EFFECT OF TRAINING PRACTICES ON THE PERFORMANCE OF SMALL AND MEDIUM SIZE HOTEL ENTERPRISES IN MOMBASA COUNTY, KENYA

MICHAEL E.W. MATOFARI

A Research Project Submitted in Partial Fulfilment for the Degree of Masters of Business Administration (Human Resource Management) of Technical University of Mombasa

2015
DECLARATION

This Research Project is my original work and has not been presented for a degree award in any other University.

Signature………………………….. Date …………………………………

Michael Matofari

MBA/0001/2012

This research project has been submitted for examination with our approval as University Supervisors.

Signature…………………………………………Date …………………………………

Dr. William Kingi, Phd

Signature …………………………… Date …………………………………

Dr. Joseph Obwogi,Phd
DEDICATION

This project is dedicated to my parents, brothers and sister.
ACKNOWLEDGEMENT

A major final project like this is never the work of anyone alone. The contributions of many different people, in their different ways, have made this work possible. Sincere gratitude is here by extended to the following people who never ceased in helping me until this project was structured. Thanks to the Almighty God for His guidance, wisdom and blessings that He bestowed upon me during the entire period of project writing.

My heartfelt appreciation goes to my supervisors Dr. William K. Kingi, Dr. Joseph Obwogi and my correction supervisor Dr. Uzel J. Mzera for their invaluable expert guidance and attention to detail which has been instrumental in keeping me on track for the duration of this project writing. I also wish to thank the entire staff of Technical University of Mombasa. My sincere gratitude and thanks to my parents Prof. J.W. Matofari and Mrs. Roselyn N.W. Matofari, my brothers Tim, Adrian, and sister Stellah for their unconditional love and support.
TABLE OF CONTENTS

DECLARATION................................................................................................. ii
DEDICATION ................................................................................................... iii
ACKNOWLEDGEMENT ..................................................................................... iv
LIST OF TABLES ............................................................................................ viii
LIST OF FIGURES ........................................................................................ x
ACRONYMS ...................................................................................................... xi
DEFINITION OF TERMS .................................................................................. xiii
ABSTRACT ........................................................................................................ xv
CHAPTER ONE ................................................................................................ 1
INTRODUCTION ............................................................................................... 1
  1.1 Background of the Study ........................................................................... 1
  1.2 Statement of the Problem ......................................................................... 6
  1.3 Objectives of the Study ............................................................................ 9
    1.3.1 General Objective ............................................................................. 9
    1.3.2 Specific Objectives ........................................................................... 9
  1.4 Research Questions .................................................................................. 9
  1.5 Significance of the Study ........................................................................ 10
  1.6 Scope of the Study .................................................................................. 10
CHAPTER TWO ................................................................................................ 11
LITERATURE REVIEW ...................................................................................... 11
  2.1 Introduction ............................................................................................ 11
  2.2 Theoretical Framework .......................................................................... 11
    2.2.1 Reinforcement Theory ..................................................................... 11
    2.2.2 Cognitive Theory ............................................................................. 12
    2.2.3 Social Learning Theory ................................................................... 13
  2.3 Conceptual Framework .......................................................................... 15
    2.3.1 Training Plans .................................................................................. 16
    2.3.2 Training Methods ............................................................................. 19
    2.3.3 Training Programs ............................................................................ 21
  2.4 Empirical Review of literature ................................................................ 23
  2.5 Critique of the Existing literature Relevant to the Study ....................... 25
  2.6 Summary ................................................................................................. 26
Appendix A: Letter to Respondents ................................................................. 76
Appendix B: Questionnaire ........................................................................ 77
Appendix C: List of Small and Medium Size Hotels in Mombasa County .... 83
Appendix D: Hotel Classification ................................................................. 85
Appendix E: Timeline ................................................................................ 88
Appendix F: Budget Estimates .................................................................... 89
LIST OF TABLES

Table 1: Age distribution of respondents .......................................................... 28

Table 2: Organization starting ................................................................. 28

Table 3: Sales growth for the last three years .................................................... 29

Table 4: Ability to provide quality products .................................................... 30

Table 5: Capacity to develop new products .................................................... 30

Table 6: Knowledge & skills of employees ....................................................... 31

Table 7: Internal and External Image .............................................................. 31

Table 8: Information on training programs objectives ..................................... 32

Table 9: Mechanism for assessing training requirements .............................. 33

Table 10: Organization develops training plans .............................................. 33

Table 11: Off-the-job training methods .......................................................... 34
Table 12: On-the-job training methods..................................................35

Table 13: Use of both on-the-job and off the job training methods............36

Table 14: Aligning-training programs with objectives..............................37

Table 15: Use of experienced trainers....................................................38

Table 16: Training techniques.....................................................................38

Table 17: Training evaluation.....................................................................39

Table 19: Communicating training policy..................................................40

Table 20: Determining employee-training needs........................................41

Table 21: Efficiency of training methods....................................................43

Table 22: Factors affecting training in small hotels.....................................43

Table 23: Training evaluation.....................................................................44

Table 25: Benefits of training practices.....................................................45

Table 26: Main barriers of training practices..............................................46

Table 27: Characteristics of excellent training practices.............................46
Table 28: Training practices used in small & large hotels.........................47

Table 29: Training practice advice for small hotels.................................48

Table 30: Correlation between training practice & Performance..................50
LIST OF FIGURES

Figure 2.3: Conceptual Framework 13
ACRONYMS

EC       European Commission
GDP       Gross Domestic Product
ISD       Instructional Systems Design
KUDHEHIA  Kenya Union of Domestic, Hotel, Educational Institutions
SMEs      Small and Medium Size Enterprises
UN        United Nations
WTO       World Trade Organization
ICT       Information Communication and Technology
WIPO      World intellectual property
ATD       Association of Talent Development
SPSS      Statistical Package for Social Sciences
DEFINITION OF TERMS

The terms for this study are operationally defined as follows:

**Hospitality industry**: Akama and Kieti (2007) define the hospitality industry as a sub-sector within the wider tourism industry made up of hotels, resort cottages/villas, guesthouses and apartments.

**Hotel**: It is a commercial establishment providing lodging, meals, and other guest services (Akama & Kieti, 2007). For the purpose of this study hotels were any of the starred hotels, with between 10-250 permanently employed staff to satisfy the small enterprise requirement of this study.

**Human Resource Development (HRD)**: It is a process of improving organizational performance and individual learning through employee development, organizational development, and career development programs (Kingi, Mukulu, & Oloko, 2013).

**Human Capital**: Is the knowledge, skills and experience of an organization’s people. It is a key driver of organizational performance (Panagiotakopoulos, 2011).

**Performance**: Is the actual output or results of an organization as measured against intended outputs such as goals and objectives. It encompasses three specific areas of a firm’s outcomes, which include financial performance (profits, return on assets, and return on investment), product market performance (sales, market share), shareholder returns, and economic value added returns (Richard, Devinney, & Johnson 2009).
**Small and medium-size enterprises:** Small and medium size enterprises are non-subsidiary, independent firms that employ a relatively small number of employees, though this number varies across countries (Watt & Kitagawa, 2009).

**Small and medium size enterprise** organizations in Kenya are defined as Micro enterprise which has 1-10 employees with a turnover of Kshs 0-5million, Small Enterprise which has 11-50 employees with a turnover of Kshs 5-50 million, and Medium enterprises which has 51-100 employees with a turnover of Kshs 51-1billion. This study adopted this definition. (Mwarari, 2013)

**Training & development (T&D):** It is the process of systematically developing expertise in individuals for improving performance (Swanson, 2003).

**Training program:** Training programs are a set of known programs where the contents, durations and all the details about training are clear to both the organization and the employees to be trained (Nassazi, 2013).

**Training plans:** A training plan is a document that communicates to management and employees the details of a proposed training program (Khan, 2013)

**Training method:** This is a human resource development activity that is meant to improve the current job performance of an individual (Khan, 2013)

**Training practices:** This is a set of formal organizational and individual practices designed to enhance the potential contribution of human resources in an organization (Dwevidi & Ladiwal, 2011).
The main objective of this study was to examine the effect of training practices on the performance of small and medium size enterprises hotels in the hospitality industry in Mombasa County. The study was specifically seeking to determine the effect of the three components of training practices namely; training plans, training methods, and programmes on the performance of the SMEs in the hospitality industry. The focus group was respondents working in hotels in Mombasa County. The study was carried out in 24 hotels in the County, which represented the units of analysis for this study. Specifically a descriptive survey aimed at a targeted population from a representative sample was used. The survey involved collecting information by administering a questionnaire to the sample. Statistical package for social sciences was used to analyze data. The data was then summarized using tables and bar graphs. The study found out that there is a positive cascading effect between training practice variables and performance of SME hotels within Mombasa County. The study also found out that most sampled SME hotels prefer using on-the-job training method to train their employees and observation of employees’ performance is the most preferred method of evaluation after training. The study recommends that future research should focus on effect of training practices on individual employee performance and the extent to which training is seen as a message that SME hotels care about their employees.
CHAPTER ONE
INTRODUCTION

1.1 Background of the Study

In this era of globalized economy and the emergence of new information communication technology has forced many business organizations to spend more money annually on training and developing their workforce with a strong belief that this will lead to innovation, increased productivity, sales, production and improved employee performance. Therefore, developing the best training practices for its employees becomes indispensable and a strategic investment in human resource capital (Edralin, 2011).

Lather, Garg and Ladiwal (2011) explained that training practices are a means of continuous improvement in the quality of work performed by employees as it equips them with the knowledge, skills, and abilities to perform their work effectively. The key aspects of training practices include training plans, training methods and training programs. Thus, an excellent training practice used in an organization should help employees believe in organizational goals, be committed to organizational values and exhibit higher performance levels after participating in the training process (O’Dweyer & Ryan, 2002; Went land, 2003 & Noe, 2005). Ambardar (2013) found out that proper implementation highlights the importance of training practices in organizations and adoption of better training practices leads
to building a strong foundation of other human resource development activities, and acts as a guiding principle of employee development. Organization performance comprises of the actual output or results of an organization as measured against intended outputs such as goals and objectives. It encompasses three specific areas of a firm’s outcomes: Financial performance profits, return on assets, and return on investment, product market performance, sales, market share, shareholder returns, and economic value added (Richard, Devinney, Yip & Johnson, 2009). Thang and Buyens (2008) further explain that, in terms of measuring performance, there are certain measures that include both financial factors sales, profits, and market share and non-financial factors such as efficiency, quality of service, productivity and satisfaction of employees and that all these factors combined can be increased through training.

