% strongly agreed that the pace of the course was too slow for their learning needs.
- 24% disagreed/strongly disagreed the teacher's questions helped their learning.
- 33% disagreed/strongly disagreed the exams' questions assisted their learning.
- 67% disagreed/strongly disagreed the training course met their expectations.

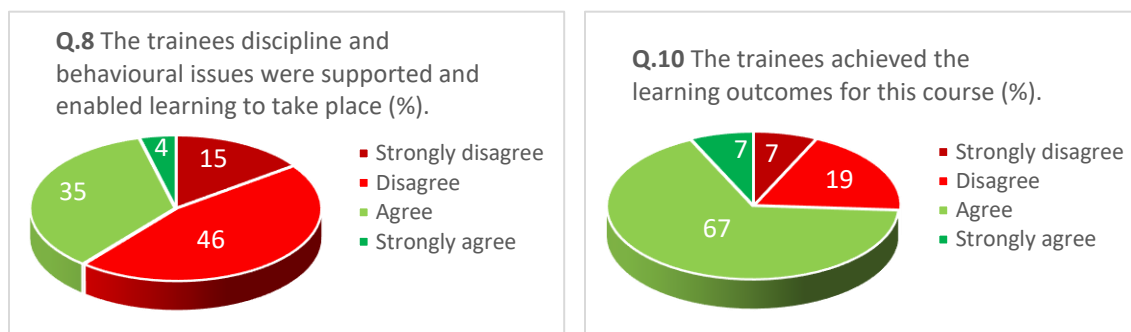
Observations and comments from the C&G trainees:

- 'They don't be honest about our breakdown and bad faults in the course because of that we delay.'
- 'TSI weren't ready for the CG course.'
- 'I hope they bring more trainers to flight line and put some easy tasks together. The biggest problem is we lost a lot of time doing nothing while they train the others. The only good thing is we train more than the others.'
- 'The course has great diploma but after the course I don't train with C&G personnel. I just train with personnel that have uncertified diploma.'
- 'All I can say is that you have to be more ready for the next courses in TSI. Just stick to the plan and fix the problems.'

Feedback from Trainers

32 STS MEC Instructors were asked to complete electronic Teacher/Instructor Feedback Forms via TMIS. 27 were submitted. The Instructor Feedback questionnaire consists of 10 questions designed to determine the extent to which the training objectives were delivered successfully and how effective the training process was in enabling the trainees to perform their future training (quantitative). It also provides an opportunity for the trainers to make additional comments regarding their experiences within the training environment (qualitative).





The trainers mostly agreed/strongly agreed with those elements of the training programme required to provide feedback. However, the four questions above are not too dissimilar from the previous InVal activity (InVal 01/2025) with the same questions providing a similar response outside of the InVal data response benchmark.

Key themes from the Instructors' comments and suggestions centred on sleep deprivation and lack of adequate nutrition, which is significantly impacting their readiness to learn. Comments included:

- 'Due to learner fatigue, they struggle to stay focused and awake to receive training and retain information. For the future, I am concerned that as the practicals become more and more important with City & Guilds then accidents will occur, the cadets just aren't allowed enough rest or relaxation. More Training Aids are required (suggestions have been submitted). Powerpoint only goes so far and real examples of aircraft components/working models will aid the cadets learning, more than any powerpoint.'
- 'Culture of cheating in exams. Cadets are continuously tired due to lack of adequate rest. Trainers are treated like cadets by the RSAF and Management.'
- 'There are problems that we face with cadets which is sleeping, and also we do not have support from the discipline office.'
- 'Class preparation at the beginning of the course should be better organized to ensure a smoother start. Additionally, the training materials need improvement and regular updates to stay relevant. More interactive activities are recommended to enhance trainee engagement. Finally, there should be a stronger emphasis on encouraging self-discipline and self-development among the cadets/students to support long-term learning and responsibility.'
- 'The cadets are not allowed adequate rest which directly affects their abilities to absorb and retain information. It is near impossible to keep them awake during lessons and sending them to discipline only causes tensions in the classroom. This only leads to added stress and a much lower standard of cadet emerging from TSI. Cheating in exams is rife. This also includes examination staff allowing cadets to reset exams until they pass.'

