

Final Project 1

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Project Template

Faculty of Management
Midocean University

**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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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. Research Problem:

2.1 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.

2.2 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. Significance of the research:

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.