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ANTECEDENTS OF TRAINEE SATISFACTION WITH SENIOR MANAGEMENT TRAINING

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Abstract

Trainee satisfaction is critical in ensuring that investment made in training managers' result in satisfaction of the trainees. It is imperative therefore that training programmes meet trainee expectations. This study examines factors influencing trainee satisfaction with senior management training programmes. It further prioritizes these factors and examines the moderating effect of level of education, age, number of years in service and gender. Principal component analysis and principal regression analysis was used to prioritize factors influencing trainee satisfaction with the senior management course offered at Kenya School of Government based on data provided by 197 (82 males, 115 females) trainees sampled through the single stage cluster sampling technique. The study concluded that the key determinants of trainee satisfaction in priority order are: having knowledgeable facilitators and clear course objective, providing opportunities for trainees to practice learning and ensuring the training environment is suitable. In addition, participatory training delivery methods should be used and adjustments should be made to ensure that the programme duration and pace is appropriate. The study also concludes that education, age and number of years in service has significant moderating

influence on trainee satisfaction while gender does not. It is recommended that, for training institutions to ensure trainees are satisfied with the training programmes, efforts should be made to enhance facilitators' knowledge, improve learning environment and training facilities.

Keywords: Trainee Satisfaction, Senior Management, Learning, Principal Components

INTRODUCTION

Evaluation of trainee satisfaction with the training programmes is so critical since without it, training institutions have no empirical way to know if their investment in training is worth.

Organizational leaders are increasingly facing challenges in justifying training expenditure, and in the face of economic downturn, such pressure is bound to increase not only to organizational leaders but also to entire Human Resource development fraternity (Brown *et* al., 2011). Particularly for KSG as Vision 2030 flagship project, evaluation of trainee satisfaction with training programmes is equally a critical area that needs thorough investigations.

Kenyan Government spends Ksh. 11,164,900,436 in 2014 representing 0.5% of the total Government recurrent budget for training civil servants. With such foregoing heavy Government investments in financing employee training, there is no doubt that the question is no longer 'do we need to train' rather 'is the training effective and worthwhileness?' This necessitates assessing determinants of trainee satisfaction; a question that can be answered through training evaluation. Despite training being a costly engagement, many firms don't emphasize on its evaluation; countries like Australia until recently, there was little evidence from Australian organizations on returns on investment from training, as a results of failure to conduct systematic assessments of training programs and even lesser effort to analyze the returns on training investments' such as improved levels of employee skills, reduced overhead costs among others (Dawe, 2003).

Worldwide, public training institutions have put emphasis on training evaluation as a way of gauging trainee satisfaction with training programmes. Such include Kennedy School of Government at Harvard University, the Bush School of Government and Public Service at graduate college of Texas A&M University. Malaysian National Institute of Public Administration, popularly known as *Institute Tadbiran Awam Negara* (INTAN), the Razak School of Government, Singapore's Civil Service College (CSC) and other Schools of Government in Africa such as South African National School of Government, National Management institute of Egypt, Civil service Training Centre in Ghana among others.

Senior Management Course (SMC) is designed to capacity built middle level managers in the public service so as to make them ready to assume senior managerial responsibilities. SMC therefore prepares such staff to manage challenges more often linked with the changing work environment. This course is envisioned to generate managers capable of providing efficient leadership capable of ensuring provision of reliable and consistent government services to citizens.

Kenya School of Government (KSG) is the main agency in training and capacity building of the Kenyan Civil Service established by Kenya School of Government Act No. 9 of 2012 with tripartite mandate of training, research and consultancy. This is achieved through development of programmes that are hoped to play a role to the public service transformation via inculcation of national values as well as competencies and core values development for quality delivery of service and the attainment of the Kenya vision 2030. It is imperative therefore that the KSG management must have an extremely good idea of how well the institution is attaining its training objectives.