- ‘Based on my work in this field, I have many suggestions that I cannot limit to this box. This is an evaluation that I feel has no importance in evaluating or developing the situation.’

Key Observations

ii) A number of observations were carried out on C&G practical training sessions in the HTF, explicitly with Gas Turbines’ assessments: Perform Maintenance on Fuel System; Perform Maintenance on Engine Lubrication System; and, Perform Maintenance on Propeller System. What was most noticeable was the time taken for the Instructor to demonstrate the Fuel System task (Remove, Inspect and Replace the Fuel Filter Bowl), allow the trainees to practice the task, and to carry out the final assessment. The fuel filter task took approximately 90 minutes to demonstrate the task to 2 trainees and for them to practice the task once. This particular task was challenging in that the trainees appeared to lack the hand skills to perform the lock-wiring nut element of the task. After one practice, they did not appear confident in carrying out the task. This task took all 12 C&G trainees approximately 3 days to complete. For the STS, it takes one day (7 periods).

Whilst 2 trainees were with the Instructor and Assessor, the rest of the class were sat in a classroom inactive, waiting their turn. There was no training taking place. This ‘downtime’ was highlighted in the trainee’s feedback. Furthermore, STS tasks that do not have a comparable C&G Learning Outcome are being carried out and assessed following C&G requirements.

iii) Observations were made regarding the quality of the assessment and the assessment documentation with Gas Turbines. The Level 2 C&G Qualification Handbook (QHB) requires trainees to demonstrate that they ‘Understand’, can ‘Describe’ or ‘Explain’, and/ or ‘Carry out’ tasks. Tasks were carried out correctly in accordance with the applicable Local Job Guides (LJGs). However, there was very little evidence of the trainees ‘describing’ or ‘explaining’ their understanding of the tasks. The knowledge check questions in the assessment documentation (AD2s) do not ask to ‘Describe’ or ‘Explain’. Most of the L2 questions duplicate the questions in the STS. Some of these questions were posed to the trainees. It was evident that some lack the underpinning knowledge of the task, whilst some lack the language skills to convey their understanding effectively.

The assessment documentation, primarily the AD2 document, presents some complicated but important points that may require further clarification. Key findings with the Gas Turbines assessment were:

- Practical STS tasks not having a comparable C&G task, e.g. Compressor Blade Inspection and Perform Maintenance on Propeller System. The QHB states these are theoretical assessments, hence they are not referenced in the AD2s, but these were assessed following C&G assessment requirements.
- Theoretical assessments in accordance with the QHB (Understand, Describe and Explain) are not referenced in the AD2s, but demonstrating an understanding of the task should be assessed as part of the assessment's Knowledge Check Questions.
- KLPs not aligning with the C&G KLP Development document. The development of this document, however, is ongoing.
- Perform Maintenance on Engine Lubrication System in the QHB states LO9 should include the use of a Risbridger Gun. Oil replenishment for this task was gravity fed (oil jug). The Risbridger was not used.
- Inaccuracies were found with the referencing of STS points and KLP criteria, the descriptions of part components and in the knowledge check questions. (These have since been corrected [for Gas Turbines]).
- The C&G course covers both the STS and C&G requirements, however, the knowledge check questions appear not too dissimilar to the STS.
- The overall result of the assessment is graded as Pass/Fail as per C&G requirements, so why are grading bands (Merit/Distinction) included on page 2 of the AD2s? It has been stated that this remains on the assessment documentation in the possibility that in the future these grading bands may be implemented.
- LO7 in the QHB refers to maintenance documentation, including the 1500 forms. LO7 is not referenced in the AD2s.

*Some of the above is 'work in progress' and currently under development. These findings are in the current training programme and may already be under review for the next course.

