

**EFFECTS OF EMPLOYEE TRAINING PROGRAMS ON JOB
PERFORMANCE IN STAR RATED HOTELS IN NAIROBI,
KENYA**

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DECLARATION

The research project is my original work and has not been presented for award of a degree or any similar purpose in any other institution.

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DEDICATION

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ABSTRACT

The hotel industry is considered one of the vibrant and leading sectors in modern Kenya economy. As such, many luxurious hotels have emerged to provide services in this growing sector. However, the global hotel industry landscape is increasingly becoming complex and unpredictable due to market changes . For hotels to survive in these unpredictable times, they must be flexible to frequent training programs to help the organization to cope with the emerging trends in the industry . This paper assessed the effect of training programs on organizational job performance in three star hotels in Nairobi. The study adopted cross sectional survey therefore the target population was 320 employees from all levels of management. According to Yamane's formula , the sample size was 178 employees. The researcher used closed ended questionnaires to collect primary data and documented publications for secondary data . In order to ensure the primary data collected was reliable, a pretest was conducted in the respondents to ensure reliability of the questionnaire. Data was then reported in theme and presented in frequency tables. The study noted majority of the training methods conducted were on job training with few off-job trainings being offered. Majority of the respondents stated that the hotel holds internal staff trainings regularly. The findings revealed that the criteria used for evaluating employee training included the behavior change among employees and how they perform the delegated duties .Most of the respondents strongly agreed that staff trainings in the hotel have led to increased work pleasure among the employees. The findings revealed that due to the trainings, they have undergone in the establishment, their development and self-esteem is boosted. The study noted despite training given to employees, change in job performance not only be derived from training but there is need for the management to look at their relationship with the staff.

CHAPTER 1

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Hospitality industries are well known by individuals, organizations and government as a source of revenue which fosters the economic growth in the country . The demand of lodging, food service, transportation and entertainment services came along when people found enough time to travel which is the leisure time . Due to increased demand of such services , it led to competition among the hospitality industry themselves in providing the best services to meet and exceed customer expectations . (Martinez-Ros and Orfila Sintes ,2012). Scholars have come up with studies on the emphasis on the importance of training in hotels .

In this industry, the success of the organization depends on the staff knowledge , skill and the behaviors that they show to gain a competitive edge in the market . So , relevant training programs should be a major factor in hotels and restaurants. (Jauregui , 2012) . The changing setting of hospitality organization leads them to be more competitive and to keep up with the new trends through regular training programs which can either be on the job or off the job training .The importance of these training programs is to learn new skills , enhancing the skills and knowledge of the staff to be more creative and innovative. The service sector has become one of the most important sector to help in developing the country and also providing job opportunities which reduces the unemployment levels in the country. However, the training programs need to be implemented appropriately to achieve the goals of that establishment.(Martinez-Ros and Orfila-Sintez ,2012) .

Hospitality industry are well known to provide product and service and for them to provide the best service to fulfill the guest satisfaction, they must prioritize the training program for it's employees (Caruntu&Ditoiu ,2014) . There are different ways of defining the term training. It may be defined as a systematic development of the knowledge, skills and behavior required by employees to do adequately on confirmed task or job (Shaheen, Naqvi& Khan, 2013) or simply learning that is provided in order to improve performance on the present job (Amin et al., 2013). On the other hand Elnaga and Imra (2013) define employee training as programs that provide workers with information, new skills, or professional development opportunities. It can take place in numerous ways, on the job or off the job; in the organization or outside organization.

Regardless of the view, the term training draws elements of acquiring new knowledge to help manage both current and future situations . Training program refers to a structured

set of activities which are designed to enhance the knowledge and skills of the work force in a specific matter. It includes a series of learning experiences, such as workshops, practical sessions, assessments and evaluations, aimed at achieving specific learning objectives. A training program aims to cover various topics, from technical skills to soft skills, and can be delivered in different formats, such as in-person, online, or blended learning. Henry Fayol, a pioneering management theorist, emphasized the importance of training within the framework of his principles of management.

According to Henry Fayol's principles, employee training programs are integral for several reasons such as enhancing skills, organizational efficiency and employee development. Henry Fayol viewed employee training programs as a fundamental element of good management practice, crucial for enhancing individual performance, achieving organizational goals, and ensuring the smooth operation of the company. Training increases the productivity of employees and helps them to understand the goals and objectives of the organization which is achieved by changing the behavior of the staff in a positive way. Training is also described as a short term process where the staff are provided with the knowledge to meet the changes in the work environment. These methods yields benefits of training when the staff transfer learning to work (Wen & Lin, 2014)

Elnaga and Imra (2013) further argue that in order to prepare their workers to do their job as desired, organizations provides training so as to optimize their employee's potential. They note that most of the firms, by applying long term planning, invest in building new skills by their workforce, enabling them to cope with the uncertain conditions that they may face in future, thus, improving the employee performance through superior level of motivation and commitment and when employees recognizes their organization interest in them through offering training programs, they in turn apply their best efforts to achieve organizational goals and show high performance on the job. Hence training is therefore critical in achieving an elastic workforce which is motivated and committed (Amin et al., 2013).

Despite these positive outcomes of training, some scholars have argued differently. For example Brum (2007) while acknowledging that training has been used extensively by organizations as a competitive strategy, notes that there is significant varying debates among professionals and scholars as to the effect that training has on both employee and organizational goals. He posits that one school of thought argues that training leads to an increase in turnover while the other states that training is a tool that can lead to higher levels of employee retention but regardless of the school of thought, most professionals agree that employee training is a complex human resource practice that can significantly impact the success of the hospitality organization

1.2 PROBLEM STATEMENT

The importance of training in recent years has been heavily influenced by the intensification of competition and the relative success of organizations where investment in employee development is considerably emphasized (Sultana, Irum, Ahmed and Mehmood, 2012). Training is necessary to ensure an adequate supply of staff that is technically and socially competent and capable of career development into specialist departments or management positions. There is therefore a continual need for the process of staff development, and training fulfils an important part of this process (Sultana et al. 2012).

Despite the strong assumptions that workplace training influences employee outcomes that is their performance and outcome, there is a limited number of studies in field settings addressing these issues empirically (Dysvik and Kuvaas, 2008). These statements are supported by Burgard and Görlitz (2011) who argued that non-monetary returns to training are less often examined in the empirical literature. Similarly Agyemang and Ofei (2013) argue that despite employee engagement and employee commitment and their determinants received a great deal of attention in the last decade in academic circles, the concepts remain new with relatively little academic research conducted on them especially in Sub-Saharan Africa.

Furthermore most studies on the subject of training and how it impacts on employee and organizational performance are majorly confined to the developed world within the context of individual countries and organizations raising the question on whether their findings can be generalized to other sectors, countries and the developing world. The growth of hospitality industry has drawn many people to invest in hotels and restaurants leading to increase in the number of competitors in the market . However , many hotels recruit untrained individuals as their staff as they presume it's the cheapest and the fastest way to start a hotel business which leads to a downgrade of the services provided in such hotels (Robinwangdi ,2012) .

According to the study conducted to standardize the classification of hotels , it showed the need of training in fields such as food and beverage service and communication. There is a need to find out which training programs work out best for your staff to increase their performance. The study also reports that the training programs provided to the employees enhance the skills of the staff which later determines the standard of the establishment (Norbu & Chaisawat,2011) . The research intends to find out the effects of training programs on the job performance in star rated hotels in Nairobi .

Several studies on the hospitality industry reports about poor service quality which might be caused by either I availability of training programs to your employees or lack of understanding the training needs of your employees. The increase in international and

local tourists in Kenya , has led to the rise of many hotels in Kenya though many of them prefer to stay in international hotels and resorts . This leads to question the service quality of hotels compared to star rated hotels and resorts . The study intends to help understand the benefits and shortcomings of the employee training programs conducted in certain hotels and how it influences the job performance.

1.3 RESEACH QUESTIONS

The purpose of the study is to evaluate the effects of the training programs on the job performance in star rated hotels in Nairobi . The study will use both the management and staff perceptions to answer the following research questions:

1. How do employee training programs impact the performance of staff in star-rated hotels in Nairobi?
2. What types of training programs are perceived as most effective by employees and management in these hotels?
3. How do employees and management evaluate the success of training programs in enhancing job performance?
4. What challenges are encountered in implementing effective training programs in Nairobi's star-rated hotels?

1.4 CONCEPTUAL FRAMEWORK

The study on the effects of employee training programs on the job performance has been researched by several scholars . A model of transfer process developed by Baldwin and Ford (1988) was adopted by many researchers to measure the performance of the training programs. The researcher also adopted the conceptual framework of Baldwin and Ford (1988) to align with this study . It contains training factors affecting the transfer of training which includes ; training characteristics, training design and work environment which was used as independent variables influencing training programs. Job performance was used as dependent variable of the study .

1.3 OBJECTIVES OF THE STUDY

The objectives that will be achieved from the study will be :

- 1 .To assesses the impact of employee training programs on performance in star-rated hotels in Nairobi.
- 2 .To identify the most effective training programs in star -rated hotels in Nairobi.

3. To evaluate perceptions of training programs among employees and management.
4. To identify the relationship between training and job performance

1.4 SIGNIFICANCE OF THE STUDY

Both government and non government organization help hospitality industry with financial and professional manpower to provide required training. The results of the study are important for the following reasons:

- 1.This study aims to provide actionable insights into the effectiveness of training programs in Nairobi's star-rated hotels, helping hotel management refine their training practices to enhance employee performance and improve overall service quality.
- 2.The findings of the study can help identify factors affecting the effectiveness of training programs in hotels which will help human resource management.
3. The study will guide hotel management to design appropriate training programs according to the needs of their employees.
4. The study will provide a wide perspective on the importance of training programs to the employees and also the management which leads to improved job performance.

1.7 HYPOTHESIS

The study aims to investigate the following hypothesis:

- H1: Trainee characteristics significantly influences transfer performance .
- H2: Training characteristics significantly influences learning performance .
- H3: Training design significantly influences learning performance.
- H4: Work environment significantly influences learning performance.
- H5: work environment significantly influences transfer performance

1.8 SCOPE OF STUDY

The study researched on the effects of employee training on job performance . The study was guided by training methods, training evaluations , employee motivation and training effectiveness. The study was conducted in star rated hotels in Nairobi.

1.9 LIMITATIONS OF THE STUDY

The constraint that the researcher faced, the immense challenge of busy, limited hotel staff who hardly had time to answer the questionnaires. Due to busy schedules and longer working hours, it took quite a long time to fill the questionnaires. The researcher explained to the respondents the purpose of the study, sought their voluntary participation at their convenient time and questionnaire was in close ended format to save time of the employees.

The researcher experienced a hard time convincing the management of various hotels the intention and the purpose of the research as they feared being exposed negatively to the public and possible wrong use or disclosure of the information given by the employees. Employees were a bit hesitant in giving their honest opinions, they feared being victimized by their employers upon learning of their thoughts.

CHAPTER 2

2.0 LITERATURE REVIEW

This chapter presents a review of the literature on the topic of effects of training and relevance of training programs on employee job performance, a case study of star rated hotels in Nairobi. The chapter is structured on the basis of the research questions. The first section reviews literature on the effects of the training programs available. Sections of the effects of training programs on employee performance and the overall performance of the hotel.

2.1 IMPACTS OF TRAINING PROGRAMS ON EMPLOYEE AND JOB PERFORMANCE

2.1.1 Skill development

Training programs play a crucial role in the professional development of employees, particularly in the hospitality industry. One of the most significant impacts of these programs is skill development, a theme extensively discussed by Thompson(2009) . Skill development through training not only enhances individual performance but also contributes to the overall effectiveness of an organization. Thompson posits that skill development is vital for employees to meet the demands of their roles effectively.

