

**A SURVEY OF THE RELATIONSHIP BETWEEN
EMPLOYEE TRAINING AND DEVELOPMENT AND JOB
SATISFACTION IN CLASSIFIED HOTELS IN NAIROBI**

BY

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DECLARATION

This project is my original work and has not been submitted for a degree in any other university.

Signed.....*MW*.....

Date.....17.10.05.....

Mary W. Azegele

This project has been submitted for examination with my approval as the university supervisor.

Signed.....*George Omondi*.....

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DEDICATION

This project is dedicated to my husband Dr. Allan Azegele, my children Ronny and Jamie who have been a source of great inspiration in achieving my goal. Thank you for loving me and supporting me through out the course of my studies.

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I would like to sincerely thank all those who took time to answer my questionnaires, thus making it possible to complete my project.

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The study sought to investigate the relationship between employee training and development and job satisfaction in classified hotels in Nairobi.

The population of interest in the study consisted of all employees in the hotels and restaurants of three star classification and above in Nairobi. A sample of 14 hotels and restaurants out of the total 50 was selected using proportionate stratified random sampling procedure. A sample of 148 respondents was taken from the population. Out of the 14 establishments selected, 12 responded. 105 respondents were interviewed reflecting 70.9 % response rate.

Primary data was collected using a self-administered questionnaire. The data was analyzed using frequency distribution tables, percentages and mean scores. The Pearson product moment correlation coefficient was used to determine the relationship between the variables (Employee training and development and job satisfaction).

The study concludes that there is a relationship between employee training and development and job satisfaction in classified hotels in Nairobi. This is evident from the strong positive relationship ($r = 0.919$) between training received and job satisfaction. The study also revealed that the highest percentage of the training budget is allocated to operations staff who constitute the core workforce.

The study indicated that the employees in the hotel industry receive adequate training to do their jobs, have opportunities to use and develop their skills and knowledge, the organizations support their personal growth, and they have the ability to solve work related problems. This factors indicated high levels of job satisfaction among the employees.

One major issue that was established was the low overall job satisfaction among employees in the hotel industry, this was mainly due to lack of fair and adequate compensation. This was evident from the fairly weak relationship ($r = 0.313$) between job satisfaction and fair and adequate compensation variables. This therefore means that the employees are trained, have the necessary skills and competence to do the job but are not equitably compensated.

CHAPTER ONE
INTRODUCTION

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1.1 Background

Training is a planned process to modify attitude, knowledge or skill behavior through learning experience to achieve effective performance in an activity or range of activities. The purpose of training in the work situation, is to develop the abilities of the individual and to satisfy the current and future needs of the organization (Beardwell, 1995).

Development is a learning activity, which is concerned with career growth, and future needs of an individual. It is more focused on the organizations future manpower requirements (Milkovich, 1991).

Training and development activities are the heart of any organization's growth. They are valuable tools because they are seen as an investment to the organization, helping it to improve its profitability, reduce its costs, increase the commitment and motivation of its people and realize their potential (Bruce, 1997).

Recognition of the importance of training in recent years has been heavily influenced by the intensification of competition and also the relative success of economies such as Japan, Germany and Sweden where investment in employee development is emphasized (Achoch, 1995). Technological developments and organizational changes have gradually led some employers to the realization that success relies on the skills and abilities of their employees, and this means considerable and continuous investment in training and development (Russo, 1996).

This development has been underscored by the rise in human resource management with its emphasis on the importance of people and the skills they possess in enhancing organizational efficiency. Such human resources management concepts as "commitment" to the company and the growth in "quality" movement have led senior management teams to realize the increased importance of training, employee development and long-term education (Achoch, 1995). Such concepts require not only careful planning but also greater emphasis on employee development. Human resource

Efficient
Quality

development programs are hence continuous and shaped to fit these culture changes in the organization in relation to the needs of the individual (Prokesch, 1986).

According to Russo (1996), employee training and development is an on-going process, people learn at the workplace everyday. Organizations can maximize this learning opportunity by building an environment of greater trust, commitment in the workplace through respect and involvement of employees. By linking successful achievement to personal and organizational goals, the performance management system focuses employees on attaining common goals and desired performance results.

Yoder (1990) in his findings on job satisfaction suggests that in an effort to improve job satisfaction, one needs to focus on improving on-the-job training and skills utilization. Specifically, this means matching employee's skills with their jobs so that they make good use of their abilities, new employees receiving appropriate training and orientation in order to do their work well and having freedom to try out new ideas. It will hence be necessary to establish if these avenues are open to employees in the Hotel industry in Kenya.

1.1.1 Employee Training and Development

Training methods are a means of communicating information, ideas, skills, attitudes and feelings to learners. These methods are generally categorized into, on-the-job and off-the-job training. On-the-job methods comprise of coaching, job rotation, role models and transfers, whereas off-the-job activities encompass simulation, lecture and conference/discussion group. Milkovich (1991), pointed out that many training programs combine both the on-the-job and the off-the-job efforts and that successful programs must be designed to incorporate real work situations with more formal off-the-job analysis and development if they are to achieve their goals.

In development, the methods used are education i.e. acquiring qualifications through courses run by universities or colleges e.g. diplomas, degrees, e.t.c

On-the-job Programs are formally developed and implemented by the organization, but some training and development is informal. One such method is supervisory assistance, which can be provided for both non-managerial and managerial employees. These programs are used by organizations because they provide hands-on experience that facilitates learning transfer and also fit into the organizations normal flow of activities. Off-the-job programs take place in training areas or centers which are specially equipped and staffed for training. It is the best way to acquire office, customer service or selling skills and to learn about company procedures and products. The method uses systematic training techniques, special equipment and trained trainers (John, 1999).

Apprenticeship Training is mandatory for admission into many of the skilled trades in the service industry. The programs are designed such that they have the on- and off-the-job component. Skills training whereby the training may be on a one to one basis, or to a group of individuals with increasing responsibility being passed down to line managers and heads of departments.

Secondment is a technique which provides individual employees with the opportunity to spend time in another work environment, the aim being to assist the individual in obtaining new skills and knowledge. Companies do this to prepare employees for a new role, or to further increase an individual's skill base (John, 1999).

Seminar / Workshops are becoming popular especially for management staff, the program can run for a day or more based on specific elements.

Distance or open learning programs are increasing in popularity, with courses operated by private training companies, professional associations, colleges, and companies themselves. The individual works through a series of tasks /modules and assignments at his/her own time supported by periodic one-to- one tutorials or short blocks of study. Program of courses, modules and activities are designed for a group or level of employee's such as trainee managers, the employee's complete a variety of training activities whilst gaining day-to-day experience within the job itself. Interactive video and computer programs developed with the advent of desk top computers also provide training packages related to particular types of software (Gustafson, 2002).

