

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**

Wael Buholigah
221002170

Graduation Project – 1
Faculty of Management - Midocean University

Supervisor
Dr. Abdulrahim Nader
Faculty member- Faculty of management- Midocean University

Table of Contents

1. Chapter 1: Introduction.....	3
1.1. Research Background.....	Error! Bookmark not defined.
1.2. Research Problem.....	Error! Bookmark not defined.
1.2.1. Theoretical Gaps	Error! Bookmark not defined.
1.2.2. Practical Gaps	Error! Bookmark not defined.
1.3. Research Significance	Error! Bookmark not defined.
1.3.1. At the theoretical level	Error! Bookmark not defined.
1.3.2. At the practical level	Error! Bookmark not defined.
1.4. Research Questions	Error! Bookmark not defined.
1.5. Research Objectives	Error! Bookmark not defined.
1.6. Research Hypotheses.....	Error! Bookmark not defined.
1.7. Research Model.....	Error! Bookmark not defined.
1.8. Research Methodology.....	Error! Bookmark not defined.
1.9. Scope of The Study	Error! Bookmark not defined.
1.10. The Suggested Project Structure.....	Error! Bookmark not defined.
2. Chapter 2: Literature Review	Error! Bookmark not defined.
2.1. Introduction	Error! Bookmark not defined.
2.2. The independent variable	Error! Bookmark not defined.
2.3. The dependent variable	Error! Bookmark not defined.

2.4. The relationship between the independent and the dependent variables	Error! Bookmark not defined.
2.5. Conclusion.....	Error! Bookmark not defined.
References	Error! Bookmark not defined.

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.

4. 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. 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. 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. 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. 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. 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

12. 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 signalling 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.

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