Effective training programs provide employees with the specific skills required for their job functions, such as customer service, technical proficiency, and operational procedures. This targeted approach ensures that employees can handle their responsibilities competently, leading to improved job performance. When employees receive appropriate training, they become more proficient in their tasks. This proficiency translates into higher levels of productivity and efficiency. For instance, a front desk staff member trained in communication and problem-solving skills can address guest inquiries and issues more effectively, enhancing the overall guest experience. As employees grow in their roles, they contribute to a positive work environment and improve organizational outcomes.

Thompson also emphasizes the importance of continuous skill development in adapting to industry changes. The hospitality sector is dynamic, with evolving trends, technologies, and customer preferences. Regular training ensures that employees stay updated with the latest industry practices. For example, training on new reservation systems or service technologies helps staff remain competitive and capable of meeting contemporary guest needs.

Employees who feel competent in their roles are more likely to remain engaged and motivated, fostering a stable and effective workforce. Through targeted training

programs, employees enhance their capabilities, leading to improved job performance, adaptability, and confidence. In the competitive environment of star-rated hotels, investing in skill development is not just beneficial—it is essential for ensuring high-quality service and operational success. Organizations that prioritize training can create a skilled workforce that meets the evolving demands of the hospitality industry, ultimately contributing to guest satisfaction and business growth.

2.1.2 Improvement in service quality

In the hospitality industry, the quality of service provided to guests is paramount to success. Dube and Renaghan (2000) highlight the critical relationship between training and service quality, illustrating how well-designed training programs can lead to significant improvements in the guest experience. Dube and Renaghan argue that effective training directly correlates with improved service quality. When employees are adequately trained, they develop a deeper understanding of service standards, customer expectations, and operational procedures. This knowledge equips them to respond more effectively to guest needs, resulting in a more satisfactory experience. For instance, staff trained in customer service techniques are better prepared to handle inquiries, complaints, and special requests, ensuring that guests feel valued and appreciated. Consistency in service delivery is crucial in the hospitality industry, where guests expect a certain standard of service across all touch points.

Comprehensive training programs instill standardized procedures and practices among staff, reducing variability in service. This consistency not only enhances the guest experience but also reinforces the hotel's brand reputation, as guests can rely on a uniform level of service regardless of when or where they visit. Training empowers employees, which in turn positively affects service quality. When employees are trained, they gain confidence in their abilities to perform their roles effectively. Empowered employees are more likely to go above and beyond for guests, fostering a service-oriented culture. For example, staff who understand the importance of their role in creating memorable guest experiences are more inclined to take initiative, ensuring that guest needs are met proactively.

The relationship between training, service quality, and guest satisfaction is well-established. Dube and Renaghan emphasize that high-quality service leads to increased guest satisfaction, which is crucial for fostering customer loyalty. Satisfied guests are more likely to return and recommend the hotel to others, creating a positive feedback loop that benefits the organization. Training that focuses on customer interactions and service excellence ultimately translates into higher satisfaction ratings and repeat business. Training helps staff adapt to changing guest expectations and preferences. Ongoing training allows employees to stay current with industry trends, emerging technologies, and new service practices. For example, training programs that

incorporate guest feedback can help staff adjust their approach to meet evolving demands, ensuring that service quality remains high in the face of change

2.1.3 Employee motivation and retention

Training programs have an impact in enhancing employee motivation and retention, as highlighted by Noe (2010). Noe (2010) emphasizes that training significantly impacts employee motivation by fostering a sense of personal and professional growth. When employees engage in training programs, they acquire new skills and knowledge that enhance their capabilities. This process not only boosts their confidence but also instills a sense of achievement. Employees who feel competent in their roles are more likely to be motivated, as they recognize their contributions to the organization's success.

Organizations that prioritize employee development demonstrate a commitment to their workforce, which can increase motivation. When employees see that their employers invest in their growth, they are more likely to feel valued and engaged, leading to higher job satisfaction. Training programs also play a crucial role in enhancing job satisfaction, which is closely linked to employee retention. Noe argues that well-designed training initiatives provide employees with the tools they need to succeed, leading to greater job satisfaction. Satisfied employees are more likely to remain with the organization, reducing turnover rates. For instance, a hotel staff member who receives training in customer service is not only better equipped to meet guest expectations but also feels more fulfilled in their role.

Employees who perceive their organization as supportive and invested in their development are more likely to develop a sense of loyalty. This loyalty translates into a willingness to stay with the organization even in the face of external opportunities. As a result, companies that prioritize training can cultivate a stable and committed workforce. Noe highlights that training contributes to a positive work environment, which is essential for employee retention. Training programs often encourage teamwork and collaboration, helping to build strong interpersonal relationships among staff. A supportive and collaborative work environment fosters camaraderie, which can enhance employee motivation and job satisfaction.

Investing in training can also reduce turnover costs for organizations. High turnover rates can be detrimental, leading to increased recruitment and training expenses. Noe points out that organizations that provide ongoing training and development opportunities can significantly mitigate these costs. By retaining skilled employees, organizations not only save on recruitment expenses but also maintain a higher level of service quality and operational efficiency. By fostering a culture of learning and development, organizations can enhance employee satisfaction, commitment, and overall morale. The positive effects of training not only contribute to a motivated workforce but also lead to lower turnover rates, ultimately benefiting the organization's

bottom line. In a competitive landscape, investing in training is not merely an option but a necessity for cultivating a dedicated and skilled workforce.

2.1.4 Equipping employee with skills and knowledge

Training programs play a crucial role in fostering this adaptability, equipping employees with the necessary skills and knowledge to respond to changing market demands. Mutua (2020) emphasizes that effective training not only enhances employee performance but also prepares hotels to navigate industry shifts successfully. The hospitality sector is marked by rapid changes, driven by factors such as technological advancements, evolving guest preferences, and increasing emphasis on sustainability. For instance, the rise of online booking platforms and mobile applications has transformed how guests interact with hotels, necessitating staff that are proficient in these technologies.

Moreover, trends toward eco-friendliness require employees to understand sustainable practices and how to implement them in daily operations. Training programs are pivotal in ensuring that employees are well-informed and equipped to handle these trends. According to Mutua (2020), comprehensive training initiatives focus on continuous learning and skill development, enabling staff to adapt to new systems and processes. For example, a hotel that invests in training its staff on the latest digital tools will have employees who can efficiently manage bookings and enhance the guest experience. One of the most significant areas where training impacts adaptability is in technological proficiency. As hotels incorporate advanced technologies, such as property management systems and customer relationship management tools, employees must be trained to utilize these tools effectively. Mutua (2020) notes that when staff are confident in their technical skills, they can leverage technology to streamline operations, improve service delivery, and respond to guest inquiries promptly. This adaptability not only enhances operational efficiency but also leads to higher guest satisfaction.

Training also fosters a culture of innovation within hotels. When employees are encouraged to engage in continuous learning, they are more likely to propose new ideas and solutions that align with emerging trends. Mutua (2020) highlights that hotels that prioritize training create an environment where staff feel empowered to contribute to the organization's growth. This proactive approach enables hotels to adapt quickly to market changes and stay ahead of competitors. Training programs significantly enhance adaptability to industry trends in star-rated hotels.

By equipping employees with the skills needed to navigate technological advancements and evolving guest preferences, these programs ensure that hotels remain competitive in a dynamic market. As Mutua (2020) illustrates, the relationship between training and adaptability is vital for success in the hospitality industry. Investing in employee development not only prepares hotels for current trends but also positions

them to embrace future changes, ultimately leading to sustained growth and improved guest experiences.

2.1.5 Fostering career development

Training programs in the hospitality industry play a critical role in fostering career development among employees. According to Ruel et al. (2007), such training initiatives are not merely beneficial for immediate job performance; they also serve as a foundation for long-term career growth and satisfaction. Ruel et al. highlight that when employees are equipped with the latest industry knowledge and competencies, they become more confident in their roles. This confidence is essential in the hospitality sector, where customer service is paramount. By developing skills relevant to their positions, employees are better prepared to handle challenges and exceed guest expectations. As a result, they are more likely to seek advancement opportunities within the organization.

Furthermore, training programs contribute significantly to career development by providing clear pathways for progression. When hotels invest in employee training, they demonstrate a commitment to their workforce's professional growth. This investment fosters a culture of development, encouraging employees to aspire to higher positions. Ruel et al. argue that employees who perceive a clear trajectory for advancement are more likely to stay with their employer, reducing turnover rates. This retention is crucial in an industry characterized by high employee turnover. Training programs enhance job satisfaction, which is directly linked to career development. Employees who receive ongoing training and development opportunities often report higher levels of job satisfaction. This satisfaction stems from feeling valued and supported in their roles. Ruel et al. note that when employees feel invested in, they are more likely to be engaged and motivated, further enhancing their performance and commitment to the organization. This positive cycle benefits both the employee and the hotel, as satisfied employees are more likely to deliver exceptional service, leading to improved customer experiences.

Training programs can help employees develop transferable skills that are valuable beyond their current roles. Skills such as leadership, communication, and problem-solving are essential in various positions within the hospitality industry. By offering training that focuses on these areas, hotels prepare their employees for future roles, both within the organization and in the broader job market. Ruel et al. emphasize that this holistic approach to training not only benefits individual career trajectories but also strengthens the overall talent pool within the hospitality sector. By enhancing skills, providing clear pathways for advancement, and fostering job satisfaction, training initiatives create a motivated and capable workforce. This focus on employee

development not only reduces turnover but also contributes to a culture of excellence within the hospitality sector, ultimately benefiting both employees and organizations alike. As the industry continues to evolve, the importance of investing in training as a means of supporting career development will remain paramount.

2.1.6 Enhancing job performance

Training programs are essential for enhancing job performance, particularly in dynamic industries such as hospitality. Thompson (2004) underscores the significant relationship between structured training initiatives and improved employee performance. One of the most direct impacts of training is the enhancement of specific skills required for various roles within the organization. Thompson (2004) emphasizes that effective training equips employees with the technical knowledge and competencies necessary to excel in their positions. For instance, in the hospitality industry, training in customer service, communication, and operational procedures ensures that staff can meet and exceed guest expectations.

When employees are proficient in their roles, they can perform tasks more efficiently and effectively, leading to higher productivity and better service quality. Training programs can significantly boost employee motivation and engagement. Thompson (2004) notes that when employees participate in training often feel valued and recognized by their employers. This sense of appreciation can enhance their commitment to the organization and encourage them to put forth their best effort. Motivated employees are more likely to take initiative, collaborate with colleagues, and contribute positively to the workplace culture. As a result, improved motivation translates into enhanced job performance, as employees are driven to achieve both personal and organizational goals.

In addition to skill enhancement and motivation, training fosters a culture of continuous improvement within organizations. Thompson (2004) argues that training not only addresses immediate needs but also prepares employees for future challenges. By promoting a mindset of learning and development, organizations encourage employees to seek out opportunities for growth and improvement. This proactive approach to professional development leads to ongoing enhancements in job performance, as employees continually refine their skills and adapt to changing demands. Training programs can help organizations standardize practices and procedures, contributing to consistency in performance.

When employees receive the same training, they are better equipped to deliver uniform service, which is especially important in industries where customer experience is paramount. Thompson (2004) highlights that consistent training leads to consistent outcomes, enhancing overall service quality and organizational reputation. This uniformity not only improves job performance but also builds customer trust and loyalty.