1.1.2 Job Satisfaction

Job satisfaction describes a broad set of feelings that individuals have about their jobs. Locke (1976) defined job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences. Bettencourt (1997) defined job satisfaction as an employee's overall perceived evaluation of the job situation.

Job satisfaction occurs when the job fulfills what one values. Factors associated with the individuals needs for psychological growth contribute to job satisfaction. Such factors include the intrinsic nature of the job and achievement. The factors that are known to influence the level of job satisfaction are: pay, promotions, recognition, work itself, working conditions, supervision, personal values, skills and abilities (Grunberg, 1976)

Porter (1974) indicated in his studies three main characteristics of a motivating job. First the job must allow a worker to feel personally responsible for a meaningful portion of his work. Second, the job must provide outcomes, which are intrinsically meaningful or otherwise experienced as worthwhile to the individual. Third, the job must provide feedback about what is accomplished.

Locke (1975) concluded that increased responsibility, autonomy and recognition, development of work modules, provision of objective feedback, job rotation, upgrading of skills through training and increased participation in decision making improve job satisfaction.

Because of the growing concern about the ability of organizations to succeed in an increasingly competitive world economy and become more productive and efficient, their quest for means of enhancing workers productivity continues to intensify (Bruce, 1992)

The desire to have satisfied employees is pervasive among human resource managers. The belief that satisfied employees are also productive employees is naturally appealing. Managers and workers alike pursue job satisfaction in the often naïve belief that it leads directly and surely to that other workplace ideal – high performance (Bruce, 1992).

The study of job satisfaction grew out of several schools of management theory dating back to Fredrick Taylor's early applications of scientific method to factory problems in the first part of this century. Vroom's (1964) expectancy theory of human motivation is a significant contributor to the field, which goes beyond the simple behavioral concept of stimulus - response and reinforcement of behavioral psychology. This theory takes into account the intrinsic values that affect satisfaction and work which research has often found to be at least equally important or more so to job satisfaction than the extrinsic values.

Maslow's (1943) theory of hierarchy of needs examined human motivation in terms of levels of met or unmet needs. His premises include that only an unsatisfied need can influence behavior, that a person will minimally satisfy each level of need before feeling the need at the next level.

Herzberg's (1975) Motivation -Hygiene Theory directly addresses the issue of satisfaction and dissatisfaction on the job. His theory and research suggests that job dissatisfaction is caused by the absence of or deficits in "Hygiene" factors such as salary, job security, working conditions and status.

1.1.3 Training & Development and Job Satisfaction

Training and development is critical to the satisfaction and performance of employees at all levels of an organization. Training is a motivator and is essential to acquiring and maintaining skills necessary for optimal job performance (Bruce, 1992).

Whatever the size of the organization, the person responsible for the training and development functions plays a key role, they want the employees to have the knowledge, skills and abilities to perform their jobs successfully.

Employee training and development may however not be effective to employees unless it gives them the satisfaction they require. It must hence address the issues they have and improve their performance (Thompson, 1967).

Employees thrive on the challenge of new training opportunities. They are motivated when they learn new ways to perform their jobs and when they can improve their current skills. Employees are less motivated by the promise of training and education as mechanisms of career advancement. Training opportunities are what Herzberg calls “motivational factors” and satisfiers”. They are occasions on the job that inspire people to feel good about who they are and where they are (Herzberg, 1959).

The training and development functions permeate all parts of the organization. Training may be remedial and useful for assisting employees to whom an organization is committed to meet performance expectations. It may provide basic literacy skills or it may enhance job execution. Training may provide means for employees to move from one department to another and from one job to another, so that workers experience the satisfaction of performing enriched jobs. Training may upgrade employees’ skills, preparing them for new technologies, new legislation and new policies. It may enrich employee’s lives and enhance their interpersonal skills. It can assist them to produce at higher levels, to supervise and to manage better.

Training and Development is concerned with the business and its customers. This includes the economy, the company, organization or business, the industry, the customer, the team or department and the individual employee (John, 1999). Investment in training and development helps provide and maintain an appropriately skilled and experienced workforce.

1.1.4 The Hotel Industry

The hotel industry comprises those businesses that provide services, primarily accommodation, food and beverages, not only to those traveling for pleasures, but also the business traveler.

According to Gray (1983) the hotel industry does not represent an easily recognizable business sector. It is a loosely connected assemblage of two industry groups i.e. the lodging and the food service industries. Today as in the days of yore, the main components of the industry are those that satisfy a guest’s need for shelter and lodging and those that provide their patrons with food and beverages (Kye-sung, 2001).

These days, the services (or products) offered to the modern traveler by hotel establishments can cater for every human comfort. From the early 60’s

to the late 80's the industry grew by leaps and bounds but in the 90's the trend slowed down due to certain changes in the economic, political and social environments. It is said to be the world's fastest growing industry (William, 1996).

The hotel industry is currently the third largest foreign exchange earner after horticulture and tea. Hotels and restaurants alone create employment to approximately 250,000 Kenyans directly. Indirectly the number could be doubled especially when one thinks of the multiplier effect

Consequently, it provides livelihood to approximately 1,000,000 of the population. It contributes to approximately 12 per cent of the gross domestic product (GDP) an eighth of the entire economy and represents 15 per cent of our foreign earnings (Economic Review 2003).

Competition in the hotel industry has increased in the 21st century. No longer is it acceptable to merely satisfy the guest. Today, the key to guest loyalty and commitment is exceptional service. The training and professional development of employees is no longer optional for organizations that hope to be around for the next decade (Gustafson, 2002)

From it's simple origins as privately operated businesses, the hotel industry has grown in complexity and size. Today's hospitality businesses interact with one another on a global basis, and must stay aware of what is happening around them (Kye-sung, 2000).

1.2 Statement of the Problem

The growth of the hotel industry in Kenya has been in response to the growing demand for their services. As they grow in outreach (number of clients), they also grow in staff size and organizational complexity. One of the determinants of the success or failure of these institutions is their ability to have personnel who are well trained and conversant with their products and services at all times (Otero, 1995).

Organizations that have instituted programs to improve employee job satisfaction have found themselves to be successful in terms of both human and economic standards (Bruce, 1992).

The main aim of training and development is to establish effective activities that meet the needs and expectations of the customer, the business and the people (John, 1999). Training is good when it is designed to achieve clear objectives and deliver what it promises. Training equips employees with knowledge and skills which in turn, enables them develop confidence in their ability to perform their work. Confidence on the other hand is related to job satisfaction. In fact, one of the key influences on labor turnover is job satisfaction. From available statistics it is clear that the hotel industry in Kenya suffers from high rates of labor turnover (Howard, 2002).

