THE EFFECT OF TRAINING PROCESS ON PROMOTING QUALITY OF HOTEL SERVICE: THE CASE OF HILTON ADDIS HOTEL

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A thesis paper submitted to the school of commerce for partial Fulfillment of the Requirements for the Award of Masters of Arts Degree in Human Resource Management.

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May, 2015

Addis Ababa

Ethiopia

ADDIS ABABA UNIVERSITY

SCHOOL OF COMMERCE

POST GRADUATE PROGRAM

DEPARTMENT OF HUMAN RESOURCE MANAGEMENT

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DECLARATION

I declare that the project entitled "The effect of training process on promoting quality of hotel service: The case of Hilton Addis Hotel." is my original work and has not been presented in Addis Ababa University or any other University and that all sources of material used for the project have been duly acknowledged.

_____

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ACKNOWLEDGEMENT

A major final thesis project like this is never the work of anyone alone. The contributions of many different people, in their different ways, have made this possible. Sincere gratitude is hereby extended to the following people who never ceased in helping until this thesis is structured.

Thank God for the wisdom and perseverance that he has been bestowed upon me during this thesis, and indeed, throughout my life. Thank you, Dr. Wubishet Bekalu for making this thesis possible. His support, guidance and advice is greatly appreciated.

Furthermore, I would like to thank the participant employees and customers of Hilton Addis Hotel in my survey, who have willingly shared their precious time during the process of answering the questionnaire. I would like to thank my friends, who have supported me throughout entire process, both by keeping me harmonious and helping me putting pieces together.

Last but not least, I would like to thank my families for their unconditional support. In particular, the patience and understanding shown by my sisters during the years of this course, is greatly appreciated.

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ACRONYMS

Abbreviations	Terminology
HRD	Human Resource Development
HRM	Human Resource Management
MoCT	Ministry of Culture and Tourism
SALT	Satisfaction and loyalty Track
SERVPERF	Performance-Based Scale
SERVQUAL	Service Quality
SPSS	Statistical Package for the Social Sciences
TNA	Training Needs Analysis/ Assessment
TVET	Technical Vocation and Educational Training

ABSTRACT

The purpose of this study was to examine and describe the effect of training process on promoting quality of hotel service. The study has important managerial implication for the company on how to promote the quality of service by providing effective training according to service quality dimensions. The study used mixed research approach. Employee in the service giving departments and customers who used accommodation was the target population of the study. Employees were selected on random sampling, department heads were chosen on purposive sampling while customers of the hotel were selected using convenient sampling method. Primary source of data for the study were questionnaire and interview while secondary data were books, journals and company documents like training manual and SALT survey. In conducting the study, 186 questioners were interpreted which were filled by employees in order to assess training PROCESS of the organization and how it affected their service delivery .In addition to that 108 questioners were analyzed which were collected from customers of Hilton Hotel to assess service quality. The study used document analysis, descriptive statistics and inferential statistics to analyze the collected data. The finding indicated that training program did not apply appropriate TNA method, suitable training and evaluation methods which affected the service quality. Finally, Hilton hotel were recommended to correct training need assessment methods, implementation and evaluation in order to maximize quality of service.

Key words: Human Resource, Training, Service quality, customer, Hospitality Industry

CHAPTER ONE

1 Introduction

1. 1 Background of the study

The highly competitive market, in which business operates, requires a skillful workforce in order to remain a successful player in the competitive game of the industry. “Employee training equips the employees with adequate skills and knowledge to contribute to the organization’s efficiency and cope with the changes in the environment” (B.B-Mahapatra, 2010). There should be a continuous re-assessment of the managerial ability and skills to cope with environmental changes. Technological changes make the skills obsolete, which necessitates training activities. Human Resources Department have to be aware of the implications of globalization, technology changes, workforce diversity, labor shortages, changing skill requirements, the contingent workforce, decentralized work sites, and employee involvement etc. Because when either one aspect of above changes in the working process, it could change the whole business operation, therefore, it is important for the Human Resource Department to be prepared and to take control.

Training is a part of the human resource development, along with the other human resources-activities such as recruitment, selection and compensation. The role of human resource department is to improve the organization’s effectiveness by providing employees with knowledge, skills and attitudes that will improve their current or future job performance. In order to implement the right training methods, the training specialist should be aware of the pros and cons and effectiveness of each training method. Besides, for evaluating training effectiveness, measurement should be done according to the models. “Training” refers to a systematic approach to learning and development to improve individual, team, and organizational effectiveness. (Goldstein & Ford, 2002).

Staff training is a very essential part of Human Resource Management (HRM), it is a path for the management to know about their employees, it is a way to help employees to make best

use of their own abilities, and it is a method to assist employees to become more professional at what they do. With the help of HRM, business success is partly guaranteed.

Hotel sector, which actually is from the services sector, needs a lot of training for all staff of the hotel. The important of training in this service sector is very important, because most of the staffs actually are directly in contact with the customer and they are giving them services. So, employees of the hotel have to be trained and they need a continuous training by which they can keep customers satisfied. Another important thing in services business is the services delivered should be good otherwise you can't make the customer happy and maintain the services up to the market. The hospitality industry, employee performance-related failures are obvious since most of the mistakes are immediately visible to the customer; each failure directly affects guest fulfillment.

Some researchers indicated that human resource department has a very important role to play in the provision of high quality services (Zeithaml and Bitner, 2000). Given that hospitality industry is labor intensive and capital intensive (Baum, *et al.,* 1997; Goldsmith, *et al.,* 1997) it is fundamental to train its employees to deliver service quality with the purpose to build up and retain human resources that are customer oriented (Zeithaml and Bitner, 2000).

1.2. Statement of the problem

A study by Krueger and Rouse (1998) examined the effect that training and workplace education programs can have on various organizations. The study included an analysis of numerous outcome variables that may be achieved through training. Variables relating to performance, wages, productivity, satisfaction, motivation, and absenteeism were all examined. These variables are analogous too many of those that are commonly scrutinized in the training and development literature. This paper seeks to move away from the frequently assumed training outcomes and focus more on the relationship of training and service quality.

A research paper by Ebisa C and Andualem H. (2013) entitled Hotel Sector Investment in Ethiopia, which was published on the Journal of Economics and International Business Research, states that hotel industry in Ethiopia has been developing very fast but there is still a big room for improvement when it comes to the quality of service. The success or failure of

organizations in such business sectors are mainly laid on the quality of manpower they have and the type and quality of training they provide them. As there are not enough well-trained and competent professionals in the sector, employee training by the human resource department becomes a crucial element for the sustainability and success of organizations in the sector.

According to Mulugeta, (state Minister of Culture and Tourism), human resource development has been identified as a strategic issue of the Ministry of Culture and Tourism (MoCT). MoCT is working on human resource development of hospitality professionals together with Technical Vocation & Educational Training (TVET) schools. However, state Minister of Culture and Tourism, explained as the hotel administrators are not helping to improve the situation; rather they hardly undertake training of their staff for continuous staff improvement. (*Source: http: www.ethpress.gov.et)*

Undertaking professional studies on the quality of training given by the human resource department in the hospitality organizations of Addis Ababa and measuring the training's impact on the quality of service delivered is necessary for the sustainability of organizations in particular and development of the sector in general. Although there are many professional studies undertaken by many scholars on 'the impact of personnel training on the quality of service and/or production outcome', none of them addresses the issue of hospitality (hotel) sector solely. This research work is therefore mainly addresses the impact of training on the quality of service in the hotel industry of Addis Ababa, the case of Hilton Addis Ababa.

Some of the local researchers who have undertaken a study related to training on Hotel industry were reviewed. For example Berhaneeselassie Tadesse, (2013), concentrated only on two of training process elements namely training need assessments and evaluation which doesn't see the effect on the service quality.

Quality of the service, hotel deliver to customers will maximize sustainability of the industry and retain customer's .customers who are satisfied are the one who uses the hotel regularly. So, considering the severity of the problem, this study tried to address how effectively hotels train employees in order to enhance service quality.

1.3 Research Question

Through undertaking the present study, the following research questions are to be answered:

1. How is the training scheme of Hilton Hotel applied?

2. How does the existing training support employee on providing a better service?

3. How Hilton hotel training affects the service quality?

1.4. Objective

1.4.1 General objective of the study

The prime objective of this study is to investigate the role of training in promoting quality of hotel service in Hilton hotel Addis Ababa.

1.4.1 Specific objective of the study

The study will tries to address the following specific objectives.

1. Assessing the extent of harmony of training process in the hotel.

2. Assessing the quality of training process and its impact on the quality of hotel service.

3. To examine the training system of Hilton and to make appropriate recommendation

1.5 Significance of the study

The study is assumed to have an important managerial implication for the company on how to promote the quality of service by providing effective training. Besides, hoteliers will be beneficial if they refer such kind of studies to provide standardized service by culminating their deficiencies because of absence of training programs. Finally, this research will be used as reference material for individuals who want to conduct a research in this area for the future.

1.6. Scope and limitation of the study

1.6.1 Scope of the study

The scope of this study was limited to the effect of training in promoting quality of service in Hilton Addis Hotel. Moreover, the study entirely concentrated on the prevailing practice in relationship to training cycle by excluding other human resource activities of the hotel.

The study focused on one of the factor, training, which enhances service quality by using reined SERVPERF version quality measurement dimension, it does not assess other factors which may increase quality of service. Moreover, the sample frame is restricted to Addis Ababa Hilton Hotel and the samples are selected from the employees who are engaged in serving customers and customers of Hilton Addis hotel.

The study is delimited geographically, conceptually and methodologically. Geographically, the study focuses on the impact of training on service quality in hotel industry specifically in Hilton Hotel and it does not intend to see other hotel .Conceptually the study is limited to the impact of training in service quality in a hotel industry. The study delimited methodologically to SERVPERF dimension of service qualities.

1.6.2 Limitation of the study

Employee of target group of the hotel spend their time on serving the customer it was a bit challenging to get their attention to feel the questionnaire and to have a discussion and they were also reluctant to give responses after duty. The other limitation was getting attention of managers of target department because their main focuses on time of data collection were on the hotel star retting which has been done by Ministry of culture and truism in Hotels throughout the country. But researcher tried to do all the best to maximize its fruitfulness by contacting employee on their most continent time.

1.7 Organization of the paper

This study is organized in to five chapters. The first chapter will incorporates background of the study, statement of the problem, research question and objectives of the study, significance of the study, scope and limitation of the study and organization of the paper. In the second chapter literature review will be presented .Third chapter will be about the methodology of the study in which the data type and source, research design, sampling design and sampling procedure, method of data collection and instrumentation, data processing and method of data analysis will be included .Fourth chapter will be about data presentation, analysis and interpretation. Finally, the fifth chapter will deal with conclusion and recommendation.

CHAPTER TWO

Literature Review

This chapter will include introduction of the case company (Hilton Addis Hotel), literature on staff training practice and service quality written by different authors. The review state many staff training methods and their application procedure which should be available in an organization and argue the importance of these training practice in achieving organizational objectives efficiency and effectively in promoting the hotels service to be competitive in the business environment.

2.1 Introduction of the case company

Hilton Hotels and Resorts (formerly known as Hilton Hotels) is an international hotel chain which includes many luxury hotels and resorts as well as selects service hotels in worldwide. It was founded by Conrad Hilton and now owned by Hilton. Worldwide Hilton hotels are owned by, managed by, or franchised to independent operators by Hilton Worldwide. Hilton Hotels became the first coast-to-coast hotel chain of the United States in 1943. Hilton Worldwide (formerly, Hilton Hotels Corporation) is a global hospitality company. It is owned by the Blackstone Group, a private equity firm. As of March 2014, Hilton brands encompass 4,112 hotels with over 680,117 rooms in 91 countries. Prior to their December 2013 IPO, Hilton was ranked as the 38th largest privately held company in the United States.

The Hilton Hotels brand remains one of the company's flagship brands and one of the most powerful and recognizable hotel brands in the world. The company places marketing emphasis on both business travel and leisure travel with locations in major city centers, near airports, convention centers, and a number of vacation resorts and leisure-oriented hotels in popular vacation destinations around the world.

***Vision*;** Hilton worldwide hotel vision is to fill the earth with the light and warmth of hospitality.

***Mission*:** The mission of the hotel is to be the preeminent global hospitality company - the first choice of guests, team members, and owners alike.

Values; The hotel is guided by the values listed hereunder

- **Hospitality**; passionate about delivering exceptional guest experiences.
- **Integrity**: to do the right thing, all the time.
- **Leadership**: being leaders in our industry and in our communities.
- **Teamwork**: being team players in everything we do.
- **Ownership:** being the owners of our actions and decisions.
- **Now**: to operate with a sense of urgency and discipline.

Hilton Addis Ababa is situated in the heart of the political capital of Africa. Hilton Addis Ababa hotel is situated across from the Ministry of Foreign Affairs and National Palace, and is only five minutes from the ECA conference center, the premier business destination in Ethiopia. (Source http://www.hilton.com. reviewed on May 2015)

Human resource management department in Hilton Addis hotel is well organized in all HRM elements as a section but my focus will be on the training and development section. Training and development section of the Human recourse department has a training manual which is used in the world wide Hilton hotels prepared and distributed from Hilton Worldwide University (HWU). Hilton Worldwide University is created to educate its team member as well as employees and owners at its franchise properties. Training manuals of the organization is updated and revised yearly. Training manuals help the training department as a guideline for duties to be performed in the department.

2.2 An overview of training

Human Resource Management is concerned with the planning, acquisition, training and developing human beings for getting the desired objectives and goals set by the organization. The employees have to be transformed according to the organizations global needs. This is done through an organized activity called training.

As one of the major functions within HRM, training has for long been recognized and thus attracted great research attention by academic writers. This has yielded into a variety of definitions of training. For example, Gordon (1992, 235) defines training as the planned and systematic modification of behavior through learning events, activities and programs which

result in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively.

Mahapatra (2010) also defined training as the teaching, learning activities carried on for the primary purpose of helping members of an organization to acquire and reply the knowledge, skills, and abilities and attitudes needed by that organization. It is the act of increasing the knowledge and skill of an employee for doing a particular job.

Training not only develops the capabilities of the employee but sharpen their thinking ability and creativity in order to take better decision in time and in more productive manner (David, 2009). Moreover it also enables employees to deal with the customer in an effective manner and respond to their complaints in timely manner (Hollenbeck, Derue and Guzzo, 2004).

2.3 Staff training in hotel industry

In modern hotel business, it is all about competence in people, and especially the employee's qualities. The level of service quality depends on the qualities of employees. The qualities are about knowledge, skills and thoughts which lead to a hotel′s survival and development. Therefore, staff training is essential in many ways; it increases productivity while employees are armed with professional knowledge, experienced skills and valid thoughts; staff training also motivates and inspires workers by providing employees all needed information in work as well as help them to recognize how important their jobs are. (Xiao Yang 2010)

2.4 Benefit of training

The main purpose of training is to acquire and improve knowledge, skills and attitudes towards work related tasks. It is one of the most important potential motivators which can lead to both short-term and long-term benefits for individuals and organizations. There are so many benefits associated with training. Cole (2002) summarizes these benefits as below:

1) High morale – employees who receive training have increased confidence and motivations;
2) Lower cost of production – training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste;

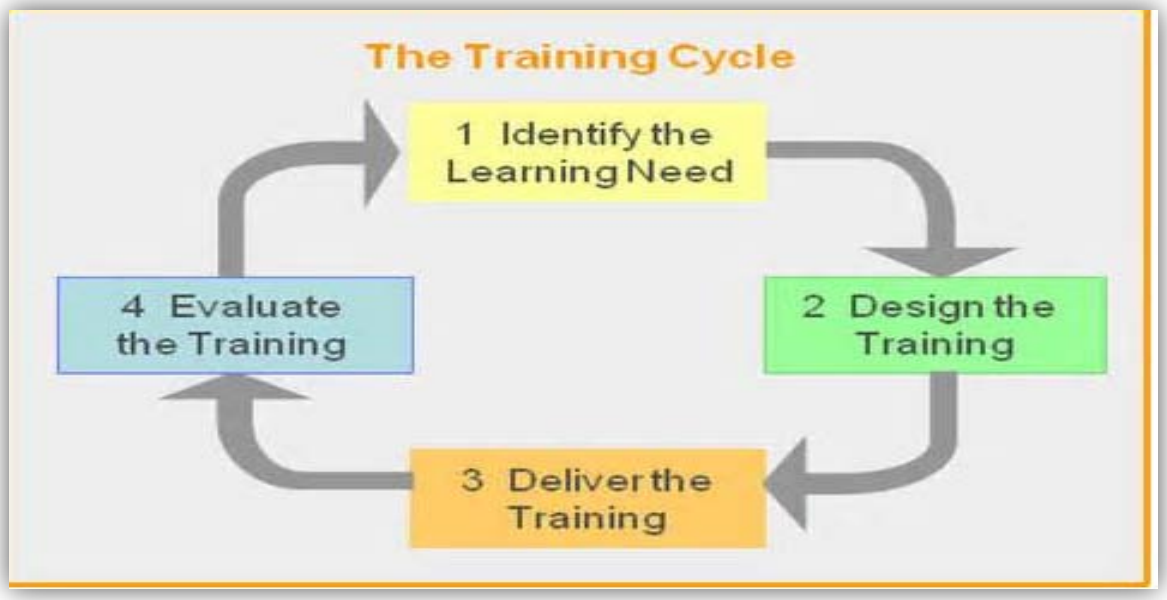
3) Lower turnover – training brings a sense of security at the workplace which in turn reduces labor turnover and absenteeism is avoided;
4) Change management – training helps to manage change by increasing the understanding and involvement of employees in the change process and also provides the skills and abilities needed to adjust to new situations;
5) Provide recognition, enhanced responsibility and the possibility of increased pay and promotion;
6) Help to improve the availability and quality of staff

2.5 Training cycle

With any change undertaken by an organization consideration must be given as to how to communicate that change. Where that change impacts on the way staff carry out their roles consideration must be given to training. Whilst training is by no means always the answer, any responsible organization will review current job roles to analyze whether additional training is required or if the change can be communicated in another, for example more cost efficient, manner.