Training programs play a critical role in improving job performance, as articulated by Thompson (2004). By enhancing skills, increasing motivation, and fostering a culture of continuous improvement, training initiatives create a more competent and engaged workforce. The ripple effects of improved job performance extend beyond individual employees, benefiting the organization as a whole through enhanced service quality and operational efficiency. As industries evolve, the commitment to ongoing training will remain a cornerstone of organizational success and employee development.

2.2.0 TRAINING METHODS

According to Geer (2017), there are various methods of training aiming to upgrade employee skills and knowledge. Many training techniques are created almost every year due to the rapid development in technology. Deciding among methods usually depends on the type of training method to be used depends on the intended target participants, the trainees selected, and the aims and objectives of the training programs. Training is a situational process that is meant to impact knowledge and skills to the participants, that is why there is a change in training program according to the targeted group .While some objectives could possibly be easily achieved through one method, other objectives could necessitate additional methods or a series of training programs.

Many training programs have learning objective in more than one area. When they do, they need to combine several training methods into an integrated whole to be able to achieve the set objectives. Training programs are basically categorized into two that is on the job training and off the job training (Sultan et al., 2012). According to Sultan et al. (2012), employees who undergo on the job training are said to be more committed and better performers as compared to their colleagues who undergo off the job training. On the other hand, Ahmed and Bakar (2003) discovered that training plays avital role in improving organizational commitment.

Benson (2006) revealed that on the-job training is the way through which employee skills are developed and abilities sharpened and consequently contributes in the commitment and acts as an influencing factor at work. Thus; either on the job or off the job, learning methods can effectively be used to change employee attitudes, though they do so through different means. The decision about what approach to take to training depends on several factors that include; the amount of funding available for training, specificity and complexity of the knowledge and skills needed, timeliness of training needed, and the capacity and motivation of the learner. According to Woods(2015) for a training method to be effective it should; motivate the trainee to improve his or her knowledge, skills and performance , clearly demonstrate desired skills , provide an opportunity for active participation , provide an opportunity to practice ,provide timely feedback on the trainee's performance ,provide some means for reinforcement while the trainee learns and be structured from simple to complex tasks

and it should be adaptable to specific problems, encourage positive transfer from training to the job .

2.2.1 TYPES OF TRAINING METHODS

Training method should contain clear objectives, training needs, effective training assessments and good method to acquire feedback. Training needs assessments helps in guiding both trainers and trainees to develop the goals and what need to be achieved during and after the training sessions. The training needs assessments helps to make sure the training programs is effective and the skills learned are applicable in real life situation (Horng &Lin, 2013). One of the effective ways to enhance job performance, knowledge and skills of the staff is through well-organized training and development programs (Tabassi &Bakar, 2009). A well developed and organized training program helps employees to become more skilled and motivated and as a result of it, they perform better in their work leading to guest satisfaction (Martinez, 2012). One of the reasons of training of employees is to learn necessary skills, behavior and knowledge and to use them at work. Dhar, 2015 suggests that employees gain higher level of job satisfaction if given the opportunity to learn through training. Hotel's investment in effective training programs for the employees influences the employees' attitude towards their work. Training program is broadly categorized into two groups that is on the job and off the job methods.

2.2. ON THE TRAINING METHODS

The purpose of the on-the-job training session is to provide employee with task-specific knowledge and skills in work area. The knowledge and skills presented during on-the-job are directly related to job requirements. These may include job instruction technique, job rotation, coaching and apprenticeship training.

2.2.1.1 JOB ROTATION

Job rotation is an on-the-job training method where employees are systematically moved between different roles or tasks within an organization. This practice helps them gain a broader understanding of the business and develop a diverse skill and knowledge base. The process of on job training includes the following steps; assessment, planning, training and evaluation

2.2.1. 2MENTORSHIP

Mentorship is an on-the-job training method in which a less experienced employee (mentee) is paired with a more experienced employee (mentor) who provides guidance, support, and knowledge. It is a powerful on-the-job training method that fosters personal and professional development. By leveraging the knowledge and experience of seasoned employees, organizations can enhance the skills of their workforce while nurturing future leaders.

2.2.1.3 APPRENTICESHIP

Apprenticeship is a structured training program that combines hands-on work experience with classroom instruction, typically used in skilled trades and professions. It allows individuals (apprentices) to learn a trade under the supervision of experienced professionals (journeypersons). Apprenticeship is a highly effective on-the-job training method that combines practical experience with educational instruction. It prepares individuals for successful careers while helping to develop a skilled workforce that meets industry demands.

2.2.1.4 CROSS TRAINING

Cross-training is an effective form of on-the-job training (OJT) that involves training employees to perform multiple roles or tasks within an organization.

2.2.1.5 COACHING

Coaching as a form of on-the-job training (OJT) is a dynamic process where a more experienced employee (the coach) helps another employee (the coachee) improve their skills and performance in real work scenarios.

2.2.2 OFF JOB TRAINING METHODS

This is the training which takes place outside the workplace. The trainees take part in training seminars or organized conferences outside the hotel or out of the country. Off-the-job training is usually designed to meet the shared learning needs of a group rather than a particular individual's needs. Lectures, computer-based training, games and simulations are the common forms of off-the-job training methods. These training methods are also known as cognitive methods, provide verbal or written information, demonstrate relationships among concepts, or provide the rules for how to do something (Thatcher, 2016)

2.2.2.1 SEMINARS

Seminars are a valuable off-the-job training method that involves structured, interactive presentations focused on specific topics.

Types of Seminars

1. Workshops: Hands-on sessions that emphasize practical skills.
2. Panel Discussions: Featuring multiple experts discussing various perspectives on a topic.
3. Webinars: Online seminars that allow remote participation and often include multimedia elements.

2.2.2.2 E- LEARNING

E-learning is a flexible and accessible off-the-job training method that utilizes digital platforms for education and skill development. Here are some key aspects:

2.2.2.3 CASE STUDIES

Case studies are an effective form of off-the-job training that involves in-depth analysis of real-life scenarios or situations within a specific context. Here's an overview of their use and benefits:

2.3 EVALUATING TRAINING SUCCESS IN HOTELS

In the highly competitive hospitality industry, the effectiveness of training programs is crucial for improving service quality and operational efficiency. Hotels increasingly recognize that well-designed training not only equips employees with essential skills but also significantly impacts guest satisfaction and profitability. One of the most effective ways to evaluate the success of these training programs is through performance metrics. This essay explores how performance metrics serve as a vital tool for assessing the effectiveness of training initiatives in hotels.

Performance metrics are quantifiable measures that provide insights into the efficiency and effectiveness of operations. In the context of hotels, these metrics can include a range of indicators such as customer satisfaction scores, employee productivity rates, revenue per available room (RevPAR), and employee turnover rates (Baker & McMahon, 2021). By establishing baseline measurements prior to training, hotels can track improvements post-training, offering a clear picture of the training's impact.

A primary objective of training programs in hotels is to enhance customer service. Metrics such as guest satisfaction scores, Net Promoter Score (NPS), and online review ratings serve as direct indicators of service quality (Kwortnik & Thompson, 2009). For example, if a hotel implements a training program focused on customer engagement, a subsequent increase in positive guest feedback can be directly correlated to the training efforts. Monitoring these metrics over time allows management to assess not only the immediate effects of training but also its long-term benefits on customer loyalty and brand reputation (Tuzunkan, 2019).

Another crucial aspect of evaluating training success is the impact on employee productivity. Metrics such as the average time taken to complete specific tasks, the volume of work produced, or the efficiency of service delivery can illustrate improvements following training. For instance, after a program focused on improving

front desk operations, hotels may notice a reduction in check-in times and an increase in the number of guests served per hour (Morrison & O'Neill, 2005). By analyzing these productivity metrics, management can gauge how well employees are applying their newly acquired skills in their daily operations.

2.3.1 METHODS OF EVALUATING TRAINING SUCCESS

2.3.1.1 Retention rates

Employee retention is a critical metric in the hospitality industry, directly influencing operational efficiency, customer satisfaction, and overall profitability. In their 2016 study, Huang et al. explore the significance of training and development as a mediator in the relationship between high-performance work systems and employee outcomes, particularly focusing on retention rates. Training in the hospitality sector is vital due to the industry's reliance on skilled and motivated personnel to deliver high-quality service. The nature of hotel operations demands that employees not only possess technical skills but also exhibit strong interpersonal skills to enhance guest experiences.

Huang et al. (2016) argue that effective training programs contribute to higher employee engagement and job satisfaction, which are essential for retaining talent. Huang et al. emphasize that well-structured training initiatives create a sense of value among employees, leading to increased commitment to the organization. When employees recognize that their employer invests in their professional growth, they are more likely to develop a strong emotional attachment to the company. This commitment significantly reduces turnover rates, which is particularly crucial in the hospitality sector, where high turnover can lead to increased recruitment and training costs.

Retention rates serve as a tangible indicator of training success for several reasons. They provide quantitative data that can be easily tracked over time, allowing hotel management to assess the effectiveness of their training programs. A decline in turnover rates following the implementation of training initiatives suggests that such programs are positively influencing employee engagement and satisfaction. Retention rates can highlight potential areas for improvement in training. If turnover remains high despite ongoing training efforts, it may indicate that the training is not addressing employees' needs or that other factors, such as workplace culture or compensation, are contributing to dissatisfaction. Thus, retention rates not only measure the success of training programs but also provide insights into broader organizational issues that need attention.

Effective training not only enhances employee skills but also fosters a sense of loyalty and commitment, reducing turnover and its associated costs. As the hospitality industry continues to evolve, hotels must prioritize robust training programs to ensure employee satisfaction and retention, ultimately leading to improved service quality and operational

success. By utilizing retention rates as a key performance indicator, hotel management can continuously refine their training strategies, ensuring a skilled and dedicated workforce that enhances the overall guest experience.

2.3.1.2 Pre and post training assessments

One of the most reliable methods for evaluating the success of these training initiatives is through pre- and post-training assessments. This approach allows hotels to measure the effectiveness of their training efforts systematically and quantitatively. Pre-training assessments are conducted before employees undergo any training program. They typically include tests, surveys, or evaluations designed to gauge employees' existing skills, knowledge, and competencies related to their job roles. These assessments establish a baseline against which future performance can be measured.

Post-training assessments are administered after the completion of the training program, aiming to measure any improvements in knowledge, skills, and overall job performance. According to Morrison (2002), these assessments are critical in identifying specific training needs and tailoring programs to address skill gaps within the workforce. This ensures that training is relevant and aligned with both employee and organizational goals. The Implementation of pre- and post-training assessments in hotels signifies a commitment to ongoing employee development and service excellence.

Effective evaluation of training programs not only enhances employee performance but also contributes to improved guest satisfaction, which is vital in the hospitality industry. As hotels aim to differentiate themselves in a crowded market, understanding the direct impact of training on performance becomes increasingly important. Moreover, the insights gained from these assessments can inform broader human resource strategies, including recruitment, retention, and employee engagement initiatives. As Phillips (2005) notes, organizations that actively measure training outcomes are better positioned to adapt their strategies to meet the evolving demands of the hospitality industry.

2.3.1.3 360 degree feedback

One of the most comprehensive methods for evaluating the success of these training initiatives is the 360-degree feedback system. This approach gathers performance feedback from a variety of sources, including supervisors, peers, subordinates, and even customers, providing a well-rounded view of an employee's skills and behaviors post-training. 360-degree feedback is a multi-source assessment tool that collects input from various stakeholders about an employee's performance and behavior. This feedback typically encompasses self-assessments and evaluations from supervisors, colleagues, and subordinates, allowing for a holistic view of an individual's competencies (Kumar & Prakash, 2018).