Job satisfaction is a measure of the degree to which employees express satisfaction with their jobs (Yoder, 1990). Studies show that appropriate training and skill use is significantly related to job satisfaction among agricultural extension agents (Seepersad, 1983). Several other variables are often found to be related to job satisfaction, these include organizational climate and supportive leadership styles (Burahimi, 1986).

Agala-mulwa (2002) in her studies on the relationship between training and job satisfaction for different categories of staff in Micro-finance institutions found that indeed some relationship does exist, that the higher the per capita expenditure on training the higher the level of job satisfaction. This research is however criticized because the study focused on only the credit officers in Micro-finance institutions and cannot therefore be generalized outside the category covered.

Several studies have been carried out on job satisfaction in different sectors. Koech (2003) looked at the relationship between career development and job satisfaction in commercial banks in Nairobi. Koech (2002) looked at the

influence of job design on employee job satisfaction at Kenya Airways. Okoth (2003) looked at factors that determine job satisfaction among teachers in top ranking schools in Nairobi.

Studies carried out have shown a direct correlation between staff satisfaction and customer satisfaction (Michael, 1999). Job satisfaction has been found positively related to customer satisfaction among resort employees (LaLopa 1998), cruise ship employees (Pietzak, 1998) and quick- service restaurant employees (Deinhart 1993). Among hotel employees, satisfaction has been found related to turnover (LaLopa 1998). These studies were based on American hospitality establishments and gave a generalized model of job satisfaction.

Job satisfaction has multiple dimensions. The level of employee job satisfaction is influenced by a number of factors. Opportunities for training and development is one of these factors. Satisfied employees produce high quality work than dissatisfied ones. Training and development of employees can help in responding to new technology, improving performance, satisfying guests, reducing labor costs, turnover rates and improving employee morale.

Hotel and restaurant operators, similar to other sectors, are concerned with profitable survival in an increasingly competitive environment. To be successful the industry requires a readily available pool of labor with appropriate skills, qualifications and experience. Training provides staff with the necessary skills and knowledge to undertake their specific tasks and responsibilities, maintaining staff loyalty, commitment and motivation.(Gustafson, 2002)

However, no study has been done to show if there is a link between employee training and development and job satisfaction in the hotel industry. It is this gap that necessitated the proposed study.

1.3 Objective of the study

The objective of the study is: -

To establish the relationship between employee training and development and job satisfaction in the hotel industry in Nairobi.

1.4 Importance of the study

Results of the study are expected to be useful to the following:

1. Managers in the Hotel industry. –By knowing and understanding the relationship between training and job satisfaction they may be able to design human resource development plans that address their mission, goals and objectives.
2. Researchers who may be interested in this topic and other areas of study in the hotel industry may find the results of this study important.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter contains literature review and covers training and development, role of training and development, job satisfaction, importance of job satisfaction and job satisfaction in the hotel industry.

2.2 Training and Development

Allied to the question of what training and development is lies the equally important one of where does training and development fit with the overall running of the organization?

According to Cole (1997), training is a learning activity, which is directed towards acquisition of specific knowledge and skills for the purposes of an occupation. It will focus on the job or task. The training can be both formal and informal and is usually carried out to assist the employee understand and perform his/her job better. On the other hand he defines development as a learning activity, which is more directed towards future needs, rather than present needs of the organization and is concerned with career growth and immediate performance.

Armstrong (1999) concurs with Cole that training is a systematic modification of behavior through learning, which occurs as a result of education and instruction.

Today's business environment can be characterized as changing. The accelerated pace of advances in technology, increasing foreign competition, widespread and growing unemployment creating serious adjustment problems, and diminishing resource supplies have affected the way business is conducted. This complex and unstable environment is a way of life, which will continue far into the future (Russo, 1994).

Quality performance requires that employees be capable, have clearly defined job roles, know what is expected of them, have the tools to do the job, have the knowledge and skills to perform, receive regular feedback on

(Cole, 1997). These are elements of an effective performance management system. In order to improve employee performance, management must clearly define and communicate the purpose of the organization, what is important to members of the organization in carrying out their work, organizational aims and goals, responsibility for achieving aims and goals and what constitutes successful accomplishments of the aims and goals through an operational plan.

This increasing interest in participative management systems – quality circles, quality of work life and productivity requires an understanding of the need for a greater involvement of employees in problem solving, assuming greater responsibility for more activities and acting more independently. When managers view problems as developmental opportunities for employee's commitment and capabilities, they may turn problems back to employees for resolution or ask questions to help them focus on key issues or work jointly with the employee. This approach not only resolves problems, but it helps the employee develop in a valuable training environment - the work place.

The role of employee training and development is crucial to any effective and successful manager. Being able to get work done through the efforts of others is a key managerial skill, which is often seen as a separate function, which is performed by the individual, charged with personnel responsibilities or considered a luxury item for busy small business owners/managers. One can become a more effective training and development professional when the process is incorporated into the daily management style of the owner/manager (Prokesch, 1986).

An important source of information about employee training and development needs is the employee's performance appraisal. The critical elements of an effective performance management system are planning and feedback appraisal. The planning process includes an assessment of the employee's capabilities, a discussion with the employees in order to clearly define job roles and expectations; identify the tools required to do the job and to ascertain whether or not the employee has the knowledge and skills required to perform the job (Russo, 1994).

Training and development is about achieving business results. It is not about teaching, it is about learning. In some cases there is more instruction than learning. In others more learning than instructions. Obviously the second

case is more successful. Training is however not complete until the trainee has been successful. It should leave the trainees feeling confident that the task could be performed without supervision and performance standards can be achieved.

“Training can only add value results if there is an opportunity for added value. Either the business is not performing effectively because people are not performing, or there is a market opportunity, which can be exploited but requires some new training or development” (Kearns, 1997).

2.3 Role of Training and Development

“Restricted human resources can be a crucial constraint on a country’s overall capacity to function independently (Lloyd, 1987).

This statement underpins the importance of training and development in the national economic development process. It becomes a significant point of reference especially since most developing countries are responding to the many challenges of the industrial development by implementing structural adjustment programmes. These programmes call for new expertise and new orientations of work.

Training is enjoying its most popular acclaim in the history of organized learning governments, international organizations, managers, and experts. Everyone is proclaiming the importance and need for training experience and vigorously pursuing training and development and providing opportunities for growth.

The recognition of the need for training evaluation comes from businesses where margins are extremely tight (hotels & restaurants) or where product differentiation is difficult (Kearns, 1997).

2.4 Job Satisfaction

Job satisfaction is an important element in a work situation and has been associated with improved performance as well as increased commitment to the organization. Job satisfaction is not only important to the individual but also the organization.