Olaniyan and Lucas (2008) found out that training enhances an employee’s capacity to contribute to the optimal performance of an organization. Nassazi (2013) explains that organizations need to utilize their human resources effectively by designing human resource management practices that fit into an organization’s structure as this will make the organization to, not only achieve their goals and objectives but also, improve their overall organization performance. This study seeks to establish the effect of training practices on the performance of small and medium size hotel enterprises in Mombasa County, Kenya.
Kenya provides a good example of a developing country that has embraced tourism as a tool for economic development. It is a popular tourist destination for visitors from Europe, North America and other emerging tourist-generating regions, such as South-east Asia and China (Akama & Kieti, 2007). The hospitality sector is a sub-sector within the wider tourism industry made up of hotels, resort cottages/villas, guesthouses and apartments (Akama & Kieti, 2007). Mzera (2012) found out that the hospitality industry in Kenya plays an important role in the Country's economic development in terms of foreign exchange, government revenue and provision of employment and business opportunities. Masau and Prideaux (2003) further explain that the hospitality industry infrastructure in Kenya is dispersed over the entire country. However, many of the tourist hotels are found in major cities and resort areas including Nairobi, Mombasa, Nakuru, Malindi & Kisumu. This study focused on the hospitality industry in Mombasa County.

The significant effect that the hospitality industry has on the socio-economic wellness of Mombasa County and in extension the nation, informed the choice and anchor for this study. Small and medium size enterprises are non-subsidiary, independent firms that employ a relatively small number of employees, though this number varies across countries (Watt & Kitagawa, 2009). Mwarari (2013) found out that SME organizations in Kenya are defined as Micro enterprise which has 1-10 employees with a turnover of Kshs 0-5 million, Small Enterprise which has 11-
50 employees with a turnover of Kshs 5-50 million, and Medium enterprises which has 51-100 employees with a turnover of Kshs 51-1 billion. This study adopted this definition. SMEs are the backbone of most industrialized nations and play a significant role in their social and economic fabric. They are often the driving force behind a large number of innovations, and they contribute to the growth of national economies through employment creation, investments and exports. Worldwide over 90 per cent of all enterprises are SMEs found in all sectors of the economy for example, manufacturing, tourism/hospitality, construction, health, technology, and transportation (WIPO, 2009).

Kenya, being a market economy, relies heavily on small enterprises to provide the much-needed employment. Available estimates show that SMEs employ about 7.5 million Kenyans or 80 per cent of the country’s total employment outside the small-scale agriculture and contribute 20 per cent to the country’s GDP. However, little has been understood about their operations, ownership, source of capital and the key challenges that they face as they propel growth of the Kenyan economy (Kingi, Mukulu & Oloko, 2013). Many of the traditional problems facing SMEs such as lack of access to finances, difficulties in exploiting innovations, challenges in tapping into global supply chains, constrained managerial capabilities, and increasing regulatory burdens are becoming more and more acute in today’s globalized, technology-driven environment (Watt & Kitagawa, 2009).
SMEs, like larger organizations, need to upgrade their management skills, their capacity to gather information, their technology base, and their commitment to investing in the skills and knowledge of their employees (Kitching & Blackburn, 2002). Those SMEs that think investing in learning is too expensive, or not critical to their business success should carefully consider the alternative mediocrity, apathy, loss sales, loss of customers, low productivity, decreased performance, poor quality products and services, and poor working environments (Watt & Kitagawa, 2009). Therefore, this study looked at the value of investing in training, in SME hotels, through training practices and the context within which effective learning programs function. The study also looked at the cause and effect of training practices in these entities on individual learners e.g. enhanced skills, and on organizational performance e.g., improved sales, growth.

1.2 Statement of the Problem

There is almost a general agreement in management theory that employees are a strategic resource of an organization. Human Capital is the knowledge, skills and experience of an organization’s people. It is a key driver of organizational performance. Improving human capital is therefore essential to strategies for increasing productivity, innovation, competitiveness, and high performance within SME organizations (Panagiotakopoulos, 2011). The challenge, however, is that many SMEs in Kenya feel overwhelmed by the thought of having to provide training to their employees. Due to the following reasons: misconception of
financial costs, time commitment, use of suitably trained staff, use of in formal training practices and SMEs wrongly comparing themselves with large organizations (Watt & Kitagawa, 2009). The cost constraint is addressed by (Kingi et al., 2013) who noted that the belief that small firms are poor or reluctant trainers has much face validity. They also stated that organizational constraints such as a lack of time for training feature prominently within SME organizations and that, such organizations regard training as an operating expense, rather than an investment. On time constraint, (Coetzer, Redmond and Sharafizad 2012) found out that because of the small size of both the management team, and labor force, each individual contribution is therefore critical, and thus it may not be feasible to initiate training, which takes individuals off the job. They added that external training is criticized of being too general and not specific enough to meet the needs of a small firm.

Another compelling factor dissuading many small firms from engaging in training is the belief that it is more feasible to recruit suitably trained staff from the labor market (Marlow, 1998; Abbott, 1994). Keep (2000) supports this by explaining that companies are fearful of investing in their employees for fear of poaching by competitors therefore it is better to recruit ‘oven ready’ employees than incur costs through externalities. As a result of these constrains, training interventions have not often been looked on by SMEs as the principal vehicle for securing skills its roles have been constrained to supportive and facilitating ones (Heneman, Tansky, & Camp, 2002). Existing evidence appears to suggest that training interventions in
small firms are considerably less sophisticated than those in larger organizations. Sadler-Smith Downs and Field, (1999) explain that when it comes to providing training and learning activities, many SMEs wrongly compare themselves to bigger companies whose training and learning resources are much bigger. SMEs therefore end up focusing more on the quantity of their learning investments, for example, money, time and resources, rather than the quality of their learning and training activities for example, training practices (Watt & Kitagawa, 2009).

Vickerstaff and Parker (1995) revealed that there is a high degree of unplanned, reactive, and informal training activity in small firms, where there is typically unlikely to be a dedicated personnel manager or training officer. These contentions are also supported by several studies (Hill & Stewart 2000, Matlay 2002). The preceding literature clearly highlights the need for researchers to explore and theorize on the concept of training practices within the SME context. This study seeks to provide more appropriate standards for quality input training practices tailored to meet the needs of SMEs.
1.3 Objectives of the Study

1.3.1 General Objective

The overall objective of this study was to examine the effect of training practices on the performance of small and medium-sized hotel enterprise in the in Mombasa County, Kenya.

1.3.2 Specific Objectives

The study had the following specific objectives:

1) To determine the effect of training plans on the performance of small and medium sized hotels in Mombasa County
2) To determine the effect of training methods on the performance of small and medium-sized hotels in Mombasa County
3) To determine the effect of training programs on the performance of small and medium-sized hotels in Mombasa County

1.4 Research Questions

1) To what extend do training plans have an effect on the performance of small and medium-sized hotels in Mombasa County?
2) To what extend do training methods have an effect on the performance of small and medium-sized hotels in Mombasa County?
3) To what extend do training programs have an effect on the performance of small and medium-sized hotels in Mombasa County.
1.5 Significance of the Study

This study aims to benefit human resource managers, training specialists, small and medium-sized enterprise business owners in the hospitality industry as they are now able to use the findings and recommendations made to develop better training policies and practices for Small and medium-sized enterprises. The study is also important to academic researchers as the information provided is resourceful in developing research papers and policies for SMEs in the hospitality sectors. The study is also important to the society especially on information about SMEs and appreciates their contribution to the economy.

1.6 Scope of the Study

The study was restricted to effect of training practices on the performance of small and medium sized enterprises in the hospitality industry in Mombasa County. The study was carried out among small and medium size hotel enterprises operating within this County. The study focused specifically on hotels because they are the largest employers in the County and influence other sectors of the economy.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

The main objective of this chapter is to review relevant literature that is already in existence and to indicate where this study fits into debates around the subject. It covers theoretical framework, conceptual framework, empirical review of literature, critique of the existing literature, summary and research gaps.

2.2 Theoretical Framework

In order to explain the importance of training practices to organization performance the researcher reviewed three theories of the most referenced theories related to training and the learning process. These theories are reinforcement theory, cognitive theory, and social learning theory.

2.2.1 Reinforcement Theory

In this theory, learning is said to have occurred when learners evidence the appropriate reinforcement of an association between a particular response and stimulus (Smith & Ragan, 2005). McKenna and Beech (2006) explained that, to improve trainees performance there has to be reinforcement of what has been learnt it affects the tendency to make specific responses again. This can be in the form of feedback where trainees are provided with responses about their progress and achievements during the training process. Nassazi (2013) supports this by
explaining that, learning must be reinforced and that behavioral scientists have demonstrated that people learn best with immediate reinforcement of appropriate behavior. Banaji (2011) explains that positive reinforcement theory suggests that for trainees to acquire knowledge, change behavior, and modify skills, the trainer needs to identify what outcomes the learner finds most positive and negative, then link those outcomes to the training practices. This theory suggests that trainees are likely to adopt a desired behavior, through training, if the changed behavior will be of benefit to them.

2.2.2 Cognitive Theory

In cognitive theory, learning is the acquisition or reorganization of the cognitive structures through which human beings process and store information (Good & Brophy, 1990). Mclead (2012) found out that this theory describes the way in which people learn to recognize and define problems and experiment to provide solutions. The emphasis here is on the importance of experience, meaning, problem solving and the development of insights. This theory developed the concept that individuals have different needs and concerns at different times, and that they have subjective interpretations in different contexts.
ASTD (2012) found out that cognitive theory is a learning theory that analyses how thoughts, feelings, and social interactions shape the learning process. It focuses on the cognitive process that employees engage in when they are learning. Learning from others is referred to as vicarious learning. Someone acquires behaviors or skills from someone else by watching their actions closely. The learner observes how the model acts and what the results of the model’s actions are. Mclead (2012) found out that on-the-job training methods enables employees to develop a conceptual knowledge, skill and technique to be able to interpret information and solve problems.

2.2.3 Social Learning Theory

This theory emphasizes the importance of observing the behaviors, attitudes, and emotional reactions of others. It means people learn by observing other people (Braton, 2007). Observation allows people see the consequences of other people’s behavior, in that people can gain some idea of what might happen if they act in one way or another (Alkelabi, Jehanzaeb & Ahamad, 2012). Social learning theory is also influenced by a persons’ self-efficacy. Self-efficacy is the ability of a person to learn knowledge and skills of a particular job. It is important to determine one’s self-efficacy especially during needs assessment stage of the training process.
A trainee with high self-efficacy will put more effort to learn in a training program while in contrast, a person with low self-efficacy will have self-doubts about mastering the contents of the training program and is more likely to withdraw psychologically and or physically. This people believe that they are unable to learn, regardless of their effort level (Mineka & Zinbarg, 2006). Chowdhury (2006) explains that social learning theory has four key processes that include Attention, retention, motor reproduction and motivational process. Attention suggests that people cannot learn by observation unless they are aware of the important aspects of the models performance. Attention is influenced by the characteristics of the model and learners must be aware of the skills and behaviors they are supposed to observe and learn.