Implementing a 360-degree feedback system involves several key steps. First, organizations must clearly define the competencies and behaviors that the feedback will assess, ensuring they align with the training objectives. Next, a structured survey is developed, encompassing quantitative ratings and qualitative comments to gather comprehensive feedback. After the data is collected, it is analyzed and summarized into feedback reports, which are then shared with the employees. Follow-up discussions, typically facilitated by HR or training managers, help interpret the feedback and create action plans for further development.

According to Smither et al. (2005), effective debriefing is crucial in translating feedback into actionable steps, enhancing the overall training evaluation process. The implementation of 360-degree feedback as a method of evaluating training programs has profound implications for organizations. By utilizing this comprehensive feedback tool, companies can gain deeper insights into the effectiveness of their training initiatives, fostering a culture of continuous improvement and adaptability.

This method not only enhances employee development but also supports organizational goals by ensuring that training aligns with desired competencies. Furthermore, the feedback collected can serve as a benchmark for future training programs, allowing organizations to measure progress over time and adjust strategies as needed. This data-driven approach can enhance the overall effectiveness of training investments, making 360-degree feedback an invaluable tool in the evaluation process.

2.3.1.4 Return on investment

It is a financial metric that assesses the value generated from training relative to its costs, providing a clear picture of its impact on organizational performance. Return on investment is a financial performance metric that compares the gains or benefits from an investment relative to its costs. In the context of training programs, ROI measures the monetary benefits derived from enhanced employee performance against the costs incurred in delivering the training. Phillips (2005) emphasizes that calculating ROI involves identifying both direct and indirect benefits, such as increased productivity, improved guest satisfaction, and reduced turnover costs.

$$\text{ROI} = \text{Net benefits} / \text{Total training costs} \times 100$$

Where net benefits is calculated as the total benefits minus the training costs. This straightforward formula allows hotel management to quantify the financial impact of their training investments.

Calculating ROI involves several key steps. First, organizations must define the objectives of the training program and identify relevant performance metrics that align with these objectives. Next, data on pre-training performance levels are collected to establish a baseline for comparison. Following the training, organizations gather data on

post-training performance and calculate the financial benefits resulting from the training initiatives. It is essential to consider both tangible benefits, such as increased sales and reduced costs, and intangible benefits, such as enhanced employee morale and customer loyalty.

According to Phillips (1996), organizations should use a mix of qualitative and quantitative data to present a comprehensive view of training effectiveness. Finally, return on investment is applied to determine the financial return on the training investment. The use of ROI as a method of evaluating training program success has significant implications for the hospitality industry. In an environment characterized by rapid changes and heightened competition, demonstrating the financial impact of training can lead to a more strategic approach to employee development.

Hotels that effectively leverage return on investment data can make informed decisions that enhance service quality, improve operational efficiency, and ultimately increase customer satisfaction. Moreover, as the industry faces challenges such as high turnover rates and evolving customer expectations, investing in effective training programs becomes increasingly vital. By utilizing ROI to assess the success of these programs, hotels can ensure they are not only meeting current needs but also preparing their workforce for future challenges.

2.4 TRAINING EFFECTIVENESS

In a research conducted by Patrick W. Wright in 2001, he defines training effectiveness through several key dimensions. Wright emphasizes that training effectiveness is reflected in improvements in employee job performance. Effective training programs enhance employees' skills and competencies, leading to better performance in their roles. Wright highlights the importance of aligning training programs with organizational objectives and job requirements. Training is considered effective when it directly contributes to achieving organizational goals and meets specific performance needs. He also points out that the effectiveness of training depends on the design and delivery of the training program. Effective training programs are well-structured, relevant, and engaging, which facilitates better learning and application of skills. Wright argues that training effectiveness is also determined by how well employees can apply the skills learned in training to their actual job tasks. Organizational support and follow-up are crucial for ensuring that training translates into improved job performance.

It is the process of evaluating the training that was carried out through an organized procedure of collecting information to check if the training was successful (Farhad, 2012). Effectiveness is the most important outcome of training and development in

hotels, delivering the skills and knowledge to the staff to enable smooth running of activities. In identifying the effectiveness of a training program, training evaluation is an essential part of analyzing, designing, developing and implementing training program effectively. In evaluating training effectiveness, it helps to find the weak spot which requires further development to achieve the objectives that were to be achieved from the training.

Training effectiveness can be theorized as the training achievement and transfer of learning which also indicates its effectiveness through the change of employee behavior and attitude towards work (Farajad, 2012). One of the reasons for carrying out assessment on training is to find a technique for measuring and reporting training outcome, which assists to improve the training programs. Some of the studies done on training effectiveness show focus on accessing trainee reactions and the degree of learning from the training program. The staff attitude towards the training programs is called reaction of training while improvement in knowledge, skills and attitude is known as degree of learning. (Lim & Nam, 2007). When a training program is effective, the staff are able to utilize the knowledge and skills they learnt which will increase the productivity and performance of both the individual and organization.

In his 1994 study, Edwin S. Bartel, defines training effectiveness by its ability to enhance employee job performance. He provides evidence suggesting that training improves employees' skills and capabilities, which translates into better performance in their role. He measures training effectiveness through its influence on wage growth. He finds that employees who receive more training tend to experience faster wage increases, indicating that training not only improves performance but also enhances career advancement opportunities. Bartel's research emphasizes that the effectiveness of training can be evaluated by examining both direct improvements in job performance and the broader economic benefits such as increased wages. This approach highlights the practical and measurable outcomes of effective training programs.

2.4.1 Factors influencing effectiveness of training

Staff motivation

Motivation is the willingness, direction and consistency to learn. It is also the willingness of the trainee or staff to learn and apply the knowledge and skills acquired during the training. According to Lim, Nam & Lee (2007) they define motivation as to what extent the learner is keen to work hard to increase their performance on training and job or their interest to learn the content of training. Motivation of an individual is a crucial aspect during training which can lead to achieve a low or high training effectiveness. A low training motivation can lead to the staff not getting the benefits of training though

they underwent the training programs. Motivation of the staff impacts the enthusiasm to undertake the training and to give full participation towards training and to apply the knowledge and skills at work (Wen&Lin, 2014). A study carried out by Mathieu and Salas (1992) and Lee and Nam (2007), found that training with higher motivation has a higher degree of learning and can achieve a higher transfer of skills and knowledge to their job result to higher job performance.

H1- Trainee motivation significantly influences trainee performance

H2- Trainee motivation significantly influences transfer performance

Trainee characteristics

Characteristics of staff differ according to their attributes and behaviors. Every organization feels important when they see that the knowledge and skills that they taught during training are applied at work (Nazli&Abdullah ,2015) .The effectiveness of training is the reaction of the staff getting the training. Staff with optimistic behavior and more willingness to undertake the training are the ones who practice whatever they were taught during the training (Lim &Nowell, 2015) . Some of the trainee characteristics that affect the training effectiveness are self-efficacy, motivation and self-confidence.

H1 – Trainee characteristics significantly influences learning performance

H2 – Trainee characteristics significantly influences transfer performance.

Self-efficacy

According to Burke and Hutchins (2006), self-efficacy is the belief of an individual in their ability to perform a particular assignment. It is also defined as the trainee belief that the trainee fulfills the training requirements and learns the training contents. Several studies found out that self-efficacy have a positive relationship with learning and transfer performance as the ability to absorb knowledge during training influences the transfer process. The performance of service system depends on the self-efficacy of the employee. For example, an employee with good talent, capability and willingness to solve a problem seems to give more satisfaction to the guest. Improvement in job performance depends on advanced training programs an employee's with good attitude towards training. Employees with high self-efficacy believe in their ability to increase their performance as they transfer knowledgeable and skills to work.

H1-2 staff self-efficacy influences learning performance

H2-2 staff self-efficacy influences transfer performance

Training design

Training design refers to the process of creating structured programs or sessions aimed at enhancing the skills, knowledge, and abilities of individuals or groups. It plays an important role in the learning and retention of the staff. One of the motives of training is to increase their job performance and profitability. The success of a training program relies on the training design that is the method designed to be used during training and if the training understands the need of the staff. Training design should focus on fulfilling the goals and objectives that were set to be achieved after the program. Training helps both the staff and management to bring out an added value to the hotel by using the skills they acquired during training (Waris, 2014). The training programs for employees should provide required information, acquisition of new skills and abilities to help in professional development of employees in achieving organizational goals and objectives (Hanaysha J, 2016). Researchers in hospitality mentioned that training should be more educative in teaching, use innovative methods and make good use of technology to make it more efficient. They won't be significant benefits of training such as high quality of knowledge and skills, unless the training programs are made appropriate according to the needs of the organization and a good method of delivering the ideas (Sparks & McColl Kennedy, 2009).

H3: Training design significantly influences learning performance.

Trainer's characteristics

According to Broad and Newstrom (1992), they define trainer as a professional instructor in developing human resource, either from within or outside the organization, which examines the obstacles hindering the performance of trainee and assists training programs in many ways. The achievement of a trainer can be regarded as degree to which the staff support and emphasize the use of training in the work place. Scholars suggest that the support from supervisor or the management helps the trainee to apply the knowledge from training (Raquel Velada, 2007). Trainer's qualifications and experience is important to ensure that the training programs have a high quality. A trainer must have the required skills and knowledge relevant to the hotel to make training more effective.

H3-1 : Trainer's characteristics significantly influences learning performance.

Training content

According to Noe (1980), training content refers to the specific material and information that are delivered during a training program. This includes the knowledge, skills, and competencies that the training is designed to impart to the participants. The content should be relevant to the goals of the training and the needs of the learners, ensuring that it effectively addresses the gaps and requirements identified. The quality and effectiveness of the training largely depend on how well the content aligns with the

desired learning outcomes and the practical application of the skills being taught. Training content should be reviewed to find out whether it is related to the work of the staff. Training programs should include important materials, objectives and suitable environment to ensure the effectiveness of the training.

H3-2: Training content significantly influences learning performance.

Work environment

A conducive and favorable working environment is important to ensure that training programs are carried out effectively. According to Cheng and Hampson (2009), they mentioned that support from management helps the staff to get benefits of training. Support from peers and management should be given consistently, should encourage the staff and motivate the employees to increase effectiveness of training which results in gaining a successful outcome from it. Through the supervisor showing support, it boosts the employee's interest to perform better which leads to transfer of learning hence positive effect on job performance and training effectiveness. According to Noe (1986), he insisted that communication and sharing of knowledge between management and employees has a positive influence on job performance. A work environment should be supportive and encouraging towards their employees to maximize training effectiveness and the staff should be able to use knowledge and skills acquired from training to their job .

H4: Work environment significantly influences learning performance

H5: Work environment significantly influences transfer performance

Support

According to Noorizan (2016) "support" is defined as assistance or help provided to individuals in various contexts, such as educational or organizational settings. Noorizan emphasizes that support can come in multiple forms, including emotional, informational, and practical help, and is crucial for facilitating individuals' success and well-being. The specific type of support can vary depending on the needs and circumstances of the individuals involved. The support given by supervisor and peers has a big impact in learning and transfer performance of employees. Support and encouragement from managers assists employees to transfer the skills learnt to real life. Moral support among the staff plays a vital role in encouraging the employees to work harder and also it improves their cooperation which provides positive results of training like improved work performance and staff motivation. The motivation provided by the hotels , increases the enthusiasm of workers to apply knowledge and skills in their performance and there is increased employee commitment.

H4-1: Support from work environment significantly influences learning performance

H5-2 : Support from work environment significantly influences transfer performance

Continuous learning culture

According to Kavanagh (1996), a continuous learning culture is one where ongoing education and development are integral to the organization's environment and practices. In such a culture, learning is not seen as a one-time event but as an ongoing process. This involves fostering an environment where employees are encouraged to continually update their skills, seek new knowledge, and apply what they learn to improve their performance and adapt to changing circumstances. The emphasis is on creating a supportive atmosphere that values and facilitates lifelong learning as a key component of organizational success. Raquel Velada (2007) mentioned that continuous learning culture in an organization is essential part of transferring the skills and knowledge to the work place.