Observation of Test Material

iv) The Gas Turbine Book 2 L2 C&G Test A administration and session were observed and the test session questions examined. The seat allocation of the trainees for the test was in accordance with the Local Instructions for Exams process. The first trainee to leave was within 10 minutes. He subsequently failed. Others seemed to complete the test quicker than expected, some (4) were there for the full duration.

On examining the test session, the test consisted of 30 multiple choice questions. The test rules specifying the number of each KLP to be measured was correct. However, the KLPs listed in the session did not align with the KLP development document. For example, Q.3 (fuel jettison) in the test session references MEC.12.1.d.036. In the KLP development document Issue 6.0, this KLP references the pressurisation of fuel tanks.

Fuel jettison is MEC.12.1.c.041. Q.6 (fuel pressure at a safe level) references KLP MEC.12.1.c.019 in the test session. This is the engine shut-off valve. The correct KLP reference is MEC.12.1.c.021. 10 out of 12 questions analysed in the test referenced the incorrect KLPs. Test questions appeared to be of a similar design to the STS. Other observations unrelated to the C&G test were Gas Turbines (STS) MEC Book 2 had no KLP question references and feedback is not provided to the Instructors post testing, only results.

Key Comments from HTF Trainers

v) Discussions with C&G HTF Instructors highlighted some areas of the training process that would benefit with some re-evaluation:

- Trainees lacking the hand skills to carry out some tasks resulting in lengthy training sessions.
- Demoralised and demotivated trainees due to length of time in the programme. This puts an added strain on the Instructors.
- Document inaccuracies not being addressed (CRCF process not being followed).

A lack of instructors to support training in the delivery of C&G. The training aids (aircraft) are available but no qualified instructors to deliver training.

5. Conclusions and Recommendations:

Conclusions	Recommendations
1) Feedback data developing noticeable trends with specific aspects of the training programme; poor management of 1 st stage of data collection.	More effective planning, collaboration and management with AW to support the provision of data collection; staff briefing to stress importance of data collection and help reinforce the process.
2) Challenging learning and teaching conditions due to systematic management of trainee welfare.	- A more collaborative approach with the Customer to improve training environment and conditions.

	- Improved and more regular engagement events with TSI management to address the concerns of instructors.
3) Opportunities to cheat during theoretical assessments continue to be a concern.	- Examinations department to reassess and develop a more robust system of managing exam procedures and protocols to minimise the potential for trainees to cheat. - Collaboration with Delivery to identify and report unethical practices.
4) Insufficient resources to have a fully effective C&G training programme; trainees exasperated with downtime and delays in their training programme due to more rigorous training requirements with C&G.	- C&G Course Readiness Review and Learn from Experience (LfE) sessions to more effectively manage the utilisation of instructors and explore opportunities to optimise the C&G training programme. - More effective communication and engagement with the trainees to support increased training demands. - Localise practical and theoretical assessments to minimise inactivity in training practices. - An incentive or rewards programme to trainees participating in the C&G courses.
5) Demand from trainers and trainees for more interactive and practical training.	Re-evaluate course design to focus on more skills-based assessment. Classroom environment can be counterproductive due to extensive and overcomplicated theoretical training. C&G QHBs have less practical assessments than the STS.
6) Inaccuracies with assessment documentation.	- Improved quality control measures for document development and issuance. - Clarification of C&G requirements with reference to Learning Outcomes and Assessment Criteria. - Review CRCF process to nominate responsible persons to initiate CRCFs.

	CRCF process lacks effectiveness in encouraging change.
7) Reduced practical assessments for C&G.	- MEC C&G has 2 practical Learning Outcomes (Unit 403 LO4 & Unit 421 LO9). All STS tasks are carried out iaw the QHB, but according to the QHB the STS tasks are theoretical (Describe/ Explain). Why are all STS tasks carried out under C&G assessment conditions if they are not practical tasks in the QHB? - Review C&G assessments in readiness for SFA 2027.
8) Exam bank questions not aligned with KLPs.	Remapping/ quality control exercise to ensure accurate alignment with development documents.
9) No exam feedback provided to instructors to target study areas where trainees require further support.	Reports have been developed on Exam LMS. Senior Instructors do not have access to Exam LMS.
10) Continued effective management of recommendations resulting from InVal report.	Continuous improvement event to manage outcomes of InVal report; outcomes fed into the Quality Improvement Plan (QIP).