This particularly necessitate knowing whether the programmes of training are attaining their goals and whether the school is having the preferred effect on delivery of services in the civil service. Similarly, it necessitates knowing whether the civil servants who attend courses yearly gain from the offered courses, learn and use the skills as well as knowledge gained in enhancing effectiveness and efficiency in their jobs; consequently the school needs to know whether their training programmes meets the expectations of course participants.

Previous studies focusing on training in the public sector have focused more on the contribution of training to performance therefore determinants of satisfactory training remain succinctly unknown Despite the increasing believe on the influence of training on organizational employees, there is still limited literature on human resource development issues including evaluation of trainee satisfaction in developing countries (Debrah & Ofori 2006). Evaluating determinants of trainee satisfaction with the training programmes therefore represents an opportunity for applied research hence the need for this study. The study sought to prioritize factors influencing trainee satisfaction with senior management training. It further analyzed the moderating effect of trainee education level, age, number of years in service and gender.

REVIEWED LITERATURE

Theoretical Literature

Literature search on parameters that defines trainee satisfaction on training programme yielded a number of factors such as training techniques alongside training methods (Kalemci, 2005); learners perception of the effectiveness of teacher (Mooi, 2010); staff performance and behavioural changes of employees (Fischer & Ronald 2011); training content, type of training implemented, and trainee expertise (Driskell, 2011); support from organizational top management and peers alongside employees' individual attitudes (Haslinda & Mahyuddin, 2009); psychological states of trainees particularly motivation, perceived control, self-efficacy (Saks & Haccoun, 2007); self-efficacy (Tai, 2006); process through which trainees are identified and picked for training (Tsai & Tai, 2003); pedagogy and participation (Thomas & Qiu, 2012); trainees' demographic factors (Sanjeevekumar & Yanan, 2012); applicability to trainees real jobs (Klink & Streumer, 2002); course objectives, course content, activities in the training, applicability of learning (Bashir *et* al., 2001); content design, personalized learning styles (Knoblike *et* al., 2009); course satisfaction, learning, transferability, pedagogical adequacy and training impact (Pineda Herrero *et* al., 2011); faculty, programme design, pedagogy, scheduling, course content design, learning outcome, classroom environment, non-academic infrastructural support, programme objectives (Dhal, 2014) and objectives of the programme, content relevance, course materials, facilitator knowledge, facilitator delivery technique, facilitator style, programme evaluation, health breaks between lessons, and training facility (Kirkpatrick, 2008). In this study an extraction of crosscutting attributes informed the development of the data collection instrument.

Existing literature provides different goal based and system based models for conducting evaluation of training; goal based includes: Kirkpatrick, 1959, 1976; 1997; Hamblin, 1974; Baldwin & Ford, 1988; Kaufman & Keller, 1994; Holton, 1996; Brinkerhoff, 2005. System based models includes: Stufflebeam, 1971 Context, Input, Process, Product (CIPP) Model; Training Validation System (TVS) Approach; and Input, Process, Output, Outcome (IPO) Model (Eseryel, 2002) and the Training intervention effectiveness research (TIER) model, 1999.

Though these models present good frameworks for training evaluation at reaction, learning, behavior, impact level; most of them focus on industry specific and are highly generalized. Therefore this study adopted Kirkpatrick's (1997) model; the most widely acknowledged training evaluation model (Saks & Haccoun, 2007; Saks & Burke, 2012) specifically level one dealing with assessing satisfaction reaction of trainee participants.

Empirical Literature

Kirkpatrick (2008) argued that evaluation of training satisfaction is done to determine the training program effectiveness, he further points out that general training satisfaction connotes the degree to which the predetermined objectives of training are attained after the training to benefit both the organization and the trainees, this may be assessed by use of a mixture of four constructs: satisfaction, learning performance, individual performance and organizational performance (Holton, 2005; Bersin, 2008; Kirkpatrick, 1996; Noe, 2010; Tai, 2006).