According to Lawler (1967), the interest in job satisfaction stemmed from mere interest of scientists to learn about it but more due to its presumed relationship to job performance, absenteeism and turnover.

According to a research carried out by Bavendam (2000) six factors were identified that influenced job satisfaction:

Opportunity - Employees are more satisfied when they have challenging opportunities at work. This includes chances to participate in interesting projects, jobs with a satisfying degree of challenge and opportunities for increased responsibility.

Leadership - Employees are more satisfied when their managers are good leaders. This includes motivating employees to do a good job, striving for excellence or just taking action.

Work standards - Employees are more satisfied when their entire workgroup takes pride in the quality of their work..

Fair rewards - Employees are more satisfied when they feel that they are rewarded fairly for the work they do. Considering employee responsibilities, the effort they have put forth, the work they have done well and the demands of their jobs.

Adequate Authority- Employees are more satisfied when they have adequate freedom and authority to do their jobs.

Stress - When negative stress is continuously high, job satisfaction is low. Jobs are more stressful if they interfere with employees' personal lives or are a continuing source of worry or concern.

Most of today's employees expect to derive much more satisfaction from their work than in the past. New technology such as computers, enhances performance but also introduce new challenges to managers who wish to maintain job satisfaction and a safe and healthy work environment. Thus, though the challenge of enhancing performance becomes more urgent, the difficulties of increasing productivity while maintaining job satisfaction become more complex.

Despite its tenuous, often contradictory relationship with performance, job satisfaction is a complex and important concept for human resource managers to understand. "Most employees do not believe their work is being properly rewarded. Nor do they believe that their companies are doing enough to attract high quality performers, train them and manage the effectively" (Willa, 1990).

In large organizations where pay levels are high, successful companies put an emphasis on pay for performance, training and career development. In smaller successful companies, employee performance has been improved through providing challenging assignments, respectful treatment and the willingness of managers to listen. In both cases, employees who report satisfaction also produce more. (Bruce, 1992).

At the upper level of an organization, satisfaction may occur differently than the other lower levels. While one cannot assume that professionals take total responsibility of their performance and satisfaction, it is a generally acceptable fact that the career problems for professionals usually center around this ability to increase his skills and to make that increase visible to his colleagues. They will negotiate acceptable salary and benefits. Unskilled laborers on the other hand, often feel powerless because they are not as marketable as professional workers. They frequently resort to collective bargaining as a means of attaining acceptable terms and conditions of employment (Thompson, 1967).

career

Figure 1: Dimensions of Job satisfaction (Mududa 1983)

No.	General Categories	Specific Dimensions	Dimension Description
1	Work	Work itself	Includes intrinsic interests, variety, opportunity for learning, chances for success, control over workflow.
2	Rewards	Pay Promotions Recognition	Amount, equity, basis for payment Opportunities, basis, fairness Praise, criticism credit for work done
3.	Context of work	Working conditions	Hours, rest, pauses, equipment, quality of workspace location, temperature ,etc.
4.	Self	Self	Values, skills and abilities
5.	Others	Supervision	Supervisory style and influence, technical adequacy, admin skills.

2.5 Relationship between Training and Development and Job Satisfaction

Bavendam (2000) stated increasing job satisfaction is important for its humanitarian value and for its financial benefit due to its effect on employee behavior. He notes that employees with higher job satisfaction:

- Believe that the organization will be satisfying in the long run
- Care about the quality of their work
- Are more committed to the organization
- Have higher retention rates
- Are more productive

Employees are more satisfied when they have challenging opportunities at work. This includes chances to participate in interesting projects, jobs with a satisfying degree of challenge and opportunities for increased responsibility.

Job satisfaction is not only important to the organization but also to the individual. Winter (1969) carried out a research on the relation between job satisfaction and physical and mental well being. He concluded that “ workers physical and mental well being appeared to be highly correlated to job satisfaction. Highly satisfied workers tended to have better physical and mental records.

Satisfied workers tend to produce high quality work than dissatisfied ones. Studies on humanizing the work place indicate that satisfied workers are more productive and that organizations with satisfied workers are more efficient (Clegg 1980). Satisfied employees are more likely to experience high internal work motivation, give high quality work performance, and have low absenteeism and turnover. Organizations that have instituted programs to improve satisfaction have been successful in terms of both human and economic standards (Bruce, 1992).

The employee of today has different work values and expectations. Employees will remain in the organization as long as they are developing skills and meeting their expectations for skill development. Employee motivation and job satisfaction is therefore tied to education, training, mentoring and growth opportunities (Gustafson, 2002)

2.6 Job Satisfaction in the Hotel Industry

Job satisfaction is clearly an important issue in hotel / restaurant establishments. Pavesic (1990) studied job satisfaction and reasons for hospitality management turnover. The findings indicated the desire for greater challenge or opportunity to be more relevant in turnover decisions than dissatisfaction with the industry, but also lists facets including pay, management, hours, and working conditions as contributing to low satisfaction.

As an independent variable Job satisfaction has been studied as a predictor of absenteeism, turnover, and job performance. Among hotel employees, satisfaction has been found negatively related to turnover (Ohlin, 1993).

Many organizations have realized that there is no better way to tell an employee that they care about the employee's future than by involving them in continuous training. Skills training and management development programs promote synergy and teamwork. Employer's believe that staff who

are offered training and development programs on a continuing basis become more committed, more loyal, more secure and consequently more productive.

RESEARCH METHODOLOGY

Training is one of the remedies that can be used for improving the hotel industry. Training can help in responding to new technology, improving performance, satisfying guests, reducing labor costs and turnover rates and improving employees morale.

2.1 Research Design

The research was carried out through a survey of the hotel-employees in the central business district of the city of Addis Ababa. The survey was conducted using a questionnaire which was distributed to the employees.

2.2 Population

The population of the study consisted of all employees in the hotels and restaurants of Addis Ababa. The study was carried out in the central business district of the city of Addis Ababa. The study was carried out in the central business district of the city of Addis Ababa. The study was carried out in the central business district of the city of Addis Ababa.

2.3 Sample

A sample of 100 hotel and restaurant employees in the central business district of the city of Addis Ababa was selected using a simple random sampling method. The sample was selected using a simple random sampling method.

Category	Population	Sample of 100
Hotel	80	60
Restaurant	20	40
TOTAL	100	100

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter contains research methodology and covers research design, population, sample, data collection instruments and data analysis techniques.

3.2 Research Design

The research design used in this study was the cross-sectional survey method. A cross-sectional survey of the various employees in classified hotels and restaurants in Nairobi was done.