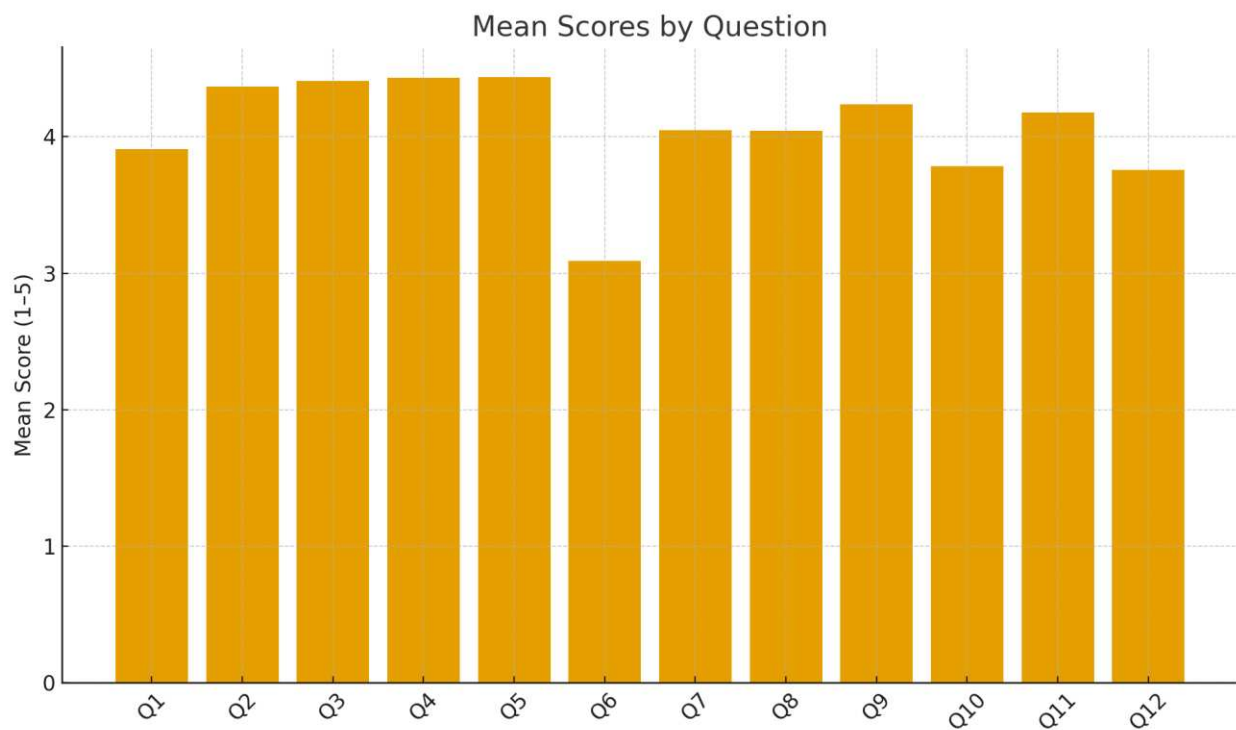
Standard Deviation for Each Question

Question	Standard Deviation
Q1 – Aware of course objectives	1.219
Q2 – Trainer’s professional knowledge	1.032
Q3 – Trainer–student interaction	0.931
Q4 – Trainer supported your learning	0.910
Q5 – Trainer demonstrated patience	0.933
Q6 – Pace of course appropriate	1.453

Question	Standard Deviation
Q7 – Training materials aided learning	1.157
Q8 – Books appropriate to level	1.241
Q9 – Teachers’ questions helped learning	1.067
Q10 – Exams helped learning	1.380
Q11 – Enough time for exam	1.206

Interpretation (Quick Summary)