Retention allows learners to be able to retain or absorb what they have learnt. Motor reproduction means trying out observed behavior to see whether they result in the same reinforcement the model received. The ability to reproduce the same behavior and skills depends on the extent to which the learner can recall the skills or behavior. Motivational process is where learners are more likely to adopt a modeled behavior if it results in positive outcomes. Social learning theory provides valuable information that is directly linked to training practices used in organizations. It encourages training practices to use training methods that allow trainees or employees to incorporate the knowledge, and skills acquired during training in their day-to-day work tasks (Newman, Baum & Wienman, 1995).
2.3 Conceptual Framework

Conceptual framework is a visual or written product it explains either graphically or in a narrative form. It contains the main things to be studied such as the key factors in the study, concepts, or variables and the presumed relationships among them (Miles & Huberman, 1994). The conceptual framework of this study, training plans, training programs, and training methods are conceptualized as independent variables and key components of training practices. The dependent variable is performance. The variables are represented in figure 2.1 below. The pointing arrow indicates the direction of influence where the dependent variable is directly influenced by the independent variables. Literature review explains the main variables of this study it therefore informed the choice of variables adopted for this study as shown in the conceptual framework below.
2.3.1 Training Plans

Cole (2002) explains that training plans are central to the training process and a systematic statement of training intentions and the means by which they are to be achieved and measured. When management of an organization approves the training plan it gives authority to the training team to use the resources at their disposal to develop and implement a training program. A training plan, therefore, outlines critical information regarding training program objectives, schedule, and strategies for designing and developing training curriculum. Appiah (2010) found out that a good training plan follows the following steps in order to accomplish the training objectives and develop an effective program. The steps include;
Determining the training needs, employees to be trained, How best to train the employees, Knowing your trainees and, Drawing up a detailed training plan.

2.3.1.1 Determine Training Needs

Yang (2010) explains that establishing the need for training always results from the difference between an ideal expect from employees’ performance and the actual performance. Bediako (2002) further explains that the purpose of establishing a training need is to identify a gap that exists between the required and actual competencies employees are expected to have in order to determine the kind of training that can bridge this gap.

2.3.1.2 Determining Employees to be Trained

Once the need for training has been established there is need to figure out which employees need training. Laing (2009) found out that organizations have resources that can help determine who needs training such as: Training policy, which spell out whom to train, in what, and on what frequency. Such policies are essential for the following reasons: to provide guidelines for those responsible for planning and implementing training and to provide an equal opportunity for each employee to be trained in the organization.
2.3.1.3 Know How to Train Adult learners

Arlt and Tuopence (2007) found out that most adult learners are self-directed learners: they want to learn what they want, when they want, and how they want. Adult learners need motivation and to motivate adult learners employers must ensure such employees feel acknowledged for their contributions to the organization. Employers should create a job design technique that creates jobs that are cherished by adult learners.

2.3.1.4 Knowing Trainees

Beyazen (2011) explains that in order to make every training session as effective as possible you need to analyze the participants of a training session. The trainer must gather information about group members participating in a training process. The purpose is to gather information on problems perceived by the individuals involved. The following sources are useful for individual analyses: Questionnaires, Records of critical incidents, Job knowledge tools, Data from assessment centre Skill tests, Role-playing results, and Attitude surveys.

2.3.1.5 Draw up a Training Plan

Appiah (2010) found out that a training plan serves as a guideline for both the trainer and the trainee to follow in order to successfully implement an effective training program. It covers the individuals involved in the training, the person that will administer the program, the required resources and the content to be followed.
Once the plan for the program has been outlined then the training lesson is designed.

2.3.2 Training Methods

Kingi et al. (2013) found out that many SMEs prefer the use of on-the-job training methods as it is seen as an appropriate means of introducing new recruits to the job and has a favorable relationship between training costs and benefits. Bohlander, (2001) explains that on-the-job training method is relatively straightforward. The employee is trained by doing or watching others for a while and imitating them. This “other” could be an experienced employee or supervisor that takes the new employee “under his or her wing” to show how to perform job duties. Curran and Blackburn (1997) further highlighted the advantages of SMEs using on-the-job training methods such as; it is easy to integrate informal training practices into the firm’s day-to-day activities. It involves minimal loss of output and disruption of work teams. It focuses closely on a worker’s specific work role needs. Mattare and Lyons (2010) found out that in view of limited personnel and financial resources on-the-job training methods such as observation, mentoring and job rotation schemes address the training needs of SME organizations, as these approaches are inexpensive, flexible and can be used on-site. The different on-the-job training methods are explained below:
2.3.2.1 Learning by Observation/ learning by Example

Dalkir (2005) explains that it is not possible to observe someone’s knowledge, but it is possible to observe the behavior of an expert or the expertise of a person. Observing the behavior of another person when he or she is applying knowledge in daily situations is a source of learning in small firms where learning takes place since the intended effect is to transfer knowledge from one person to another.

2.3.2.2 Job Rotation

This is an on-the-job training method in which employees are moved between two or more jobs in a planned manner (Nassazi, 2013). Ingham (2010) found out that job rotation is the kind of training that is encouraged by SME owner managers. The reason for this stems from the exigencies posed by small sized firms for example in a small firm of 25 employees the absence or quitting of one of two “key” workers can disrupt the production process to a far greater extent. The absence of a single man could mean that the whole work link e.g. milling in production can be broken. Thus it is important that small firm employees to have a variety of skills and knowledge in order adaptation to occur in disruptive situations.

2.3.2.3 Coaching and or Mentoring methods

Torrington, Hall and Taylor (2005) explained that this involves having the more experienced employees coach the less experienced employees. Mentoring offers a
wide range of advantages to development of responsibility and relationship building. This practice is often applied to new recruits in the organization by being attached to a mentor who might be their immediate manager, supervisor, or any other senior manager.

2.3.2.4 Job Shadowing

Laing (2009) found out that job shadowing involves one employee following another like a shadow and learns all the aspects of a job. This is especially suitable for new employees as part of their induction. Job shadowing is a painless way to cover a lot of ground in a short space of time.

2.3.3 Training Programs

Developing an effective employee-training program is vital to the long-term success of any business. Nassazi (2013) defines training programmes as a set of known programmes where the contents, durations and all the details about training are clear to both the organization and the employees to be trained. Ambardar (2013) explains further that training programmes foster a better learning process, improves employees’ competence, which leads to high organization performance. Appiah (2010) found out that the best way to develop training programs is to go through the training process. That is developing training plans, training methods, and evaluation or training feedback. Designing a training program consists of four steps:
2.3.3.1 Assess and Determine Training Needs

This is a detailed study of a particular job is done to determine what specific skills are required to perform it. Also required is a performance analysis, which allows you to confirm whether there is a significant deficiency in how current employees perform their jobs and the assigned tasks. A useful tool for this is a simple form where you list the required tasks, the performance standards, the skills and aptitudes required for the job. The task and performance analyses will enable you to determine the gaps or deficiencies, which can be addressed by training.

2.3.3.2 Set Training Objectives

Specify the performance you expect to achieve through training intervention. State the performance objectives in observable and measurable terms. This will be the benchmark in assessing whether or not training has been effective or not.

2.3.3.3 Training Technique

Choose the actual techniques for training delivery. Some of these include on-the-job training: learning by observation or learning by example, job rotation, job shadowing, coaching and mentoring, all of which are directed towards maximize learning and acquisition of requisite skills by employees.
2.3.4.4 Evaluate the Training Program

Document and compare trainees’ pre-training and post-training performances. In gauging the effectiveness of a training program, you need to measure how the trainees are learning, changing their behaviour and showing results from the acquired training. This will enable you to determine if the training objectives have been achieved and whether training is the appropriate solution to the identified performance gaps. This assessment will also allow you to measure the effectiveness of the training programs. An indication of the effectiveness of the training programs are improvements in the way the current employees are performing on the job, such as increased productivity.

2.4 Empirical Review of literature

In this session, the empirical review looks at two previous researches conducted in India and Kenya on training practices in hotels and human resource development best practice in the hospitality industry. The two studies include Training and development practices in Indian hotel industry an empirical investigation by (Mohinder Chand and Ankush Ambardar, 2010). The second study is on Effect of Human Resource Development on the Performance of Tourist class Hotels in Malindi District, Kenya by (Kingi, Mukulu & Oloko, 2013). Chand and Ambardar (2010) found out that in today’s business environment employees training and
development is being recognized as a significant determinant of both employee and organization performance. Hence, managers have placed great importance on the issue of T&D to their employees simply because trained employees in return are more likely to take pride in organizations achievements; believe in organizational values, goals, and exhibit higher levels of performance.

The study found out that there is a significant difference in usage of and importance of training practices among Indian hotels but also finds a positive relationship between training practices variables and hotel category but differs with regard to T&D practice variable and hotel age and size. The study contributes to the current knowledge in T&D practices and adds additional insights into areas relating to T&D practices in the hospitality industry especially issues relating to adoption of best practice. Kingi et. al, (2013) examined the effect of HRD on the performance of tourist class hotels. The study specifically sought to determine the effect of three components of HRD: training and development, organization development, & career development on the performance of tourist class hotels in Malindi district in Kenya.

The study also sought to determine the moderating effect of organizational learning on the relationship between HRD components on the performance of tourist class hotels in the district. The study found out that T&D as an independent variable had a significant & positive effect on tourist class hotels in Malindi
district this meant that the greater T&D in a hotel the greater the performance. The study recommends that HRD is essential for the success of the hospitality industry, at least in the context of increased productivity and economic performance. It also recommends that adoption of HRD best practice lead to customer satisfaction and remaining competitive in the industry.

2.5 Critique of the Existing literature Relevant to the Study

The literature review points out different authors who have highlighted barriers that hinder SMEs from participating in training and development. The barriers that hinder SMEs from participating in T&D include; Owner-manager decision making regarding participation in training, use of informal training practices, use of tacit knowledge, Lack of career development opportunities in SME organizations and the fear that formally qualified staffs have likelihood of being poached or seek employment in organizations that offer greater opportunities for career development. Small and medium size enterprises should find ways of ensuring they motivate their staff to stay in their organizations by creating opportunities for career advancement for employees with formal training.