3.3 Population

The population of study comprised of all employees in the hotels and restaurants of three star classification and above in Nairobi. The total number was 50 hotels and restaurants classified into 20 of three star, 15 of four star and 15 of five star (Hotel and Restaurant Authority Directory, 2003). The list of these hotels and restaurants considered as the population of study are in Appendix 2.

3.4 Sample

A sample of 14 hotels and restaurants was taken through stratifying the population of study. Proportionate allocation using a sampling fraction of $\frac{1}{3}$ was used to select the 14 hotels / restaurants out of the total 50.

Classification	Population	Sample of hotels / restaurants
3 star	20	6
4 star	15	4
5 star	15	4
TOTAL	50	14

A sample of 148 respondents was taken from a population of 1486 employees in the 14 hotels / restaurants selected. This represented about 10 % of the population as shown in Table 1 (Licensing section Ministry of Tourism and Wildlife, June 2004). 10 % of the employees in each hotel / restaurant was considered adequate for the study. Koech (2003) and Okoth (2003) used the same successfully in related studies.

Judgemental sampling technique was used to identify respondents who qualified for the study.

In addition one policy maker (Human Resource Manager) was interviewed in each establishment to provide information on the training and development programs and policies in the establishment.

Establishment	Population	Sample	Percentage
Hotel A	120	12	10%
Hotel B	130	13	10%
Hotel C	140	14	10%
Hotel D	150	15	10%
Hotel E	160	16	10%
Hotel F	170	17	10%
Hotel G	180	18	10%
Hotel H	190	19	10%
Hotel I	200	20	10%
Hotel J	210	21	10%
Hotel K	220	22	10%
Hotel L	230	23	10%
Total	1486	148	10%

Table 1: - Sample of study

Name of Hotel/ Restaurant	Class	Population	Sample (10%)
The Norfolk Hotel	5 star	211	21
The Stanley Hotel	5 star	220	22
Tamarind Restaurant	5 star	78	8
Pavement Restaurant	5 star	60	6
Fairview Hotel	4 star	116	12
Methodist Guest House	4 star	118	11
Minar Restaurant	4 star	60	6
Rangers Restaurant	4 star	75	8
Oriental palace Restaurant	3 star	60	6
Marble Arch Hotel	3 star	124	12
Landmark Hotel	3 star	120	12
Utalii Hotel	3 star	140	14
Redbull Restaurant	3 star	54	5
Green Corner Restaurant	3 star	50	5
Total		1486	148

3.5 Data Collection

Primary data was collected using a questionnaire that contained both open and close-ended questions.

The questionnaire was composed of three parts. Part 1 to be completed by the Human Resource Manager contained questions aimed at finding out the training and development programs in the hotel industry. Part 2 and 3 (to be completed by the selected employees) contained questions aimed at addressing the objective of the study; to establish the relationship between employee training and development and job satisfaction in the hotel industry in Nairobi.

The questionnaire was self administered to the selected employees. The data was collected between 5th August and 30th August 2005. The questionnaire administered constitutes appendix 1 of this study.

3.6 Data analysis

The completed questionnaires were edited for completeness and consistency. The data was then coded and checked for coding errors and omissions. It was then run through the Statistical Package for Social Sciences (SPSS).

Descriptive statistics was used to analyze the data by way of percentages, proportions, and mean scores for all the variables in the questionnaire.

The Pearson product moment correlation coefficient was used to determine whether there is a relationship between the variables (Job satisfaction & employee training and development).

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1 Introduction

This chapter contains data analysis, findings and discussion. The data in the study was summarized and presented in the form of tables, frequency distributions, percentages and means.

4.2 Findings and discussion

The data in the study was analyzed to determine whether there is any relationship between employee training and development and job satisfaction in classified hotels in Nairobi. A total of 12 establishments responded representing 85 % of the population (Table 1).

105 respondents were interviewed representing 70.9 % of the sample of study. 12 human resource managers were interviewed one from each hotel/restaurant to establish whether they undertake employee training, and provide information on the employee training and development programs.

Table 1: Distribution of respondent's according to organization

	Hotels and Restaurants	Classification	Frequency	Percent
1	Norfolk Hotel	5 star	17	16.19
2	The Stanley Hotel	5 Star	15	14.28
3	Tamarind Restaurant	5 Star	7	6.67
4	Pavement Restaurant	5 Star	5	4.76
5	Fairview Hotel	4 Star	8	7.62
6	Methodist Guest House	4 Star	11	10.48
7	Oriental Palace Restaurant	4 Star	6	5.72
8	Rangers Restaurant	4 Star	5	4.76
9	Landmark	3 Star	8	7.62
10	Green Corner	3 Star	4	3.81
11	Marble Arc	3 Star	9	8.57
12	Utalii Hotel	3 Star	10	9.52
	Total		105	100.0

Table 2: Distribution of respondents by Gender

Gender	Frequency	Percent
1 Female	51	48.6
2 Male	54	51.4
Total	105	100.0

From Table 2 the majority of the respondents were male 51.4% while 48.6% were female.

Table 3: Distribution of respondents by Age.

Age	Frequency	Percent
1 From 20 to 30 years	61	58.1
2 From 31 to 40 years	42	40.0
3 Above 40 years	2	1.9
Total	105	100.0

Table 3 summarizes the respondent's ages. The majority of the employees are between twenty and thirty years (58.1%), followed by thirty one to forty years (40.0%). The distribution of employees in classified hotels indicated a larger percentage were eligible for training and personal development.

Table 4: Distribution of Respondents by years of service

Length of service	Frequency	Percent
1 Below 2 years	36	34.3
2 Between 2 and 5 years	45	42.9
3 Between five and ten years	13	12.4
4 Between ten and fifteen years	7	6.7
5 Others	4	3.8
Total	105	100.0

Table 4 shows that majority of respondents 42.9 % have served their organization between 2-5 years. 34.3 % have worked below 2 years. The higher percentage indicated that classified hotels retain their staff.

Table 5: Distribution of Respondents by level of education

Level of Education		Frequency	Percent
1	University Graduate (Degree)	8	7.6
2	College Graduate (Diploma)	88	83.8
3	O level	7	6.7
4	Others	2	1.9
Total		105	100.0

From the above table 83.8 % of the respondents had at least a diploma. In terms of educational level, most respondents had professional qualifications relevant to their area of specialization.

Table 6: Percentage allocation of Training Budget.

	Category of staff	% Allocation
1	Senior management	25
2	Operations	55
3	Others	20
	Total	100

As shown in Table 6 the highest percentage of the training budget (55 %) is allocated to operations staff. The operations staff mainly waiters, front office, and kitchen staff comprise the core workforce of the hotel industry.