Despite Holton (2005) did not include the first training evaluation level from Kirkpatrick's model; a study by Bersin (2008) revealed that, satisfaction otherwise positive reaction towards training of trainee is a great instrument to forecast effectiveness of training and it's a more suitable term to be used as compared to reaction since it differentiates the positive reaction towards effectiveness of the training and training design effect. Consequently, integration of training effectiveness models by Holton (2005) and Kirkpatrick (1959), four measurements: learning performance, satisfaction organizational performance and individual performance may be used to establish effectiveness of the training.

Marwa (2014) citing Kanyangi (2006) and Saitoti (2003), posits that quality is what attracts learners and satisfies their basic learning needs; determinants of such satisfaction include: content of curriculum, appropriate instructional equipment's and materials, learning facilities, conducive learning environment, staff quality as well as learning achievements assessment and monitoring. Punia & Kant (2013) established that motivation, basic ability, emotional intelligence, self-efficacy, attitude, training style, and support from management and peers, environment and training style are key factors that affects trainee satisfaction. Agarwal (2014) established that for training to be satisfactory, designers of the training must consider satisfaction predictors because of their impact on training outcomes. Saad & Mat (2013) in their study established that, four elements are key in determining training satisfaction: training objectives, programme implementation, continuity of training and application of training to workplace.

A study by Dhal (2014) established that, different factors have different amounts of influences on trainee satisfaction with the training programme, their study yielded the following findings: Programme design 61%, faculty 35%, pedagogy 31%, course content design 25%, scheduling 20%, non-academic infrastructural support 14%, learning outcome 4%, classroom environment 2%, and programme objective 2%. Kirkpatrick (2008) points out that a successful training experience is largely determined by objectives of the programme, content relevance, course materials, knowledge of the facilitator, delivery technique of the facilitator, style of the facilitator, programme evaluation, health breaks between lessons, and training facility. These findings are similar and related to those of Kirkpatrick's.

Trainee characteristics matter in determining trainees' ability to decide on the satisfaction of a training program among other endogenous and exogenous factors. Therefore the influence of trainee demographic factors needs to be evaluated. Ngure & Njiru (2013) while assessing the reactions of employees who had undergone SMC course, found negative correlation between such constructs and participants experience, job group and age. Thomas & Qiu (2012) in their study on continuing education and training (CET) established relationships with pedagogy, participation, a number of individual and organizational features and training satisfaction, similar arguments are held by Sanjeevekumar & Yanan (2012) who established similar relationships between trainees' demographics such as age, gender, marital status, training environment in terms of training site, facilities, sound system, hardware environment, layout, seminar room environment and participant involvement and training effectiveness.

The ability of the training to be applied to the real job situation also emerged as a key parameter that determines training satisfaction and therefore any training with limited applicability may not regarded by trainees as satisfactory (Klink & Streumer, 2002). Other studies that have established other parameters influencing training effectiveness including course objectives, course content, activities in the training, applicability of learning, trainers effectiveness, (Bashir *et* al., 2001); content design, personalized learning styles (Knoblike *et* al., 2009); course satisfaction, learning, transferability, pedagogical adequacy and training impact (Pineda *et* al., 2011).

METHODOLOGY

The exploratory research study is based on data obtained from 197 (82 males, 115 females) trainees from the civil service sampled through single stage cluster sampling technique. The trainees had attended Senior Management Course at Kenya School of Government between 1st July 2017 and 30th September 2017.

For the purpose of the research, primary data was collected using a self-administered questionnaire issued on the last day of training. Table 1 shows the predictor variables influencing trainee satisfaction which were measured using a 5-point Likert scale ranging from strongly disagree to strongly agree.