The training cycle follows four steps:

Figure 2.1: Training cycle



Source: Stredwick 2005: pp 376

Stage 1 Assessing the training need

The training needs assessment is a critical activity for the training function. Bees (1994) state that assessing training needs is playing a very important role in identifying individuals who need to be trained, designing the program that relates to the needs of both individuals and the organization, allocating the required time, determining the program objectives and the required skills and determining the required resources for implementing the program.

According to Wognum (2001, 408), training and development needs may occur at three organizational levels namely; (1) *strategic level* where needs are determined by top management while considering organizations goals, mission, strategy and problems, which need to be resolved or fixed *(2) tactical level* where needs are determined with middle management while considering developments needs to the coordination and cooperation between organization units and *(3) operational level* where needs are determined with lower executive management and other employees while considering problems related to operations such as performance problems of individual workers and departments in subject.

In order to enable an organization formulate human resource training and development goals that will enable both formal and informal human resource training and development methods and programmes create a workforce that enables effectiveness and competitiveness, it is worth giving consideration to, providing proper coordination as well as proper incorporation of the needs within the three levels.

The first issue is to identify the needs relevant to the organizations objectives. According to Wognum (2001) and Torrington et al. (2005), there are three categories of identifying training and development needs. These include: *resolving problems*, this focuses on workers' performance, *improving certain working practices*, this focuses on improvement regardless of the performance problems and *changing or renewing* the organization situation, which may arise because of innovations or changes in strategy. It is worth putting in mind that during the identification of training needs, there is need to create, develop, maintain and improve any systems relevant in contributing to the availability of people with required skills. Moreover, training programmes should be designed to carter for the different needs. Further still, the

training programme, content and the trainees' chosen depend on the objectives of the training programme.

A number of approaches have been highlighted in previous literature for identifying needs (Edmond & Noon 2001; Torrington et al. 2005). These are the problem-centered (performance gap) and profile comparison (changes and skills) approaches. Similarly, a number of approaches for analyzing training needs depending or either new or current employees have been pointed out by earlier studies (e.g. Torrington et al. 2005, 390 – 392). The two most traditional approaches being the problem centered approach and the profile comparison approach. The problem centered approach focuses on any performance difficulties and the corporation analyses if the problems are due to insufficient skills, which then need to be developed if the problem is to be solved. Profile comparison approach on the other hand focuses on matching the competencies with the job filled, whether new position or existing position. Some changes in strategy and technology may also bring the need for new or additional skills.

Stage 2 Planning the training

Inherent within the planning process is the decision on a number of issues:

- Should the training take place on-the-job or off-the-job?
- Should it be held in the company or outsourced to a training provider?
- Which techniques should be used?

2.6 Training methods

Many training techniques are created almost every year by the rapid development in technology. Deciding among methods usually depends on the type of training intended, the trainees selected, the objectives of the training program and the training method. Training is a situational process that is why no single method is right for every situation. While some objectives could be easily achieved through one method, other objectives could necessitate other methods. Many training programs have learning objective in more than one area. When they do, they need to combine several training methods into an integrated whole.

Training methods could be classified as cognitive and behavioral approaches. Cognitive methods provide verbal or written information, demonstrate relationships among concepts, or provide the rules for how to do something. These types of methods can also be called as off the-job training methods. On the other hand, behavioral methods allow trainee to practice behavior in real or simulated fashion. They stimulate learning through behavior which is best for skill development and attitude change. These methods can be called as on-the-job training methods. Thus; either behavioral or cognitive learning methods can effectively be used to change attitudes, though they do so through different means. (Blanchard and Thacker, 1998)

Cognitive methods are best for knowledge development and behavioral methods for skills (Blanchard and Thacker, 1998). The decision about what approach to take to training depends on several factors that include the amount of funding available for training, specificity and complexity of the knowledge and skills needed, timeliness of training needed, and the capacity and motivation of the learner.

To be effective, training method should; motivate the trainee to improve his or her performance, clearly demonstrate desired skills, provide an opportunity for active participation the trainee, provide an opportunity to practice, provide timely feedback on the trainee's performance, provide some means for reinforcement while the trainee learns, be structured from simple to complex tasks, be adaptable to specific problems, encourage positive transfer from training to the job (Woods, 1995).

2.6.1 Off-the-job training methods:

Training which takes place in environment other than actual workplace is called off-the - job training (Blanchard and Thacker, 1998). Off-the-job training is usually designed to meet the shared learning needs of a group rather than a particular individual's needs. Lectures, computer-based training, games and simulations are the common forms of off-the-job training methods.

2.6.1.1 Lectures

The lecture is best used to create a general understanding of a topic or to influence attitudes through education about a topic. Perhaps the most common form of off-the-job training is the oral presentation of information to an audience (Blanchard and Thacker, 1999). By using

lecture method, large amount of information can be delivered in a relatively short period of time to a large number of people. A major concern about lecture method is that no allowance is made during the lectures for clarifying the levels of understanding among participants. Trainees do not actively involve training process and they may forget much information when it is presented orally. When the only training objective is to gather specific factual information, learning can be accomplished by putting information into the text material (Drummond, 1998)

2.6.1.2 Computer based training

Computer based training can be defined as any training that occurs through the use of computer. Many companies are implementing computer based training as an alternative to classroom based training. Some of the reason for this thinking is; reduces trainee learning time, reduces the cost of training, provides instructional consistency, affords privacy of learning, trainees can study only what they need to know, increases access to training, allows trainee to master learning, that is the best way to keep interest and motivation high (Jerris, 1999). Perhaps the most important advantage of computer based training is its control over the content of the material, method of presentation, and movement of the trainee through sequentially structured learning episodes based on previous trainee responses (Kearsly, 1984).

On the other hand, companies have to realize that although E- leaming provides a more cost-effective method of knowledge dissemination, there are drawbacks to this type of delivery. Primarily, predictions of others behavior and reactions is impossible. E-leaming should never replace in-person training, but should reinforce company values and provide foundations for learning. There is a totally different dimension in dealing with human problems and behaviors; important dimensions that can never be fully conveyed through computer based training (Lee, 2000).

2.6.1.3 Games and simulation

Training games and simulations are designed to reproduce or simulate processes, events, and circumstances that occur in the trainee's job. Trainees can experience these events in a controlled setting area, where they can develop their skills or discover concepts that will improve their performance. Many organizations also develop games that are designed to introduce or reinforce important concepts. These games often involve group participation, so

that the team members working in harmony are required to make decisions or formulate a course of action that will help resolve a particular problem or create opportunity for the organization. The most important part of this training is not the activities in which the participants engage, but processing the results when the game is completed (Newman and Hodgets, 1998). Vestibule training, business games, in basket'" exercises, case studies, role plays, sensitivity training and behavior modeling are the methods used in games and simulations. Vestibule Training involves the virtual duplication of work environment in an off-site setting.

2.6.1.4 Case study

In Case Study method, detail of series of events, either real or hypothetical, takes place in a business environment. When this method of training used, participants asked to sort through data provided in the case to identify the principal issues and then propose solutions to these issues (Woods, 1995). The learning objective is to have trainees apply known concepts and principles and discover new ones. A variation of case study is the incident process, in which trainees are given only a brief description of the problem and must gather- additional information from the trainer by asking specific questions (Pigor, 1987).

2.6.1.5 Role play method

The purpose of Role Playing method is to give participants a chance to experience such situations in a controlled setting. Trainees are provided with a description of the context usually a topic area, a general description of a situation, a description of their roles, and the problem they each face. Once the participants have read their role descriptions, they act their roles by interacting with one another. Structured role play provides trainees with more detail about the situation as well as more detailed description of each character's attitudes, needs, and opinions. This type of role play is used generally to develop interpersonal skills such as communication, conflict resolution and group decision making. Spontaneous role plays are loosely constructed interactions in which one of the participants plays him/her self while the others play people with whom the first trainee has interact in the past (Goldstein, 1980).

2.6.1.6 Audiovisual methods

Audiovisual methods such as television, videotapes and films are the most effective means of providing real world conditions and situations in a short time. One advantage is that the

presentation is the same no matter how many times it's played. This is not true with lectures, which can change as the speaker is changed or can be influenced by outside constraints. The major flaw with the audiovisual method is that it does not allow for questions and interactions with the speaker, nor does it allow for changes in the presentation for different audiences.

2.6.1.7 Orientation

This is yet another training and development method. This involves getting new employees familiarized and trained on the new job within an organization. During this process, they are exposed to different undertakings for example the nature of their new work, how to take on their identified tasks and responsibilities and what is generally expected of the employees by the organization. They are further given a general overview of the organizational working environment including for example working systems, technology, and office layout, briefed about the existing organizational culture, health and safety issues, working conditions, processes and procedures.

2.6.2 On-the-job training methods

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

2.6.2.1 Job Instruction Training

It is a structured approach to training, which requires trainees to proceed through a series of steps in sequential pattern. The technique uses behavioral strategy with a focus on skill development, but there are usually some factual and procedural knowledge objectives as well. This type of training is good for task oriented duties such as operating equipment. The instructor or supervisor prepares a job breakdown on the job, while watching an experienced worker perform each step of the job. Job instruction technique consists of four steps, preparation, present, try out and follow up (Blandchard and Thacker, 1998).

2.6.2.2 Job Rotation

This method is the systematic movement of employees from job to job or project to project within an organization, as a way to achieve various different human resources objectives such as: simply staffing jobs, orienting new employees, preventing job boredom or burnout,

rewarding employees, enhancing career development, exposing employees to diverse environments (Woods, 1995).

Excellent job rotation program can decrease the training costs while increases the impact of training, because job rotation is a hand on experience. Job rotation makes individuals more self-motivated, flexible, adaptable, innovative, eager to learn and able to communicate effectively. One of the possible problems with the rotation programs is the cost, because job rotation increases the amount of management time to spend on lower level employees. It may increase the workload and decrease the productivity for the rotating employee's manager and for other employees. Job rotation may be especially valuable for organizations that require firm-specific skills because it provides an incentive to organizations to promote from within (Jerris, 1999).

2.6.2.3.Coaching

Coaching is the process of one-on-one guidance and instruction to improve knowledge, skills and work performance. Coaching is becoming a very popular means of development, and often includes working one-on-one with the learner to conduct a needs assessment, set major goals to accomplish, develop an action plan, and support the learner to accomplish the plan. The learner drives these activities and the coach provides continuing feedback and support ((DOE 11 Handbookl074, 1995). Usually coaching is directed at employees with performance deficiencies, but also used as a motivational tool for those performing well. Coaching methods solve precise problems such as communication, time management and social skills. Executive coaching generally takes place on a monthly basis and continues over a period of several years. Often, coaches are brought in where there is a change in the structure of the company, when a team or individual is not performing well or where new skills are required. Coaching assumes that you are fine but could be even better (Kirwan, 2000).

2.6.2.4 Apprenticeship

Apprenticeship is one of the oldest forms of training which is designed to provide planned, practical instruction over a significant time span. Apprenticeship was the major approach to learning a craft/skill. The apprentice worked with a recognized master (McNamara, 2000).

Stage 3 Carrying out the training

Implementing training programmes is the vehicle of the training process. Training programmes should be according to the programme design. Qualified trainers who have the abilities to deal with different people and situations are necessary for a successful implementation process (Bees, 1994).Mondy et al. (2005) argue that implementing training programmes usually faces some difficulties which must be resolved first in order to reach a satisfactory implementation stage.

Stage 4 Evaluating the training

Since organizations have started investing in training, evaluation became an essential part of the process. It seems vital for a business to evaluate its training efforts (Koning, 2007). According to Philips (1991) and Grove and Ostroff (1989), a company can have numerous benefits through the evaluation of training effectiveness. For instance, it can be used as a diagnostic method in order to meet certain goals and objectives. Measuring the training effectiveness should be an important asset for the organizations. There are some criteria for measuring the success of training; direct cost, indirect cost, efficiency, performance to schedule, reactions, learning, behavior change, performance change (Sheppard C, 1999).

2.7 Service quality

Service quality is the result of the comparison that customers make between their expectations about a service and their perception of the way the service has been performed (Gronroos, 1984; Parasuraman et al., 1985, 1988). A number of experts define service quality differently. Parasuraman et al. (1985) define it as the differences between customers, expectation of services and their perceived service. If the expectation is greater than the service performance, perceived quality is less than satisfactory and hence, customer dissatisfaction occurs. Lewis and Mitchell (1990), Asubonteng et al. (1996) define service quality as the extent to which a service meets customers, need and expectation.

2.7.1 Service quality and customer satisfaction

Minazzi (2008) highlighted that; customer satisfaction is the result of comparison between customer's expectations and customer′s perceptions. In other words customer satisfaction is seen as difference between expected quality of service and customer′s experience or

perceptions after receiving the service. Customer satisfaction depends on such dimensions as reliability, responsiveness, assurance, empathy and tangibles and on additional elements like price, personal and situational factors that may occur during the service supply. (Bateson, Hoffman. 2000)

Without doubt, service quality is an important factor of customer satisfaction. However, in hotel industry measuring of service quality is complicated, because service itself is an intangible product which can be evaluated differently by each individual. According to Erto and Vanacore (2002, 166) the customer is actively participating in service process, and furthermore he is seen as a consumer of a service as well as an evaluator of service received. The most important goal of hotel industry is to analyze future customer's requirements and attitudes and after identifying them it is needed to translate them into hotel service elements.. Monitoring quality is significant for a hotel's success. Customer behavior, everything that seems logical and valuable in customers opinion must be taken into account.

2.7.2. Measuring service quality

Different models of measurements of service quality have been introduced by different scholars. The majority considers service quality as a multidimensional concept; however no consensus has been reached yet regarding the underlying generic and specific dimensions of service quality (Ekinci, 2008). The most dominant are the following three models.

2.7.2.1 The GAP model

The basic characteristic of the Gap model is that it actually puts an accent upon the oversights in the quality between the guest and service provider and are directly connected with the attitudes towards the perception and expectations. The model was presented for the first time in 1985, when the service quality was defined as a difference between the way how a costumer experienced a service (perception) and expectations which a costumer created before using the service. Oversights, i.e. variations in the process of service offer according to this model are as follows.

Parasuraman et al. (1985) proposed that service quality is a function of the differences between expectation and performance along the quality dimensions. They developed a service quality model based on gap analysis. The various gaps visualized in the model are:

Gap 1: Difference between consumers expectation and management perceptions of those Expectations, i.e. not knowing what consumers expect.

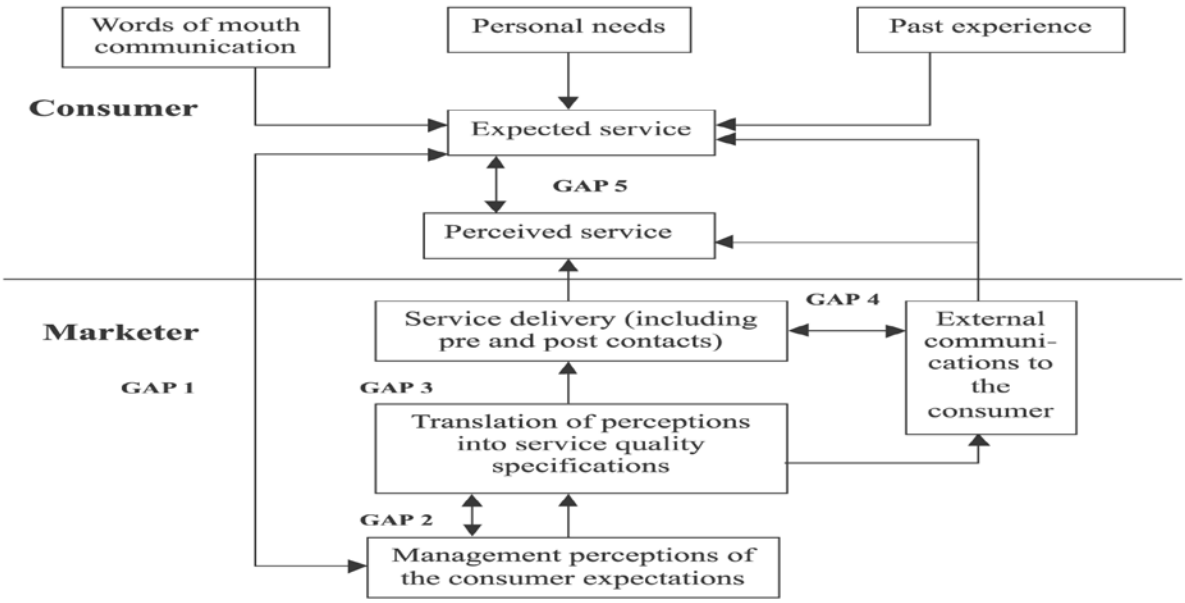
Gap 2; Difference between management's perceptions of consumer's expectations and service quality specifications i.e. improper service quality standards.