Table 7: Percentages of employee Job Satisfaction scores

The respondents were asked to indicate their level of agreement with the statements that were intended to measure job satisfaction. The results were analyzed and presented as shown below.

Job satisfaction statement	Agree		Don't know		Disagree	
	NO	%	NO.	%	NO	%
1. The training I have received for my job is adequate	77	73.3	0	.0	28	26.7
2. Training and development policies are followed in my organization	78	74.3	2	1.9	25	23.8
3. If I do my job well, I expect to be promoted to a higher job with more responsibilities and salary.	99	94.3	6	5.7	0	.0
4. My organization supports my personal growth	81	77.1	2	1.9	22	21.0
5. I receive adequate support on my training and needs from my supervisors.	78	74.3	8	7.6	19	18.1
6. I have opportunities to use and develop my skills and knowledge.	93	88.6	10	9.5	2	1.9
7. Employees in this hotel are rewarded for good performance.	74	70.5	10	9.5	21	20.0
8. My supervisor encourages me to suggest new ways of doing things.	75	71.4	0	.0	30	28.6
9. I receive fair and adequate compensation.	38	42.2	15	16.7	37	41.1
10. Advancement opportunities are adequately distributed.	57	54.3	20	19.0	28	26.7
11. I feel employees are provided with equal opportunities to fulfill their career potential in my organization.	69	65.7	17	16.2	19	18.1
12. Promotions are from within when appropriate.	71	67.6	0	.0	34	32.4
13. I receive information on training opportunities from HR department.	58	55.2	2	1.9	45	42.9
14. I have input into decisions made in my department.	67	63.8	8	7.6	30	28.6
15. I have the ability to solve work related problems.	94	89.5	9	8.6	2	1.9
16. The institution has good reputation as an employer.	58	59.2	17	17.3	23	23.5
17. I believe that management can do more to improve relations between themselves and the workforce.	91	92.9	7	7.1	0	.0
18. I believe my salary is about the same, as I would earn elsewhere.	25	26.3	19	20.0	51	53.7
19. I feel that I am part of a team in my organization.	86	87.8	4	4.1	8	8.2
20. I participate in the staff review and development scheme.	40	42.1	8	8.4	47	49.5
21. I receive appropriate training when job changes are introduced.	65	66.3	0	.0	33	33.7
22. I receive recognition for my efforts.	73	74.5	9	9.2	16	16.3
23. Compared to other hotels in this area, I am paid fairly for the work I do.	26	26.5	19	19.4	53	54.1
24. Considering everything, I am satisfied with my job at the present time.	74	77.9	0	.0	21	22.1

The results of the job satisfaction scores indicate that a large percentage of the respondents agreed that the training they had received was adequate to do their jobs, and that they received adequate support on their training needs from their supervisors. A large percentage (74.3 %) also agreed that training and development policies were followed in their organizations. These findings are in line with Russo (1996) in the literature who indicated that technological developments and organizational changes have led employers to the realization that success lies on the skills and abilities of their employees.

94.3 % of respondents agreed that if I do my job well, I expect to be promoted to a higher job with more responsibilities and salary. 88.6 % agreed that they have opportunities to use and develop their skills and expertise at work. 89.5 % agreed that they have the ability to solve work related problems. 87.8 % of respondents agreed that they feel part of a team in their organization. This

responses indicated that employees in the hotel industry have opportunities to use and develop their skills and knowledge. The respondents were satisfied that they had the ability to solve work related problems and also felt they had received enough training to do their jobs. The respondents also agreed that their organizations support their personal growth leading to high job satisfaction.

However the respondents did not agree with the statements:

1. I believe my salary is about the same, as I would earn elsewhere (57.3 %).
2. Compared to other hotels in this area, I am paid fairly for the work I do (54.1 %).

The responses above indicate that the employees in the hotel industry do not receive fair and adequate compensation as compared to other industries. This is a cause of low overall job satisfaction among the employees.

Table 8: Mean Scores for job satisfaction

Presented in table 8 are the mean scores for the 24 elements of job satisfaction.

Job satisfaction statement	Mean
1. The training I have received for my job is adequate	2.47
2. Training and development policies are followed in my organization	2.51
3. If I do my job well, I expect to be promoted to a higher job with more responsibilities and salary.	2.89
4. My organization supports my personal growth	2.56
5. I receive adequate support on my training needs from my supervisors.	2.56
6. I have opportunities to use and develop my skills and knowledge.	2.87
7. Employees in this hotel are rewarded for good performance.	2.50
8. My supervisor encourages me to suggest new ways of doing things.	2.43
9. I receive fair and adequate compensation.	1.72
10. Advancement opportunities are adequately distributed.	2.28
11. I feel employees are provided with equal opportunities to fulfill their career potential in my organization.	2.48
12. Promotions are from within when appropriate.	2.35
13. I receive information on training opportunities from HR department.	2.12
14. I have input into decisions made in my department.	2.35
15. I have the ability to solve work related problems.	2.88
16. The institution has good reputation as an employer.	2.20
17. I believe that management can do more to improve relations between themselves and the workforce.	2.73
18. I believe my salary is about the same, as I would earn elsewhere.	1.56
19. I feel that I am part of a team in my organization.	2.61
20. I participate in the staff review and development scheme.	1.74
21. I receive appropriate training when job changes are introduced.	2.33
22. I receive recognition for my efforts.	2.58
23. Compared to other hotels in this area, I am paid fairly for the work I do.	1.72
24. Considering everything, I am satisfied with my job at the present time.	2.31

As shown in the table, the mean scores for all the items are higher than the mid point (i.e. 1.5) indicating that the respondents are satisfied with the various aspects of their jobs.

Table 9: Correlation between training and development and job satisfaction factors

The Pearson product moment correlation was used to establish the significance of the relationship between employee training and development and job satisfaction in the hotel industry in Nairobi in line with the objectives of the study.

