



IHCM

International Journal of Human  
Capital Management (IJHCM)  
Vol 1(1), pp 1-14, December 2022

## IMPACT OF TRAINING, MOTIVATION AND JOB SATISFACTION ON PERSONNEL PERFORMANCE IN NICON LUXURY HOTEL

By

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### **Abstract**

*This paper explores the intricate relationship between training, motivation, job satisfaction, and their combined impact on personnel performance. Drawing on a wide range of scholarly literature, this review aims to provide a comprehensive understanding of how these factors intersect and influence organizational outcomes. The paper begins by examining the individual components of training, motivation, and job satisfaction before delving into the synergistic effects on personnel performance. The research synthesizes findings from various disciplines, including psychology, human resource management, and organizational behavior, to offer insights into practical implications for organizations seeking to optimize their human capital. However, this paper recommends that More result oriented training programmes should be organized in order to increase the knowledge base of the employees and also motivate them to improve in performance in Nikon Luxury Hotel; also, the selection process for training should be transparent and based on merit; likewise, it is important that all training must be relevant to job assignment or designed to meet job satisfaction as this remain the only way to ensure job satisfaction and eke performance; finally, Individuals or employees to be trained should utilize the training programmes to the fullest in order to improve their personnel performance.*

**Keywords:** *Training, motivation, satisfaction*

## **Introduction**

The progress of any establishment is determined by the dedication and the quality of the performance of the staff working. The hospitality industry, in which Nikon Luxury is a part, requires high levels of public trust and confidence. Because of the large number of customers that are handled on a daily basis, quality of service and the best customer experience are considered. It is for these particular reasons that personnel performance in the hospitality industry is a topic that has elicited a lot of interest from researchers. It is apparent that investing in training, motivation, and job satisfaction of personnel can have a great impact on the overall performance of the employees in any given industry (Vroom, 1964). A research done by Delery and Doty (1997) shows that job satisfaction is more likely to have a major impact on the general success of the organization and work more than any other single factor. Management experts have outlined that managers who have a sound knowledge of the performance of the employees in their organization are more likely to apply principles of management better (Freud, 1922). There are a number of mechanisms used by most hotel enterprises to ensure that personnel are qualified with the right training. Some of these may include on-the-job training, promotion of critical thinking skills, and inculcation of a culture of teamwork through team building and establishment of a feedback culture among the employees (Phillips, 2003). My research proposed here attempts to investigate the influence of training, motivation, and job satisfaction on personnel performance in the hospitality industry. The research will base its reasoning on the Nikon Luxury Hotel, which is among the best hotel companies operating in Nigeria. The company has won a number of accolades in recognition of its levels of quality and what it offers to its customers around the world. The research will seek to understand the current state of training, motivation, and job satisfaction of the hotel personnel and how this translates to their overall performance in the establishment. It will further investigate how the management could improve the existing system in order to maintain quality and high customer satisfaction. The objectives of the research proposal will help to focus the study in line with the gaps identified in the study. The main objectives here are to establish the impact of training on performance, the impact of motivation on performance, and lastly the impact of job satisfaction on personnel performance in the hotel industry. The scope of this study will cover the Nikon Luxury Hotel personnel who are directly involved in the day-to-day operations. The list includes the customer care personnel, the receptionists, porters, baggage handlers, food and beverage personnel, and the cleaners. This will assist the

management personnel of the hotel by providing them with better insight and understanding of the impact of the three factors on employee performance.

## **Literature Review**

### **Training**

According to Edwin Flippo, ‘training is the act of increasing the skills of an employee for doing a particular job’.

Dale S. Beach defines training as ‘the organized procedure by which people learn knowledge and/or skill for a definite purpose’. Training refers to the teaching and learning activities carried on for the primary purpose of helping members of an organization acquire and apply the knowledge, skills, abilities, and attitudes needed by a particular job and organization.

Training is a conscious attempt on the part of management to inculcate skills, habits, knowledge in a particular employee depending upon his needs and requirements.

William G. Torpey defines training as “the process of developing skills, habits, knowledge and attitudes in employees for the purpose of increasing the effectiveness of employees in their present government positions as well as preparing employees for future government position”.

Training is an important step in the effective stage of personnel administration. Some set of management thinkers advocate that training should come before recruitment and selection, while the second set of management thinkers opined for recruitments, selection and promotion before training.

The objectives of training are relatively narrow, focusing as it were, on enhancement of knowledge and skills either to rectify a recognized deficiency or to prepare individuals for new roles.

### **Types of Training:**

Importantly, the choice of training depends on the objectives of the organization, individual and the training needs of employee. Davis (1981) identified two basic types of training that can be adopted by any organization particularly, the public sector.