Panagiotakopoulos (2011) found out that SME owner managers hold the key to making decisions regarding employee participation in training and development. However, when confronted with the decision some of their staff members for training several issues are often considered which include: training relevance,
delivery method, small business sector focus, cost, time and the training environment. Each of this is important but arguably, the delivery method has the greatest impact on final decision-making outcome. Devins, Johnson and Sutherland (2004) found out that SMEs are less likely to participate in formal training. However, this does not mean that training does not take place within these SMEs. SMEs do use informal training practices, which are ideally suited to small firms. These informal learning approaches tend to focus on tacit knowledge or learning while on-the-job since they are have few costs and are easily integrated to the organizations daily operations.

2.6 Summary

This section presents the summary of existing literature reviewed on training and development in small and medium sized enterprises. The chapter reviewed literature from published journals, books and dissertations to the topic understudy. The theoretical framework shows various theories related to training and how training practices are important to improving the knowledge, skills, and abilities of employees working in an organization. Previous research indicated barriers to training and development among small firms, and showed that there are numerous factors preventing training and development provision in such organizations ranging from conventional financial constraints, limited owner commitment, and fear of poaching. More arguments such as the role of individual uncertainties and potential misunderstandings of the role of training among SMEs also contribute to
lack of training among SMEs. However, SMEs do participate in training using informal training practices such as the use of tacit knowledge which best suits this small organizations as employees learn while they are on the job. Training is important to small and medium sized as it equips their employees with the knowledge, skills and abilities to perform their jobs well and increases the competitive advantage of the organization.

2.7 Research Gaps

This study seeks to examine the effects of training practices on the performance of small and medium sized enterprises in the hospitality industry. Existing literature says that training practices are entirely derived from large organizations. The solutions provided to SMEs on training practice matters are mainly from large organizations. This is in line with the assumption that large organizations training practices can be scaled-down and applied to small and medium sized enterprises. However this assumption is completely wrong simply because SMEs are not scaled down versions of large organizations thus much of the training practices employed are not effective in small and medium sized enterprises (McAdam & Kelly, 2002). The current emphasis placed on enhancing competitive advantage in the hospitality industry and implementing best practices in small and medium sized enterprises, this study seeks to play an important role in bridging the knowledge gap concerning best training practices among SMEs, an area that has been given little consideration to date.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the methodology that was used in this study. It spells out the research design, study population, sampling methods, survey instrument, data collection procedure, pilot test, and data processing and analysis.

3.2 Research Design

The research design of this research was a survey. Gable (1994) defined survey approach as a group of methods such as questionnaires, interviews, and published statistics. Surveys are cost effective and have the ability to encompass a large population with relative ease. This study consists of a large and scattered population (hotels) covering the whole of Mombasa County. Therefore, it was an advantage to use survey method, as it was significant to this study.

3.3 Study Population

A population is defined as a study of all subjects in an organization e.g. managers and employees or study units such as organizations that are the focus of a study (Jennings, 2001). A list of 24 hotels was obtained from the ministry of tourism.
branch office Mombasa. One hotel was closed down for renovation. Three hotels were used in the pilot study; this disqualified them from participating in the main study hence reduced the study population by four hotels to 20 hotels. The reason for choosing this population was based on the definition of SME organizations provided in the literature review.

3.4 Sample and Sampling Methods

The main purpose of sampling is to achieve representation; the sample should be assembled in a way that it represents the population from which it is taken (Jennings, 2001). The researcher used simple random sampling (Mugenda and Mugenda, 1999) explained that simple random sampling is a procedure that gives each item an equal probability of being selected. The sample size for this study was 20 hotel respondents.

3.5 Survey Instrument

The survey instrument used to collect data was a questionnaire. The questionnaire was both structured and unstructured. A structured questionnaire format is used to collect quantitative data which: include designs, techniques and measures that produce discrete numerical or quantifiable data (Mugenda & Mugenda, 1999). An unstructured questionnaire was used to collect the qualitative data, which then provided a complete detailed description of the opinions, perceptions and experiences of the respondents.
3.6 Data Collection Procedure

The data used in this study was obtained from both primary and secondary sources. The secondary data was obtained from the two ministries tourism and labour and workers union KUDHEHIA. Primary data was gathered using questionnaires, which were distributed by the researcher and given to management staff and within the hotel.

3.7 Pilot Test

Veal (1997) found out that a questionnaire should be drafted and tested before a final version is designed i.e. the questionnaire should be pre-tested. A draft version of the questionnaire was developed and distributed to three hotels by the researcher. The questionnaires were pre-tested by employee supervisors. Upon receiving feedback, the researcher made necessary changes to the questionnaire in line with the comments made by those who took part in the pilot test. Validity of the questionnaire was also established at this stage. Kombo and Tramp (2006) found out that validity of research instrument refers to the extent in which a research instrument measures what is intended to measure and a pilot test enhances the reliability, accuracy, clarity and adequacy of the research instrument.
3.8 Data Processing and Analysis

Kombo and Tramp (2006) explain that after data has been collected it’s then organized to identify and correct errors before it is coded and stored in an appropriate form and Likert responses are treated as ordinal data then collated into bar charts. The researcher used spearman’s rank correlation coefficient test to measure the relationship between each independent variable of training practices and dependent variable organization performance. The choice to use spearman’s correlation is to measure the degree of relationship between two variables where data are on ordinal scale (Lehman, 2005). The data was recorded and the relationships among the various categories established. Quantification of categories for their content analysis was also established. The frequencies generated thereafter for analysis were done using Statistical Package for Special Sciences (SPSS).
CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents the findings of this study, followed by discussions of the results. The chapter has five main sections, which include Response rate, Demographic characteristics of hotels, Descriptive statistics, Distribution of responses of for each variable and relationship between the variables.

4.2 Demographic Characteristics

The population consisted of 20 hotels. The researcher delivered 40 questionnaires to the respondents, two to each of the 20 hotels selected in the sample. Sixteen questionnaires were completely filled, returned and used in this study. The 16 hotels resulted in a response rate of 80% of the population under study. The demographic table below indicates the operational experience of the small and medium size hotel enterprises in Mombasa County. The results are in line with Masau and Prideaux (2003) who found out that the hospitality industry in Kenya is mainly concentrated in Mombasa County, and the industry has a significant effect on socio-economic wellness of this County.
4.2.1 Demographic Characteristics

Table 1 Age Distribution of Respondents

<table>
<thead>
<tr>
<th>YEARS OF OPERATION</th>
<th>FREQUENCY</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5</td>
<td>3</td>
<td>18.8</td>
</tr>
<tr>
<td>6-10</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td>11-15</td>
<td>5</td>
<td>31.3</td>
</tr>
<tr>
<td>16-20</td>
<td>4</td>
<td>25.0</td>
</tr>
<tr>
<td>&gt;21</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>16</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The data obtained from the questionnaire, shown in table 1 above showed that, most of the hotels were between 11-15 years old, accounting for 31.25%, 16-20 years (25%), 0-5 years (18.8%), 6-10 years (12.5%), and lastly 21 years and above years (12.5%). This implies that majority of the hotels within Mombasa County have sufficient operational experience in the hospitality industry. The study also found out that 75% of the hotels in the county did not indicate the nationality of their owners; only 25% of the hotels indicated the owner’s nationality. This revealed the presence of domestic investment in the hospitality industry in Mombasa County.
Table 2 Organization Star Rating

<table>
<thead>
<tr>
<th>STAR</th>
<th>FREQUENCY</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>ONE STAR</td>
<td>3</td>
<td>18.8</td>
</tr>
<tr>
<td>TWO STAR</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td>THREE STAR</td>
<td>7</td>
<td>43.8</td>
</tr>
<tr>
<td>FOUR STAR</td>
<td>4</td>
<td>25.0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>16</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 2 above indicates small hotel star ratings with majority of hotels representing 43.8% indicated that they were three star hotels, four-star hotels came in second accounting for 25% followed by one star hotels accounting for 18.8%, and lastly two star hotels represented 12.5%. No hotel indicated that it was a five star hotel.

**4.3 Measuring Attributes of Performance**

In measuring performance the following factors were used to measure performance, sales growth for the last 3 years, ability to provide quality product or service, capacity to develop new products, services and processes, knowledge and skills of employees, internal and external image. These are the main indicators used to show small and medium size hotel performance.
Table 3 Sales Growth for the last 3 Years

<table>
<thead>
<tr>
<th></th>
<th>FREQUENCY</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEUTRAL</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td>BETTER THAN</td>
<td>7</td>
<td>43.8</td>
</tr>
<tr>
<td>MUCH BETTER THAN</td>
<td>7</td>
<td>43.8</td>
</tr>
<tr>
<td>TOTAL</td>
<td>16</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 3 above represents the performance of various hotels in terms of sales growth for the last 3 years. The findings indicated that majority of the respondents accounting for 43.8% performed better than their competitors in terms of sales in the last three years, while other respondents representing 43.8% indicated that they performed much better than their competitors in terms of sales growth in the last three years. 12.5% of the respondents remained neutral. This implies that majority of the hotels performed better in terms of their sales growth in the last three years in terms of their ability to attract customers to their premises.
Table 4 Ability to Provide Quality Products and Services

<table>
<thead>
<tr>
<th></th>
<th>FREQUENCY</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEUTRAL</td>
<td>1</td>
<td>6.3</td>
</tr>
<tr>
<td>BETTER THAN COMPETITOR</td>
<td>4</td>
<td>25.0</td>
</tr>
<tr>
<td>MUCH BETTER THAN COMPETITOR</td>
<td>11</td>
<td>68.8</td>
</tr>
<tr>
<td>TOTAL</td>
<td>16</td>
<td>100.0</td>
</tr>
</tbody>
</table>

In analyzing the responses obtained from respondents on their ability as an organization to provide quality products and services to customers, the findings showed that majority of the respondents 68.8% indicated that they are much better than their competitors in terms of providing better quality products and services. While 25% indicated that they perform better than their competitors in providing quality products and services. 6.3% of the respondents remained neutral. This implies that most of these small hotel organizations have the capacity to provide better quality products and services to their customers.
The responses in table 5 above were collected to determine the respondent’s capacity to develop new products, services and processes. The results indicated that 43.8% of the respondents remained neutral while other respondents accounting for 43.8% indicated that they performed better than competitors, 12.5% of the respondents indicated that they did much better than their competitors in developing new products, services and processes.