Job satisfaction Statement	r1	r2	r3
1. The training I have received for my job is adequate	.919	-	.410
2. Training and development policies are followed in my organization	.487	.487	.508
3. If I do my job well, I expect to be promoted to a higher job with more responsibilities and salary.	.181	.181	.358
4. My organization support my personal growth	.355	.355	.788
5. I receive adequate support on my training and needs from my supervisors.	.584	.184	.555
6. I have opportunities to use and develop my skills and knowledge.	.589	.589	.389
7. Employees in this hotel are rewarded for good performance.	.504	.504	.747
8. My supervisor encourages me to suggest new ways of doing things.	.784	.784	.511
9. I receive fair and adequate compensation.	.313	.413	.469
10. Advancement opportunities are adequately distributed.	.450	.450	.559
11. I feel employees are provided with equal opportunities to fulfill their career potential in my organization.	.374	.374	.474
12. Promotions are from within when appropriate.	.343	.343	.479
13. I receive information on training opportunities from HR department.	.280	.280	.618
14. I have input into decisions made in my department.	.239	.239	.301
15. I have the ability to solve work related problems.	.592	.492	.840
16. The institution has good reputation as an employer.	.243	.243	.227
17. I believe that management can do more to improve relations between themselves and the workforce.	.150	.146	.051
18. I believe my salary is about the same, as I would earn elsewhere.	.276	.276	.311
19. I feel that I am part of a team in my organization.	.322	.332	.275
20. I participate in the staff review and development scheme.	.376	.376	.199
21. I receive appropriate training when job changes are introduced.	.357	.357	-
22. I receive recognition for my efforts.	.563	.563	.463
23. Compared to other hotels in this area, I am paid fairly for the work I do.	.314	.314	.301
24. Considering everything, I am satisfied with my job at the present time.	-	.413	.357

Correlation coefficients are significant at $P < 0.05$.

Key

The job satisfaction items were correlated with the statements:-

1. "Considering everything I am satisfied with my job". The results of this gave correlation coefficients represented by r_1 .
2. "The training I have received for my job is adequate". The results of this gave correlation coefficients represented by r_2 .
3. "I receive appropriate training when job changes are introduced". The results of this gave correlation coefficients represented by r_3 .

From the study there is a statistically significant strong positive relationship between job satisfaction and the training that employees have received ($r = 0.919$). Another factor that came out strongly was that there was a strong relationship between job satisfaction and opportunities to use and develop their skills among employees in the hotel industry ($r = 0.589$). The findings show that appropriate training and skill use is significantly related to job satisfaction (Seepersad, 1983).

There is also a statistically significant strong positive correlation between employee job satisfaction and ability of the employees to solve work related problems ($r = 0.592$). These findings are in line with Bettencourt (1997) in the literature who defined job satisfaction as an employee's overall perceived evaluation of the job situation

From the study it is evident that supervisors in the hotel industry encourage employees to suggest new ways of doing things leading to a high job satisfaction ($r = 0.784$).

There is a very weak relationship between employee job satisfaction and fair pay ($r = 0.314$). This means that the employees in the hotel industry are not fairly compensated for the job they do leading to low overall job satisfaction. The weak relationship also indicates that fair rewards, one of the dimensions of job satisfaction (Mududa, 1983) is very important for improved performance of employees.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter the results of the study are summarized and conclusions drawn. It also includes the recommendations, limitations of the study and suggestions for further research.

5.2 Summary of findings

The study indicated that employees in the hotel industry are satisfied with the training they have received to enable them perform their jobs (mean=2.47) and solve work related problems. From the analysis there is a very strong positive statistical relationship ($r = 0.919$) between employee training and development and job satisfaction in the hotel industry. There is also a very strong positive relationship ($r = 0.840$) between job satisfaction and ability to solve work related problems. This finding's are in line with Bavendam (2000) in the literature review who identified six factors that influenced job satisfaction as challenging opportunities at work, leadership, fair rewards, work standards and adequate authority.

The study also indicated that employees in the hotel industry do not have overall job satisfaction (mean=2.31) this is due to the other variables of job satisfaction like fair compensation. 53 % of the respondents indicated that they were not paid fairly for the work they do. This means that compensation in relation to skills and responsibilities is not fair in the industry. 51 % of the respondents disagreed with the statement "that the salary i earn is about the same as I would earn elsewhere". This leads to very low overall job satisfaction and explains the high rate of staff turnover in the industry (Howard, 2002).

The study showed that the highest allocation of the training budget was given to operations staff. All the organizations through the human resource manager indicated that they had a training plan in place and provide training and development opportunities to their employees. The hotels / restaurants sampled indicated that they undertake in-house and on-the job training programs tailored to suit their needs. The main training and development programs undertaken in the hotel industry are customer care, leadership

skills, computer packages and hospitality training. This is in line with Milkovich (1991) in the literature review who pointed out that many training programs combine both on-job and off-the-job efforts to be successful.

From the research findings 88.6 % of the respondents agreed that their hotel gave them opportunities to develop their skills and knowledge. This is in line with Russo (1996) in the literature review that employee training and development is an ongoing process, people learn at the work place everyday.

5.3 Conclusions

The study established that there was a strong relationship between employee training and development and job satisfaction in classified hotels and restaurants in Nairobi in line with the objective of the study. This is supported by the literature, Bruce (1992) who argues that training and development is critical to the satisfaction and performance of employees at all levels of an organization.

The study also indicated that employee's in the hotel industry have the skills and competence to perform their jobs adequately; which is critical to their performance and satisfaction. This finding is in line with Bruce (1992) in the literature who states that training is a motivator and essential to acquiring and maintaining skills necessary for optimal job performance. This also implies that classified hotels and restaurants have recognized the importance of improving employee's competency levels and thus productivity.

From the study it is evident that overall job satisfaction is low among employees in the hotel industry. This is mainly due to the lack of adequate compensation, and equitable pay in relation to the skills and competence of the employees. This factor may affect the overall performance of the employee's. According to Grunberg (1976) factors known to influence the level of job satisfaction are pay, promotions, recognition, work itself, supervision, personal values, skills and abilities.

Hotel and restaurant operators, similar to other sectors are concerned with profitable survival in an increasingly competitive environment. The Success or failure of this institution's is their ability to have personnel who are well trained and conversant with their products and services at all times. Satisfied employees also tend to produce high quality work than dissatisfied ones.

5.4 Recommendations

It is recommended that classified hotel and restaurants consider the following to improve on the training and development of their staff and job satisfaction:-

1. Ensure that their employees receive adequate information on the training opportunities available from the HR department.
2. Ensure that employees participate and contribute towards the implementation of the staff review and development scheme.
3. The policies and practices of training and development must be suitable to the needs and objectives of the organization and employees.
4. Employees should be provided with equal opportunities to fulfill their career potential.
5. Involve employees in decision making in their departments.
6. Reward employees fairly based on skills gained and levels of competency achieved to encourage others.
7. Pay competitive salaries, this was seen to be correlated to job satisfaction.

5.5 Limitations of the study

This study was limited to classified hotels / restaurants in Nairobi only. Due to unavailability of time and resources the views of employees from the unclassified hotels were not taken.

Some respondents did not respond to certain questions. It is also possible that some respondents may have withheld some important information. This may have introduced some bias in the study.

5.6 Suggestions for further research

The findings of this research indicate that further research needs to be carried out. Suggested areas that could be looked at are:

- Research should be carried out to determine the relationship between employee training and development among management staff in classified hotels and restaurants.
- A survey should also be carried out to establish whether the training and development of employees in the hotel industry is effective as far as performance is concerned given the low overall job satisfaction.