One, is the **on-the-job-training**, which is the training organized for employees while performing their jobs. This type of training does not remove the trainees from the physical and cultural working environment of their organization. The techniques involve; apprenticeship, where the new employee works for a period of time as helper to an experienced worker, receiving considerably less during this period of apprenticeship. Another techniques is job rotation, this is a situation where the employee's experience is broadened by their being move from one job to another. It is leaving by doing, it is the best way as long as the sequence of experience is properly planned and control. Orientation is another technique, here, the newly appointed officer is conducted round the departments in the organization, he is introduced to other employee and a brief explanation is given as to the nature of the job involved in the departments. The Acting Assignment techniques occurs when the boss is on holiday, leave or when the post is vacant for a period of time, the next person in rank would take his position and perform the responsibilities attached to it. Another technique is Vestibule School, this is operated as a specialized endeavour by the personnel department to train junior workers. Demonstration is a technique that is done by telling or showing a trainee how to do a job and then allowing him to get on with the job. The last technique is assistantship, which exposes managers at lower cadre to the responsibilities of superior officers. It trains employees for future assignments.

The second type of training is **off-the-job-training**. This is the type of training whereby the trainee is sent for training outside his organization. The trainee is removed from both the physical, social and cultural environment of his organization. This type also has its various techniques. The techniques are seminar, workshop and conference, this involves training system whereby employees are sent to receive training outside their establishment under qualified trainers and in specific areas of study civil service makes use of this technique a great deal to train civil servants to ensure quality performance and job satisfaction.

Another technique is Lectures. This is designed to transfer information to audience, using controlled content and timing. Lectures are useful especially for large group. The last technique under off-the-job-training is role playing. This is a simulation in which the trainee is asked to play a part in a problem situation requiring interaction with others. Through role playing better understanding and cooperation are developed among subordinates and superiors.

**Specifically the need for training arises because of following reasons:**

**1. Environmental changes:**

Mechanization, computerization, and automation have resulted in many changes that require trained staff possessing enough skills. The organization should train the employees to enrich them with the latest technology and knowledge.

**2. Organizational complexity:**

With modern inventions, technological upgradation, and diversification most of the organizations have become very complex. This has aggravated the problems of coordination. So, in order to cope up with the complexities, training has become mandatory.

**3. Human relations:**

Every management has to maintain very good human relations, and this has made training as one of the basic conditions to deal with human problems.

**4. To match employee specifications with the job requirements and organizational needs:**

An employee's specification may not exactly suit to the requirements of the job and the organization, irrespective of past experience and skills. There is always a gap between an employee's present specifications and the organization's requirements. For filling this gap training is required.

**5. Change in the job assignment:**

Training is also necessary when the existing employee is promoted to the higher level or transferred to another department. Training is also required to equip the old employees with new techniques and technologies.

**Motivation**

The term 'motivation' has been derived from the word 'motive'. Motive may be defined as an inner state of our mind that activates and directs our behaviour. It makes us move to act. It is always internal to us and is externalized via our behaviour. Motivation is one's willingness to exert efforts towards the accomplishment of his/her goal. Let us consider a few important definitions on motivation that will help us understand the meaning of motivation more clearly.

Fred Luthans defined motivation as a “process that starts with a physiological or psychological deficiency or need that activates behaviour or a drive that is aimed at a goal or incentive”.

According to Stephen P. Robbins “motivation is the willingness to exert high levels of efforts toward organisational goals, conditioned by the effort ability to satisfy some individual need”.

In the opinion of Gray and Starke “motivation is the result of processes, internal or external to the individual, that arouse enthusiasm and persistence to pursue a certain course of action”.

After going through the above definitions, motivation can be defined very simply as the willingness to exert towards the accomplishment of goal or need.

**In sum and substance, the need for and significance of motivation for an organisation can be put as follows:**

“If we compare management with driving, while the organisation is the vehicle, then motivation is the power or fuel that makes the vehicle moving”.

### **Types of Motivation**

In modern organizations, motivation can take place in two ways;

One, people can motivate themselves by seeking, finding and carrying out work or by setting targets that satisfies their need and expectations. Self motivation is about setting the direction independently and" taking action(s) to attain ones goals.

Two, motivation can be activated by management through pay, promotion, praise, job enrichment and job enlargement.

Conventionally, motivation has been classified as either intrinsic or extrinsic. Intrinsic motivation refers to forces within the individual, i.e. self generating factors that influence people to act in a particular way. These factors include skills, abilities, and expertise of the employee, challenging work, as well as the degree of autonomy of the employee. 'Extrinsic motivation on the other hand, is "external" and represents efforts to motivate other people. Thus, extrinsic rewards do not come from the work itself- they are given by others. Praise, pay, promotion, punishment, awards and titles come under this category. From this categorization, we identify the factors of motivation to

include but not limited to pay, praise, promotion, punishment, skills, abilities, expertise, the work itself, the work environment, awards, titles, selective and preferential transfers and placements, equitable treatment etc. Motivating people to act in desired ways is a management reality, it is a practice, and cannot be wished away. That probably underscores the many attempts and avalanche of theories of motivation, which in turn have influenced managers in their approaches to motivation.