Table 1: Predictor Variables Influencing Trainee Satisfaction

a) Learning objectives (LO)	l) Comfort with the pace of the training programme (CPT)
b) Related course objectives to learning achieved (COA)	m) Comfortable with the duration of the sessions (CDS)
c) Clarity of expectations after going through SMC (CES)	n) Active participation during sessions (APS)
d) Ease of navigating materials (ENM)	o) Responses to participant questions (RPQ)
e) Relevance of training material to work (RTW)	p) Time to practice the skills learnt (TPS)
f) Application of SMC knowledge to work (AKW)	q) Opportunity to demonstrate knowledge (ODK)
g) Knowledge of course facilitators (KCF)	r) Opportunity to demonstrate skills (ODS)
h) Enhancement of knowledge by facilitators (EKF)	s) Adequacy of Health breaks (AHB)
i) Enhancement of Learning by experiences shared by facilitators (ELF)	t) Feelings of refreshment after health breaks (FRH)
j) Engagement during sessions (EDS)	u) Learning atmosphere and comfort of training room (LCR)
k) Active involvement in sessions (AIS)	v) Set up of the training room (STR)

The Kaiser-Meyer-Olkin (KMO) criterions and Bartlett's test of sphericity were used to diagnose data suitability for factorability. Principal Component Analysis (PCA) was used to reduce data dimensions into latent principal components influencing trainee satisfaction. Subsequent Principal Regression Analysis (PRA) used variables emanating from the results of the PCA to prioritize the factors influencing trainee satisfaction. Moderated Regression Analysis (MRA) provided results on the moderating effect of level of education, age, number of years in service and gender on trainee satisfaction (Aguinis, 2004).

RESULTS AND DISCUSSIONS

Prioritization of Principal Factors Influencing Trainee Satisfaction

Principal Component Analysis (PCA) procedure was used to investigate characteristics of the training program that contributed most to trainee satisfaction. The 22 items in the questionnaire correlated at least r = 0.3 with at least one other, suggesting reasonable factorability. The Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy for the overall data set was 0.756 (Kaiser & Cerny, 1977). Bartlett's test of sphericity was significant ($\chi 2$ (197) = 2694, $p < .05$).

Table 2: KMO and Barlett's Test of Sphericity (α=0.05)

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.756

	Approx. Chi-Square	2694.230
Bartlett's Test of Sphericity	Df	231
	Sig.	.000

The analysis of the communalities of items confirmed that each item shared some common variance. Table 3 shows that the percentage of variance accounted for by each of the 22 variables.

Table 3: Total Variance Explained by the Factors Influencing Satisfaction with Senior Management Training

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7.790	35.408	35.408	7.790	35.408	35.408
2	2.968	13.490	48.898	2.968	13.490	48.898
3	1.764	8.018	56.916	1.764	8.018	56.916
4	1.280	5.820	62.736	1.280	5.820	62.736
5	1.137	5.167	67.904	1.137	5.167	67.904
6	.953	4.331	72.235			
7	.874	3.974	76.209			
8	.784	3.566	79.775			
9	.678	3.080	82.855			
10	.627	2.850	85.706			
11	.469	2.133	87.838			
12	.425	1.934	89.772			
13	.396	1.802	91.574			
14	.356	1.620	93.194			
15	.323	1.468	94.662			
16	.265	1.206	95.868			
17	.243	1.105	96.973			
18	.200	.907	97.880			
19	.174	.791	98.671			
20	.127	.576	99.247			
21	.109	.496	99.743			
22	.057	.257	100.000			

Extraction Method: Principal Component Analysis

Results in Table 3 and the Cattell screen plot in Figure 1 indicate five latent components influencing trainee satisfaction with senior management training programme. The five

components retained for meeting the Kaiser criteria of having Eigen values greater than 1 account for 68% of the total variance observed (Kaiser, 1974).