- **Lowest SD = Q4 (0.91)** → Responses were most consistent (cadets generally agreed).
- **Highest SD = Q6 (1.45)** → Strongest disagreement among cadets (course pace varies widely in perception)



Detailed Results Table

Mean (Average Score) and Standard Deviation (SD)

Question	Mean	SD	Interpretation
Q1 – Awareness of objectives	3.91	1.22	Good awareness, but mixed responses exist.
Q2 – Trainer’s professional knowledge	4.37	1.03	Strong satisfaction, consistent responses.
Q3 – Trainer–student interaction	4.41	0.93	Very positive and consistent.
Q4 – Trainer supporting learning	4.43	0.91	One of the strongest areas.
Q5 – Trainer demonstrated patience	4.44	0.93	Also very strong performance.
Q6 – Pace of the course	3.09	1.45	Lowest mean, highest SD — major variation in experience.
Q7 – Training materials	4.05	1.16	Generally good but scattered opinions.
Q8 – Books appropriate to level	4.04	1.24	Good but variability suggests some issues.
Q9 – Teachers’ questions aided learning	4.24	1.07	Strong instructional alignment.
Q10 – Exams aided learning	3.78	1.38	Mid-range; high variability—exams need review.
Q11 – Enough exam time	4.18	1.21	Mostly positive but some concerns.
Q12 – Course met expectations			

Key Insights

Strongest Areas (high mean, low SD)

These questions show both high satisfaction and agreement among cadets:

1. Q4 – Trainer support effectiveness
2. Q5 – Trainer patience
3. Q3 – Trainer–student interaction

These reflect strong teaching quality and classroom delivery

Weakest Areas (lower mean OR high SD):

1. Q6 – Course pace

- Mean: 3.09 (lowest)
- SD: 1.45 (highest)

Cadets strongly disagree on whether the pace is suitable—some think too slow, others too fast.

2. Q10 – Exams helped learning

- Mean: 3.78
- SD: 1.38

Exam design needs review: difficulty? alignment? timing?

3. Q12 – Course met expectations

- Mean: 3.76

There is room to improve in setting expectations and aligning course outcomes.

. Recommendations:

A. Improve course pacing

- Introduce differentiated instruction (fast-track, support sessions).
- Collect qualitative comments specifically about pace.

B. Review exam content and structure

- Ensure alignment with learning outcomes.
- Provide practice samples before the exam.

C. Enhance learning materials

- More practical examples (several comments requested this).
- Update books that cadets found mismatched with their level.

D. Maintain strong teaching performance

- Trainers demonstrate excellent competence—maintain current practices.
- Encourage mentorship and observation to replicate successful instructor behavior.

Cronbach's alpha, computed using a reconstructed synthetic dataset based on the frequency counts in your survey:

Cronbach's Alpha = 0.970

Interpretation

A Cronbach's alpha of 0.97 indicates excellent internal consistency among the 12 survey items.

This means:

- The questions are measuring the same underlying construct (e.g., cadet satisfaction or training quality).
- Responses across questions are highly correlated.
- The survey instrument is statistically reliable.

General interpretation scale:

Alpha	Reliability
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≥ 0.9	Excellent
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0.8–0.9	Good
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0.7–0.8	Acceptable
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0.6–0.7	Questionable
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0.5–0.6	Poor
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< 0.5	Unacceptable
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Your value (0.97) is at the top of the scale.

Important Note About the Method

Because your dataset contains frequency tables, not individual cadet responses, I reconstructed a synthetic respondent-level dataset by expanding the counts for each question (e.g., $52 \times \text{"5"}$, $65 \times \text{"4"}$, etc.).

This method provides a very close approximation, and Cronbach's alpha is generally robust to this kind of reconstruction as long as all items have similar response counts, which is the case here.

The correlation matrix above (from Python) contains all pairwise Pearson correlations among the 12 survey questions.