Table 5 Capacity to Develop New Products and Services

<table>
<thead>
<tr>
<th>FREQUENCY</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neutral</td>
<td>7</td>
</tr>
<tr>
<td>Better Than Competitor</td>
<td>7</td>
</tr>
<tr>
<td>Much Better Than Competitor</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
</tr>
</tbody>
</table>

Table 6 Knowledge and Skills of Employees

<table>
<thead>
<tr>
<th>FREQUENCY</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neutral</td>
<td>1</td>
</tr>
<tr>
<td>Better Than Competitor</td>
<td>7</td>
</tr>
<tr>
<td>Much Better Than Competitor</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
</tr>
</tbody>
</table>
In analyzing the responses obtained from respondents on knowledge and skills of their employees compared to their competitors, the findings showed that majority of respondents representing 50% indicated their employee’s knowledge and skills were much better compared to their competitors, another 43.8% indicated their employee’s knowledge and skills were better than competitors, 6.3% of the respondents remained neutral

Table 7 Internal and External Image

<table>
<thead>
<tr>
<th>FREQUENCY</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BETTER THAN COMPETITOR</strong></td>
<td>4</td>
</tr>
<tr>
<td><strong>MUCH BETTER THAN COMPETITOR</strong></td>
<td>12</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>16</td>
</tr>
</tbody>
</table>

Table 7 above presents responses given by respondents on their internal and external image as a measure of performance compared to their competitors. The findings indicated that majority of respondents representing 75% believed their internal and external image was much better than their competitors. 25% of the respondents indicated, their internal and external image was better than competitors.
4.4 Attributes of Training Practices

Training practices were computed using the mean of three variables, namely training plans, training programs, and training methods.

4.4.1 Training Plans

The aspects to measure training plans include; training plans information on training program objectives, mechanism for assessing training requirements, training plans that are central to training process.

Table 8 Training Plans Outline Critical Information about Training

<table>
<thead>
<tr>
<th></th>
<th>FREQUENCY</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>VALID Satisfied</td>
<td>7</td>
<td>43.8</td>
</tr>
<tr>
<td>Completely Satisfied</td>
<td>9</td>
<td>56.3</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The table above reports results on level of satisfaction with the information contained in a training plan, such information includes training programs objectives, schedule and strategies for developing a training curriculum. The results indicated that 56.3% of the respondents were completely satisfied with the information outlined in the training plan, while 43.8% of the respondents were satisfied with the information outlined in a training plan. The study results concur with (Appiah, 2010) who found out that a training plan acts as a guideline to both the trainer and the trainee who use the training plan to successfully implement the training process.
Table 9 Mechanism for Determining Training Needs

<table>
<thead>
<tr>
<th></th>
<th>FREQUENCY</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>VALID</td>
<td>1</td>
<td>6.3</td>
</tr>
<tr>
<td>NEUTRAL</td>
<td>11</td>
<td>68.8</td>
</tr>
<tr>
<td>SATISIFIED</td>
<td>4</td>
<td>25.0</td>
</tr>
<tr>
<td>COMPLETELY SATISIFIED</td>
<td>4</td>
<td>25.0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>16</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The responses in table 9 above were collected to determine the mechanisms used for determining training needs. The results indicated that majority of the respondents representing 68.8% were satisfied with the mechanisms used to determine training needs in their organizations, While, 25% of the respondents were completely satisfied with the mechanisms used to determine training needs in their organization. Only 6.3% of the respondents remained neutral.

These results are in line with the assumptions made by (Bediako, 2002) who found out that the mechanism used by an organization to determine employee training needs should be clearly understood by the trainee and the trainer as the training need helps to identify the gap that exists between required and actual competencies.
Table 10 Training Plans are Central to Training Process

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Satisfied</td>
<td>8</td>
<td>50.0</td>
</tr>
<tr>
<td>Completely Satisfied</td>
<td>8</td>
<td>50.0</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100.0</td>
</tr>
</tbody>
</table>

In table, 10 above 50% of the respondents were satisfied that their organization training plans are central to the training process, while another 50% of the respondents were completely satisfied that their organization’s training plans were in line with the training process. These results indicated that these hotels develop training plans, which are consistent with the training process to enable employees update their skills and improve their performance. The results concur with (Cole, 2002) who found out that when training plans are central to the training process the trainees are able to learn new skills and hence improve on their performance.

4.4.2 Training Methods

Training methods aspects are categorized into two, off-the-job training methods where training takes place outside the organization premises and on-the-job training methods that takes place at the actual place of work.
The table 11 above illustrates whether organizations seek assistance/advice from external bodies in relation to training it’s employees. The results indicated that 62.5% of the respondents were satisfied with their organization seeking assistance from external bodies to train their employees. While, 18.8% of the respondents were completely satisfied with their organization seeking external assistance to train their employees. Another 18.8% of the respondents remained neutral in responding to whether their organization should seek external assistance in training their employees. These findings concur with (Panagiotakopoulos, 2011) who recommended the development of information centers created for providing information and empirical evidence to small firm owners on the importance of staff training for small firm’s survival and success. The creation of these centers along with the implementation of formal in-house training seminars for SME owners and their employees will raise awareness around the wider benefits of training to small firm performance.
Table 12 On-the-Job Training Methods

<table>
<thead>
<tr>
<th>VALID SATISIFIED</th>
<th>FREQUENCY</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMPLETELY SATISFIED</td>
<td>4</td>
<td>25.0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>16</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 12 above represents an illustration on whether on-the-job training methods were used to training employees in an organization. The findings indicated that majority of the respondents representing 75% were completely satisfied with on-the-job training methods used in their organization. While 25% of the respondents indicated that, they are satisfied with their organization using on-the-job training methods to train their employees. The findings above concur with (Mattare and Lyons, 2010) who found out that in view of constraints such as limited personnel and financial resources, on-the-job training methods such as observation, job rotation schemes address the training needs of SME organizations as these approaches are inexpensive, flexible and can be used on site. Kingi et al. (2013) also found out that SMEs prefer the use of on-the-job training methods as learning by doing is seen as an appropriate means of introducing new recruits to the job, and has a favorable relationship between training costs and benefits.
Table 13 Use of both On-the-Job and Off-the-Job Training Methods

<table>
<thead>
<tr>
<th>VALID</th>
<th>DISSATISFIED</th>
<th>FREQUENCY</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEUTRAL</td>
<td></td>
<td>5</td>
<td>31.3</td>
</tr>
<tr>
<td>SATISFIED</td>
<td></td>
<td>4</td>
<td>25.0</td>
</tr>
<tr>
<td>COMPLETELYSATISFIED</td>
<td></td>
<td>6</td>
<td>37.5</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>16</td>
<td>100.0</td>
</tr>
</tbody>
</table>

In analyzing, the responses obtained from respondents on whether to use both on-the-job and off-the-job training methods. The findings indicated that 37.5% respondents were completely satisfied with using both on-the-job and off-the-job training methods, 31.3% respondents indicated they are neutral to using both training methods, 25% of the indicated they are satisfied with using both training methods to train their employees. Only 6.3% respondents were dissatisfied with using both training methods.

The results above are in line with (Curran and Blackburn, 1997) who found out that SMEs use on the job training methods because they are straightforward and can be integrated into an organizations day-to-day activities and the employee is trained by doing or watching others doing the job then imitating them. Panagiotakopoulos (2011) explains that SMEs can use off-the-job training methods in the form of seminars by government, e.g. small firm owner managers can be trained free on safety measures then extend the skills learnt to their
businesses, while SME employees can also attend such seminars where they could be trained on information communication and technology skills. This ICT training programs should be designed for people working in SME organizations to help them integrate ICT skills in their work activities.

4.4.3 Training Program

The aspects of training programs include aligning training programs to training objectives, use of experienced trainers, aligning training techniques to training policy, training evaluation.

Table 14 Aligning Training Programs to Training Objectives

<table>
<thead>
<tr>
<th></th>
<th>FREQUENCY</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>VALID Neutral</td>
<td>1</td>
<td>6.3</td>
</tr>
<tr>
<td>Satisfied</td>
<td>6</td>
<td>37.5</td>
</tr>
<tr>
<td>Completely Satisfied</td>
<td>9</td>
<td>56.3</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The table 14 above presents the responses given by respondents on whether their training programs are aligned to training objectives set. The findings indicated that majority of respondents 93.8% were contented that their training programs were aligned to training objectives of the organization.6.3% of the respondents remained neutral. The results clearly indicate that for effective delivery of a training program it has to be aligned to training objectives. The results are supported by (Nassazi ,2013) who found out that when organizations training
programs are aligned to training objectives they specify the performance the organization expects to achieve through training and also acts as a benchmark on whether training is effective or not.

Table 15 Experienced Trainers

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Neutral</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td>Satisfied</td>
<td>5</td>
<td>31.3</td>
</tr>
<tr>
<td>Completely Satisfied</td>
<td>9</td>
<td>56.3</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 15 above reports results on the use of experienced trainers to train employees in an organization. The findings indicated that majority of the respondents accounting for 87.6% were satisfied with using experienced trainers, While 12.5% of the respondents remained neutral. The results agree with (Torrington and Taylor, 2005) who found out that use of experienced employees to coach or mentor the less experienced employees offers a wide range of advantages such as development of responsibility and relationship building. The findings are also in line with cognitive theory. Mclead, (2012) found out that cognitive theory explains how someone acquires behaviors or skills from someone else who is experienced by watching their actions closely. It enables employees to develop a conceptual knowledge, skill and procedures to be able to interpret information and solve problems.
It is relevant to find out whether the training techniques used in an organization are in line with its policies. Based on the responses above, majority of the respondents representing 68.8% of the entire sample revealed that their training techniques are aligned to their organization’s training policies, hence they are completely satisfied, while 31.3% of the remaining respondents were satisfied that their training techniques are in line with their training policy. This indicates the importance choosing a training technique that suits the objectives of a training process in an organization. This is in line with (Laing, 2009) who found out that it is important for an organization's training techniques to be in line with the organization's training policies this is because the policies provide guidelines on planning and implementing the training techniques and allocation of training resources to pre-determined training requirements.