H4-2: Continuous learning culture significantly influences learning performance

H5-2: Continuous learning culture significantly influences transfer performance .

2 .5 CHALLENGES ENCOUNTERED IN IMPLEMENTING EFFECTIVE TRAINING PROGRAMS

2.5.1 Resource constraints

Resource constraints present a significant challenge, hindering the development and execution of these essential initiatives. Resource constraints can be in different forms such as financial limitations, insufficient human resources, and limited time for training.

2.5.1.1 Financial limitations

One of the most pressing resource constraints in Nairobi's hotels is financial limitation. Many establishments operate under tight budgets, which can restrict their ability to allocate sufficient funds for training programs. According to a report by the Kenya Association of Hotelkeepers and Caterers (2021), many hotels struggle to balance operational costs with investments in staff development. Limited budgets often lead to the prioritization of immediate operational needs over long-term training initiatives, which can result in a workforce that lacks essential skills and knowledge (Njoroge, 2020). This short-term focus can have detrimental effects on service quality, ultimately impacting guest satisfaction and loyalty.

2.5.1.2 Lack of qualified trainers

Another aspect of resource constraints is the lack of qualified trainers and human resources dedicated to the training process. Many hotels in Nairobi may not have access to experienced training professionals who understand the nuances of the hospitality industry. The lack of skilled trainers can lead to poorly designed programs that fail to engage staff or meet their learning needs. As noted by Mburu (2019), the absence of tailored training solutions can result in a workforce that is inadequately prepared to handle the demands of their roles, thereby diminishing overall service quality.

2.5.1.3 Time constraints

Time constraints also play a critical role in the effectiveness of training programs. The high-paced nature of the hospitality industry often means that employees have limited time to dedicate to training sessions. According to research by the International Journal of Hospitality Management (2022), staff members frequently prioritize immediate operational tasks over training opportunities, which can lead to incomplete learning and skill gaps. The challenge of integrating training into an already busy schedule complicates the process of fostering a culture of continuous learning within hotels.

Solution

To address these resource constraints, hotels can adopt several strategies. Firstly, developing in-house training programs that utilize existing staff with expertise can reduce costs and foster a sense of ownership among employees. Additionally, leveraging technology for e-learning can provide a cost-effective alternative to traditional training methods, allowing for flexible learning schedules that accommodate busy staff (Oduor, 2020). Furthermore, partnerships with local educational institutions can facilitate access to training resources at a lower cost, enhancing the overall effectiveness of staff development initiatives.

2.5.2 Resistance to Change

Resistance to change emerges as a significant challenge that can hinder implementation of training programs. Resistance to change refers to the reluctance of individuals or groups to accept new ideas, processes, or behaviors. In the context of hotel training programs, this resistance can manifest in various forms, including apathy, skepticism, or outright opposition (Kotter, 1996). Understanding this phenomenon is crucial for hotel managers and training coordinators, as it directly influences the effectiveness of their training initiatives.

Several factors contribute to resistance to change among hotel staff in Nairobi. Firstly, fear of the unknown is a predominant cause. Employees may worry that new training will expose gaps in their skills or lead to job insecurity. According to Schein (1996),

individuals often prefer the status quo over potential uncertainty, leading to defensive behavior against new training methodologies.

Secondly, cultural dynamics play a significant role in resistance. Nairobi's diverse workforce, comprising various ethnicities and educational backgrounds, can create differing perceptions of training value. As noted by Hofstede (2001), cultural dimensions such as individualism versus collectivism can affect how employees respond to changes in organizational practices.

Moreover, poor communication about the benefits and objectives of the training can exacerbate resistance. If employees do not understand how training aligns with their personal growth or the hotel's goals, they may dismiss it as unnecessary (Kotter & Schlesinger, 2008). Clear, transparent communication is essential to mitigate these concerns and foster a more receptive environment.

Solution

To address resistance to change, hotel management can adopt several strategies. Firstly, involving employees in the planning and implementation of training programs can enhance buy-in. Participation fosters a sense of ownership and can alleviate fears related to the changes being introduced (Armenakis et al., 1993).

Additionally, providing clear benefits and rationale for the training is essential. Demonstrating how new skills can enhance their roles and improve guest experiences can help shift perceptions. Regular feedback sessions and open communication channels also allow employees to voice concerns and feel heard, reducing resistance.

Lastly, investing in ongoing support and reinforcement of training can facilitate smoother transitions. Continuous learning opportunities and mentorship can help employees integrate new skills into their daily work, thereby fostering a culture of growth and adaptability.

2.5.3 Technology adoption

Technology adoption challenges refer to the barriers that organizations face when integrating new technologies into their operations. In the context of training programs, these challenges can hinder the effective delivery and engagement of employees. According to the Technology Acceptance Model (Davis, 1989), factors such as perceived usefulness and ease of use significantly influence whether employees embrace new technologies.

Several barriers complicate the integration of technology in training programs within Nairobi's star-rated hotels. First, infrastructure limitations are prevalent. Many hotels may lack the necessary technological infrastructure, such as reliable internet access

and modern hardware, which are crucial for implementing e-learning platforms or virtual training sessions (Okello et al., 2020). This limitation can restrict the types of training programs that can be offered, particularly those that rely on digital resources.

Second, staff resistance to new technologies can pose a substantial hurdle. Employees who are unfamiliar with technology or who have had negative past experiences with digital training may exhibit reluctance to engage with new systems. Research by Venkatesh et al. (2003) highlights that perceived ease of use and self-efficacy significantly affect user acceptance of new technologies. If employees feel intimidated by technology, their willingness to participate in training diminishes.

Moreover, cost considerations are significant in the hospitality sector. Implementing advanced training technologies often requires substantial financial investment, which may not be feasible for all hotels, especially smaller establishments (Mok et al., 2013). The initial costs for software, hardware, and training the trainers can deter hotels from pursuing modern training solutions.

Solution

To effectively implement technology-driven training programs, hotel management must adopt strategies to overcome these challenges. First, investing in robust infrastructure is critical. Hotels should assess their technological needs and work towards upgrading systems that support e-learning and other digital training methods. Collaborating with technology providers can also facilitate better solutions tailored to the specific needs of the hotel industry.

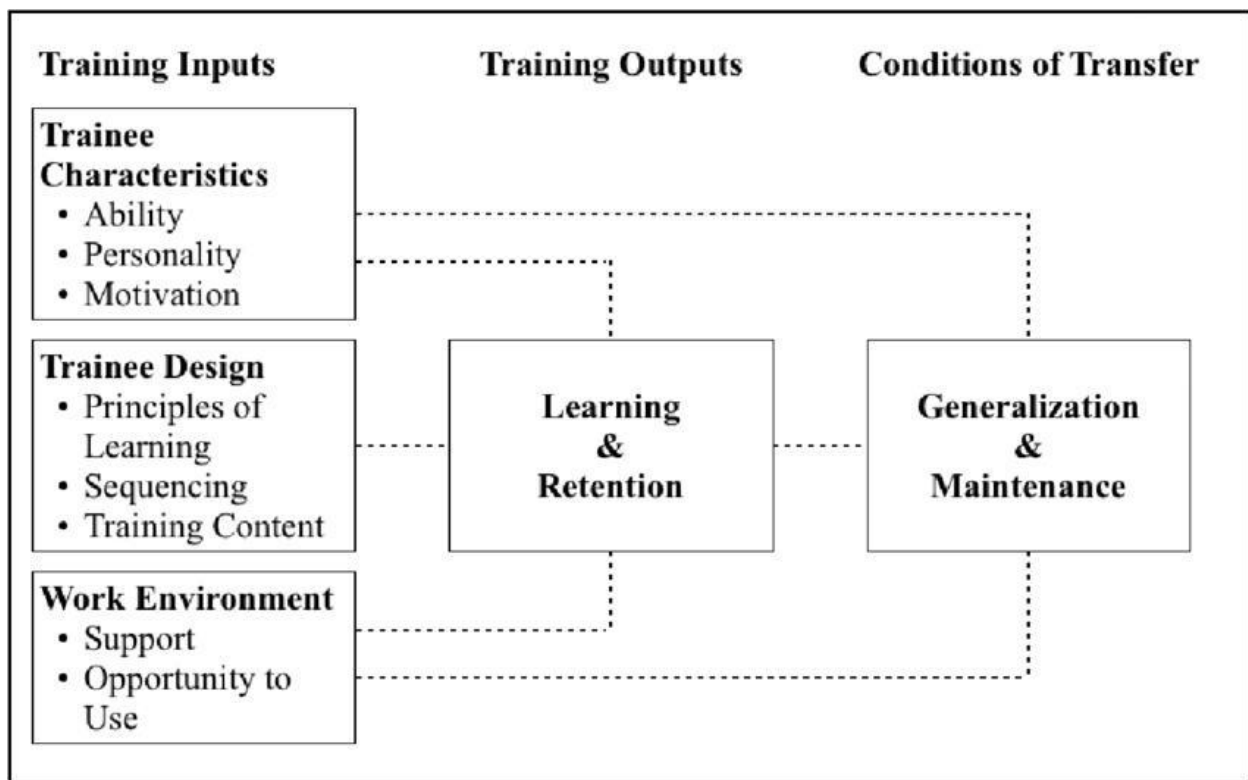
2.6 TRANSFER PERFORMANCE

According to Blume et al. (2010), transfer performance refers to the extent to which employees apply the skills, knowledge, and behaviors learned during training to their actual job tasks and work environment. It involves the successful implementation of training content in real-world settings, leading to improved job performance and productivity. The concept emphasizes not just the acquisition of new skills but also their effective application on the job, which is crucial for maximizing the return on investment in training programs. It can also be referred to as the extent how much training has influenced their knowledge, skills and attitude. Researchers also defined transfer performance as the amount of output achieved from training in terms of skills that are efficaciously used during training and retained after training program .

Transfer process model by Baldwin and Ford (1988)

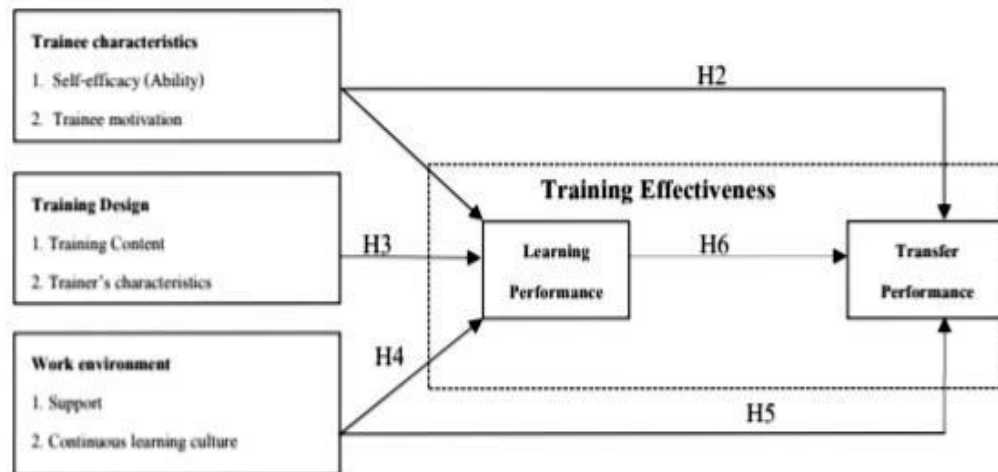
Baldwin and Ford's Transfer Process Model (1988) articulates how training can be effectively applied in the workplace, leading to improved job performance. Baldwin and Ford assert that the transfer of training is influenced by the effectiveness of training inputs and outputs, as well as the supportive nature of the work environment. For training to lead to meaningful performance improvements, both the design of the training and the context in which it is applied must be aligned and supportive. Nam (2007), argues that high learning performance, characterized by a thorough understanding and acquisition of new skills, generally leads to better transfer performance. This is because well-learned skills and knowledge are more readily applied to real-world job tasks.