Gap 3: Difference between service quality specifications and service actually delivered i.e. the service performance gap.

Gap 4: Difference between service delivery and communications to consumers about service delivery, i.e. whether promises match delivery?

Gap5:Difference between consumer's expectation and perceived service. This gap depends on size and direction of the four gaps associated with the delivery of service quality on the service marketer's side.

Figure 2. 2 : The Gap model



Source: Parasuraman *et al.* (1985)

2.7.2.2 The SERVQUAL model

Gap model was later improved by creation of SERVQUAL scale for measurement of expectations and perception of service quality that Parasuraman, Zeithaml and Berry developed through a number of researched in the period between 1985 and 1994 (Parasuraman et al., 1985, 1988, 1991, 1991a, 1994).

The SERVQUAL model developed by Parasuraman *et al.* (1988) is the most frequently used measure of service quality. It measures the gaps between expected service and perceived service in different industries. The difference in perceptions and expectations is what determines the nature or quality of the service. A negative gap score is indicative that the perception scores are lower than the expectation scores and, therefore, the service does not meet and exceed a customer's expectations. SERVQUAL is based on five dimensions of service quality, namely, reliability, responsiveness, assurance, empathy and tangibles and is operationalized in the form of two 22-item sections to measure customer expectations and perceptions

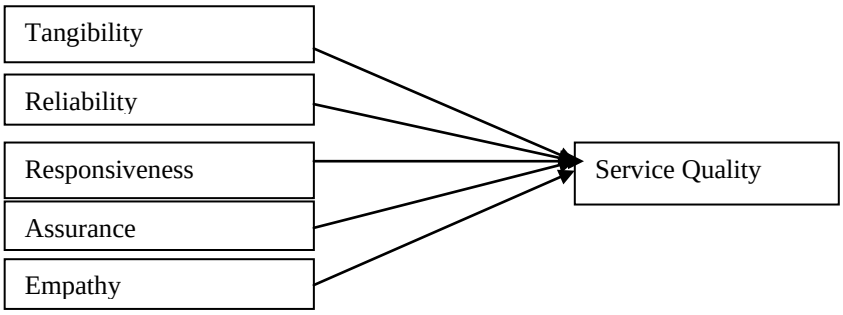


Figure 2.3 Parasuraman SERVQUAL management framework: adopted by Parasuraman et al. (1985)

Tangibles: The physical facilities, equipment, and appearance of personnel.

Reliability: The ability to perform the promised service dependably and accurately. Never overpromise and always keep your promises.

Responsiveness: The willingness to help customers and provide prompt service. Always get the definition of prompt from the customer.

Assurance: The knowledge and courtesy of employees and their ability to inspire trust

2.7.2.3. The SERVPERF model

Cronin and Taylor (1994) introduced SERVPERF, arguing that customer preferences are more relevant to a long-term service quality than impending differences in expectations and performance. They suggest that the performance-based scale SERVPERF is more efficient than the SERVQUAL scale, since it reduces the number of items that must be measured from 44 to 22. Perceived service quality is said to be a reflection of the firm's performance. On using the firm's service, customers are said to form an attitude towards service quality performance. This satisfaction level with regard to the products / services indicates how the

firm performs. The SERVPERF model claims that to find the performance of a firm (i.e. its service quality) all that is required is to collect data by directly asking the customer through a simple survey and a questionnaire.

2.8. Service quality measurement in a hotel industry

Alongside the other fields of business, the hospitality industry, and particularly the hotel sector, has extensively implemented the service quality measurement, which diverges according to employed methods and research approach along a qualitative and quantitative continuum. Since the hospitality industry has distinct characteristics such as imprecise standards, fluctuating demand, and an experience of certain elements of product, Ekinci (2008) recommended that the service quality measures in hospitality need industry-specific customization to fit a unique conceptualization and operation.

Teas (1994) drew attention to some validity problems arise when expectations are used as a comparison standard. He indicated that expectations are dynamic in nature and may change according to customer's experiences and consumption situations. Jain and Gupta (2004) compared SERVQUAL and SERVPERF scales in hotel context. They found that the SERVPERF scale was more convergent and discriminate valid scale than SERVQUAL in the measurement of service quality in hotel. Nadiri and Hussain (2005) also used SERVPERF scale to measure service quality provided by the hotels in northern Cyprus from the perspective of European tourists. Results of the study support that SERVPERF is a better predictor of service quality, and performance-only measurement of service quality is sufficient.

After reviewing these and other related literature the researcher choose SERVPERF model to be used in this research. Validity and reliability of SERVPERF model were proven by Al Khattab (2011) to evaluate service quality in a hotel industry using five variables including ‟ tangibles ” , ‟ responsiveness”, ‟ empathy”, ‟ assurance” and ‟ reliability. This study survey did not follow all Original SERVPERF items; instead, in order to make the scale fit the specific context, they were modified and it will serve only as a framework for this research.

2.9 The relation between training and service quality

The service-based hotel industry goal is 100 % guest satisfaction. This is because the hospitality industry is a service-oriented industry and poor customer service will cause a low occupancy rate for not returning business. Generally, customers will remember negative experiences twice as often as positive ones. (1999, Feiertag)

Therefore, to survive in this high competitive industry, hotels have to consider how to give better customer service than other competitors. It will be training program that employees learn how to provide improved customer service

2.10 Conceptual Frame Work

This study investigates the effect of training on service quality of a specific hotel. The independent variable of the study is training while the dependent variable of the study is service quality. The training effectiveness for this study is measured using the training process which includes employee training need assessment, training design, implementation and evaluation of training.

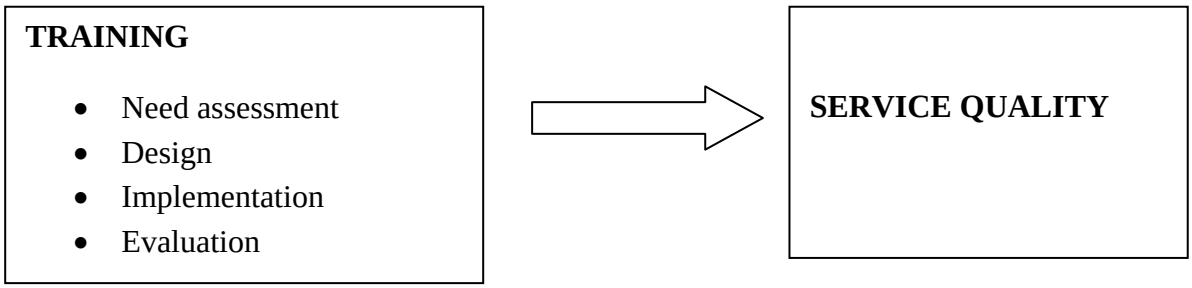


Figure 2.4.the conceptual frame work of the effect of training on Service quality

Source: researcher conceptual frame work

2.11 Summery

Training is crucial for organization to be successful. Effective training can make a change on employee skill, attitude and knowledge which improves employee performance. Effectiveness of training delivered can be measured by how training needs assessment, design, implementation and evaluation are conducted. Training need assessments is about how training need of employee is assessed; it is finding where they do have skill, attitude and knowledge gap which can be filled by training. On design and implementation, appropriate

training methods are selected and implemented. Evaluation is to assess how the training delivered brought change on employee skill, knowledge and attitude.

Quality of Service on hospitality industry is very important to be sustainable on the competitive industry. What makes service giving organization different from one another is more on what they deliver (quality of Service). Quality of service is measured by consumers or customers. Different service quality measurement was developed by different scholars but the most dominating and recent one is SERVQUAL.

CHAPTER THREE

METHEDOLOGY OF THE STUDY

3. 1 Research design and methodology

In this chapter, design and methodology of the study will be presented. Accordingly this section contains research design, research method, sources of data, sampling size and techniques, instruments of data collection and procedures and methods of data analysis.

As this study is going to assess how the training delivered in Hilton Hotel affects the service quality, the researcher classified the study in two dimensions as the training effectiveness and service quality. Training process dimension were used to assess the effectiveness of training namely how effective the training need assessment, training delivery methods and training evaluation is done. A modified SERVPERF were used to assess how employee rate effectiveness of training on the basis of service quality measurement scales. On the other hand service quality was measured by customers of the hotel using SERVPERF service quality measurement scale that is reliability, assurance, empathy and responsiveness.

3.1.1 Research design

The choice of methodology for a study is mostly based on the purpose of the study and the research question (Kothari, 1984) accordingly; the purpose of this study is to make assessment on the effect of training in promoting quality of hotel service in a single hotel, and as a result descriptive method were employed to obtain relevant and pertinent data.

According to Kothari (2005) descriptive research studies are those studies which are concerned with describing the characteristics of a particular individual, or of a group. Besides, Best and Kahin (1998) pointed out as descriptive survey research helps to describe and interpret the actual events that exist now and existed in the past and have influences on the present, and also there by it tries to make the necessary recommendations for adjustment. Additionally descriptive survey is concerned with the assessment of attitudes, opinions, preferences, demographics, practices and procedures (Gay and Airasia, 2006). Therefore, on the basis of the above mentioned reasons the researcher applied descriptive survey method to

see the effects of training on service quality and also to describe training process and service quality at Hilton Hotel.

3.1.2 Research method

In this paper, the researcher examines and tests the relationship between training and service quality at Hilton Hotel. Therefore, for linking the viewpoints of organization and customer and reflecting the true relationships among dimensions appropriately, the researcher measured the dimensions of training effectiveness from the employees' through training process, a modified SERVPERF and the service quality dimensions from the customers' by using reined SERVPERF version quality measurement dimension .Of the two kinds of research methods, qualitative research and quantitative research, both of the research methods were used.

Quantitative research were more appropriate to design questionnaires to the employee to assess training effectiveness and how training affects their service delivery skill using a 5 likert scale and customer were asked to rate quality of service with SERVEPERF model since the items in model can be better assessed in quantity. "Quantitative research allows the researcher to familiarize him/her self with the problem or concept to be studied, and perhaps generate hypotheses to be tested." (Golafshani 2003, 597).Quantitative research seeks to quantify the collected data for analyzing, and find a final course of action. It is based on statistics, the objects are large number of respondents and it is structured.

On the other hand qualitative research method were used to interview the Training Manager purposively and, selected department heads (Front office, Housekeeping and food and beverage) who have direct contact with a guests and helps the researcher to gather pertinent data regarding training and its outcome. Qualitative Research focuses on developing an initial understanding out of the research, and it is not based on statistics. Qualitative can be used alone or to support quantitative research. For this thesis, in order to get a better understanding of the training system and their effects depth interview has been made to support the quantitative research more on the assessment of training procedures and effectiveness on maximizing satisfaction.

3.2 Source of data

The major/ primary source of data for this paper is obtained from employee and customer because they are providers and consumers of the service. Data was gathered thorough questionnaire and interview. The questioner distributed to service giving department assessed how the service quality is affected by a given training by using service quality dimension. In addition to questionnaire, interview were also source of data which were made with training manager and selected department heads who can give more explanation about training delivery and effectiveness to improve their skill and service quality.

The researcher used secondary source of data such as books, journals, articles and research results undertaken by others in the study area so as to complement the data obtained from the primary sources. Organization documents like training manual were a base to see how the training department is dealing with training issues regarding planning, implementation, evaluation which helped me to assess the effectiveness of training to promote employee skill. Guest- satisfaction surveys were also another source of data which was very helpful to show the relation between training delivered and change on the service quality.

3.3 Sampling Design

3.3.1 Target population

A population can be defined as all people or items (units of analysis) with statistics that one wishes to study. The population in this research consists of customers of Hilton Addis hotel and employees in the service giving department, training manager and selected department heads.

The hotel has different customer groups such as gymnasium users, steam and sauna customers, nightclub clients, food and beverage patronages, accommodation and other service users etc….For the purpose of this study the target population is selected those who uses both accommodation and other services with a minimum of one night service experience in the a hotel. The reason behind this is to contact customers who most probably use different outlets products like accommodation, food and beverage and laundry which enabled the researcher meet customers with different service perception than single perception like spa members. The researcher contacted customer for gathering data because the customer is actively

participating in service process, and furthermore he is seen as a consumer of a service as well as an evaluator of service received. (Erto and Vanacore 2002, 166)

On the basis of their contact with customers, hotel departments are classified in to two as front of the house and back of the house. Since communication between staff and guest is frequent and it helps to assess the service quality, the target population for this study was front of the house department. Al Rousan, 2011; Parasuraman et al., 1985) pointed out as satisfaction of guests is in terms of their satisfaction with the service of the food and beverage department and the customer relations developed by hotel staff. Accordingly the target populations are staffs who work in service giving departments namely front office, food and beverage service (waiter and waitress), housekeeping, laundry and recreation in Hilton Hotel.

Since, it could not be able to assess the training effectiveness on staffs that who has less than one year experience in the hotel were excluded from the study as they need to go through all training delivered by the organization.

3.3.2 Sampling techniques:

According to Cooper and Schindler (2008), a sample has been identified as a part of the target population and researchers should carefully select the sample to represent the population of the study. In order to achieve representativeness, sampling procedures should follow certain standards and methodological principles (Sarantakos, 2005).Sampling procedures vary considerably. Sarantakos (2005) indicated that a sample could be constructed through self-selection or, as was common, could be determined by researchers.

Sekaran (2005) claimed that, theoretically, the sampling procedures conducted were mainly based on probability standards (random or probability samples) and non-probability standards (non-probability samples).

Convenience sampling inherently is a non-probability sample method. Zikmund (2007) demonstrated that convenience sampling was referred to as sampling by obtaining units or people who were most conveniently available. Cooper and Schindler (2006) noted that convenience sampling was element selection based on accessibility. In order to have a

convenient access to the subjects, the convenience sampling method was used in this study to contact customers. Hotel customers who were willing to fill out the questionnaire were invited by the hotel front-desk employees to participate in this study

According to Louis Cohen et al. (2007), purposive sampling is used in order to access knowledgeable people, i.e. those who have in-depth knowledge about particular issues, may be by virtue of their professional role, power, and access to networks, expertise or experience. Consequently the researcher selected department managers namely training manager, front office manager and housekeeping manager to assess the process of training and its influences in delivering quality service. Hotel staff respondents were selected based on random Sampling.

3.3.3 Sample size

Sample size refers to the number of items to be selected from universe to constitute a sample .Determining sample size is a very important issue because samples are too large may waste a lot of time ,resource and money ,while samples that are too small may lead to in accurate results (Kothari,2004)

Based on the nature of the task they perform in the hotel i.e. the frequency of communication and service they will have with the guest the researcher focus group were front office and food and beverage housekeeping, laundry and recreation department employee with a population of 499 employees.

The sample size for this study is determined using Slovin's formula:

$$n = N / (1 + Ne^2)$$

Where n = Number of samples,

N = Total population and

e = Error tolerance (confidence level of 95 percent used)

$$n= 499/ (1 + 499(0.05)^2)$$

$$n= 222$$

Source Slovin

When we come to sample size of customer the researcher considered the occupancy percentage of one week as it is supported by Kidane Assefa (2012, p.38) one week occupancy rate to determine sample size is fair enough. By the time when research undertaken in hotel customer in between April 12/2015 and April 18/2015 the occupancy percentage was 54 %. Hilton hotel has 372 rooms and 54% of 372 is the population size (N=200). Based on the above Slovin's formula

$$n = N / (1 + Ne^2)$$

Where n = Number of samples,

N = Total population and

e = Error tolerance (confidence level of 95 percent used)

$$n= 200/ (1 + 200(0.05)^2)$$

n= 133

3.4 Reliability of research instrument

The purpose of this stage is to describe on the reliability of the measuring tools employed in the research. This is important because reliability shows whether or not instrument measurements are free from error, thus yielding reliable and stability is the use of Cronbach alpha Statistic (Churchil, 1979; Pallant ,2000) which identifies to what extent items than together as one set. The researcher also utilized the Cronbach Alpha model installed with the SPSS software application determined the value as 0.92 which is highly considered as reliable by many statistical literatures.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No of Items
.921	.930	49

3.5 Validity of research instrument

The content validity of the instrument for the present study was ensured as a service quality dimension and identified from literature and reviewed by professionals and academicians in different literature. Questioner which assesses training effectiveness to be filled by employee

was developed and forwarded for the respective advisor to comment, on the basis of that incorporated was valid.

Pilot test were also conducted at with employee who will be seen as similar to the population or the study to test the validity and appropriateness of the question and the questions were modified in light of the pilot test result.

3.6 Methods of Data Analysis

Data analysis had two parts one is the qualitative and the other one is quantitative, so the two methods were employed in order to achieve the objectives. The quantitative data were collected, analyzed, described, and interpreted using SPSS (Statistical Package for the Social Sciences) to perform multiple analyses over time on the same data and to re-accessed any number of times .The data which were collected through closed ended questionnaire from all respondents were analyzed quantitatively by stating the frequency, percentage and mean value of each item and through inferential statistics.