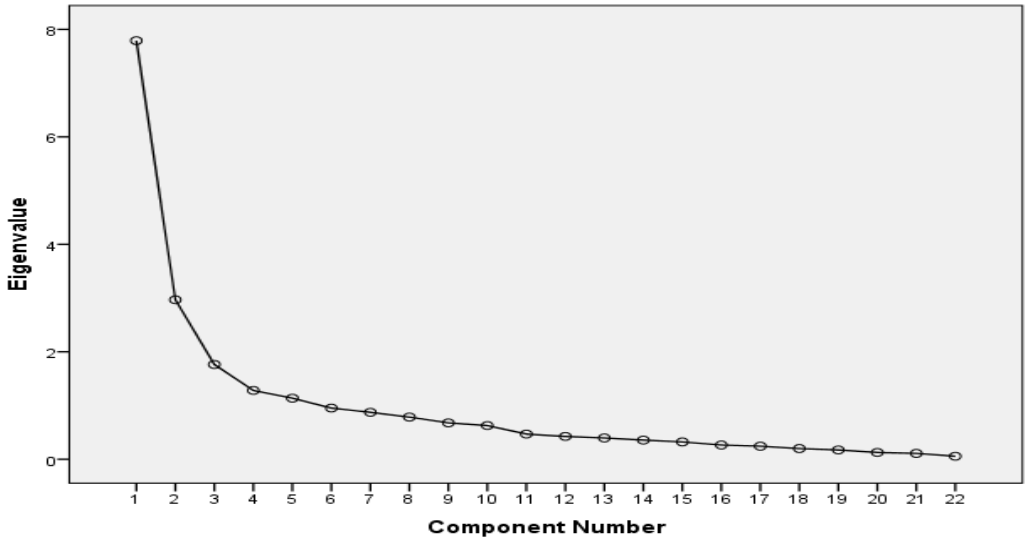

Figure 1: Loading of Variables on the Components

The rotated component matrix in Table 4 shows the loading of variables on each of the five principal components.

Table 4. Loadings of Attributes on Principal Components

	Component				
	1	2	3	4	5
Learning objectives	.506				
Related course objectives to learning achieved	.623				
Clarity of expectations after going through SMC	.720				
Ease of navigating materials	.492				
Relevance of training material to work	.716				
Application of SMC knowledge to work	.756				
Knowledge of course facilitators	.800				
Enhancement of knowledge by facilitators	.674				
Enhancement of Learning by experiences shared by facilitators				.519	
Engagement during sessions				.753	
Active involvement in sessions				.734	
Comfort with the pace of the training programme					.819

Table 4…

Comfortable with the duration of the sessions				.745
Active participation during sessions			.722	
Responses to participant questions	.702			
Time to practice the skills learnt	.723			
Opportunity to demonstrate knowledge	.772			
Opportunity to demonstrate skills	.635			
Adequacy of Health breaks		.600		
Feelings of refreshment after health breaks		.615		
Learning atmosphere and comfort of training room		.873		
Set up of the training room		.810		

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 8 iterations.

From the result in Table 4, the first latent principal component appears to measure *"Knowledge of Facilitators and Course Objective"* and accounts for 35.4% of the variance (Eigen value = 7.790). The variables loading on this component are clarity of expectations after going through SMC, ability to apply SMC knowledge to work and knowledge of the course facilitators' The second latent principal component was labelled *"Opportunity to Practice Learning*" and accounts for 13.5% of the variance (Eigen value = 2.968). The statements that loaded on this component are Time to practice the skills learnt, opportunity to demonstrate knowledge and trainer responses to participant questions. The third latent principal component appears to measure "*Training Environment*" which accounts for 8% of the variance (Eigen value=1.764). The statements that loaded on this component are the learning atmosphere and comfort of training room, set up of the training room and feelings of refreshment after health breaks. The fourth latent principal component appears to measure "*Participatory Training Delivery Methods*" and accounts for 6% of the variance (Eigen value =1.280). The variables loading on this component are engagement during sessions, active participation during sessions and enhancement of learning by experiences shared by facilitators. The fifth and last latent principal component appears to measure "*Programme Duration and Pace*" and accounts for 5% of the variance (Eigen value=1.137). The variables loading on this component are comfort with the pace of the training programme, comfortable with the duration of the sessions and the adequacy of health breaks.

Predictors of Training Satisfaction with Senior Management Course

Predictive model on trainee satisfaction was analyzed using key predictor variables in the principal components in Table 5.