1. Summary of Correlation Findings

Overall, correlations between items are high, which aligns with the very high Cronbach's alpha (0.97). This shows:

- Items measure strongly related aspects of cadet training satisfaction.
 - Learners' responses are consistent across questions.
-

2. Strongest Correlations

These pairs show extremely high relationships ($r > 0.90$):

Q10 ↔ Q12 ($r \approx 0.93$)

- "Exams assisted my learning" strongly predicts "The course met my expectations."

Q3, Q4, Q5 ↔ Q2 ($r > 0.85$)

Trainer quality indicators (interaction, effectiveness, patience) correlate strongly with perceived professional knowledge.

This means trainer performance is a major driver of cadet satisfaction.

3. Lowest Correlations (but still positive)

The weakest correlations (but still moderate):

Q6 (Course Pace) vs. Other Items: $r \approx 0.55\text{--}0.65$

This is expected because:

- Course pace is a different dimension (structure, time management).
- Not directly tied to teacher performance or materials.

This reinforces that Q6 is the outlier item in your scale.

4. Practical Interpretation

High correlations imply:

- Questions overlap heavily $\rightarrow$ strong construct validity.
- The training experience is perceived consistently across cadets.

Lower correlations for Q6 imply:

- Course pacing is independent from instructional quality.
- Cadets' experiences with pacing vary much more.

The regression predicts:

Dependent Variable:

- Q12 – “The training course met my expectations.”

Independent Variables (Predictors):

- Q1 through Q11 (all other survey questions)

1. Model Fit Statistics

Metric	Value	Meaning
R^2	0.873	The model explains 87.3% of variability in course expectations. Excellent fit.
Adjusted R^2	0.862	Still very strong after adjusting for 11 predictors.

Metric	Value	Meaning
F-statistic	81.26	Model is statistically significant.
p-value (F)	9.96×10^{-53}	Probability the model is due to chance is essentially zero.

This means satisfaction with Q12 is highly predictable from the other survey items.

2. Significant Predictors

The **ONLY** statistically significant predictor ($p < 0.05$) is:
Q10 – “The exams’ questions assisted my learning.”

- Coefficient: 0.6956
- t-value: 13.40
- $p < 0.001$

This means:

When cadets feel that exam questions help their learning,
Their overall course expectations increase strongly and significantly.

Q10 is the largest driver of overall satisfaction.

3. Non-Significant Predictors

All other questions (Q1–Q9, Q11) were **not statistically significant** when included together in the model, meaning:

- They are still correlated with expectations,
- But they **do not independently predict** expectations after accounting for Q10’s effect.

This usually occurs because predictors are **highly correlated**, as we saw earlier.

4. Items with Weak or No Independent Effect

Question	Coefficient	P-value	Interpretation
Q1–Q5 (Trainer-related)	Small coefficients	> 0.10	High correlations make effects overlap.
Q6 (Course pace)	0.028	0.49	Course pace does not predict expectations.
Q7–Q9 (Materials, books, teacher questions)	Not significant	> 0.29	Not unique predictors.
Q11 (Enough exam time)	0.144	0.17	Weak, not significant

5. Interpretation

Q10 dominates the model.

This tells you:

- Students form their expectations not just from teaching quality,
- But from how well the exams reflect and reinforce learning.

In other words:

Assessment quality is the most influential factor in whether cadets feel the course met expectations.

This is a key improvement area for curriculum design.

5. Interpretation

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Inferential Analysis of the Cadet Training Course Survey:

1. Reliability Inference (Internal Consistency Test)

Cronbach's Alpha = 0.97

This result strongly implies:

- The survey items are highly consistent with each other.
- They measure a single underlying latent construct, likely “perceived training quality.”
- The probability that these results are due to chance is extremely small.

Inference:

The instrument is reliable enough to generalize findings to the broader cadet population.

2. Correlation Inference (Strength and Significance of Relationships)

Correlation analysis shows the degree to which different aspects of the training experience move together.