The data which were collected through interview, document analysis were analyzed qualitatively using narrative form and it is also used to triangulate the data which is collected through questionnaire. As Bogdan and Biklen (1992) states, data analysis in qualitative study basically involves word argumentations than numerical explanations

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION OF RESULTS

In this chapter an overview of the data obtained in the study are analyzed, presented and discussed. Based on the first section of the questionnaire, it outlines personal information depicted in graphical formats. The descriptive and inferential statistics are presented thereafter. In order to clearly show the existing similarity and among demographic and some categorical data, bar charts are widely used.

Response Rate

Two hundred twenty two questioners were distributed to the employees and out of these 206 questioners were collected which accounts 92% response rate. Out of 206 questionnaires 12 were discarded due to incomplete response. And 8 were not filled properly. Accordingly the analysis of this study is based on the number of questionnaire collected

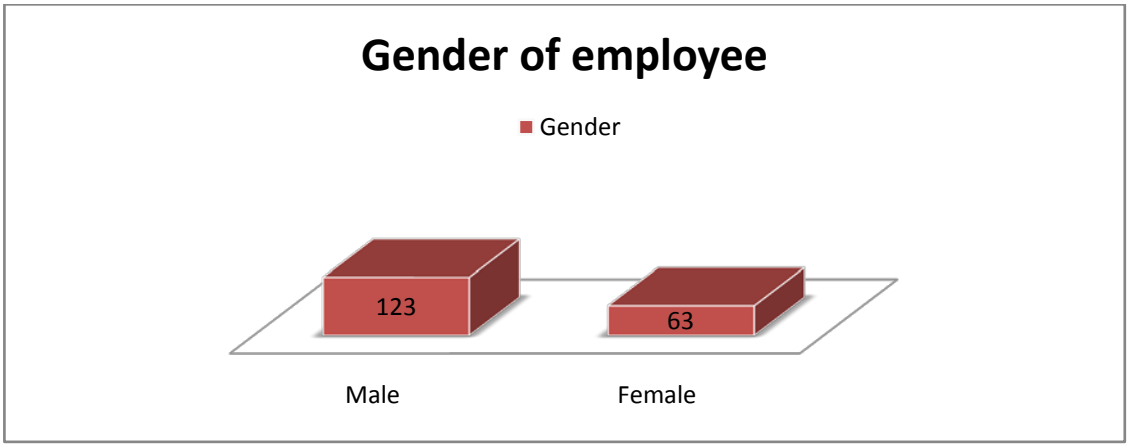
4.1 Personal information of respondents

4.1.1 Personal information of employee

The first section of the questionnaire demanded personal information from respondents. These questions include: gender, age, service year, educational background, position in the organization. The response of personal information are presented and discussed below.

4.1.1.1 Gender(employee)

Figure 4.1 Gender of respondents

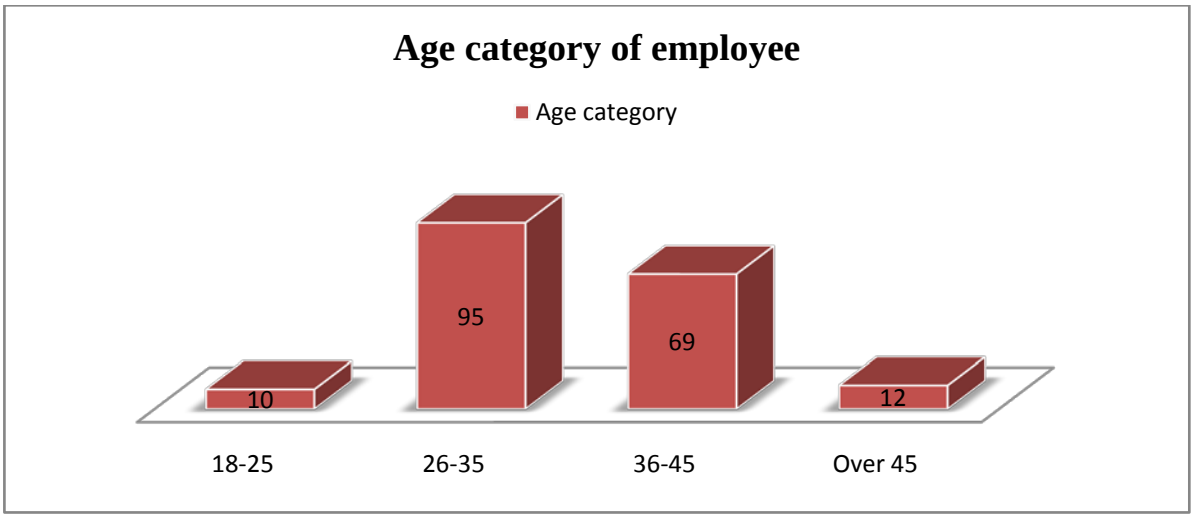


Source: own survey 201

The above figure 4.1 presents the gender distribution of the sample. It indicates that 66.1 % respondents were male while the remaining 33.9 % were Female. As the researcher observed on man power distribution of the hotel, men dominates over female on the selected departments which shows as respondents of the study are well representatives of the population.

4.1.1.2 Age group of employee

Figure 4.2 Age category of respondents



Source: own survey 2015

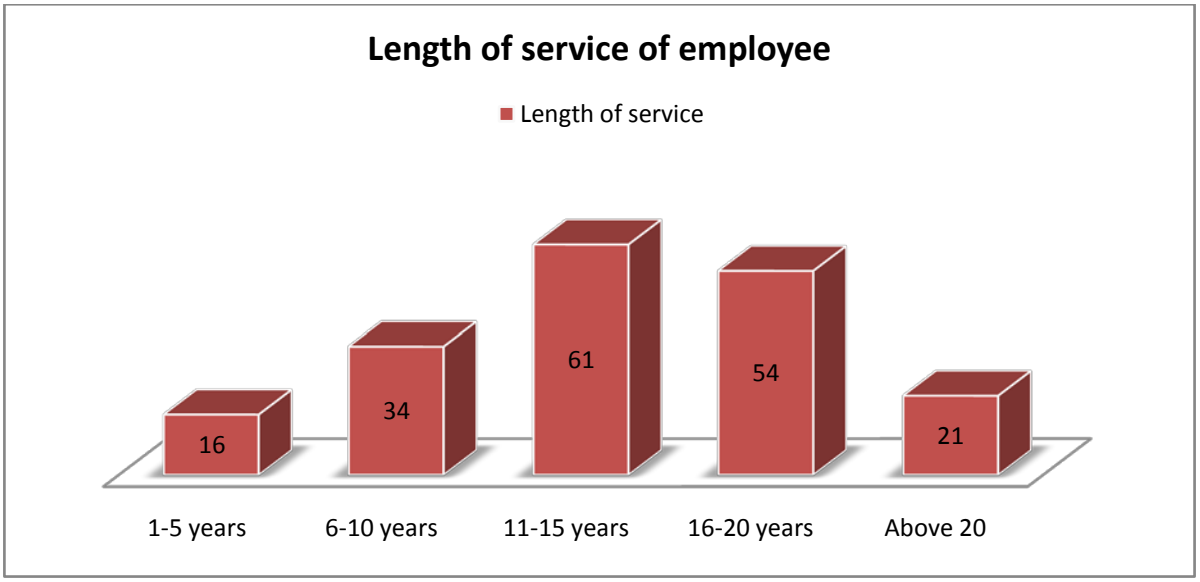
The graphic representation of the age distribution of the sample is presented in figure 4.2. The majority of respondents (n=10 or 5.4 %) fall in the age category of 18-25 years. This is followed by 51.1% (n=95) of the respondents in the age category of 26-35 years. The age category 36-45 years old constitutes 37.1% (n=69) of the sample. The rest respondents (n=12 or 6.5%) fall in the age category of above 45.

From the above summary results it can be seen as respondents are fairly young .Respondents in relation to their age category are fairly representative of the total population as seen on the total demographic distribution of employee of the hotel.

4.1.1.3 Length of service

This question is to find out employee's working experience in specific hotel. The results can be seen in figure 4.3 below.

Figure 4.3 length of service of respondents



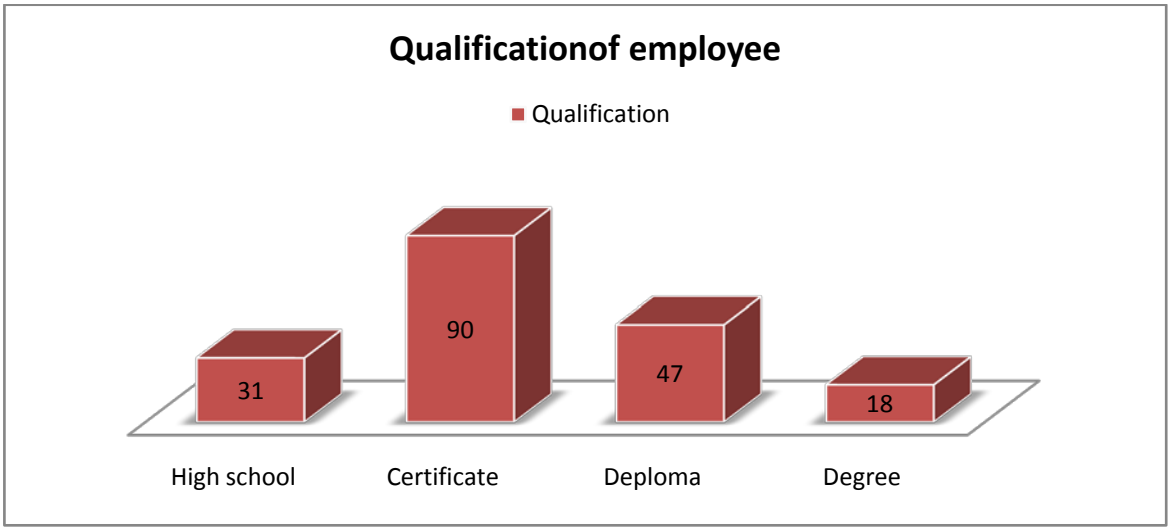
Source: own survey, 2015

It can be viewed on figure 4.3 that of the respondents 8.6 % (n=16) fall in the 1-5 years service category and 34 respondents (18.3%) fall in the 6-10 years service category. The other group of respondents 32.8 % (n=61) all in service category of 11-15 years .As the above figure illustrates, 29 % (n=54) of respondents have been serving their company for 16-20 years. The rest 11.3 % had been serving the company for more than 20 years. The composition of work experience of the representative samples may have a positive effect on the quality of the finding of the study as it incorporates the views of each group.

4.1.1.4 Education Qualification

The following question is to get to know about employee's qualification which helps to see how representative they are.

Figure 4.4 Qualification of respondents

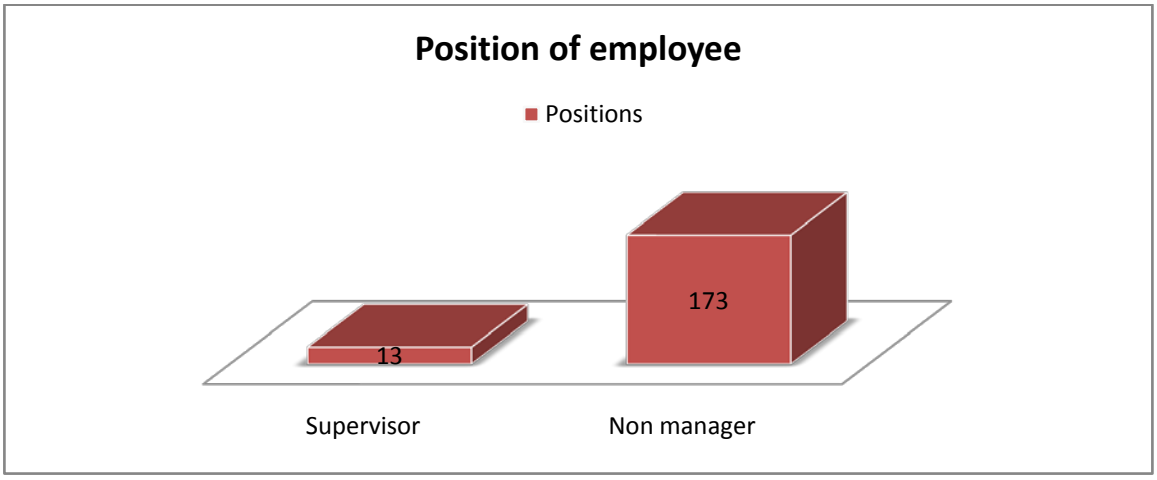


Source: own survey 2015

From the above figure, 18 (9.7%) of the participants were degree holders and 47(25.3%) of the participants were diploma holders. The rest 90 (48.4 %) of the participants were at the level of certificate and 31(16.7%) of them are engaging job after completing high school. From the figure we can see that, most of the respondents (61.1%) are below diploma level. The qualification of employee in the organization specifically in target department shows most employee are certificate level, which shows respondents are well representatives of the population.

4.1.1.5. Working Position in the Organization

Figure 4.5 Working position in the organization



Source: own survey 2015

The above figure shows that 7.0% were at the supervisory position while the rest and the majority of the participants 93 % were non managers. Since non managers of the target department have more contact with customer, it enabled the researcher to see how the training delivered by the organization helped the employee in delivering service

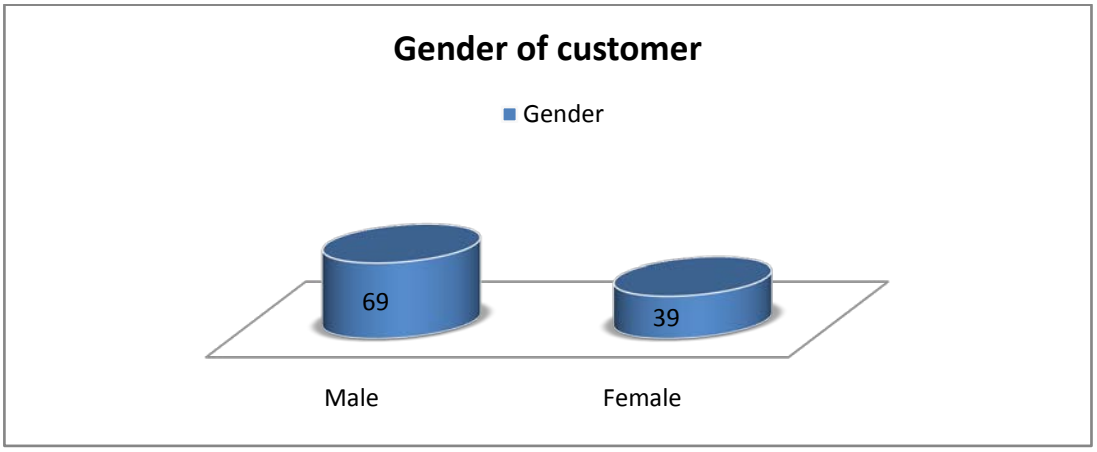
4.1.2 General characteristics of customer respondents

Response rate

One hundred thirty three questioners were distributed to the customers and out of these 117 questioners were collected which accounts 87.6 % response rate. Out of 117 questionnaires 9 were discarded due to incomplete response. Accordingly the analysis of this study is based on the number of questionnaire collected.