Table 5: Predictor Variables in the Principal Components Influencing Trainee Satisfaction

a)	Clarity of expectations after going through SMC (CES)	i)	Active participation during sessions (APS)
b)	Application of SMC knowledge to work (AKW)	j)	Responses to participant questions (RPQ)
c)	Knowledge of course facilitators (KCF)	k)	Time to practice the skills learnt (TPS)
d)	Enhancement of Learning by experiences shared by facilitators (EKF)	l)	Opportunity to demonstrate knowledge (ODK)
e)	Engagement during sessions (EDS)	m)	Feelings of refreshment after health breaks (FRH)
f)	Active involvement in sessions (AIS)	n)	Learning atmosphere and comfort of training room (LCR)
g)	Comfort with the pace of the training programme (CPT)	o)	Set up of the training room (STR)
h)	Comfortable with the duration of the sessions (CDS)		

The results of the Principal Regression Analysis model in Table 6 indicates that the model is significantly predictive of the relationship.

Table 6: Regression Model for Predictors of Trainee Satisfaction

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.739[a]	.546	.508	.38590

a. Predictors: (Constant), CES, APS, AKW, RPQ, KCF, TPS, EKF, ODK, EDS, FRH, AIS, LCR, CPT, STR and CDS

The results coefficient of determination (adjusted R^2= 0.508) indicates that approximately 51% of the variance in the level of trainee satisfaction can be explained by the predictors. Analyses of variance between training satisfaction and predictor variables is summarized in Table 7.

Table 7: Analyses of Variance between Trainee Satisfaction and Predictor Variables

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	32.093	15	2.140	14.367	.000[b]
	Residual	26.656	179	.149		
	Total	58.749	194			

a. Dependent Variable: Trainee Satisfaction

b Predictors: (Constant), CES, APS, AKW, RPQ, KCF, TPS, EKF, ODK, EDS, FRH, AIS, LCR, CPT, STR and CDS

The ANOVA result indicates that the Principal Regression model is predictive of trainee satisfaction with SMC {F(15, 179) = 14.37, p-value .000<0.05, 95% CI [-.46, 1.02]}. This suggests that the principal components has simultaneous and significant effect on trainee satisfaction.

An analysis of variable coefficient was done to develop a predictive regression equation on trainee satisfaction. Table 8 shows the standardized coefficients for predictors of trainee satisfaction with SMC.

Table 8: Standardized Coefficients for Predictors of Trainee Satisfaction with SMC

Model 1	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.263	.384		.685	.494
Clarity of expectations after going through SMC	.326	.080	.290	4.090	.000
Relevance of training material to work	.332	.069	.328	4.793	.000
Knowledge of course facilitators	-.044	.096	-.033	-.461	.646
Responses to participant questions	.282	.072	.306	3.945	.000
Time to practice the skills learnt	-.123	.067	-.186	-1.845	.067
Opportunity to demonstrate knowledge	.031	.080	.034	.386	.700
Feelings of refreshment after health breaks	-.087	.068	-.113	-1.287	.200
Learning atmosphere and comfort of training room	.124	.059	.242	2.122	.035
Set up of the training room	-.094	.056	-.182	-1.685	.094
Engagement during sessions	.017	.066	.019	.264	.792
Active involvement in sessions	-.027	.056	-.036	-.487	.627
Active participation during sessions	.137	.049	.203	2.792	.006
Comfort with the pace of the training programme	.017	.050	.028	.342	.733
Comfortable with the duration of the sessions	-.005	.043	-.009	-.122	.903
Adequacy of Health breaks	.047	.066	.060	.707	.481

a. Dependent Variable: Trainee Satisfaction

This result suggests principal components have partial significant effect on trainee satisfaction with SMC, therefore increasing the predictors in the components will also improve trainee satisfaction with SMC. The principal regression equation is presented thus:

$$y = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + \beta_4 x_4 + \beta_5 x_5 + \ldots\ldots + \beta_n x_n + \varepsilon$$

Where,

y : predicted score on trainee satisfaction

x_1 : Relevance of training material to work

x_2 : Responses to trainee questions

x_3 : Clarity of expectations after going through SMC

x_4 : Learning atmosphere and comfort of training room

x_5 : Active participation during sessions

The following equation illustrates the results of the PRA procedure.