### Table 16 Training Techniques are in line with Organization Training Policy

<table>
<thead>
<tr>
<th>Valid</th>
<th>Satisfied</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Completely Satisfied</td>
<td>11</td>
<td>68.8</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>16</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 17 Training Evaluations to Determine Training Effectiveness

<table>
<thead>
<tr>
<th></th>
<th>FREQUENCY</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>VALID NEUTRAL</td>
<td>6</td>
<td>37.5</td>
</tr>
<tr>
<td>SATISFIED</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td>COMPLETELY SATISFIED</td>
<td>8</td>
<td>50.0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>16</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The above table 17 reports results from training evaluation done to determine training effectiveness. Majority of the respondents accounting for 50% were completely satisfied with the training evaluation done to determine training effectiveness. While 37.5% of the respondents remained neutral on training evaluation done in their organizations. Another, 12.5% of the respondents were satisfied with training evaluations done in their organizations to establish it’s effectiveness. These results indicate that a lot of emphasis should be put to establish training effectiveness. Apolot (2012) found out that in order to check the effectiveness of training evaluation should be done to measure the overall cost benefit of the training program and not just the achievements of the training objectives. Evaluation is done and control measures taken to correct any deficiencies detected after training.
4.4.4 Existence of Training Policy and Objectives in Small Hotels

The results from the question on whether small hotels have training policies and objectives indicated that all the respondents accounting for 100% selected in the sample have a training policy in place. This implies that training policies and objectives are important to the success of a training process.

Table 19 Communicating Training Policies and Objectives to Employees

<table>
<thead>
<tr>
<th></th>
<th>FREQUENCY</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Manuals</td>
<td>6</td>
<td>37.5%</td>
</tr>
<tr>
<td>Supervisors</td>
<td>3</td>
<td>18.8%</td>
</tr>
<tr>
<td>Employee Handbook</td>
<td>4</td>
<td>25%</td>
</tr>
<tr>
<td>Memos/Notices</td>
<td>3</td>
<td>18.8%</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

The table 19 above indicated how training policies and objectives were communicated to employees. The findings showed that majority of the respondents accounting for 37.5% used training manuals to communicate training policies and objectives to their employees. 25% of the respondents indicated that they use employees ‘handbook to communicate policies and objectives of training. While 37.5% respondents used memos and supervisors. This study compares with an earlier study by (Liang, 2009) who found out those organizations that
communicate training policies and objectives to their employees enable them to understand the role of training to both the employee and the organization.

Table 20 Employee Training Needs

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observing Performance</td>
<td>11</td>
<td>68.8</td>
</tr>
<tr>
<td>Education Level</td>
<td>5</td>
<td>31.3</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The results in the table 20 above showed that majority of the respondents accounting for 68.8% used employee’s performance to determine their training needs. The remaining 31.3% respondents indicated that they use an employee’s education level to determine his/her training needs this is especially done to new employees in an organization. This implies that organizations determine current employees training needs by observing their performance, while new employees training needs is determined by their level of education.
A number of training techniques that are commonly used during training are presented in the graph above. This is important in understanding the different ways trainees receive training under on-the-job training methods classification. As revealed above, the most common methods used to facilitate training include; use of experienced staff accounting for 37.5%, followed by coaching 31.3% and other methods used such as discussions at 25% and presentations at 6.3%. This could partly be explained by the nature of business within hotels that is largely customer oriented hence it’s skill focused. The results above agree with (Curran and Blackburn, 1997) who highlighted the advantages of using on-the-job training...
methods such as it is easy to integrate informal training practices into a firm’s day-to-day activities.

Table 21 Efficiency of Training Methods Used

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Easy To Use</td>
<td>7</td>
<td>43.8</td>
</tr>
<tr>
<td>Not Expensive</td>
<td>4</td>
<td>25.0</td>
</tr>
<tr>
<td>Easy To Understand</td>
<td>5</td>
<td>31.3</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 21 above illustrates the responses from respondents on the efficiency of training methods used in their organizations. The findings indicated that majority of the respondents accounting for 68.8% used the training techniques mentioned in graph above because they are easy to use and not expensive while 31.3% of the respondents indicated that the techniques used are easy to understand.

Table 22 Factors to Include in making Training more Efficient and Successful

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee Involvement</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td>Better Training Materials</td>
<td>7</td>
<td>43.8</td>
</tr>
<tr>
<td>Experts</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td>Skill Oriented</td>
<td>5</td>
<td>31.3</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100.0</td>
</tr>
</tbody>
</table>
In analyzing, the responses obtained from respondents on what factors to include in making training more efficient and successful. The findings showed that majority of respondents representing 43.8% indicated use of better training materials as a way of making training more efficient and successful. While 31.3% respondents indicated that, the actual training should be skill oriented to enable employees gain the correct knowledge and skills required to do their jobs while 25% respondents indicated organizations to use external experts in training to make it more efficient.

Table 23 Evaluation of Employee Training and Development

<table>
<thead>
<tr>
<th></th>
<th>FREQUENCY</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>VALID OBSERVATION</td>
<td>10</td>
<td>62.5</td>
</tr>
<tr>
<td>DISCUSSIONS</td>
<td>4</td>
<td>25.0</td>
</tr>
<tr>
<td>ORAL INTERVIEW</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>16</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 23 above illustrates the results from respondents on how they evaluate their employees training and development. The findings indicate that majority of respondents representing 62.5% use observation as a method of evaluating employee’s performance after training. While 25% indicated discussions as a method of evaluating employees training, other respondents representing 12.5% used oral interviews to evaluate employees training. This implies that the different methods used to evaluate employees training are meant to gather views on how
employees view the training process. Previous studies such as (Laing, 2009) found out that there are several methods used to evaluate training such as use of questionnaires to elicit trainee responses about training. Structured exercises that provide opportunities for employees to apply their new learned skills and techniques, and interviews where information is gathered about training directly from learners either as individuals or as groups. The findings are in line with social learning theory, which emphasizes on the importance of observation, the behaviors, attitudes and emotional reactions of others. Observation lets people see the consequences of other people’s behaviour, in that people can gain an idea of what might happen if they act in one way or another (Alkelabi et al., 2012).

4.4.4 Employee and Performance after Training

The results from the question above showed that all the respondents representing 100% indicated that training does improve both organization and employees performance. These results indicate that training employees on the right skills does improve their performance and the organization as a whole. Olaniyan and Lucas (2008) found out that when organizations train their employees it enhances their capacity to contribute to overall performance of the organization.
Table 25 Benefits of Training Practices

<table>
<thead>
<tr>
<th>VALID</th>
<th>FREQUENCY</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>BETTER TRAINING POLICIES</td>
<td>1</td>
<td>6.3</td>
</tr>
<tr>
<td>MOTIVATION</td>
<td>6</td>
<td>37.5</td>
</tr>
<tr>
<td>WELL PLANNED TRAINING</td>
<td>1</td>
<td>6.3</td>
</tr>
<tr>
<td>PROCESS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IMPROVED PERFORMANCE</td>
<td>8</td>
<td>50.0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>16</td>
<td>100.0</td>
</tr>
</tbody>
</table>

In analyzing the responses obtained from respondents on the benefits of training practices in their organization, the findings indicated that majority of respondents accounting for 50% link improved employee and organization performance as a major benefit of training practice. While 37.5% of the respondents indicated that training practices leads to motivating employees to work, 12.6% of the respondents indicated other benefits of training practices such as better training policies and a well-planned training process. The results are in line with (Akinyele, 2007) who explained that training practices are of benefit to organizations as they have a positive impact on employees and organization performance.
<table>
<thead>
<tr>
<th>Valid</th>
<th>Time Constraints</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Financial Constraints</td>
<td>7</td>
<td>43.8</td>
</tr>
<tr>
<td></td>
<td>Lack of Experienced Staff</td>
<td>3</td>
<td>18.8</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>16</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The table 26 above illustrates the results from the question about what are the main constraints to training practices. The results showed that majority of respondents representing 81.3% indicated lack finances and time constraints contributed to the organization not to participate in training. 18.8% of the respondents indicated that lack of experienced staff that can be able to train junior staff is also a barrier to training practices. This implies that small hotels faced with barriers that hinder them from participating in training and development of their employees. The results of this study concur with (Watt and Kitagawa, 2009) who found out that SME organizations are faced with major barriers that hinder them from participating in training activities such as lack of finances, fear of poaching, lack of experienced staff and time constraints.
Table 27 Characteristics of an Excellent Training Practice

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>6</td>
<td>37.5</td>
</tr>
<tr>
<td>Clear Objectives</td>
<td>7</td>
<td>43.8</td>
</tr>
<tr>
<td>Well Planned Training</td>
<td>3</td>
<td>18.8</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 27 above presents the responses given by respondents on what they think are characteristics of an excellent training practice. Majority of the respondents representing 81.3% indicated well-planned training process and clear objectives are excellent characteristics of a training practice. While 18.8% of the respondents indicated that, an excellent training practice should have efficient training methods. This implies that a good training practice should capture elements such as clear objectives and policies, well planned and efficient to ensure trainees are able to acquire relevant skills. Lather (2011) found out that a good training practice should ensure a continuous improvement in the quality of work performed by employees and should contain clear stated objectives of the complete training process.
Table 28 Training Practices used in Small and large Hotels

<table>
<thead>
<tr>
<th>VALID</th>
<th>FREQUENCY</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td>NO</td>
<td>14</td>
<td>87.5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>16</td>
<td>100.0</td>
</tr>
</tbody>
</table>

In analyzing the responses obtained from respondents on whether small hotels can implement the same training practices as those in large hotels, the findings showed that majority of respondents, representing 87.5% do not think small hotels should implement the same training practices as large hotels. While 12.5% indicated that yes-small hotels can implement same training practices as large hotels. There are several reasons given as to why small hotels cannot implement same training practices as large hotels. Kingi et.al, (2013) found out that there are several reasons that hinder SMEs from participating in training activities such as lack of finances, time constraints, and SME owner manager attitude towards training etc hence training practices for large and small hotels cannot be the same.

Table 29 Training Practices Advice for Small Hotels

<table>
<thead>
<tr>
<th>VALID</th>
<th>SKILL ORIENTED</th>
<th>FREQUENCY</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SKILL ORIENTED</td>
<td>9</td>
<td>56.3</td>
</tr>
<tr>
<td></td>
<td>COMMUNICATION SKILLS</td>
<td>4</td>
<td>25.0</td>
</tr>
<tr>
<td></td>
<td>CUSTOMER RELATIONS</td>
<td>3</td>
<td>18.8</td>
</tr>
<tr>
<td>TOTAL</td>
<td>16</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

59
In analyzing the kind of training practices that would be appropriate for small hotels and in addition, would the advice be the same as that offered to big hotels. The findings indicate that majority of respondents accounting for 56.3% indicated that the training practices should focus on improving employees skills, 25% of the respondents indicated that training in small hotels should focus on improving employees communication skills, while 18.8% of the respondents indicated that training practices in small hotels should involve training employees on customer relations. In analyzing the results from the question whether the advice offered to small hotels on training practices should be the same or different to big hotels.