4.1.2.1 Gender of customer

Figure 4.6 General characteristics of customer (Gender)

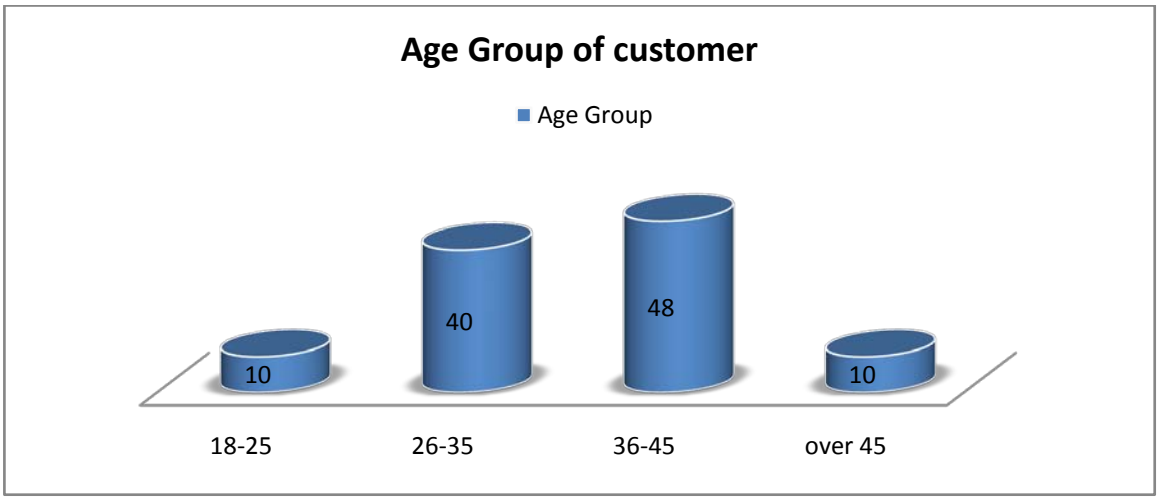


Source: own survey 2015

The above figure 4.6 presents the gender distribution of the sample. It indicates that 69% respondents were male while the remaining 39% were Female. Respondents are in proportion to the total population of customers of the hotel as male visit the hotel more than female**.**

4.1.2.2 Age group of customer

Figure 4.7 General characteristics of customer (Age)



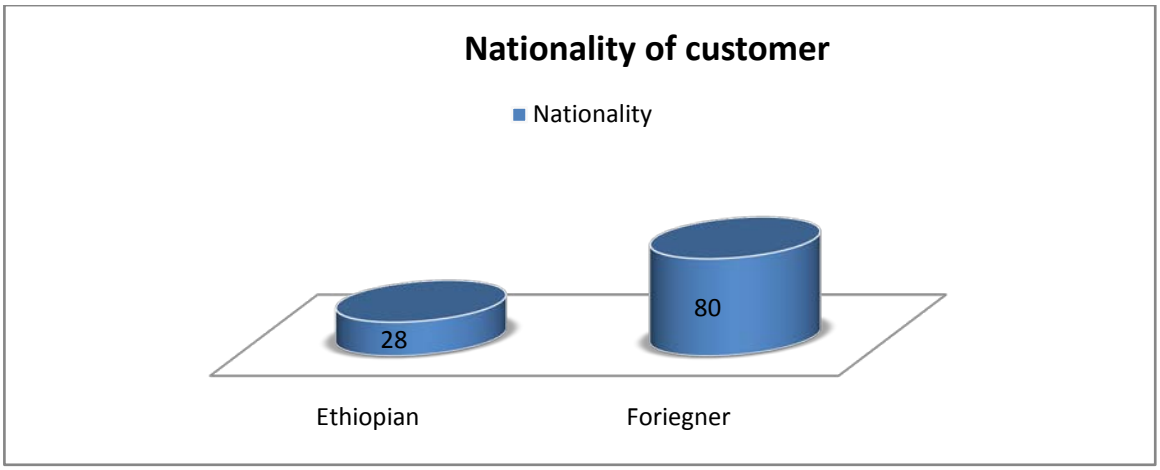
Source: own survey 2015

Majority of respondents (n=10 or 9.3 %) fall in the age category of 18-25 years. And 37% (n=40) of the respondents in the age category of 26-35 years. The age category 36-45 years old constitutes 44.4% (n=48) of the sample. The rest respondents (n=10 or 9.3 %) fall in the

age category of above 45. From the above summary results it can be concluded that the customer who visit the hotel are with the age group of 36-45 and also considered as participant of the survey. Having respondents with different age category will help to evaluate different perception of service quality**.**

4.1. 2.3 Nationality of customers

Figure 4.8 General characteristics of customer (Nationality)

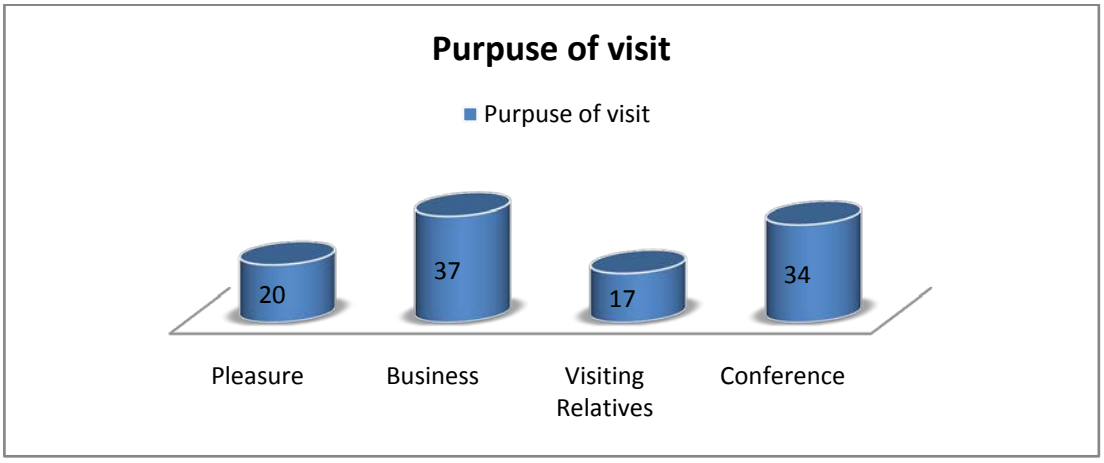


Source: own survey 2015

The above figure displayed nationality of respondents as Ethiopian n=28 (25.9) and foreigners were 80 (84.1%).of the total customer, foreigners dominate and respondents of the study can be well representative of the population. Having varied respondents in nationality will be helpful to see customer perception about service quality.

4.1.2.4 Purpose of visit of customer

Figure 4.9 General characteristics of customer (Purpose of visit)



Source: own survey 2015

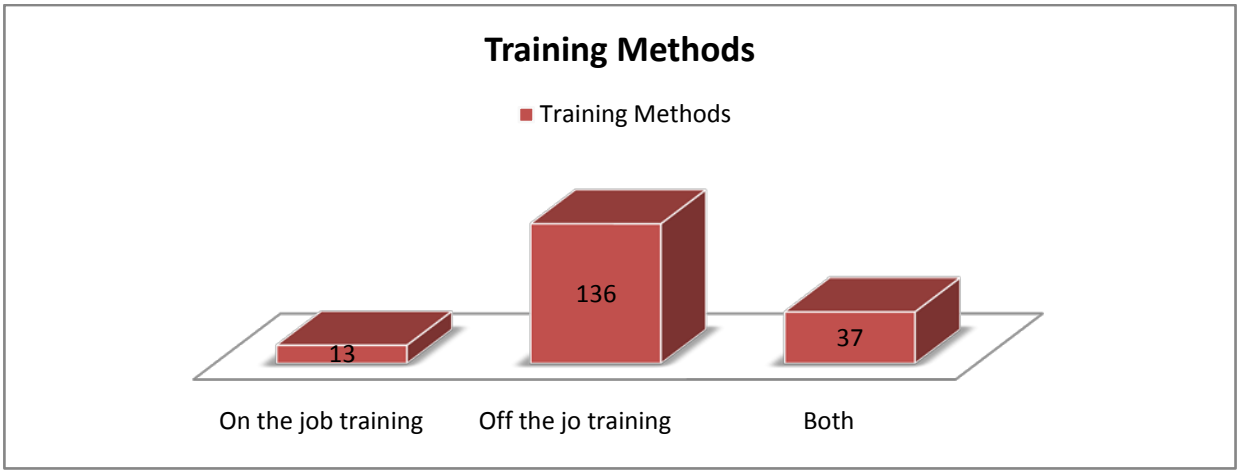
Most of the respondents for the study were business travelers followed by conference travelers with 34.3% and 31.5% respectively. This will help the researcher to have judgment about service quality from a variety of respondents on purpose of visit.

4.2 Analysis of data related to Training process

4.2.1. Training methods

Based on training division staffs respond the hotel chooses the techniques that meet the need and which coincide with the nature of work and the season based on occupancy rate. The figure depicted below indicates the attitude of the respondents showing the type of training they participated in;

Figure 4.10 Training method



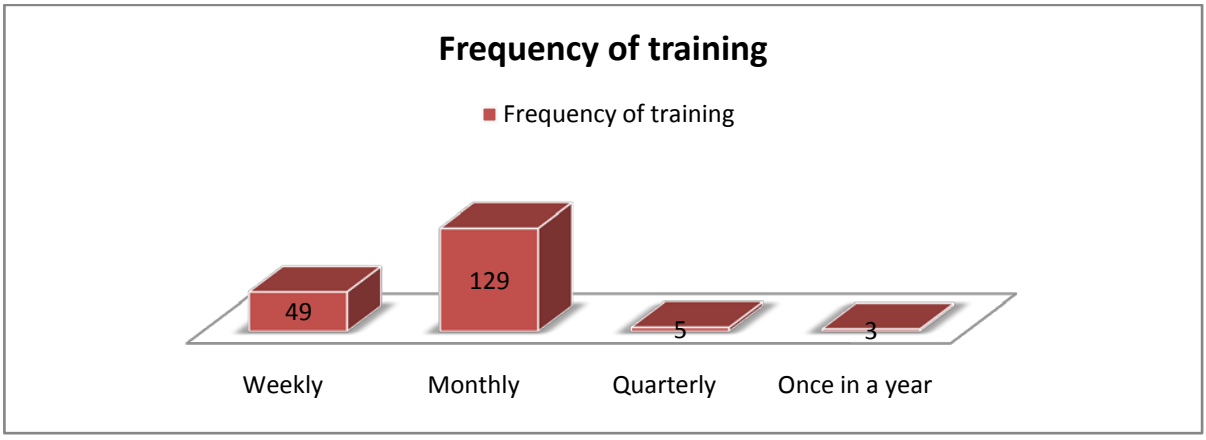
Source: own survey 2015

While analyzing the questionnaires as summarized on the figure above depicted above 7.0 % of the respondents were participated on the job training while 73.1 % take off the job training and the remaining 19.9 % confirmed that they were participated on both type of training programme.

As the training manager explained, the hotel chooses training methods that meet the need, nature of work and the work season based on occupancy rate (work load). But in the hotel, off the job training is widely used than on job training because of constraints like shortage of time to cover all training planned, number of employee to participate on trainings and the like.

4.2.2. Frequency of training delivery

Figure 4.11 Frequency training delivery



Source: own survey 2015

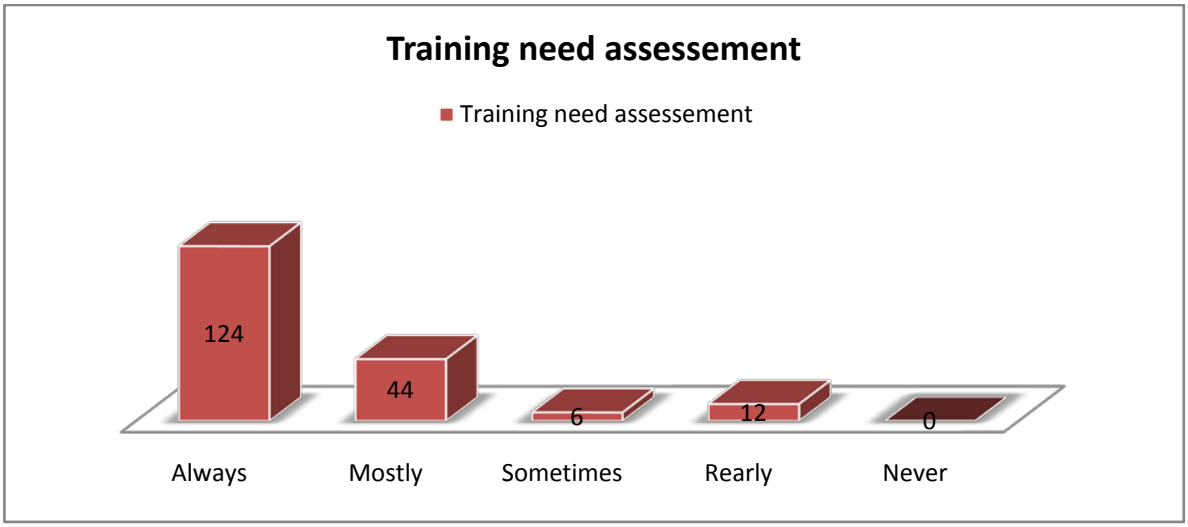
Large amount of respondents 69.4 % agreed that their organization was providing training monthly. 26.3 % of the respondents believe as they took training every week. On the other hand 2.7 % took training quarterly while the rest 1.6 % took once in a year.

Based on the interview undertaken with department heads of front office, housekeeping and food and beverage, employees complain that the training takes too much time, the contents of trainings are repeating. Training manager on the other hand support the idea of employee. He clearly set as most of the training has redundancy. Training manual developed by Hilton worldwide which is modified yearly is repeatedly used without change in content rather updating only if there is change on policy. In addition to this, training concentrates more on company policy and brand than customer service issues.

As referred on training manual, Hilton Hotel conducts three to five training in different titles per month. The frequency is depending on the type of task employee performing. Employee who has direct contact with customer receives more training than other staff. The frequency may change based on the SALT (Satisfaction And Loyalty Track) score where the customer gives feedback. Whenever the customer give low score in some areas the training department will plan and deliver training to respected employee which may maximize the number of training to be given per month.

4.2.3 Training needs analysis

Figure 4.12 frequency of conducting formal need assessment in the organization



Source: own survey 2015

From the figure, the majority 66% of the participants argued that the organization conducts need assessment always while 23.7 % of the participants responded that the organization mostly conducted need assessment. Few (3.2% and 6.5%) of the respondents argued, the organization conducted need assessment sometimes and rarely respectively.

The importance of conducting a thorough needs analysis is well accepted in the training literature. The training needs analysis is conducted starts by gathering data from a variety of sources. Through the discussion held with training manager of the hotel regarding the prevailing practice of the need assessment, the need assessment is made by the general manager, directors and department managers, job skill trainer, concerned body (customers of the hotel) and non manager staffs in different methods.

As the training manager explained the general manager of the hotel will assess need assessment considering organizations goals, mission, strategy and problems, which need to be resolved or fix. Directors and managers of the department assess developments needs in the coordination and cooperation between organization units where there is team gap where it could be filled by training. Job skill trainers are other stockholders who make training need assessment. This person are responsible to train employee on their specific departments where they are allocated to train. Thus they feel the training need assessments based on the gap they absorb while conducting training and on actual performance.

According to Wognum (2001, 408), training and development needs may occur at three organizational levels namely; strategic level where needs are determined by top management, tactical level where needs are determined with middle management and operational level where needs are determined with lower executive management and other employees. The training need assessments done by the hotel considered the above levels and it is supported as seen on the literature.

In addition to employee of the Hilton Hotel uses customer feedback as a source to get areas where training should be delivered. Based on the information from training manager of the hotel Customer satisfaction track and guest assistance are used to gather customer feedback. Customer satisfaction is assessed based on questioner developed and distributed to randomly

selected room guest by a separate company using Satisfaction and loyalty Track (SALT) format. This questionnaire is distributed to room guests through their email and willing guest send their respond to the company and their feedback will be summarized and sent back to Hilton hotel through email. Training manager uses this feedback and plan for training where the customer is not satisfied. On the other hand Guest Assistant Format is filed by a customer who has got any problem on his /her stay and need a solution. If the customer repeatedly writes similar problems then the training department will take in to consideration and if training could resolve the problem it will be considered in a plan.

According to Wognum (2001) and Torrington et al. (2005), one of the three categories of identifying training and development needs is resolving problems, this focuses on workers' performance, improving certain working practices, this focuses on improvement regardless of the performance problems. Using SALT and Guest Assistant Format is an acceptable way to assess need.

4.2.4 Need Assessment Methods

Table 4.1 Training Need analysis methods used by the organizations

Training need assessment methods	Always		Mostly		Sometimes		Rarely		Never	
	Count	%	Count	%	Count	%	Count	%	Count	%
Questionnaires	143	76.9	19	10.2	12	6.5	6	3.2	6	3.2
Personal face-to-face interviews with employees	102	54.8	60	32.3	12	6.5	12	6.5	----	-----
Group interviews with managers and supervisors	122	65.6	30	16.1	21	11.3	7	3.8	6	3.2
Direct observation	123	66.1	44	23.7	13	7.0	6	3.2	-----	----
Performance appraisal information or results	83	44.6	26	14.0	33	17.7	33	17.7	11	5.9
Through a job descriptions	125	67.2	36	19.4	7	3.8	----	----	18	9.7
Guest comment /feedback	143	76.9	25	13.4	18	9.7	-----	-----	-----	------

Source: own survey 2015

The table shows that 3.2 % of the overall participants declared that the questionnaire is never and rarely used. 6.5% of the respondents agreed that questioners are used sometimes to assess training need while 10.2 of them agreed as it is used mostly. Most of respondents (76.9) declared that questionnaire is always used method of need assessments.

Of the respondents 3.2 % of the overall participants declared that the direct observation is never and rarely used while no one reported it's used never. 7.0% of the respondents agreed that direct observation is used sometimes to assess training need while 23.7% of them agreed as it is used mostly. Most of respondents (76.9) declared that direct observation is always used method of need assessments.

From all respondents 5.9% and 17.7% of the participants confirmed that their organization never and rarely uses performance appraisal information for results for TNA respectively. 17.7 % of respondents agreed as the organization use performance appraisal information or results sometimes for TNA while 14% of them believe as it is done mostly. The other respondents 44.6 % declared as group performance appraisal information or results method of TNA is used always.

9.7 % and none of respondents believe as a job descriptions were used never and rarely respectively method or TNA while 19.4% of them believe it's done sometimes. Most respondents 67.2% declared as job descriptions are mostly used method of TNA.

Most respondents 76.9 % and 13.4% believe as guest comment /feedback is always and mostly used method for TNA while 9.7 % agreed as sometimes used and no one responded as it was never and rarely used method.