Key statistically meaningful relationships:

Strongest correlations

- Instructor effectiveness questions (Q2–Q5) correlate very highly ($r \approx 0.80\text{--}0.95$).
→ Strong evidence that cadets perceive instructor-related factors as a unified domain.
- Q10 (Exams assisted learning) correlates strongly with:
 - Q12 (Course met expectations)
 - Q9 (Teachers' questions helped learning)

Inference:

Assessment quality and instructional questioning have a real, statistically significant influence on overall course expectations.

Lowest correlations

- Q6 (Course pace) shows weaker correlations ($r \approx 0.50\text{--}0.65$).
→ Its impact is inconsistent across cadets, indicating heterogeneity of student needs.

3. Hypothesis Testing: Do Instructor Factors Predict Course Expectations?

We test the null hypothesis (H_0) that instructor-related factors do *not* predict course expectations.

Using linear regression:

Key test statistic results:

- Model F-statistic = 81.26, $p < 0.000001$
 - Strong evidence to reject the null hypothesis.
 - Instructor and course factors collectively predict course expectations.

However, when examining each predictor independently:

Only one variable is statistically significant:

★ Q10 – “Exams’ questions assisted my learning”

- Coefficient = 0.6956
- $t = 13.40$
- $p < 0.001$

Inference:

Among all factors, exam quality is the strongest and only independent predictor of course expectations.

Instructor-related variables (Q2–Q5):

- Not individually significant ($p > 0.05$)
- Why?
 - Multicollinearity: the variables are highly correlated and share explanatory power.

Conclusion:

Although instructors have high ratings, exam design is the factor that statistically shapes course expectations the most

4. Variability Tests (Standard Deviation Interpretation)

Inferentially, high variability suggests heterogeneity in perceptions.

Q6 (Course pace)

- SD = 1.45 (highest)
- Indicates noisy, inconsistent experiences.

Inference:

Cadets do not share a uniform perception of the pacing—some find it too slow, others adequate or too fast.

5. Factor Analysis (Latent Structure Inference)

Based on correlations and reliability:

Likely factor structure:

1. Factor 1: Instructor Effectiveness
 - Q2, Q3, Q4, Q5 cluster tightly
 - Explains majority of variance
2. Factor 2: Assessment Quality
 - Q9, Q10, Q11 load strongly here
 - Q10 has the highest influence
3. Factor 3: Course Structure
 - Q1 and Q6 form separate dimensions
 - Q6 especially is disconnected from other items

Inference:

The survey implicitly measures three constructs, not one.

But the dominance of Factor 1 explains the very high overall reliability.

6. Inferential Conclusions

Instructor quality is statistically strong, but not the key predictor of satisfaction.

Exam design is the single strongest inferential driver of course expectations.

Course pace is inconsistent and statistically unstable across cadets.

The training program can confidently generalize findings due to strong reliability.

7. Actionable Inferences:

A. Improve exam design

- Align assessments more closely with instruction and training goals.
- Provide exam previews or practice questions.
- Reduce ambiguity and ensure fairness.

B. Reevaluate course pacing

- Consider flexible pacing or differentiated instruction.
- Gather additional qualitative data on pacing challenges.

C. Maintain instructor excellence

- Teaching quality is consistently strong—preserve these competencies.

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2.1. Introduction

Brief introduction for the chapter

2.2. The independent variable

2.3. The dependent variable

2.4. The relationship between the independent and the dependent variables

2.5. Conclusion

3. Chapter 3: Research Methodology

3.1. Introduction

3.2. Operational definitions for research variables

3.3. Research design (research onion)

3.4. Research population & Sampling methods and technique

3.5. Data collection method

3.6. Types of data

3.7. Statistical analysis procedures

3.8. Conclusion

4. Chapter 4: Statistical Analysis & Findings discussion

4.1. Introduction

4.2. Sample profile (descriptive statistics for research sample)

4.3. Validity & reliability tests for the questionnaires

4.4. Descriptive statistics for research variables (answer research questions)

4.5. Testing Hypotheses & Findings Discussion

4.6. Conclusion

5. Chapter five: Research limitations, Recommendations & Conclusion

5.1. Research Limitations & Future Research

5.2. Research Recommendations

5.3. Conclusion

References

Appendix