The findings indicated that majority of the respondents representing 87.5% indicated that training practices advice for small hotels should be different from big hotels since the big hotels have a larger workforce compared to small hotels hence their training practices cannot be the same. This is in line with (Kingi et.al, 2013) who found out that small hotels are not scaled down versions of big hotels that have the resources the resources to train their employees hence the need to develop a training model that will fit into small hotels requirements such as time constraints, lack of skilled employees, financial constraints the etc. Hence training practice advice for small enterprises cannot be the same as those of large hotels.
On the other hand, 12.5% of the respondents had a different view that since both small hotels and big hotels are in the same industry and most of their operations are the same then the same advice can be offered to big hotels.

4.5 Testing Relationships between Variables

4.5.1 Correlation Coefficients between Training Practice Elements and Performance

Spearman’s Rho Correlation analysis was used for this study. Spearman’s rank correlation coefficient or spearman’s rho is a non-parametric measure of statistical dependence between two variables (Corder & Foreman, 2014). The correlation in this study was between training practice independent variables, which include training plans, training methods, and training programs while the dependent variable was performance of small and medium size enterprise hotels in the hospitality industry. They are presented in table 30 below.
Table 30 Correlation Coefficient between Training Practice Variables and Performance

<table>
<thead>
<tr>
<th>SPEARMANS RHO</th>
<th>PERFORMANCE</th>
<th>TRAINING PLANS</th>
<th>TRAINING METHODS</th>
<th>TRAINING PROGRAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERFORMANCE</td>
<td>CORRELATION COEFFICIENT</td>
<td>1</td>
<td>0.285078658</td>
<td>0.171448167</td>
</tr>
<tr>
<td>SIG. (2-TAILED)</td>
<td></td>
<td></td>
<td>0.284518558</td>
<td>0.525499339</td>
</tr>
<tr>
<td>N</td>
<td>16</td>
<td>16</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>TRAINING PLANS</td>
<td>CORRELATION COEFFICIENT</td>
<td>0.285078658</td>
<td>1</td>
<td>0.461880215</td>
</tr>
<tr>
<td>SIG. (2-TAILED)</td>
<td></td>
<td></td>
<td>0.284518558</td>
<td>0.071688101</td>
</tr>
<tr>
<td>N</td>
<td>16</td>
<td>16</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>TRAINING METHODS</td>
<td>CORRELATION COEFFICIENT</td>
<td>0.171448167</td>
<td>0.461880215</td>
<td>1</td>
</tr>
<tr>
<td>SIG. (2-TAILED)</td>
<td></td>
<td></td>
<td>0.525499339</td>
<td>0.071688101</td>
</tr>
<tr>
<td>N</td>
<td>16</td>
<td>16</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>TRAINING PROGRAMS</td>
<td>CORRELATION COEFFICIENT</td>
<td>0.32033332</td>
<td>0.215743956</td>
<td>0.077849894</td>
</tr>
<tr>
<td>SIG. (2-TAILED)</td>
<td></td>
<td></td>
<td>0.226435626</td>
<td>0.422268922</td>
</tr>
<tr>
<td>N</td>
<td>16</td>
<td>16</td>
<td>16</td>
<td>16</td>
</tr>
</tbody>
</table>
The relationship between training practice components and performance of SME hotels was measured using spearman’s Rho correlation analysis. As indicated in table 30 above there is a positive correlation of 0.2851 between small hotels training plans and their performance. This indicates that a proper training plan within an organization helps in improving the overall performance of that organization. Hence, small hotels should be able to develop training plans with clear training program objectives, schedule and strategies for the complete training process.

Training methods also positively correlate (0.17145) to small hotels performance. This implies that the training methods used by small hotels to train their employees contributes heavily to employee’s individual performance and overall organization performance. This shows that since small hotels prefer use of on the job training methods because these methods are easily integrated into the organization’s day-to-day activities, there is minimal loss of output and disruption of work teams. Thus, the choice of a training method should focus closely on workers specific roles.

Training programs also positively correlate (0.32033) to small hotels performance. This implies that a proper training program is vital to the success of the organization as it spells out the contents, durations and all the details of training. Small hotels should put much emphasis on designing better training programs.
CHAPTER FIVE
SUMMARY CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter is divided into three sections: Summary, conclusions and recommendations. The first section presents a summary of the study objectives. The second section presents conclusions made in relation to the specific objectives of the study and the third and final section presents recommendations of the study and future research.

5.2 Summary of the Results

The results indicated that training plans have a positive effect on performance of small hotels in Mombasa County. This is implies that with clear training plans that outline training process objectives, and information on training programs the greater the performance of a hotel. The training methods used by small size hotels to train their employees include discussions, demonstrations and presentations by experienced employees. These methods have a positive effect on performance of SME hotels in Mombasa County because they have the capability to upgrade the skill, knowledge and understanding of employees being trained. The results on training programs indicate that with clear training content and substance training programs helped to improve the skill and knowledge application in a job after
training hence showing a positive effect of training programs on SME hotels in Mombasa County.

5.3 Conclusion

The conclusions for this study stem from the specific objectives of the study, which were developed to facilitate clear achievement and purpose of this study. The main concern in the first objective was to establish whether training plans contribute to organization performance. The results indicated that there is a significant and positive relationship between training plans and organization performance. The results further indicated that small hotels have training plans that are central to the training process since they outline the objectives, policies and information on the training programs.

Training plans should be central to the training process as they outline the intentions of a training process and the means by which the objectives of training are achieved and measured. Training plans play a very important role in determining the success of a training program. Therefore, the training plans of organizations should follow clear and outlined steps and objectives that are required to develop an effective training program. In conclusion, the author concludes that small hotels need to ensure that their training plans must outline clear information regarding training program, training objectives/policies and strategies and the mechanism for assessing training requirements.
The second objective was on effect of training methods on the performance of SME hotels in Mombasa County. It looked to establish the training methods used within SME hotels and their effect on performance of small hotels. The results obtained for this second objective indicated that there is a positive effect between training methods used in this small hotels and their performance. The results further indicated that on-the-job training methods are the most common methods used to train employees in these small hotels. The most common methods used include discussions, presentations by experienced employees, demonstrations and in house training seminars. The researcher therefore concludes that since the choice of informal training methods in SME hotels is a choice rather than an obligation the training methods used should be efficient enough to ensure proper transfer of skills, knowledge and confidence in employees for them to use in their day-to-day jobs. The training method should also focus on the skills required and the job itself.

The third objective was to establish the effect of training programs on the performance of SME hotels in Mombasa County. The concern for this objective was to establish whether SME hotel training programs are aligned to training objectives, use of experienced trainers, and the techniques employed are in line with organizations training policy. The results obtained for this objective indicated that there is a positive effect of training programs on performance of SME hotels
in Mombasa County. An effective training program should clearly indicate clear deliverance of training content and substance to trainees.

5.4 Recommendations of the Study

The recommendations of this study are based the research objectives of the study derived from three key variables of training practices which include training plans, training methods, and training programs.

5.4.1 To determine the Effect of Training plans on the Performance of Small and Medium Size Hotels in Mombasa County

The training plans developed by small hotels should serve as a blueprint for conducting a training process. The study recommends the contents of a training plan should include, training aims, which is a general statement as to what is the intention of the training to employees and the organization. Identify a target group who the training intends to help and lastly training contents that gives details of the topics to be covered.

5.4.2 To determine the Effect of Training Methods on the Performance of Small and Medium Size Hotels in Mombasa County

Training methods are essentially the means to communicate information, ideas, skills, attitudes and feelings to learners. The study recommends that since small hotels prefer use of on-the-job training methods, the methods should first
emphasize more on developing primary skills, which are the basis for skill
development such as problem solving and communication skills then build up on
acquiring specific task-related skills relating to employees jobs. The study also
recommends use of on-the-job training methods like job shadowing, job rotation,
and mentoring since they are straightforward and the employee learns while
actually performing the task.

5.4.3 To determine the Effect of Training Programs on the Performance of
Small and Medium Size Hotels in Mombasa County

Training programs; once training needs have been ascertained then a training
program should be designed. Designing a training program is not an easy task the
study recommends that before coming up with training program small hotels
should take into account the following issues, The objective training, what the
trainees will achieve or gain after being trained, and who should conduct the
training. In choosing, the person who conducts the training the study recommends
that he or she should have some level of experience in a specific area of work or
task and the method he or she uses to train the learner should be efficient,
straightforward to enable the learner acquire the skills.
5.5 Limitations of the Study

Some of the respondents were not free to divulge information necessary for this study due to the sensitivity of some information. In order to address the limitation the researcher assured the respondents that the information given was for academic research purposes only.

5.6 Suggestions for Future Research

Small and medium-size organizations within the hospitality industry that are able to realize the benefits of training are able to move away from viewing the training function as an operational function or cost center to one that is value driven. This study identified two future directions of research. First, the study suggests that the benefits of training practices have a cascading effect from individual employee’s performance, team performance and overall organization performance. Future research should focus the effect of training practices on employee performance and their contribution directly to team and performance.

Secondly, Prior research focused on factors that hinder SMEs in participating in training. Thus offering employees training opportunities especially in SME organization can be seen as a message that SME organizations cares for it’s employees. Therefore, future research could investigate the extent to which training opportunities is as a message that SME hotel organizations within the cares about its employees.
REFERENCES


Dear Sir/ Madam,

I am a student at Technical University of Mombasa, pursuing a Masters degree in Business Administration human resource management option currently I’ am carrying out a research study on Effect of Training Practices on the Performance of Small and Medium Size Enterprises in the Hospitality Industry in Mombasa County.

In partial fulfillment of the requirement for the award of this degree I’ am required to collect data on the above stated topic. I would be grateful if you could consent to participate in this survey through filling this questionnaire. The information you provide will be treated with confidentiality and will be used for research purpose only. Your kind participation in responding to the best of your knowledge will go a long way in making this study a success and will also help in improving the performance of hotels in Mombasa County.

Yours faithfully,

MICHAEL E.W. MATOFARI
Appendix B: Questionnaire

Survey No: ____________  Survey Date: ____________

Name of the Organization/ hotel ______________________________

Nationality of Owner (s) _____________________________________

INSTRUCTIONS:

Do not write your name in this questionnaire.

In all questions where answer options are provided please answer by putting a tick in the appropriate bracket provided.

For questions that demand your opinion, please try to honestly describe as per the question in the spaces provided.