Of all methods performance appraisal system is not widely used in the organization. This was also confirmed by training manager as training need assessments is usually made with interview than performance. If the organization does not use performance appraisal system for TNA it implies the organization does not plan to train employee where there is performance difficulties

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4.2.5 Training delivery method

Table 4.2 Training Methods Used by the Organizations

Training methods	Always		Mostly		Sometimes		Rarely		Never	
	Count	%	Count	%	Count	%	Count	%	Count	%
Job instruction training	24	12.9	27	14.5	24	12.9	71	38.9	40	21.5
Apprenticeship training	3	1.6	18	9.7	32	17.2	45	24.2	88	47.3
Audiovisual training	107	57.5	47	25.3	14	7.5	6	3.2	12	6.5
Orientation training	143	76.9	13	7.0	18	9.7	-	-	6	3.2
Coaching and mentoring training	14	7.5	23	12.4	21	11.3	61	32.8	67	36.0
Computer instruction training	100	53.8	41	22.0	28	15.1	5	2.7	12	6.5
Simulation	98	52.7	39	21	20	10.8	23	12.4	6	3.2
Seminar ,workshop and conference	102	54.8	36	19.4	36	19.4	6	3.2	6	3.2
Lecture	126	67.7	31	16.7	17	9.1	-	-	12	6.5
Case study	61	32.8	26	14.0	40	21.5	27	14.5	-	-
Job rotation	130	69.9	20	10.8	30	16.1	-	-	6	3.2
Role plays	68	36.6	34	18.3	47	25.3	6	3.2	31	16.7

Source: own survey 2015

As shown above, the majority of the respondents 67.7% and 76.9% replied that the hotel frequently used lectures and orientation methods of training techniques of the off - job - training method respectively. Lectures present training material verbally and are used when the goal is to present a great deal of material to many people. Lecturing is one-way communication and as such may not be the most effective way to train. Lecture. This implies the hotel training method is not appropriate since hospitality industry need skill lecture is not preferable method of training.

Orientation training involves getting new employees familiarized and trained on the new job within an organization. This indicates general overview of the organizational working environment including working systems, technology, and office layout, briefed about the existing organizational culture, health and safety issues, working conditions, processes and procedures is well introduced to new employees. As far as this training method is applicable to new employees it shows as the hotel is not using appropriate method to train existing employee.

Most respondents 69.9 % agreed as job rotation method of training is always used on the job training methods. This method is supported by literature as it enhances career development, exposing employees to diverse environments (Woods, 1995). Since job rotation is especially valuable for organizations that require firm-specific skills because it provides an incentive to organizations to promote from within. (Jerris, 1999). This implies the hotel is using best approach to train employees such like hotel to enhance their skill.

Based on the respondents believes job instruction training, apprenticeship training and coaching and mentoring training methods are rarely used on the organization. With the interview made with Training manager and department heads supports the opinion of the employees in a way that the hotel almost all the time used a lecture technique of off-job – training.

Blandchard and Thacker, (1999) point out as job instruction technique uses behavioral strategy with a focus on skill development with some factual and procedural knowledge objectives. This type of training is good for task oriented duties such as operating equipment. The instructor or supervisor prepares a job breakdown on the job, while watching an experienced worker perform each step of the job. This training method is ideal for organization like hotel in departments where the task is routine and procedural like housekeeping performing regular task and laundry departments who deals with operating different washing machine but which were not widely used in the hotel.

The other rarely used training method is apprenticeship. Apprenticeship is one of the oldest forms of training which is designed to provide planned, practical instruction over a significant time span. Apprenticeship was the major approach to learning a skill. When we see the target group of the study front office, food and beverage service, spa employee deals with customer having more skill than knowledge is expected to perform task. As literature support apprenticeship training will be more effective for such kind of employee to enhance their skill but not broadly used on the hotel.

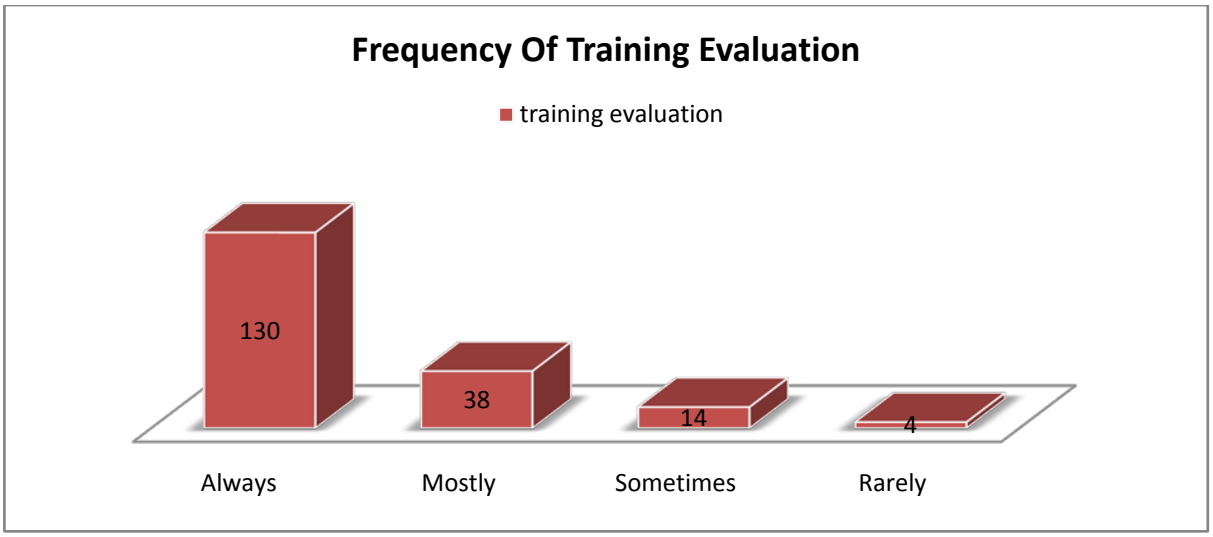
As it is seen coaching and mentoring training methods is the other rarely used training method in Hilton Hotel. Coaching is the process of one-on-one guidance and instruction to improve knowledge, skills and work performance. Coaching is more appropriate when a team or individual is not performing well or where new skills are required. It could be more appropriate method for a customer oriented organization like hotel to enhance skills.

4.2.6 Evaluation of training programmes

Evaluation is the final phase of the training program. It is a means to verify the success of the program, i.e. whether employees in the program do the jobs, for which they have been trained. In evaluating the worth of specific programs, sets of measurement criteria should be used.

This study results regarding training evaluation will be discussed under the following subheadings: the frequency of evaluation and tools used for evaluation.

Figure 4.13 frequency of Training evaluation



Source: own survey 2015

The above figure shows that almost 69.9% and 20.4% of the participants reveal that the organization evaluates its programmes always and mostly respectively. However, 7.5 % of the participants agree that the organization sometimes evaluates its programmes while 2.2 % of them agreed as the evaluation is done rarely.

Based on the interview held with training manager of the organization training evaluation is done on every training delivery sessions. As supported by literatures, evaluating the effectiveness of these programmes has become critical. Hesseling (1966) suggests that one of the main tasks of the trainer is to test for training effectiveness and to confirm that the selected training methods have achieved the desired results. Armstrong (2003) asserts that training and development programmes should be monitored continuously to ensure that they are proceeding according to the plan and within the agreed budget. In order to check the managerial results, training should be evaluated after each event. Training is a tool used to change people's behavior, while evaluating training effectiveness is centered on measuring that change. The evaluation frequency of Hilton hotel is done regularly after training as shown on figure. But regularity cannot be enough to judge evaluation of training is good without seeing the methods used for evaluation.

4.2.7 Evaluation Tools and Techniques

Table 4.3 Evaluation tools and techniques

Evaluation tools and techniques	Always		Mostly		Sometimes		Rarely		Never	
	Count	%	Count	%	Count	%	Count	%	Count	%
Asking employees to fill a questionnaire at the end of the programme	128	68.8	18	9.7	17	9.1	16	8.6	7	3.8
Interviewing the trainees at the end of each training programme	122	65.6	26	14.0	33	17.7	5	2.7	------	-----
Testing the trainees before and after the training programmes (pre and post test)	20	10.8	27	14.5	21	11.3	33	17.7	85	45.7
Asking the trainees' managers or supervisors for their assessment of the trainees' learning	30	16.1	41	22	14	7.5	30	16.1	71	38.2
Performance appraisal reports	56	30.1	36	19.4	----	----	39	21	55	29.6
Customer satisfaction survey	145	78.0	25	13.4	---	-----	11	5.9	5	2.7

Source: own survey 2015

The table shows that 68.8% of the participants agreed that filling a questionnaire at the end of any training programmes was always used evaluation method. Of all respondents 65.6 % believe that interviewing the trainees at the end of each training programme always used to evaluate the training. Also, asking trainees' managers or supervisors about the trainees'

performance progress as a result of attending training programmes and tracking the employees' performance records were also never used and rarely used, represented, respectively, by 63.4% and %. About 45.7% of the participants asserted that the organization never tested the trainees before and after any training programmes, while 17.7% said they did rarely. Most of the participants, (78.0 %) asserted that the organization assess effectiveness of the training through customer comments and feedback collected with different sources.

Testing the trainees before and after the training programmes (pre and post test) is used less than other evaluation method. As training manager and department heads explained employees were not mostly evaluated in regard to the training they obtained. Department heads complained as time constraint and frequencies of training were the main problems which hinder undertaking such a kind of evaluation after training. Questionnaires are used widely by HRM because it is the simplest method. In addition to questionnaire, training department gives emphasis for customer feedback gathered through SALT as far as it is assessed by top management and maximized accountability for customer dissatisfaction. Training department react fast and try to see the effects of training.

But it was supported Bramley and Kitson (1994), to carry out an effective evaluation process, it should be conducted on all evaluation levels: reaction, learning gain, behavior change and result, because each level provides different kinds of evidence (At each level there are different T&D outcomes.

4.3 Analysis of perception service quality

This part explains the perception of employee on service quality in areas of front office, housekeeping, food and beverage and recreation. Employees play a major role in providing quality services which affects the final evaluation of service quality standards by the guest. This fact brings the importance of analyzing their perception in regard of training they received specifically in service areas.

The intention behind to know and measure service quality they deliver is that, if the employees are trained and understand the customer expectations, then it should not be difficult for them to measure their activity in regard to standard set. Secondly, employees understanding of service quality concept would deliver service to the desired level.

Thus, in this study employees were asked to indicate whether the training they received affects the quality of service delivery to customers in regard to service quality measurement dimension derived from SERVPERF of service quality. Kandampully, (2007) indicated that employees understanding of service quality fill the gap between them and the customer expectation.

This research focused on assessment on how training program enhance service quality. Training includes developing employee's attitude, improving skill of problem-solving and increasing knowledge. According to Vincent C. S. Heung, M.Y. Wong & Hailin Qu (2000) tangible service area such as modern–looking equipment and facilities that are not related to training for service giving employee. Accordingly, the researcher adapted the survey instrument from SERVPERF scale and eliminated five items (physical facilities are visually appealing, materials associated with the service are visually appealing, modern-looking equipment and error-fee records and operating hours) from original items as supported. The researcher modified it to suit the training content in hotel industry situation.

In addition to employee perception on the service quality in regard to the training received, customer's perceptions towards service quality were assessed using modified SERVPERF model and discussed below. Tangibility dimension of service quality measure is excluded in customer perception too.

4.3.1. Service quality Reliability

The reliability dimension refers to the ability of the service giving department staff to provide services dependably and accurately (Dabholkar et al., 1996). Reliable service performance has to meet customers' expectation. Service must be accomplished on time, every time, in the same manner and without errors.

4.3.1.1 Employees Perception on Service Quality Reliability in contrast of training they received

Table 4.4 Employees Perception on Service Quality (Reliability)

NO	Training I received	Mean	Standard deviation
1	helped me to provide service at time it promised to do.	3.12	1.717
2	helped me to show sincere interest in solving customer problems	3.10	1.598
3	enabled me to perform the service right the first time	3.29	1.591
4	helped me to maximize efficiency of performance	3.12	1.634
Mean of means (Overall perception)		**3.15**	

Source: own survey 2015

As shown on the table, employee believes as the training they received helped them in providing service specifically in reliability dimension of service quality with average mean of 3.15 measurement dimension. Even if the mean score of the above four items shows above overage, it also shows the training they received does not help as such on resolving customer problems and skills related to serving keeping time.

4.3.1.2 Customer perception on service quality (Reliability)

Table 4.5 Customer perception on service quality (Reliability)

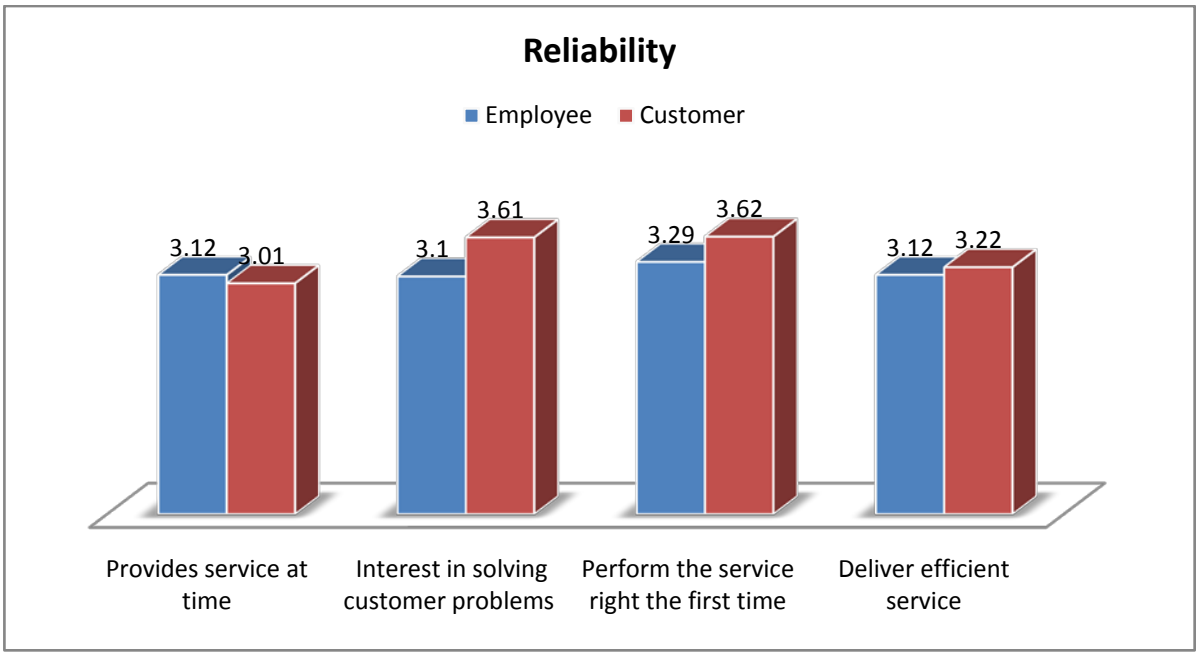
NO	Item	Mean	Standard deviation
1	Employee provides service at time it promised to do.	3.01	1.699
2	Employee shows sincere interest in solving customer problems	3.61	1.576
3	Employee perform the service right the first time	3.62	1.545
4	Employee deliver efficient service	3.22	1.790
Mean of means (Overall perception)		**3.36**	

Source: own survey 2015

These items were to assess reliability of service quality of the hotel. In overview, the mean score of item 2 and item 3 was higher than the other two items. In item 1, the mean score was 3.01 on a scale from 1 to 5, so it meant most respondents thought they agreed hotel staff did

what they promise to do by certain time. On item 2, the mean score was 3.61 and customer declared that hotel staffs showed a sincere interest in solving their problem. According to result of item 3, its mean score was 3.62; respondents agreed hotel staffs perform the service right the first time.

Figure 4.14 employee and customer perception on service quality (Reliability)



Source: own survey 2015

Based on figure 4.14 we can see the relationship between perceptions of employees on how training helped them in service delivery in comparison to customer's feedback about service they perceived. Employee responded to the effects of training on reliability of service delivery and customers respond have related average score mean. In provision of service quality, accurate service is very important factor in service industry.

From the above figure it is possible to see as customers are not satisfied with one of reliability measurement scale"providing service at the right time" of the three items. This shows as employee does not grabs necessary skill to promote their service skill. This kind of skill could be obtained well with continuous practical training. Coaching methods solve precise problems such as communication, time management and social skills (Kirwan, 2000). One the reason for insufficient service on providing on time could be the training method used.

On the other hand employee confirmed as the training they received does not help them more on solving customer problem even if customer rate as maximum 3.61.Empoyee can develop more on resolving customer problem and will have maximum confidence if they could be given more training with an appropriate method. One of the reason for this is employee does not feel as the training were such helpful as mostly used training does not related with the real work life.

The other three items in reliability dimension ranges in average 3.22 to 3.62 seems good as it is above average. But for a hotel like Hilton, which is ranked as the 38th largest privately held company in the United States the score seen may not be adequate.

4.3.2. Service quality Responsiveness

The responsiveness dimension involves willingness to help customers and provide prompt services (Zeithaml et al., 1988).

4.3.2.1 Employees Perception on Service Quality Responsibility in contrast of training they received

Table 4.6 Employee perception on service quality (Responsiveness)

NO	Training I received	Mean	Standard deviation
1	improved my response to emergency situation	3.14	1.608
2	improved in providing prompt service	3.13	1.597
3	maximized my willingness to help customer	3.11	1.598
4	increased capacity to understand specific need of customer	3.14	1.628
Mean of means (Overall perception)		**3.13**	

Employee showed as the training they obtained helped with an average mean of 3.13 on providing service especially in motivating them and increasing willingness in assisting customer. It is essential that staff is willing and able to help customers provide prompt service and meet customers' expectation.