Figure 2.1 Framework of transfer process



Proposed conceptual framework on factors influencing training effectiveness

Figure 2.2 Proposed conceptual framework



From the above demonstration, the following hypothesis were generated:

H1: Trainee characteristics significantly influences learning performance

H2: Trainee characteristics significantly influences transfer performance

H3: Training design significantly influences learning performance

H4: Work environment significantly influences learning performance

H5: Work environment significantly influences transfer performance

2.7 RELATIONSHIP BETWEEN TRAINING AND JOB PERFORMANCE

In a 1994 study, Edwin S. Bartel examines how training affects job performance and wage growth. Bartel found that, training has a positive impact on job performance. Employees who receive more training tend to perform better in their roles. This is because training equips them with the necessary skills and knowledge to handle their job duties more effectively. His study also highlights that training is linked to wage growth. Employees who undergo training often experience faster wage increases, as their enhanced skills can make them more valuable to their employers. Bartel's research underscores the significance of training programs in improving employee performance

and advancing their careers, suggesting that investments in employee development can yield significant benefits for both employees and organizations.

According to Wright (2001), in his research on the relationship between training and job performance, Patrick W. Wright highlights several key points on the relationship between the two. Wright emphasizes that training typically has a positive effect on job performance. Effective training programs can lead to improvements in employees' skills, knowledge and abilities, which in turn enhances their performance on the job. The effectiveness of training in improving job performance often depends on how well the training is designed and implemented. Wright suggests that training programs that are aligned with the specific needs of the job and include practical, relevant content are more likely to result in improved job performance. He also notes that the relationship between training and job performance can be influenced by various contextual factors, such as the organizational environment, support from management, and the individual's motivation to learn. In his research supports the notion that training can positively affect job performance, but emphasizes that the quality and context of the training play crucial roles in determining its effectiveness.

In a study conducted by Scott and Spriegel(1987),they argue that training can significantly enhance job performance by equipping employees with the necessary skills and knowledge to perform their tasks more effectively. They highlight that well-structured training programs can lead to improved job performance. The quality and relevance of the training are crucial factors. Training that is closely aligned with job requirements and provides practical, actionable skills are more likely to result in improved job performance. The impact of training on job performance also depends on other factors such as employee motivation, the supportiveness of the work environment, and the organization's commitment to ongoing development. The two underscores the importance of designing effective training programs and the need for organizational support to maximize the benefits of training on job performance.

According to Swart et al. (2005), he finds out a generally positive relationship between training and job performance. Training can enhance employees' skills and competencies, leading to improved performance outcomes. The effectiveness of training in enhancing job performance depends on several factors, including the relevance of the training content to the job, the quality of the training program, and the extent to which employees are supported in applying their new skills. They note that while immediate improvements in job performance can result from training, long-term benefits are more likely when training is part of a broader strategy of continuous development and performance management.

Swart et al. emphasize that training should be integrated into a comprehensive approach to human resource development to maximize its impact on job

performance. Noe(2010) emphasizes that training generally has a positive effect on job performance. Well-designed training programs improve employees' skills, knowledge, and competencies, which can enhance their performance on the job. The effectiveness of training in improving job performance is significantly influenced by how the training is designed and implemented. For training to positively impact job performance, it must be relevant to the employees roles and provide opportunities for practical application.

Additionally, the transfer of training that is how well employees apply what they have learned to their work is crucial for realizing performance improvements. Noe also notes that organizational support, such as providing resources, feedback, and opportunities for skill application, is essential for maximizing the benefits of training. Follow-up and reinforcement can help ensure that the skills and knowledge gained through training are effectively applied in the workplace. Overall, Noe's work underscores the importance of designing effective training programs and providing organizational support to enhance job performance.

2.8 THEORITICAL FRAMEWORK

In order to achieve success, hotels consider training and development as a vital factor. Training and development is a process to update the skills of the current and new ones employees. (Dessler, 2005; Cosh Farajad 2012) They usually happen in different formats according to the management and what the goals and objectives of the establishment are. According to some studies, training programs reduces the employee turnover and helps them to be motivated. However, some organic think that training is a waste of time of training and that there are no foreseen benefits of conducting the training programs. (Farajad, 2012 &Cheng, 2001)

Ryan (2008) claims that if the staff cannot offer the customer the service they expect, their entire experience will be ruined therefore leading in to poor performance of the hotel. Hotel organizations should not ignore the importance of training. They should provide training to employees to help them provide high service quality to guests and also to help increase performance of hotels. (Nasarimha Rao, 2014). Training and development is incorporated with the policy of the hotel, goals and the training needs of the employees.

Kirkpatrick model

The Kirkpatrick Model is a globally recognized method of evaluating the results of training and learning programs. It assesses both formal and informal training methods and rates them against four levels of criteria: reaction, learning, behavior, and results.

Level 1: Reaction

The first level of criteria is “reaction,” which measures whether learners find the training engaging, favorable, and relevant to their jobs. This level is most commonly assessed by an after-training survey that asks trainees to rate their experience. A crucial component of Level 1 analysis is a focus on the learner versus the trainer.

Level 2: Learning

Learning is based on whether learners acquire the intended knowledge, skills, attitude, confidence and commitment to the training. Learning can be evaluated through both formal and informal methods, and should be evaluated through pre-learning and post-learning assessments to identify accuracy and comprehension. Methods of assessment include exams or interview-style evaluations. A defined, clear scoring process must be determined in advance to reduce inconsistencies.

Level 3: Behavior

One of the most crucial steps in the Kirkpatrick Model, Level 3 measures whether participants were truly impacted by the learning and if they’re applying what they learn. Assessing behavioral changes makes it possible to know not only whether the skills were understood, but if it’s logistically possible to use the skills in the workplace. A lack of behavioral change may not mean training was ineffective, but that the organization’s current processes and cultural conditions aren’t fostering an ideal learning environment for the desired change.

Level 4: Results

The final level, results, is dedicated to measuring direct results. It measures the learning against an organization’s business outcomes that is the Key Performance Indicators that were established before learning was initiated. Common key performance indicators include higher return on investments, less workplace accidents, and increase in the number of sales .Using the Kirkpatrick Model creates an actionable measurement plan to clearly define goals, measure results and identify areas of notable change .

CHAPTER 3

3.0 RESEARCH METHODOLOGY

INTRODUCTION

According to Scridhar (2008) research methodology is a way to systematically solve a research problem by logically adopting various steps . This chapter looked at the research methodology used in the study. This chapter presented the following; research design, the population of the study, the sample and sampling techniques, instruments for data collection and method, data analysis and presentation methods and the research procedures.

3.1 RESEARCH DESIGN

Research design deals with planning the strategy or overall design of the study. This study used survey research design. Ogutu (2012) posits that a survey research method is one of the best method available to researchers who are interested in collecting original data for purposes of describing the population and understanding the relationship between the dependent and independent variables of the study . The approach allowed ascertaining of widespread opinions under natural conditions.

Survey design allowed investigation of possible relationship between variables. In this way the survey design was more appropriate for the study because it enabled data collection from broader category as well as comparisons between variables. The dependent variable in this study was employee training programs while the independent variable was employee job performance.

3.2 POPULATION AND SAMPLE SIZE

Population is the entire group of people, events or things of interest that the researcher wishes to investigate(Sekaran ,2001). According to Okiro ,2013 target population is the total collection of elements about which the researcher wishes to make some inferences and conclusions according to the study .

The target population for this study comprised 320 top-, mid-, and low-level managers drawn from 40 three-star rated hotels in Nairobi, as listed by the Tourism Regulatory Authority in Kenya (2023) and TripAdvisor (2023, August 10). Managers was the target of observation because they are believed to possess the needed knowledge on employee training and job performance for their hotels.

Management levels	Frequency	Percentage
Top-level		
General managers	36	20.2
Mid-level (dpt heads)		
F&B manager	18	50
F.O managers	18	
Housekeeping managers	18	
Sales manager	18	
Executive chef	17	
Low level		
Restaurant supervisor	11	29.8
Reservation	11	
Laundry supervisor	11	
Banqueting coordinator	11	
Sous chef	9	
Total	178	

3.3 SAMPLING DESIGN

3.3.1 Sampling frame

According to Leary (2004) he defined sampling as the process by which a researcher selects a sample of participants for a study from the population of interest. A sample therefore is the portion of the population of interest that is selected for a study (DoylePortillo, 2009). A sampling frame is a complete and correct list of population members. For this study three star hotels in Nairobi was our sampling frame.

3.3.2 Sampling technique

A stratified random sampling was used to obtain the sample size. The population was categorized into the management positions. Auka et al. (2013) argues that stratified random sampling ensures that ensures that all the groups (categories) are adequately sampled therefore facilitating comparison among the groups.

3.3.3 Sampling size

According to Garson (2012) sample size is sub set of the population drawn to represent the entire population or any combination of sampling units that does not include the entire set of sampling units that has been defined as the population. The rule of thumb states that, for a population less than 1000, a sample of 30% is sufficient in representing the entire population (Blanche, Durrheim& Painter, 2008) .

The sample size for the study was 178 respondents drawn from a target population of 320 top, mid, and low-level managers calculated using the Yamane (1967) formula. The

sample frame for the study was drawn from the operating three-star rated hotels in Nairobi. Stratified random sampling was used to choose the respondents from 40 three-star hotels. The population was divided into three strata (top, mid, and low-level managers). Based on the sample size of 178 managers, a proportion of each stratum was calculated to determine the number of respondents for each stratum.

Yamane (1967) introduced the following formula for the determination of sample size:

$$n = N \div (1 + N(e^2))$$

n=sample size

N=target population

e =confidence level – 0.05

The estimated sample size

$$320 \div (1 + 320(0.05)^2)$$

$$n = 178$$

3.4 RESEARCH INSTRUMENTS

The study used close ended questionnaire to collect primary data in the study field. The reason for choosing closed ended questionnaire was because it was easier for respondents to respond to the posed questions as there was options for respondents to choose as the questionnaire was in Likert scale. Questionnaire was in four sections. It also helped to save time .

3.5 VALIDITY

Quintão, Andrade, and Almeida (2020) assert that validity can be examined from various dimensions, including content and construct. In this study, particular attention was given to content validity, which examines how comprehensive and indicative the data collection instrument is in reflecting the breadth and inclusiveness of the intended data. Bundgaard and Brgger (2019) advocate for the involvement of professionals or research experts in evaluating content validity, along with input from supervisors. The validity of this study was established by seeking the insights of experts within the hospitality industry. These experts comprised a general manager from a three-star hotel and a hospitality lecturer. The feedback received from the experts was instrumental in refining the questionnaire.

RELIABILITY

Reliability pertains to the uniformity of research and the level to which findings can be duplicated (Bundgaard & Brgger, 2019). The assessment of internal consistency reliability stands as the most frequently utilized psychometric evaluation method for scrutinizing survey instruments and scales. Cronbach's alpha is widely recommended and employed to assess internal consistency, especially for instruments or tools employing Likert scales with ascending or descending values or categories (Echevarría-Guanilo et al., 2018). Cronbach's Alpha coefficients was calculated for each item in the questionnaire to assess the reliability of the study's measures, and the resulting overall assessment helped draw inferences and make interpretations. As a general guideline, a construct should have an alpha score of 0.7 or higher to be considered dependable (Oluwatayo, 2012).