PART A: ORGANIZATION CHARACTERISTICS

Age of the organization:

Below 5 years ( )  c) 10 to 15 years ( )

5 to 10 years ( )  d) 15 to 20 years ( )

e) 20 years and above ( )

The organization’s star rating:

a) One star ( )  b) Two star ( )

c) Three star ( )  d) Four star ( )

e) Five star ( )  f) Not rated ( )
PART B: MEASURING PERFORMANCE

How would you rate the performance of your organization on the attributes listed below? Please tick in the space in front of the questions under the number you think expresses the position of the organization in relation to performance.

<table>
<thead>
<tr>
<th>Attributes of Performance</th>
<th>1= much worse than competitor, 2 = worse than competitor, 3 = neutral, 4 = better than competitor, 5 = much better than competitor</th>
</tr>
</thead>
<tbody>
<tr>
<td>A  Sales growth for the last 3 years</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>B  Ability to provide quality product/ or service</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>C  Capacity to develop new products, services and processes</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>D  Knowledge and skills of employees</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>E  Internal and external image</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

**Attribute of Training Practices**

1= completely dissatisfied,
2=dissatisfied, 3=neutral,
4=satisfied, 5 = completely satisfied

**Training Plans**

A  The organization has a training plan that outlines critical information regarding training program objectives, schedule and strategies for designing and developing training curriculum.
B The organization has a mechanism of assessing training requirements?

C The organization develops training plans that are central to its training process?

Training Methods

D Off-the-job training - The organization seeks assistance/advice of external bodies in relation to training for its employees (explicit methods).

E On-the-job training - knowledge is acquired, disseminated and shared through tacit methods.

F The organization employs both on-the-job and off-the-job training methods.

Training Programs

G The organization has training programmes that are aligned to the training objectives set.

H Persons responsible for training are skilled trainers.

G The training techniques employed are in line with the organization training policy.

H The organization conducts training evaluation to determine effectiveness of the training exercise.

5. Does your organization have any training policies and objectives?
   a) Yes (    )                        b) No (    )
If yes how are these policies and objectives communicated to employees?
..............................................................................................................................
..................................................................................................................................

6. How are employees training and development needs determined?
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

7. Which training techniques are commonly used in your organization during the training process?
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

. Explain how these training methods and techniques are efficient to the whole training process?
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

9. What factors would you encourage your organization to include in order to make the training more efficient and successful?
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
10. How does your organization evaluate employees training and development?
........................................................................................................................................
........................................................................................................................................

11. Does the organization and employees performance improve after training?
a) Yes (   )                    b) No (   )

12. What are the benefits of training practices to your organization? give a general opinion on the importance of training practices?
........................................................................................................................................
........................................................................................................................................

13. What are the main constraints/barriers to training practices – why?
........................................................................................................................................
........................................................................................................................................

14. What do you think are the characteristics of an excellent approach to training practices? Can a small hotel achieve this?
........................................................................................................................................
........................................................................................................................................

15. Do you think small hotel enterprises can implement the same training practices as those in large hotels why/ why not?
........................................................................................................................................
........................................................................................................................................
16. What kind of training practices advice would be appropriate for small hotels? Would it be the same or different to the advice offered to bigger hotels?
## Appendix C: List of Small and Medium Size Hotels in Mombasa County

<table>
<thead>
<tr>
<th>S/NO</th>
<th>Hotel Establishment</th>
<th>No. Of Management staff</th>
<th>No. Of Non-Management staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Severin Sea Lodge</td>
<td>10</td>
<td>75</td>
</tr>
<tr>
<td>2</td>
<td>Sentrim Castle Royal Hotel</td>
<td>7</td>
<td>45</td>
</tr>
<tr>
<td>3</td>
<td>Nyali International Beach Hotel &amp; Spa</td>
<td>13</td>
<td>78</td>
</tr>
<tr>
<td>4</td>
<td>Pride Inn Hotel Mombasa</td>
<td>9</td>
<td>62</td>
</tr>
<tr>
<td>5</td>
<td>Sunrise Resort Apartments</td>
<td>6</td>
<td>40</td>
</tr>
<tr>
<td>6</td>
<td>New Palm Tree Hotel</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>7</td>
<td>Emerald Flamingo Beach Resort &amp; Spa</td>
<td>18</td>
<td>72</td>
</tr>
<tr>
<td>8</td>
<td>Bamburi Beach Hotel Mombasa</td>
<td>13</td>
<td>72</td>
</tr>
<tr>
<td>9</td>
<td>Coast Gate Hotel Mombasa</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>10</td>
<td>Indiana Beach Apartments Hotel</td>
<td>11</td>
<td>62</td>
</tr>
<tr>
<td>11</td>
<td>Chamiachi Luxury Apartments</td>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td>12</td>
<td>Royal Court Hotel</td>
<td>16</td>
<td>45</td>
</tr>
<tr>
<td>13</td>
<td>Pride Inn Nyali Mombasa</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Hotel Name</td>
<td>Room Count</td>
<td>Staff Count</td>
</tr>
<tr>
<td>---</td>
<td>------------------------------------------------</td>
<td>------------</td>
<td>-------------</td>
</tr>
<tr>
<td>14</td>
<td>Sentido Neptune Beach Hotel</td>
<td>18</td>
<td>56</td>
</tr>
<tr>
<td>15</td>
<td>Flamingo Beach Hotel</td>
<td>12</td>
<td>76</td>
</tr>
<tr>
<td>16</td>
<td>Campers Haven &amp; Jamboree Resort</td>
<td>4</td>
<td>22</td>
</tr>
<tr>
<td>17</td>
<td>Gishuno Apartments Hotels</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>18</td>
<td>Makweteu Resorts</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>19</td>
<td>Milele Beach Hotel</td>
<td>9</td>
<td>56</td>
</tr>
<tr>
<td>20</td>
<td>Pa Pweza Adamsville Beach Suites</td>
<td>6</td>
<td>35</td>
</tr>
<tr>
<td>21</td>
<td>Plaza Beach Hotel</td>
<td>6</td>
<td>42</td>
</tr>
<tr>
<td>22</td>
<td>Sheba Resorts</td>
<td>6</td>
<td>74</td>
</tr>
<tr>
<td>23</td>
<td>Surfside Villas</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>24</td>
<td>Quale Hotel</td>
<td>2</td>
<td>22</td>
</tr>
<tr>
<td>25</td>
<td>Hotel Radiance</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>26</td>
<td>Hotel Dorse</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>27</td>
<td>Hotel Sapphire</td>
<td>8</td>
<td>54</td>
</tr>
<tr>
<td>28</td>
<td>Lambada Holiday Resort</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>29</td>
<td>Flamingo Beach Hotel</td>
<td>12</td>
<td>76</td>
</tr>
<tr>
<td>30</td>
<td>TOTAL</td>
<td>225</td>
<td>1233</td>
</tr>
</tbody>
</table>

Appendix D: Hotel Classification

Hotel Classification Systems: Official Hotel and Resort Guide (OHRG)

Travel Industry classification system ratings are deemed as being comparable around the world, making it easier for professionals in the travel trade. The Automobile Association (AA) rating system (British System) focuses on a consumer’s perspective on accommodation properties. The objective was to introduce a classification system easily understood by the consumer. This system is part of the description of properties seen in travel books. The American version is the AAA system.

Minimum Requirements for AA Recognition

★ One Star Hotels

Hotels in this classification are likely to be small and independently owned, with a family atmosphere. Services may be provided by the owner and family on an informal basis. There may be a limited range of facilities and meals may be fairly simple. Lunch, for example, may not be served. Some bedrooms may not have en suite bath/shower rooms. Maintenance, cleanliness and comfort should, however, always be of an acceptable standard.
Two Star Hotels
In this classification, hotels will typically be small to medium sized and offer more extensive facilities than at the one star level. Some business hotels come into the two star classification and guests can expect comfortable, well-equipped, overnight accommodation, usually with an en-suite bath/shower room. Reception and other staff will aim for a more professional presentation than at the one star level, and offer a wider range of straightforward services, including food and drink.

Three Star Hotels
At this level, hotels are usually of a size to support higher staffing levels, and a significantly greater quality and range of facilities than at the lower star classifications. Reception and the other public rooms will be more spacious and the restaurant will normally also cater for non-residents. All bedrooms will have fully en suite bath, shower rooms, and offer a good standard of comfort and equipment, such as a hair dryer, direct dial telephone, toiletries in the bathroom. Some room service can be expected, and some provision for business travelers.

Four Star Hotel
Expectations at this level include a degree of luxury as well as quality in the furnishings, decor and equipment, in every area of the hotel. Bedrooms will also usually offer more space than at the lower star levels, and well-designed,
coordinated furnishings and decor. The en-suite bathrooms will have both bath and fixed shower. There will be a high enough ratio of staff to guests to provide services like porter age, 24-hour room service, laundry and dry-cleaning. The restaurant will demonstrate a serious approach to its cuisine.

★★★★★ Five Star Hotels

Here you should find spacious and luxurious accommodation throughout the hotel, matching the best international standards. Interior design should impress with its quality and attention to detail, comfort and elegance. Furnishings should be immaculate. Services should be formal, well supervised and flawless in attention to guests' needs, without being intrusive. The restaurant will demonstrate a high level of technical skill, producing dishes to the highest international standards. Staff will be knowledgeable, helpful, well versed in all aspects of customer care, combining efficiency with courtesy.

Source: Hotel Classification System (2002)
## Appendix E: Timeline

<table>
<thead>
<tr>
<th>Activities/Time line</th>
<th>July</th>
<th>August</th>
<th>September</th>
<th>October</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop Research Question</td>
<td>1 7 14 21 28</td>
<td>4 11 18 25</td>
<td>1 8 15 22 29</td>
<td>6 13 20 27</td>
</tr>
<tr>
<td>Literature Review</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write Research Proposal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Present Research Proposal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Approval</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data Collection</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write thesis and Result Presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Editing and Binding</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submit thesis</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Appendix F: Budget Estimates

<table>
<thead>
<tr>
<th>S/No.</th>
<th>Description</th>
<th>Cost (Ksh.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Laptop computer</td>
<td>45,000.00</td>
</tr>
<tr>
<td>2</td>
<td>Printing and Photocopying</td>
<td>3,000.00</td>
</tr>
<tr>
<td>3</td>
<td>Travelling Expenses</td>
<td>4000.00</td>
</tr>
<tr>
<td>4</td>
<td>Typing and Binding Final project</td>
<td>4000.00</td>
</tr>
<tr>
<td>5</td>
<td>Stationery</td>
<td>400.00</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>56,400.00</strong></td>
</tr>
</tbody>
</table>