4.3.2.2 Customer perception on service quality (Responsiveness)

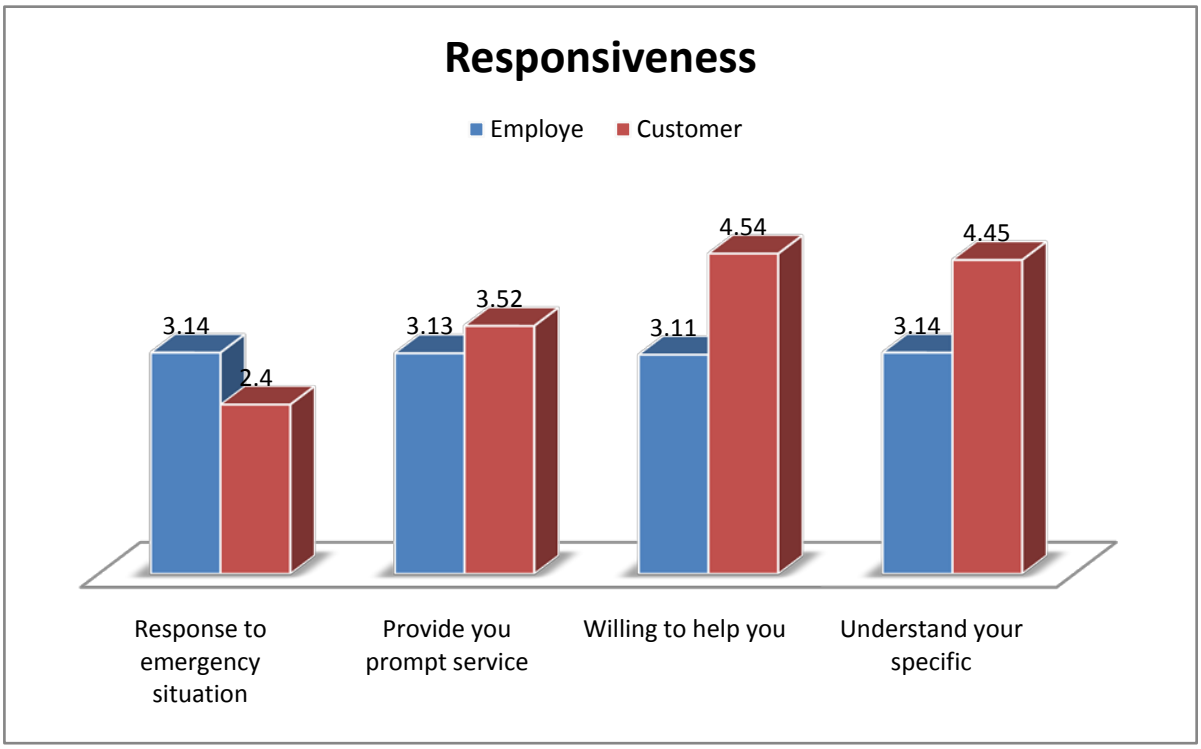
Table 4.7customer perception on service quality (Responsiveness)

NO	Item	Mean	Standard deviation
1	Employee response to emergency situation urgently	2.40	1.459
2	Employees of the hotel provide you prompt service	3.52	1.525
3	Employees of the hotel are always willing to help you	4.54	.554
4	Employee understand your specific needs	4.45	.661
Mean of means (Overall perception)		**3.72**	

Table 4.7 shows that overall expectation towards responsiveness dimension was at the high level (4.54). “Employees of the hotel are always willing to help you” received the highest ranking. It is highly possible that customers are satisfied when they see employee who is always willing in helping them. The table also shows that overall satisfaction of perception towards responsiveness dimension was at a high level (4.45). The two highest ranking points concerned understanding customer’s specific need and willingness to help.

The score with lowest mean, (2.40) is response to emergency situation. This shows staff needs more coaching on resolving customer’s requests and problems especially on emergency case. Training plays a major role in correcting mistakes which occur on the course delivering the service to the guest.

Figure 4.15 employee and customer perception on service quality (Responsiveness)



Source: own survey 2015

As it is seen employee perception on their service delivery skill and customer perception on service quality shows an average mean of 3.3 and 3.72 respectively. Customer perception shows better score in relative to employee perception specifically on employees willing to help customer understanding specific needs of customer.

Of the items under responsiveness, employee believes as the training they receive helped them to response to emergency situation but customer rated with the minimum score of 2.4 of all items. This arises from the training system of the hotel. Most of the training delivered is cognitive method. Cognitive methods, which were widely used in the hotel provide verbal or written information, demonstrate relationships among concepts, or provide the rules for how to do something which cannot be effective for change on skill. Behavioral methods allow trainee to practice behavior in real or simulated fashion. They stimulate learning through behavior which is best for skill development and attitude change. Cognitive methods are best for knowledge development and behavioral methods for skills (Blanchard and Thacker, 1998).

Two items ‟employee of the hotel are always willing to help you” and ‟employee understand your specific needs″ of responsiveness dimension were rated with a better score. Employee on the other hand believed as training does not help them on the above two listed items. This implies as employee has good attitude in helping customer as it is shown by customer feedback but not well supported by training.

4.3.3 Service Quality Assurance

The assurance dimension refers to the knowledge and courtesy of employees and their ability to inspire trust and confidence including competence, courtesy, credibility and security (Parasuraman et al., 1991).

4.3.3.1 Employees Perception on Service Quality Assurance in contrast of training they received

Table 4.8 employee perception on service quality (Responsiveness

NO	Training I received	Mean	Standard deviation
1	increased sincerity and patience in resolving customers problem	3.63	1.480
2	upgrade my knowledge to answer customers questions	3.80	1.514
3	maximized my courtesy towards customers	3.26	1.586
4	inspire customer confidence	3.49	1.578
Mean of means (Overall perception)		**3.54**	

Source: own survey 2015

As it appears, the respondents indicated that training they received upgraded their knowledge (with mean 3.8) followed by sincerity and patience in resolving customer problem with a mean of (3.63). Based on respondents, the training they received did not maximize their skill regarding their curtsy towards customer.

4.3.3.2 Customer perception on service quality

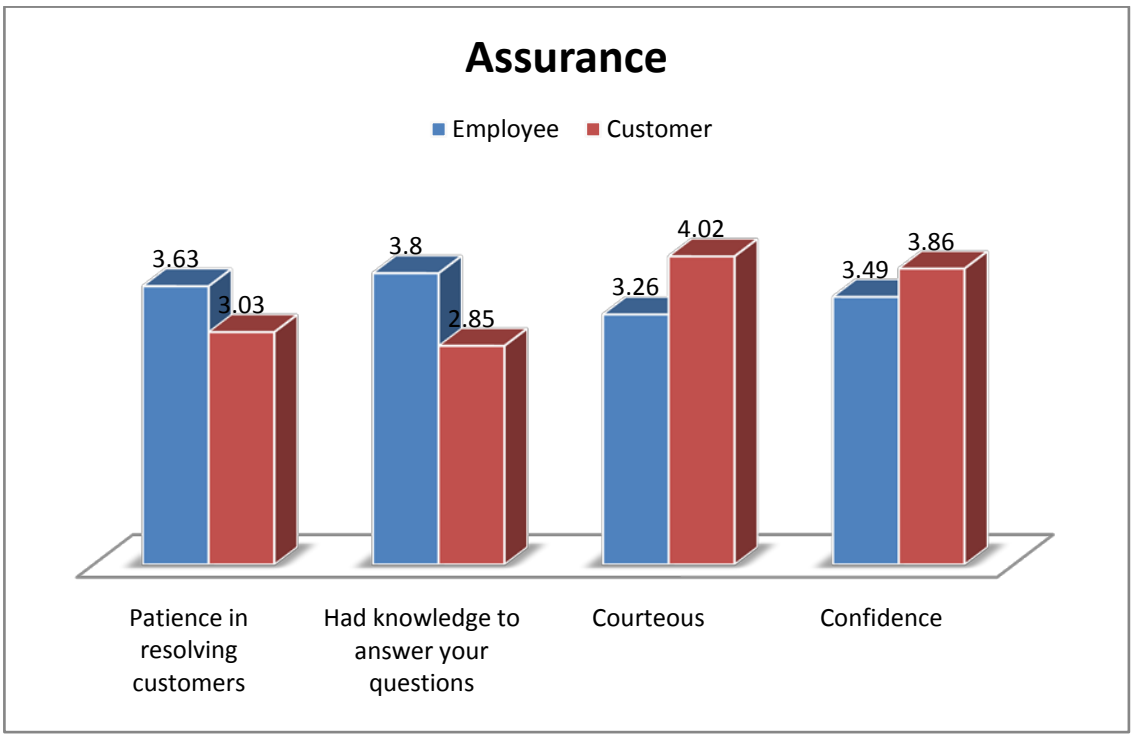
Table 4.9 customer perception on service quality (Assurance)

Item	Mean	Standard deviation
Employee are patience in resolving customers problem	3.03	1.579
Employee had knowledge to answer your questions	2.85	1.605
Employee are consistently courteous	4.02	1.282
Employee has confidence	3.86	1.350
Mean of means (Overall perception)	**3.44**	

Source: own survey 2015

Customer perception indicated that courtesy of employee is ranked the best in service assurance. The scored mean was 4.02 out of 5 on the likert scale, which translated that the guest were extremely satisfied. On the other hand knowledge of employee was ranked less with mean 2.85.

Figure 4.16 employee and customer perception on service quality (Assurance)



Source: own survey 2015

As the figure above shows customer rated knowledge of employee with the list mean while employee declared as the training helped them to upgrade their knowledge. This indicates that proper need assessment method and evaluation of effectiveness of training were not done.

When the researcher referred the demographic information most of employee owns certificate, so he HRM department should intend to identify skills/knowledge which hotel employees lack and needed to be trained whether it is interpersonal skills, aesthetics and technical. Literature indicates that interpersonal skills are the most required skill in provision of service quality in the hotel (Zeithaml *et al.*, 2006)

4.3.4. Service Quality Empathy

The empathy dimension represents the provision of caring and individualized attention to customers including access or approachability and ease of contact, effective communication, an understanding the customers (Parasuraman et al., 1991).

4.3.4.1 Employees Perception on Service Quality Empathy in contrast of training they received

Table 4.10 employee perception on service quality (Emphaty)

Item	Mean	Standard deviation
maximized my understanding specific need of customer	3.12	1.601
helped me to speak to the guest honestly and sympathetically.	3.54	1.460
helped me in serving guest in his/her convenient hours	3.08	1.716
Mean of means (Overall perception)	**3.24**	

Source: own survey 2015

Table 4.10 describes as training helped employee to speak to guest sympathetically with a mean of (3.54) followed by 3.12 mean declaring as it helped them in understanding specific need of customer. The list mean is 3.08 which is training helped in serving guest in his/her convenient hours.

4.3.4.2 Customer perception on service quality

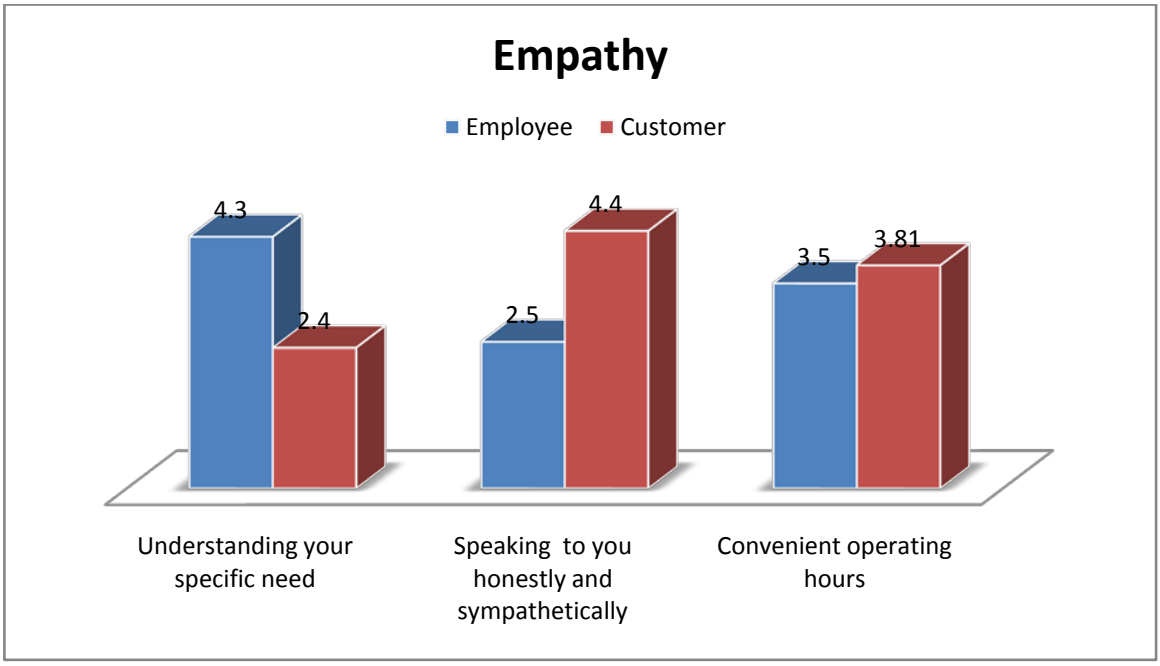
Table 4.11 customer perception on service quality (Empathy)

Item	Mean	Standard deviation
Employee understand your specific need	3.76	1.546
Employee speaks to you honestly and sympathetically.	4.09	1.148
The hotel has convenient operating hours	3.67	1.553
Mean of means (Overall perception)	**3.81**	

Source: own survey 2015

Table 4.11 showed that overall expectation concerning assurance dimension was at a high level (4.09) followed by employee understanding about customer specific need with a mean of (3.76). This implies employees are honest and understand customers need as employee declared the training helped them to improve these skills.

Figure 4.17 employee and customer perception on service quality (Empathy)



Source: own survey

Customers are not satisfied with employee regarding understanding their specific needs even if employee as training helped them on understanding specific need of customer. This may arise from employee background in qualification and improper implementation of TNA while

conducting training. TNA applied on the hotel does not consider perormance and not supported on resolving skill gap well. Training should be specific to the problem.

Customer rated employee as honest but employee declared as the training has no effect on promoting honesty. This shows employee has good attitude but not well supported by training.

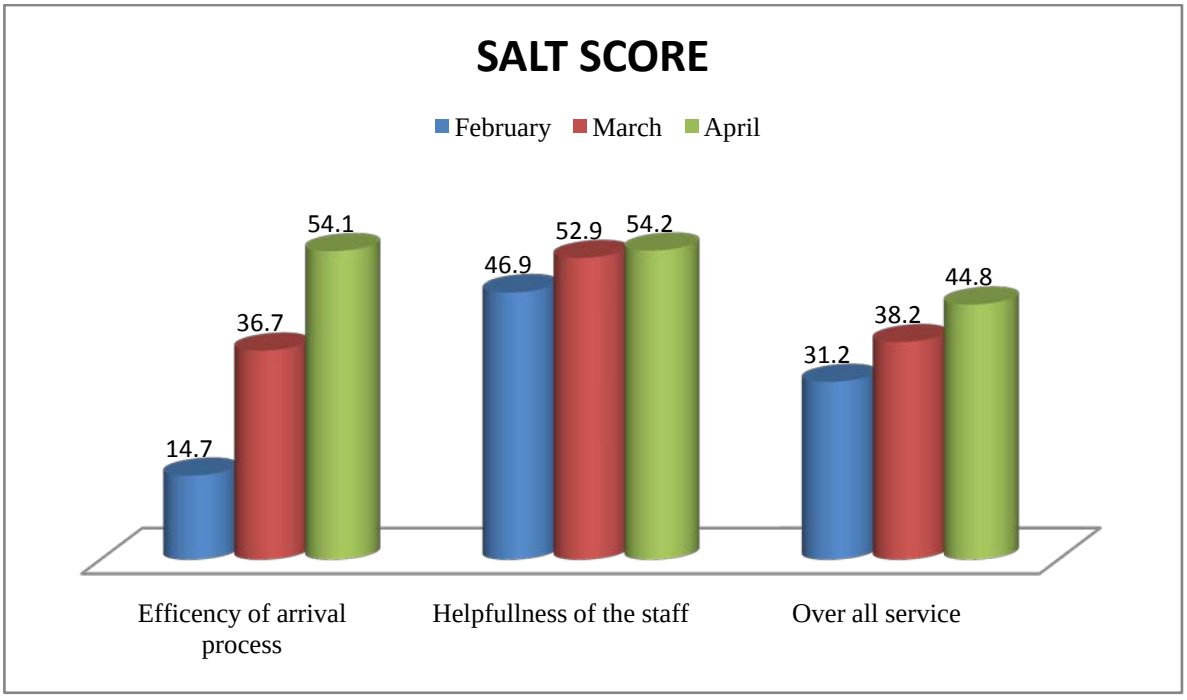
4.4 Document Analysis

To assess service quality in relation to the training delivered to employee the researcher also did document analysis. Satisfaction and loyalty Track (SALT) which assess guest satisfaction online is used by the Hilton Family of brands. SALT is developed, processed and result reported by an independent organization apart from Hilton's international properties.