3.6 DATA COLLECTION METHODS

The primary data was collected through the use of survey questionnaire by drop and pick strategy to ensure high response rate. The use of questionnaire was adopted because it ensured that data collection was standardized such that each respondent got the same questions and in the same format. Questionnaires also enabled collection of original data from the sample of the population within a short time and at low cost for purposes of describing the entire population (Ogut, 2012).

The questionnaire was structured according to the research questions. The questionnaire was in four parts. Part one explored the population demographics. Section B explored staff training . Section C explored benefits of training and lastly part D which explored relationship between staff training and job performance.

The secondary data was collected by reviewing literature from various sources such as electronic source, books, newspapers, journal articles, research projects and thesis. The secondary data was corroborated with the primary data to validate it. Data was analyzed by being fed in the excel sheet for easier analysis. It was then reported in themes and presented in frequency tables .

3.7 RESEARCH PROCEDURES

The questionnaire was pre-tested before the final distribution. Cooper and Schindler(2001) argue that this is usually done to detect any weaknesses in the research design. The pre-testing (pilot testing) was done with the aim of refining and fine tuning the questionnaire so as to ensure that it was valid and reliable. The pilot was done on four hotels from the study population who were then excluded from the final study to eliminate bias.

The pilot was done to check possible errors in the instrument. The questionnaire was then self-administered in hard copy form to each of the respondents and picked up later after a day to increase response rate.

3.8 DATA ANALYSIS METHOD

Data analysis is the process of editing and reducing accumulated data to a manageable size, developing summaries, seeking for patterns and using statistical methods (Schindler 2000). The questionnaires were coded before entering the data into statistical package for analysis.

The data analysis involved frequencies, means, analysis of variances and bivariate analysis in form of cross tabulation to explore the relationships between the various variables tested in the current study. The data was then presented in form of Tables and figures.

3.9 CHAPTER SUMMARY

This chapter provided a description of the procedures followed in conducting the study on the impact of training on employee performance at star rated hotels in Nairobi. It also covered the design and the resources that were used to obtain the required information in order to make the correct conclusions. Data collection and data analysis has also been shown. The following chapter covered the findings of the study.

CHAPTER 4

RESEARCH FINDINGS AND DISCUSSION

4.1 INTRODUCTION

The section examines and interprets research results obtained from the study .The research examined effects of training on employee performance in star rated hotels in Nairobi, Kenya .

4.2 RESPONSE RATE

The analysis of the response rate was conducted in order to demonstrate the representativeness of the sample size. The trustworthiness of study findings is heavily reliant on the response rate. A total of 178 questionnaires were distributed for the purpose of this research, with 146 questionnaires successfully completed and returned, as shown in the table below.

Response rate	Frequency	Percentage
Returned	146	82.02
Unreturned	32	17.98
Total	178	

Wu, Zhao and Fils-Aime (2022) depict that a response rate of 50% is deemed satisfactory for a descriptive research. According to Holtom, Baruch, Aguinis and Ballinger (2022) it has been argued that return rates over 50% might be considered acceptable, while a return rate of 60% is seen as excellent, and a return rate of 70% is regarded as very good. The research had a commendable response rate of 82.02%, indicating a high level of participation.

Demographic characteristics

It describes basic characteristics including gender, highest level of education and the duration of the respondents in the three-star rated hotels in Nairobi.

Gender

Among the 146 respondents, 97 were male, representing 66.4% of the total sample, while 49 were female, making up 33.6% of the total sample. According to the results , it highlights a slight majority of male respondents compared to female respondents.

Gender	Frequency	Percentage
Male	97	66.44

Female	49	33.56
Total	146	

The gender distribution within the respondent group is an important aspect to consider, as it can provide insights into potential gender-based preferences when it comes to training and development opportunities, as well as their subsequent impact on the overall performance of the hotel . Setati, Zhuwao, Ngirande and Ndlovu (2019) supported the notion that gender diversity has a favorable impact on the performance of firms i.e hotels .The recognition of gender diversity within the workforce is crucial in fostering inclusion and upholding equitable opportunities for all workers.

Education levels

The respondents were requested to identify their highest level of education. The largest group of respondents holds a graduate degree, making up 35.6% of the total. Those with a diploma at 24.7%, and then those with a master's degree at 23.3% follow this. A smaller number, only 2.7%, have reached a doctorate level, while 13.7% have received on-job training.

Education levels	Frequency	Percentage
Diploma	36	24.66
Graduate's degree	52	35.62
Master's degree	34	23.29
Doctorate level	4	2.74
On job training	20	13.70
Total	146	

These demographics suggest that the majority of employees in these hotels have formal education, with over half holding at least a graduate degree. This could imply that employees in this sector value higher education and that there may be a higher skill level present. However, the presence of a notable percentage with only on-job training (13.7%) suggests that there is a room for those without formal tertiary education, possibly in roles that are more skills-based .

Duration

Majority (45.2%) have been in the industry for 6-10 years, followed closely by those with 11-15 years of experience at 39.7%. Only a small percentage (6.2%) have less than 5 years of experience, and an even smaller group (8.9%) has been in the sector for over 16 years. These statistics suggest that most respondents are experienced, having worked in the hospitality industry for over 6 years.

Duration	Frequency	Percentage
Less than 5 years	9	6.16
6-10 years	66	45.21
11-15 years	58	39.73
More than 16 years	13	8.90
Total	146	

This could imply that the data gathered is more reliable as it comes from seasoned professionals who are familiar with the industry trends and practices. The relatively low percentage of those with less than 5 years or more than 16 years could indicate a mid-career concentration, perhaps reflecting industry stability or workforce retention in that experience.

Reliability test

According to Oluwatayo (2012), an alpha score of 0.7 or greater value of Cronbach's alpha coefficient indicates a stronger level of internal consistency dependability. The coefficient of 0.7 was used in accordance with the recommendation made by Cronbach (1951). The findings are shown below

Variables	Items	Cronbach alpha
Staff training	7	
Training evaluation	5	
Impact of staff training	6	

The results indicated that the statements under staff training, training evaluation, impact of staff training and organizational performance had a Cronbach alpha of above 0.7 and thus the statement were considered reliable

4.4 Staff training

Majority of the respondents stated that the hotel holds internal staff trainings regularly to equip them with the necessary skills to do their job . The study found that the hotel management usually conduct orientation and trainings to new employees and interns. The study revealed the hotel management facilitate and monitor departmental trainings across all the operational departments and ensures all the staff are given fair opportunity to participate in the training .

The respondents argued that all staff are given fare chances to participate in the staff training programs organized by the hotel management .The results showed that the hotel management usually organize and invite trainers specialized in certain fields to undertake delicate and specialized trainings for the staff .

STATEMENT	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	MEAN	S.D
The hotel holds internal staff trainings regularly. Do you agree?	8.9%	8.9%	7.5%	37.7%	37.0%	3.85	1.26
The hotel management usually conduct orientation and trainings to new employees and interns . Do you agree?	7.5%	6.8%	7.5%	39.0%	39.0%	3.95	1.19
The hotel management usually organize and invite trainers specialized in certain fields to undertake delicate and specialized trainings for the staff . Do you agree ?	4.8%	10.3%	11.6%	32.2%	41.1%	3.95	1.17
All staff are given fare chances to participate in the staff training programs organized by the hotel management. Do you agree?	13.7%	9.6%	7.5%	27.4%	41.8%	3.74	1.43
The hotel through the departmental HODs keep all the training records and participants' attendance registers for further training evaluation needs. Do you agree ?	8.9%	11.6%	8.2%	41.8%	29.5%	3.16	1.11
The hotel encourages and	4.1%	28.1%	26.0%	30.8%	11.0%	3.16	1.08

allows the employees to individually further their studies. Do you agree?							
The hotel encourages and allows the employees to individually further their studies. Do you agree?	6.2%	24.0%	28.8%	34.2%	6.8%	3.12	1.05
						3.05	1.08

4.5 Training evaluation

Majority of the respondents stated that employees have expressed positive behaviour after training . Respondents strongly agreed that workers have become more productive than before. The results showed that the respondents argued that customer are happier than before and are enjoying the service being delivered by the staff .The study found that there is more employee recognition in job than before and they are being recognized through exemplary service delivery . The respondents stated that there is positive mood and attitude of employees with even more collaboration among employees , the management and the clients.

STATEMENT	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	MEAN	SD
The staff trainings in the hotel has led to increased work pleasure among the employees.	9.6%	7.5%	6.8%	34.2%	41.8%	3.91	1.29
Due to the trainings you have undergone in the establishment, your development and self esteem is boosted	4.8%	8.9%	6.2%	41.8%	38.4%	4.00	1.11
Customers are happier than before an enjoying service	6.2%	8.9%	11.0%	34.9%	39.0%	3.92	1.19

delivery.							
There is positive mood of employees with even more collaboration among employees	3.4%	9.6%	8.2%	47.3%	31.5%	3.94	1.05
There is more employee recognition in the job through exemplary service delivery.	9.6%	5.5%	10.3%	32.9%	41.8	3.92	1.27
Average						3.938	1.18

4.6 IMPORTANCE OF STAFF TRAINING

The study found that the staff trainings in the hotel have led to increased work pleasure among the employees as indicated by the highest mean score of . Most of the respondents strongly agreed that staff trainings in the hotel have led to increased work pleasure among the employees .The findings revealed that due to the trainings, they have undergone in the establishment, their development and self-esteem is boosted . Respondents agreed that staff trainings have helped in reduced supervision of employees by the management. The results showed that staff training leads to quality service delivery to the hotel guests by the staff which in return boosts the return of the hotels

STATEMENT	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	MEAN	S.D
Staff training has lead to fostering career development	8.2%	6.8%	7.5%	32.2%	45.2%	3.99	1.25
Staff training has lead to improved problem solving skills among employees	9.6%	6.8%	6.2%	41.1%	36.3%	3.88	1.25
Staff training has lead to reduced employee turnover.	7.5%	8.2%	9.6%	41.1%	33.6%	3.85	1.19
Training has lead to improved job performance	7.5%	6.2%	6.2%	39.7	40.4%	3.99	1.18
Training has lead	8.2%	6.8%	11.0%	39.7%	34.2%	3.85	1.21

to reduced supervision of activities							
Training lead to maintenance of hotel standards and systems	6.8%	7.5%	8.2%	40.4%	37.0%	3.93	1.17
Average						3.92	1.21

Diagnostic tests

The diagnostic tests conducted included Multicollinearity Test, Test for Heteroscedasticity and normality test .

Multicollinearity test

A multicollinearity test was performed to assess the presence of strong correlation among two or more predictor variables in the regression model. The Variance Inflation Factor (VIF) was used to assess the presence of multicollinearity, with VIF values below 10 indicating acceptable levels. Variables with a Variance Inflation Factor (VIF) over 10 were considered to have a significant degree of collinearity .

Test for heteroscedasticity

Heteroscedasticity refers to the condition in which the dispersion of a variable is not uniform over the whole range of values of a second variable that serves as its predictor. Failing to account for heteroscedasticity while running a regression model may result in parameter estimates that are unbiased.

A heteroscedasticity test was conducted using the Breusch-Pagan / Cook-Weisberg test to examine the presence of correlation among error terms across observations in the cross sectional data (Khaled, Lin, Han, Zhao, & Hao, 2019). The theory proposed was that;

H1: The data is Homoscedastic.

If the p-value is less than 0.05, the hypothesis is rejected.

Normality test

The test for normality assesses the extent to which the data conforms to a normal distribution, which is characterized by linearity. The Shapiro-Wilk test was used to

assess the normality of the variables, since it is known to possess the best statistical power compared to other tests for normality.