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INTRODUCTORY LETTER TO RESPONDENTS

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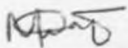
Dear Respondent,

RE: REQUEST FOR RESEARCH DATA

I am a postgraduate student in the faculty of commerce, UON. I am carrying out a "Survey of the relationship between employee training and development and job satisfaction in classified hotels" as a partial fulfillment of the Masters of Business Administration Degree (MBA).

You as a respondent have been selected to form part of this study. Therefore, please assist me by completing the questionnaire to the best of your knowledge. The information given will be used for academic purposes only. As a respondent of this study, you are free to access the findings of the study. The questionnaire will be anonymous and treated with utmost confidentiality.

Yours faithfully.



MARY AZEGELE
MBA STUDENT

Appendix 1

QUESTIONNAIRE TO BE COMPLETED BY THE HUMAN RESOURCE MANAGER

Part 1

(Note: Please circle / tick or fill the appropriate response)

1. Name of Organization: _____

2. How long has your organization been in operation?
 - () Less than 5 years
 - () Between 5 and 10 years
 - () Over 10 years

3. How many employee's do you have in your organization?
 - () 1-50
 - () 51 – 100
 - () 101 – 150
 - () 151 – 200
 - () Over 200

4. How many staff do you have in the following categories?
 - (a) Senior Management _____
 - (b) Middle level management _____
 - (c) Operations staff _____
 - (d) Others _____

5. Does your organization undertake staff training?

- (a) Yes (b) No

6. Please indicate the employee training programs you undertake in your organization.

7. Does your organization provide career development opportunities for the employees?

- (a) Yes (b) No

8. Please indicate the career development programs offered to employees in your organization?

9. What Percentage of your training budget is allocated to :

(a) Senior Management _____

(b) Operations staff _____

(c) Others _____

10. Do you have a training plan for the employee's in your organization?

a) Yes

b) No.

11. What training do your employees seek for?

a) Job performance

b) Personal career development.

c) Skills development

a) Others

Appendix 1 – Part 2

QUESTIONNAIRE TO BE COMPLETED BY THE EMPLOYEES

(Please circle / tick or fill in the appropriate response)

1. Name of Organization: _____
2. Your Current position: _____
3. Gender
 - (a) Female
 - (b) Male
4. What is your age?
 - (a) Below 20 years.
 - (b) From twenty to thirty years
 - (c) From thirty one to forty years
 - (d) Above forty
5. What is the highest level of education that you have attained?
 - (a) University Graduate (Degree)
 - (b) College Graduate (Diploma)
 - (c) "A" Level
 - (d) "O" level
 - (e) Others (Please specify) _____
6. How long have you served in this Hotel / restaurant?
 - (a) Below two years
 - (b) Between two and five years
 - (c) Between Five and ten years
 - (d) Between ten and fifteen years
 - (e) Others please specify _____

7. Have you attended any training in your current organization?

- a) Yes b) No.

8. If the answer to No. 7 above is yes, please list the training programs you have attended.

9. Please state briefly if the training attended was relevant or not to your current job?

10. Are you undertaking any long term personal career development program in your current organization?

- a) Yes b) No.

11. Do you receive adequate support for your training and development needs from your organization?

- a)Yes b) No.

Part 3 - JOB SATISFACTION QUESTIONARE

(Please indicate for each of the following statements about your job by putting a tick in the relevant box)

No.	Statement	Agree	Don't Know	Disagree
1.	The training I have received for my job is adequate.			
3.	Training and development policies are followed in my organization			
4.	If I do my job well, I expect to be promoted to a higher job with more responsibilities and salary.			
5.	My organization supports my personal growth			
6.	I receive adequate support on my training and development needs from my supervisors			
7.	I have opportunities to use and develop my skills and knowledge			
8.	Employees in this hotel are rewarded for good performance			
9.	My supervisor encourages me to suggest new ways of doing things			
10.	I receive adequate and fair compensation			
11.	Advancement opportunities are adequately distributed			
12.	I feel employees are provided with equal opportunities to fulfill their career potential in my organization			
13.	Promotions are from within when appropriate.			
14.	I receive information on training opportunities from HR department			
15.	I have input into decisions made in my department			

16.	I have the ability to solve work related problems			
17.	The institution has good reputation as an employer			
18.	I believe that management can do more to improve relations between themselves and the workforce.			
19.	I believe my salary is about the same, as I would earn elsewhere			
20.	I feel that I am part of a team in my department.			
21.	I participate in the staff review and development scheme.			
22.	I receive appropriate training when job changes are introduced			
23	I receive recognition for my efforts			
24	Compared to other hotels in this area, I am paid fairly for the work I do.			
25.	Considering everything, I am satisfied with my job at the present time.			

APPENDIX 2

LIST OF ESTABLISHMENTS TO BE STUDIED – POPULATION (Hotel and Restaurant Authority Directory, 2003)

Those classified as 3 star and above for Hotels and Restaurants.

5 – Star Establishments

1. The Norfolk Hotel
2. The Stanley Hotel
3. Windsor Golf Hotel and Country club.
4. Hotel Inter-Continental
5. Safari Park Hotel
6. Nairobi Hilton Hotel
7. Nairobi Safari Club
8. Nairobi Serena
9. Grand Regency Hotel
10. Nairobi Tamarind Restaurant
11. Tratoria restaurant
12. The Lord Errol restuarant
13. Pavement restaurant
14. Haandi restaurant
15. Carnivore restaurant

4 – Star establishments

1. Fairview Hotel
2. The Horseman restaurant
3. Methodist Guest house and Conference Center
4. Nairobi Mamba village
5. Tamambo restaurant
6. Parklands sports Club
7. Simba restaurant (NAS)
8. China Jiangsu restaurant
9. Kengeles restaurant
10. Minar restaurant
11. Rangers restaurant
12. Tin Tin restaurant
13. Kowloon restaurant
14. Allan Bobies Bistro restaurant
15. Hongkong restaurant

3– Star Establishments

1. The Klub House
2. Marble Arch Hotel
3. Landmark Hotel
4. Holiday Inn
5. Utalii Hotel
6. Ambassadeur Hotel
7. Panafric Hotel
8. Silver Springs Hotel
9. Six Eighty Hotel
10. Green Corner restaurant
11. The Mara restaurant
12. Redbull restaurant
13. Homepark caterers
14. Minar restaurant
15. China Plate restaurant
16. Lenana Mount Hotel
17. Boulevard Hotel
18. Hotel Milimani
19. Oriental Palace restaurant
20. Heron Court Hotel