The questionnaire has different items which are related to service quality, most on responsiveness and reliability aspects. Most items of the questionnaire asses related quality regarding the service the customer perceived. There for, the researcher selected items from the questionnaires which can assess the customer satisfaction on consecutive three months (February, March and April) where training is given to enhance customer satisfaction on items the hotel score low in related areas on the specific time.

Based on the document referred employee where trained on the title customer service complaint handling, responding to urgent guest request because of their low score in SALT report.(See Annex 4)

Figure 4.18: SALT score of three months



Source SALT survey of Hilton Hotel May 2015

As figure 4.14 shows customer satisfaction on service shows improvement through time as factors which hinder service quality like wage, empowerment were constant. So we can now judge as the training delivered to employee has significant effect on service quality. As it is shown on the figure, the overall satisfaction of customer is showing improvement but it is no satisfactory enough for a brand chain hotel like Hilton.

4.5 Persons Correlation Analysis

A correlation coefficient is a very useful means to summarize the relationship between two variables with a single number that falls between -1 and + 1 (Field,2005). A correlation analysis with correlation coefficient (r) was conducted on all independent and dependent variables in the study to explore the relationship between variables. According to guidelines suggested by Field (2005) to interpret the strengths of relationships between variables, the correlation coefficient (r) is as follows: if the correlation coefficient a falls between 0.1 to 0.29, it is weak, 0.3 to 0.49 is moderate and >0.5 is strong relationship between variables.

In this study, Bivarirate Person correlation was used to examine the relationship between training based on training process and service quality using SERVVPERF dimensions in

Hilton Addis Hotel using the two tailed test of statistical significance at the level of 95% significance P<0.05.

Table 4.12 correlation analysis

Service Quality		**Training**
Reliability	Pearson correlation	.582**
	Sig.(2 –tailed)	.000
	N	186
Responsiveness	Pearson correlation	.565**
	Sig.(2 –tailed)	.000
	N	186
Assurance	Pearson correlation	.596**
	Sig.(2 –tailed)	.000
	N	186
Empathy	Pearson correlation	.512**
	Sig.(2 –tailed)	.000
	N	186

**correlation is significant at the 0.01 level (2 –tailed). Source own survey (2015)

From the result showed in the table 4.13 and according to Field (2005) there is positive, strong and significance relationship between training and service quality.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary of Major finding

The purpose of this study was to assess and describe service quality in relation to training in the hotel. This study investigated how to develop and improve service quality through training delivered. The summaries of major findings were designed to address the research questions which were in place to answer the objectives of the study.

Finding about training process

Large amount of respondents 69.4 % agreed that their organization provided training monthly. 26.3 % of the respondents believe as they took training every week. On the other hand 2.7 % took training quarterly while the rest 1.6 % took once in a year.

Based on the interview undertaken with department heads, they complained as training takes too much time, the contents of trainings is repeated. Training manager also stated as training has redundancy because the hotel uses training manual developed and distributed to all Hilton brand hotels in the world from Hilton Worldwide University (HWWU). He explained as the training manual is modified by (HWWU) yearly but most of training contents are not changed rather updating only if there is change on policy and brand.

As referred on training manual, Hilton Hotel conducts three to five training in different titles per month mostly for service giving departments depending on the type of task employee performing and SALT score from customer feedback .

Literature support as on- Job – training enhances creativity and adds value to the service quality. As the employee respond to the type of training delivered is mostly off the job training, which is also confirmed by training manager. Above 7.0 % of the respondents were declared as they participated on the job training while 73.1 % take off the job training and the remaining 19.9 % confirmed that they were participated on both type of training programme.

Based on respondents, the majority 66% of the participants argued that the organization conducts need assessment always while 23.7 % of the participants responded that the organization mostly conducts need assessment. The interview response from training manager also showed that the need assessment is made in all levels namely; strategic level, tactical level and operational level.

Respondents showed, off all methods of TNA methods, performance appraisal system is not widely used. This was also confirmed by training manager as training need assessments is usually made with interview than performance.

Majority of the respondents 67.7% and 76.9% replied that the hotel frequently used lectures and orientation methods of training techniques respectively where as job instruction training, apprenticeship training, coaching and mentoring training methods are rarely used on the organization. The interview made with Training manager and department heads also supports the opinion of the employees in a way that the hotel almost all the time used a lecture technique than other methods.

Response of training manager of the organization shows training evaluation is done on every training delivery sessions.89% of respondents also replied as the organization evaluates the training program regularly.

Employee response shows, testing the trainees before and after the training programmes (pre and post test) and performance appraisal report is used less than other evaluation method. As training manager and department heads explained employees were not mostly evaluated in regard to the training they obtained. In addition to questionnaire, training department gives more emphasis for customer feedback gathered through SALT as far as it is assessed by top management and maximized accountability for customer dissatisfaction. Training department react fast and try to maximize customer satisfaction as it is very sensitive issue for the management.

Finding about the effect of training on service quality

Employee were asked to indicate how training they obtained helped them in promoting service quality in four dimensions (reliability, responsiveness, assurance and empathy)

excluding tangible service area such as modern–looking equipment and facilities that are not related to training.

Employee declared as training helped them in providing better service in reliability and responsiveness dimension with an average mean of 3.15 and 3.13 respectively. Employee believed as training improved service delivery skills in regarding assurance and empathy with an average mean of 3.54 and 3.24. This shows, as training has enhanced the way they deliver service.

Customers were also asked to rate service quality using SERVPERF with four dimensions. And reliability and responsiveness were rated as a mean 3.36.and 3.72 respectively. Customer rated the service quality regarding assurance and empathy with an average mean 3.44.and 3.81 respectively.

To support the finding document analysis were also done. Satisfaction and loyalty Track (SALT) instrument and training delivered documents were seen to see if the training has brought change on service quality rated by customer. Based on the document referred employee where trained on the title customer service, complaint handling responding to urgent guest request because of their low score in SALT report. Customer satisfaction showed increment too.

In order to summarize the relationship between two variables, correlation analysis was done using the two tailed test of statistical significance at the level of 95% significance ($P<0.05$). The result showed as there is positive, strong and significance relationship between training and service quality.

5.2 Conclusion

As it is indicated on the finding, Hilton Hotel mostly 73.1 % conduct off-the job training. On–job-training is not widely applied in the hotel which will help to enhance skill(s) that employee may lack in performing his/her tasks. The hotel training focused more on lecture which will not help on maximizing skill.

Based on training manager and department heads training has redundancy in topic and focused mostly on company policy than skill training. As the finding showed, employee also claimed as training is becoming part of their everyday work tasks which cost too much time with repeating, contents. The researcher has seen as redundancy on training title appeared on training manual under training plan too. This brought the training system of the hotel to be considered as improper.

The interview response showed that the need assessment is made in all levels namely; strategic level, tactical level and operational level. Method of training need analysis mostly used is questionnaire and customer feedback about quality of service. Hilton Hotel need assessment procedure is seen as it is good enough. But in comparisons with other methods of TNA methods, performance appraisal system is not widely used in the organization. This was also confirmed by training manager as training need assessments is usually made with interview than performance.TNA methods applied by the training department does not use mixed use and concentrated on customer feedback than performance. Inappropriate method of TNA is one of the factor which hinder training effectiveness in the hotel.

Of training methods, job instruction training, apprenticeship training and coaching and mentoring training methods are rarely used on the organization. This has impact on its effectiveness on promoting employee skill to maximize service quality. On the job training plays a major role in correcting mistakes which occur on the course delivering the service to the guest than off –the –job training.

While other method of training evaluation is used widely testing the trainees before and after the training programmes (pre and post test) and performance appraisal report is used less. As training manager and department heads explained employees were not mostly evaluated in regard to the training they obtained. We can see as the training department focused on using

papers and questionnaire and SALT result for assessing the practical performances of employee.

Based on the finding it can be affirmed as the training delivered has promoted the service delivering skills of employee as the mean shows in four service quality dimensions reliability, responsiveness assurance and empathy as mean of 3.15 , 3.13,3.54.and 3.24 respectively. This was also proved by customer perception on service quality using SURVPERF model with a mean 3.36, 3.72, 3.44.and 3.81 in service quality measure reliability, responsiveness assurance and empathy respectively. This score will not be a satisfactory for the hotel like Hilton which work worldwide.

From document analysis, it is seen as the SALT score of the consecutive three months show augmentation as the training were delivered on those times were the related to service. Training department react fast to exploit customer satisfaction by delivering training where the hotel score below expectation on SALT result.

5.3 Recommendations

Based on the points raised above, the following recommendations were forwarded:

It is also widely accepted that hospitality sector is the industry of young generation as it needs energetic and enthusiastic people.HRM department should consider the age category of employees who serve customer and make arrangement as it has effect on service quality of the hotel.

On-Job-Training and service quality cannot be separated; several arguments have put forward to enhance the service quality in the hospitality industry by training. Training touches every corner of service quality provision. On-Job–Training enhances creativity and adds value to the service quality**.** Training plays a major role in correcting mistakes which occur on the course delivering the service to the guest. Management need to know that training delivered should participative and active.

If Hilton could use games and simulation method of training and often involve group participation the training could be more effective .This will help team members working in harmony to make decisions or formulate a course of action that will help resolve a particular problem or create opportunity for the organization.

The training department is advised to use different types of training need assessment methods in addition to questionnaire and customer feedback which were rarely used. Hilton Hotel need to use also performance appraisal system which will really help to find out skill gabs of employee and enhance service quality through training. It is necessary for training department to use performance appraisal system to evaluate effectiveness of training in order to see the outcome of training delivered on their performance too using the evaluation from feedback of their department's representatives.

Training department should see the training manual in depth and make adjustments in repeated topics of training. This will enhance employee interest in attending training and maximize the service to be delivered.

Human resource department could explain to the employees about the objectives of the trainings, and what employees will benefit from the training, meanwhile, the employees should be told that how can they use what they learnt from the trainings in the future.

Increase the communication between management and employees by getting feedback from employees in order to know what they like and what can be improved in the trainings to get better outcomes. To be effective training should motivate employee.

The researcher has seen how the training delivered helped employee to enhance the service they deliver in comparisons to customer satisfaction using SURVPERF. Even if the service quality shows increment in regard to the training delivered, training department still needs to work more on maximizing customer satisfaction by correcting the above listed faults on training process.

The training department should focus on training which hinder service quality. The researcher suggestion will be to give more training to improve service quality on reliability to increase customer satisfaction as it is scored less than other dimensions.

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ANNEX

Annex 1

ADDIS ABABA UNIVERSITY

SCHOOL OF COMMERCE

MASTERES PROGRAM IN HUMAN RESOURCE MANAGEMENT

QUESTIONNAIRES TO BE FILLED BY EMPLOYEE

Dear respondents,

My name is Meaza Asrat. I am a post graduate student at Addis Ababa University School of Commerce. Currently, I am conducting a research on **"The effect of training process on promoting quality of hotel service "** in partial fulfillment of Master of Arts Degree in Human Resource Management. Therefore, I kindly ask your cooperation to provide me with genuine information by completing this questioner.

I would like to assure you that any information obtained are purely used for academic purpose and it will be kept strictly confidential.

Thank you for your kind cooperation!

Meaza Asrat

Part I .General information .Please make a (√) mark on a box applicable to you.

1. Gender Male ☐ Female ☐

2. Your age group 18-25 ☐ 26-35 ☐ 36-45 ☐ Over 45 ☐

3. Year(s) of service in Hilton Addis Hotel

Below 1 year ☐ 1-5 years ☐ 6-10 years ☐

11-15 years ☐ 16-20 years ☐ above 20 years ☐

4. What is your highest qualification?

Below high school ☐ High school ☐ Certificate ☐

Diploma ☐ Degree ☐ MA/MSC ☐

5. Position in the organization: Manager ☐ Supervisor ☐ non- manager ☐

Part II. Questions related to training

1. In which training method have you participated so far?

On the job ☐ Off the job ☐ Both ☐

2. How often your company provide training program for employee?

☐ Weekly ☐ Monthly ☐ Quarterly

☐ Every six month ☐ Once in a year ☐ Above a year

Part III Training need assessment

1. How often does your organization conduct formal training need assessment?

Always ☐ Mostly ☐ Sometimes ☐ Rarely ☐ Never ☐

2. If your answer for question one is (rarely, sometimes, mostly, always), which of the following methods are used to determine training need in your organization?

S.N	Training need assessment methods	Rates				
		Always	Mostly	Some-times	Rarely	Never
1	Questionnaire					
2	Personnel face to face interview with employee					
3	Group interview with managers and supervisors					
4	Direct observation					
5	Performance appraisal result					
6	Through job description					
7	Guest comment /feedback					

Part IV. Training delivery technique

How often did the following training delivery techniques used in the training program you have participated in the past?

S.N	**Training delivery method**	Rates				
		Always	Mostly	Sometimes	Rarely	Never
1	Job instruction training					
2	Apprenticeship training					
3	Audiovisual training					
4	Orientation training					
5	Coaching and mentoring training					
6	Computer instruction training					
7	Simulation					
8	Seminar ,workshop and conference					
9	Lecture					
10	Case study					
11	Job rotation					
12	Role plays					

Part V Evaluation of training programmes

1. How often does the organization evaluate training programmes?

Always ☐ Mostly ☐ Sometimes ☐ Rarely ☐ Never ☐

2. If your answer for question one is (rarely, sometimes, mostly, always), which of the following methods are used to evaluate training programs in your organization.

S.N	Evaluation tools and techniques	Always	Mostly	Sometimes	Rarely	Never
1	Asking employees to fill a questionnaire at the end of the programme					
2	Interviewing the trainees at the end of each training programme					
3	Testing the trainees before and after the training programmes (pre and post test)					
4	Asking the trainees' managers or supervisors for their assessment of the trainees' learning					
5	Performance appraisal reports					
6	Customer satisfaction survey					

Part VI Opinion about service quality

The following questions will assess how the training affects the level of service delivery to the customer in five service quality measurement dimensions. Please rate your response by making a (√) mark on the item that suits you as the best alternative.

S.N	The training I received :	**Rates**				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	helped me to provide service at time it promised to do.					
2	helped me to show sincere interest in solving customer problems					
3	enabled me to perform the service right the first time					
4	helped me to maximize efficiency of performance					
5	improved my response to emergency situation					
6	improved in providing prompt service					
7	maximized my willingness to help customer					
8	increased capacity to understand specific need of customer					
9	increased sincerity and patience in resolving customers problem					
10	upgrade my knowledge to answer customers questions					
11	maximized my courtesy towards customers					
12	inspire your confidence					
13	understanding specific need of customer					
14	helped me to speak to the guest honestly and sympathetically.					
15	serving guest in his/her convenient hours					

Thank you for your cooperation !

Annex 2

ADDIS ABABA UNIVERSITY

SCHOOL OF COMMERCE

MASTERES PROGRAM IN HUMAN RESOURCE MANAGEMENT

QUESTIONNAIRES TO BE FILLED BY CUSTOMERS

Dear hotel guests,

My name is Meaza Asrat. I am a post graduate student at Addis Ababa University School of Commerce. Currently I am conducting a research on **"the effect of training process on promoting quality of hotel service "** in partial fulfillment of Master of Arts Degree in Human Resource Management. Therefore, I kindly ask your corporation to provide me with genuine information by completing this questioner.

I would like you to assure you that any information obtained are purely used for academic purpose and it will be kept strictly confidential.

Thank you for your kind cooperation!

Meaza Asrat

Part I General information. Please (√) the boxes applicable to you

1. Gender Male ☐ Female ☐

2. Your age group 18-25 ☐ 26-35 ☐ 36-45 ☐ Over 45 ☐

3. Your nationality Ethiopian ☐ Foreigner ☐

4. What is the purpose of your visit? Pleasure ☐ Business ☐ Visiting Relatives ☐

Conference ☐ Study ☐ Other ☐

Part II Guests opinion on hotel service experience

The following statement rates your feeling about the hotel. Please rate your response by making a (√) mark on the item that best shows your perception.

SN	**Dimensions**	**Rates**				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
	Reliability					
1	Employee provides service at time it promised to do.					
2	Employee shows sincere interest in solving customer problems					
3	Employee perform the service right the first time					
4	Employee deliver efficient service					
5	Employee perform job quickly					
	Responsiveness					
1	Employee response to emergency situation urgently					
2	Employees of the hotel provide you prompt service					
3	Employee of the hotel are always willing to help you					
4	Employee understand your specific needs					
	Assurance					
1	Employee are patience in resolving customers problem					
2	Employee had knowledge to answer your questions					
3	Employee are consistently courteous					

4	Employee has confidence					
	Empathy					
1	Employee provide you individual attention					
2	Employee understand your specific need					
3	Employee speaks to you honestly and sympathetically.					
4	The hotel has convenient operating hours					

Annex 3

Interview questions

An interview questions on the effect of training on promoting quality of hotel service in the case of Hilton Addis hotel

To be conducted with training manager

1. How often does the organization conduct training?
2. Do you conduct training need analysis? If yes, how does training need assessment undertaken in the organization?
3. Which training method is mostly applied in the hotel
4. Are training program monitored and evaluated?
5. Which evaluation method is used?

To be conducted with selected department managers

1. How often does the training department conduct training?
2. Have you ever contacted by training department to conduct training need assessment? If yes how often does the organization conduct TNA? Which TNA method is applied mostly?
3. Which training method is mostly applied in the hotel?
4. Does the organization evaluate training?
5. Which evaluation method is widely used in the hotel?