The hypothesis was evaluated using a significance level of 0.05, according to the convention of rejecting the null hypothesis (H_0) if the probability (P) value is less than 0.05, and retaining it otherwise. In order to meet the requirements of the multiple regression model, it is necessary for the dependent variable to have a normal distribution. This condition is essential for the analysis of the research, as stated by Knief and Forstmeier (2021). The hypothesis was that;

H1: The data is normal.

Correlation analysis

A correlation study was performed to determine the relationship between the independent and dependent variables. The correlation study examines the associations between the training programs that different hotel administer to their staff on job performance. Correlation coefficients, denoted as “r,” are used in quantifying the magnitude and orientation of these associations. The correlation coefficient is a statistical measure that varies between -1 and 1 . Positive numbers signify a positive association, negative values indicate a negative relationship, and values closer to 0 suggest a weaker relationship.

Regression analysis

The research conducted a regression analysis in order to determine the statistical significance of the dependent variables and independent variable.

CHAPTER 5

SUMMARY, RECOMMENDATIONS AND CONCLUSION

This chapter summarizes the study findings, its conclusions and recommendations, presented in consideration to the study objective on influence of training need assessment on the effect of training programs on job performance of three-star-rated hotels in Nairobi county, Kenya.

5.1 SUMMARY

Study investigated the effects of staff trainings on employees' job per in star rated hotels in Nairobi. According to the research results, majority of the respondents affirmed that there is ia strong relationship between training and how employees perform their job . They also agreed that there is a significant change after training programs compared to how they performed the duties without the skills . There was effectiveness of the respondents in terms of participation and responses provided. It was noted that employees were indeed trained. The research was guided on the basis of research questions and objectives.

The first objective of the study was to determine the influence of training programs on job performance in three star hotels in Nairobi . The study noted majority of the training methods conducted were on job training with few off-job trainings being offered. Majority of the respondents stated that the hotels holds internal staff trainings regularly. The study found that the hotel management usually conduct orientation and trainings to new employees and interns.

The study revealed the hotel management facilitate and monitor departmental trainings across all the operational departments and ensures all the staff participates in the training. The respondents argued that all staff are given fare chances to participate in the training programs organized by the hotel management. The results showed that the hotel management usually organize and invite trainers specialized in certain fields to undertake the lead and mentoring in the programs.

The second objective was to assess how the management access the success of a training program. The study noted that since the hotels are investing in training, training evaluation became an essential part of the process. It was vital for the hotels to evaluate its training impacts on job performance .The findings revealed that the criteria

used for evaluating employee training included; reactions, learning, behavior change, performance change.

The third objective of the study was to examine the relationship between training and job performance. Most of the respondents strongly agreed that staff trainings in the hotel have led to increased work pleasure among employees. The findings revealed that due to the trainings, they have undergone in the establishment, their development and self-esteem is boosted.

Respondents agreed that staff trainings have helped in reduced supervision of employees by their peers. The results showed that staff training leads to quality service delivery to the hotel guests by the staff. Due to the training programs carried out in the hotels, there is increased motivation and dedication towards the job leading to an improved job performance.

5.2 CONCLUSIONS

Based on the research findings, it can be concluded that there is a significant and positive relationship between training and the organizational performance of three star-rated hotels in Nairobi County, Kenya. This implies that conducting training programs frequently such as on job training or off job training within the hotel, it can lead to improved job performance among the staff.

This conclusion underscores the importance of nurturing a training mindset and culture as a strategic approach for enhancing the competitiveness in the job market hence success of these establishments.

The research findings lead to the conclusion that the training content and design has a significant and positive impact on the organizational performance of three-star-rated hotels in Nairobi County, Kenya. This implies that aligning the training needs of the staff contributes to a better overall performance.

The research results lead to conclusion that training programs significantly influences the organizational performance of three-star-rated hotels in Nairobi County, Kenya. This conclusion suggests that hotels that invest in and embrace training programs that are effective to their staff such as mentorship programs, seminars, online training.

5.3 RECOMMENDATIONS

Given the positive relationship between training and the job performance of three-star-rated hotels in Nairobi County, it is recommended that hotel managers and stakeholders prioritize the cultivation of training mindset and culture within their establishments. This can be achieved by educating the staff on importance of the training programs and understanding the training needs of the staff .

Managers should also consider providing resources that support the various training programs . Furthermore, creating an environment that encourages and rewards creative thinking and problem-solving can foster training behavior among employees. By doing so, hotels can enhance and improve performance outcomes

Hotel managers should regularly assess their technological infrastructure to ensure it remains up- to date and that the staff has the necessary knowledge and skills to operate them . Additionally, staff training and development programs should be implemented to enhance digital literacy and technology proficiency among employees . Ultimately, a strong commitment to employee training can contribute significantly to the hotels' overall performance and competitiveness in the modern hospitality industry.

Some of the recommendation includes:

- 1.The study noted that there is need to ensure there are more avenues for employee training and the need to conduct need assessment test for the employee to ascertain t quality of training delivery programs used by the hotels.
2. The study noted despite training given to employees, job commitment could not only be derived from training but there is need for the hotel management to look at the employee welfare to enhance commitment.
3. The study noted that not all employees would accept training as some were sabotaging the programs due to lack of inclusion while planning the training program. There is need for all the stakeholders being involved in training programs to enhance it's effectiveness.

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APPENDIX

QUESTIONNAIRE

SAMPLING FRAME (List of 3 star hotels in Nairobi, Kenya)

Name of hotel	Name of hotel	Name of hotel	Name of hotel
<ul style="list-style-type: none"> • Sarova Panafric Hotel • The Boma Nairobi • The Stanley • Ibis Styles Nairobi Westlands • Nairobi Safari Club • Best Western Plus Meridian Hotel • Jacaranda Hotel Nairobi • Hotel Diamond Plaza • The Royal Orchid Azure 	<ul style="list-style-type: none"> • Parklands Hotel • Sentrim 680 Hotel • Golden Tulip Hotel • Intercontinental Hotel Nairobi • City Lodge Hotel Nairobi • Hotel Cecil • Fairview Hotel • Southern Sun Mayfair Nairobi • The Heron Portico • Crowne Plaza Nairobi 	<ul style="list-style-type: none"> • Movenpick Hotel & Residences Nairobi • Ole Sereni Hotel • Eka Hotel Nairobi • Panari Hotel Nairobi • Hemmingways Nairobi • The Clarion Hotel • Royal Orchid Hotel Nairobi • Sankara Nairobi • The Nairobi Serena hotel 	<ul style="list-style-type: none"> • Tribe Hotel • Laico Regency Hotel • Sovereign Suites • Tamarind Tree Hotel • Boma Inn Nairobi • The Monarch Hotel • Kivi Milimani Hotel • Garden Court Hotel • The Lenana Hotel • Kensington Green Hotel

<ul style="list-style-type: none">Kenya Comfort Hotel			
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Source: Tourism Regulatory Authority in Kenya (TRA, 2023) and TripAdvisor (2023)

SECTION A: DEMOGRAPHIC INFORMATION

Please mark (*) as necessary

1. Employee gender; Male () Female ()
2. How old are you? 18 – 25 years (), 26 – 35 years (), 36 – 45 years (), 46 – 55 years (), above 55 years ().
3. How long have you worked in this hotel? Below 1 year (), 1 – 2 years (), 2 – 3 years (), 3 – 4 years (), 4 – 5 years (), above 5 years ().
4. What is your job level in this hotel?
 - i. Senior management ()
 - ii. Junior management ()
 - iii. None managerial or supervisory level ()
5. How long have you stayed in your current position?
 - i. Below 1 year () ii. 1 – 2 Years ()
 - iii. 2 – 3 years () iv. 3 – 4 years () v. 4 – 5 Years ()
 - vi. Above 5 years ()

SECTION B: STAFF TRAINING

KEY**SD: Strategy disagree, D: Disagree: Neutral, {neither agree nor disagree} A: Agree****SA: Strongly agree, ND: Numerical data {for the researcher's use only}**

NO	STATEMENT	SD	D	N	A	SA	ND
		1	2	3	4	5	
1	The hostel holds internal staff training regularly. Do you agree?						
2	The hotel management usually conducts orientation and trainings to new employees and interns. Do you agree?						
3	The hotel management facilitates and monitors departmental trainings across all the operational departments and ensures all the staff participates in the trainings. Do you agree?						
4	All the staff are given fair chances to participate in the staff training programs organized by the hotel management. Do you agree?						
5	The hotel management usually organizes and invite trainers specialize in certain fields to undertake delicate and specialized trainings for the staff. Do you agree?						
6	The hotel, once in a while send and facilitate employees for training seminars organized by other professional training bodies or institutions e.g. Kenya Utalii College. Do you Agree?						
7	The hotel through the departmental HODs keeps all the training records and participants' attendance registers for further training evaluation needs. Do you agree?						
8	The hotel through the general manager with the help of the HODs monitors the progress of the employees to ensure efficient and adequate utilization and practice of the skill and knowledge learnt during the training program. Do you agree?						
9	The hotel encourages and allows employees to individually further their studies. Do you agree?						
10	The hotel supports morally and financially employees to further their studies for better job terms and promotions. Do you agree?						

SECTION C: IMPORTANCE AND BENEFITS OF TRAINING

KEY

SD: Strategy disagree, D: Disagree: Neutral, {neither agree nor disagree} A: Agree

SA: Strongly agree, ND: Numerical data {for the researcher's use only}

NO	STATEMENT	SD	D	N	A	SA	ND
		1	2	3	4	5	
1	The staff training in the hotel has led to increased work pleasure among the employees. Do you agree?						
2	Staff training has led to increased knowledge and skills among the employees. Do you agree?						
3	Due to the trainings you have undergone in the establishment, your development and self-esteem. Do you agree?						
4	The staff training has helped in the reduced supervision of employees by their peers. Do you agree?						
5	Staff training improved in the maintenance of systems and maintained the hotel standards. Do you agree?						
6	Through the staff trainings, the HODs and the HR are able to identify employees by their peers. Do you agree?						
7	The staff training programs has led to low staff turnover in the hotel. Do you agree?						
8	The staff training in the hotel has led to trust and job stability for the employees. Do you agree?						
9	Staff training improved the problem solving abilities of the employees and their peers. Do you agree?						
10	Staff training helps in the reducing and elimination of damages and accidents within the hotel establishment. Do you agree?						
11	Staff training helps in the reducing operational costs. Do you agree?						
12	Staff training leads to quality service delivery to the hotel guests by the employees. Do you agree?						
13	Trained staff is usually more productive and innovative in their work compared to their counter parts who are not						

	trained. Do you agree?						
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SECTION D: RELATIONSHIP BETWEEN STAFF TRAINING AND EMPLOYEE PERFORMANCE

Key

SD; Strongly Disagree D; Disagree N; Neutral (Neither agree nor disagree) A; Agree

SA; Strongly Agree ND; Numerical Data (For the researcher's use only)

NO	STATEMENT	SD	D	N	A	SA	ND
		1	2	3	4	5	
1	There is increased job productivity amongst the employees in the establishment as a result of staff trainings. Do you agree?						
2	There is increased job productivity amongst the employees in the establishment as a result of staff trainings. Do you agree?						
3	Do you agree that staff training can boost employee morale and reduce their chances of leaving the hotel for another employer?						
4	Staff trainings lead to good/improved relations among employees and their peers. Do you agree?						
5	Lack of staff training leads to low/no job commitments among the employees in the hotel? Do you agree?						
6	Employees can be motivated easily by facilitating training programs for them that suits their training needs. Do you agree?						