$y = 0.26 + .33\, x_1 + 0.31\, x_2 + 0.29\, x_3 + 0.24\, x_4 + 0.20 x_5 + 0.38$ (Error term)

The β weights reveal that relevance of training material to work ($\beta_1 = .33$), received more weight in the regression equation compared to Responses to trainee questions ($\beta_2 = .31$), Clarity of expectations after going through SMC ($\beta_3 = .29$), Learning atmosphere and comfort of training room ($\beta_4 = .24$) and Active participation during sessions ($\beta_5 = .20$). All predictors contributed positively to trainees' satisfaction.

Moderating Effect of Education Level, Age, Number of Years in Service and Gender

The study sought to establish the moderating effect of four demographic variables namely education level, age, number of years in service and gender. Moderated Regression Analysis (Aguinis, 2004) was done based on the key predictors emanating from the results of PCA. The objective was to determine the relationship between trainee satisfaction with SMC and the moderating variables. Table 9 shows variation resulting from the addition of moderating variables.

Table 9: Variation Resulting From the Addition of Moderating Variables

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.725[a]	.526	.513	.38356	.526	42.331	5	191	.000
2	.744[b]	.554	.532	.37607	.028	2.922	4	187	.022

a. Predictors: (Constant), CES, RTW, RPQ, LCR, and APS

b. Predictors: (Constant), CES, RTW, RPQ, LCR, APS and moderating variables (years in service, education, gender and age)

The result in Table 8 suggests a 2.8% increase in variation as a result of adding the moderating factors. The result further implies that the moderating variables had a statistically significant at α=0.05 effect on trainee satisfaction (R^2 = .55, ΔR^2 = .028, F(4, 187) = 2.92, p-value .022<0.05, 95% CI [-.91, .58]). Table 10 shows analysis of variance between key predictors and moderating variables.

Table 10: Analysis of Variance between Key Predictors and Moderating Variables

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	31.139	5	6.228	42.331	.000[b]
	Residual	28.100	191	.147		
	Total	59.239	196			
2	Regression	32.792	9	3.644	25.763	.000[c]
	Residual	26.447	187	.141		
	Total	59.239	196			

a. Dependent Variable: Trainee Satisfaction

b. Predictors: (Constant), CES, RTW, RPQ, LCR, and APS

c. Predictors: (Constant), CES, RTW, RPQ, LCR, APS, years in service, education, gender and age

The result on Table 9 confirm that the cumulative moderating effect was statistically significant at α=0.05 (F(9, 187) = 25.8, p-value .000<0.05, 95% CI [-.91, .58]).Regression analysis was carried out on the predictors and each moderating variable to determine the moderating effect of each of the moderating variables. Table 11 shows the results of the moderated multiple regression.

Table 11: Results of the Moderated Multiple Regression

Model	R	R^2	Adjusted R^2	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
Predictors	.725[a]	.526	.513	.38356	.526	42.331	5	191	.000
Level of Education	.736[b]	.542	.527	.37795	.016	6.713	1	190	.010
Age	.732[b]	.536	.521	.38032	.010	4.268	1	190	.040
No. of years in service	.732[b]	.536	.522	.38023	.011	4.361	1	190	.038
Gender	.727[b]	.528	.513	.38355	.003	1.012	1	190	.316

a. Predictors: (Constant), CES, RTW, RPQ, LCR, and APS

b. Predictors: (Constant), CES, RTW, RPQ, LCR, APS, education, age, years in service, and gender

The result in Table 10 implies that participants level of education has a significant moderating effect on trainee satisfaction with SMC{t(197) = 2.59, R^2 = .54, ΔR^2 = .02, F(1, 190) = 6.71, p-value 0.01<0.05, 95% CI [.02, .18]}. Similarly age has a significant moderating effect on trainee satisfaction {t(197) = -2.07, R^2 = .54, ΔR^2 = .01, F(1, 190) = 4.27, p-value .040<0.05, 95% CI [-.13, -.003]}while the number of year in service has a significant moderating effect on trainee satisfaction{t(197) = 2.09, R^2 = .54, ΔR^2 = .01, F(1, 190) = 4.36, p-value .038<0.05, 95% CI [.09, .003]}. However, gender has no significant moderating effect on trainee satisfaction with SMC{t(197) = 1.00, R^2 = .51, ΔR^2 = .00, F(1, 190) = 1.01, p-value .316>0.05, 95% CI [-.06, .18]}.

CONCLUSION AND RECOMMENDATIONS

It is concluded that five key factors that accounts most for trainee satisfaction are knowledge of facilitators and course objective, opportunity to practice learning, training environment, participatory training delivery methods, programme duration and pace. It is also concluded that the level of education, age, and number of years in service has a significant moderating effect on trainee satisfaction, however, gender has no significant moderating effect.

The Principal Component Analysis (PCA) result seems to suggest that, for KSG to ensure trainee satisfaction is attained through meeting trainees expectations, will have to put a lot of emphasis on the following key five areas: first, the school need to invest in their course facilitators so as to meet the objectives of training, this probably call for increased investment in continuous teaching staff capacity building among other capacity building initiatives. Secondly, the school should also strengthen the way they evaluate their training programmes to ensure that transfer of learning is established through assessing the training output. Thirdly, the school has to invest in initiatives towards uplifting the standards of their training or seminar rooms

together with the requisites training fittings. The fourth item the school needs to focus on is the training methodology, there will be need to ensure facilitators delivery or teaching methodology is improved to ensure better transfer of learning. Finally, the school needs to ensure proper programme structures in terms of programme scheduling, session time allocation, number and length of health breaks, examinations among others. All the above will contribute to the ability of training programmes to meet learners' expectations.

It is also recommended that KSG sustains the following current practices since they were found to meet trainees' expectations: learning objectives of the course, clarity of expectation, relationship between course materials and trainees jobs, applicability of course to trainees current job, knowledge of course facilitators, enhancement of trainees knowledge by experiences shared by course facilitators, engagement of trainees during the sessions, active involvement of trainees during the sessions, active participation during the sessions, opportunity to offer answers to trainees questions, opportunity to practice the skills learned, opportunity to demonstrate trainees knowledge, opportunity to demonstrate trainees skills, comfort of training room atmosphere and training room set-up.

However, it is recommended that KSG should improve on the following current practices since they were found not to fully meet trainees' expectations: relationship between course objectives and learning achieved, navigation of course materials, enhancement of trainees knowledge by course facilitators, comfort with the pace of the training programme, comfort with the duration of the sessions and adequacy of health breaks.

It is also recommended that KSG introduces changes on their training evaluation policy so as to introduce and institutionalize continuous and multi-instrument training evaluation; there is need to particularly expand the scope of the current course evaluation to cover aspects of trainees' satisfaction covered in this study periodically so as to inform decision making on best ways of improving training offering. It is necessary that KSG introduces the measurement metrics and retrains programme assistants (personnel in charge of training programmes evaluations) to acquaint them on how to administer, evaluate and generates management reports from the instruments to aid in decision making on various component of programmes delivery.

The study also recommends that KSG adopts the study's training evaluation tool - the course experience questionnaire since the results from this study suggests that the instrument is both reliable and valid and hence able to provide a reliable training evaluation approach for the school. The tool should be administered on the last day of training.

Furthermore there will be need for KSG to benchmark with other schools of Governments such as Harvard Kennedy School among others on how they deal with trainee's

satisfaction and which approaches provide effective ways of ensuring training meets trainees' expectation.

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