### **Motivational Process**

Nwachukwu (1988) opined that a need creates a tension in the individual who moves in a certain direction in order to achieve the desired objective which reduces the tension. A satisfied need does not motivate, conversely, an unsatisfied need does. This process is shown below.



This process starts with a perceived need, then tension is created which precedes the motivating behaviour, then there is a move towards the realization of the need i.e. goal oriented behaviour and as soon as the need is satisfied, the tension relaxes.

### **Job Satisfaction**

Job satisfaction is more of a journey, not a destination, as it applies to both employees and the employer. As we will see in this paper, there is no definitive way to measure job satisfaction or to ensure it.

Morale is often defined as being equivalent to job satisfaction. Job satisfaction connotes the feelings and attitudes people have about their work. According to Armstrong, positive and favourable attitudes towards the job indicate job satisfaction. Negative and unfavourable attitudes towards the job indicate job dissatisfaction. Job satisfaction is derived through different sets of arrangement e.g. job design, job rotation, job enlargement, job enrichment, job analysis and specification. Also, the content and process theories have indicated what constitute a motivation incentive for an employee. It is commonly agreed that an increase in job satisfaction will result in improved performance and high performance can equally lead to job satisfaction.



People are motivated to achieve certain goals, and will be satisfied if they achieve these goals through improved performance. They may be even more satisfied if they are then rewarded by extrinsic recognition or an intrinsic sense of achievement. This suggests that improvement can be achieved by giving people the opportunity to perform and rewarding them by financial or non-financial means when they do perform. Some people may be complacently satisfied with their job and will not be inspired to work harder or better while finding other ways to satisfy their needs. Concisely, job satisfaction is highly instrumental to organizational success.

Job satisfaction is one of the most investigated topics in the fields of organizational behaviour. The most-used research definition of job satisfaction is by Locke (1976), who defined it as ". . . a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences" (p. 1304).

Job satisfaction has also been defined as "the extent to which a staff member has favourable or positive feelings about work or the work environment" (De Nobile, 2003). It refers to the positive attitudes or emotional dispositions people may gain from work or through aspects of work (Furnham, 1997; Locke, 1976). Ivancevich et al. (1997) defined job satisfaction as the feeling and perception of a worker regarding his/her work and how he or she feels himself well in an organization.



## **Performance**

The concept and definition of individual performance has received considerable scholarly research attention over the past 15 to 20 years.

Researchers agree that performance has to be considered as a multi-dimensional concept. On the most basic level one can distinguish between a process aspect (i.e., behavioral) and an outcome aspect of performance (Borman and Motowidlo, 1993; Campbell, McCloy, Oppler, and Sager, 1993; Roe, 1999). The behavioral aspect refers to what people do while at work, the action itself (Campbell, 1990). Performance encompasses specific behavior (e.g., sales conversations with customers, teaching statistics to undergraduate students, programming computer software, assembling parts of a product). This conceptualization implies that only actions that can be scaled (i.e., counted) are regarded as performance (Campbell et al., 1993). Moreover, this performance concept explicitly only describes behavior which is goal-oriented, i.e. behavior which the organization hires the employee to do well as performance (Campbell et al., 1993).

The outcome aspect in turn refers to the result of the individual's behavior. The actions described above might result in contracts or selling numbers, students' knowledge in statistical procedures, a software product, or numbers of products assembled. Empirically, the behavioral and outcome aspect are related. However, there is no complete overlap, as the outcome aspect is affected by other determinants than the behavioral aspect. Imagine a car retailer who communicates the preferences of a product (behavioral aspect) excellently, but who nevertheless achieves low sales figures (outcome aspect) due to low demand of this specific type of cars. Similarly, a teacher who provides an excellent statistics lesson which fulfills all learning requirements (behavioral aspect) might not provide students with knowledge (outcome aspect) if students' lack motivation or cognitive abilities. Moreover, performance must be distinguished from effectiveness and from productivity or efficiency (Campbell et al., 1993; Pritchard et al., 1992). Effectiveness refers to the evaluations of the results of performance (i.e., financial value of sales). In comparison, productivity is the ratio of effectiveness to the cost of attaining the outcome. For example, the ratio of hours of work (input) in relation to products assembled (outcome) describes productivity.

## **Theoretical Framework**

It is traditional in social sciences for issues to be analyzed within the ambit of an acceptable theory. Based on this, this paper employs two-factor or motivation-Hygiene Theory or still, satisfier-Dissatisfer Theory.

The theory was propounded by Frederick Herzberg, a foremost psychologist and behavioural scientist. The motivation-hygiene was formulated to investigate what people want from their jobs. The central theme of the theory is the determination of the type of events that lead to job satisfaction and job dissatisfaction (Hinton, 1968). Herzberg came out with six intrinsic factors that strongly determine job satisfaction and other factors that determine job dissatisfaction. But for the purpose of this paper, concentration will be on the determinant of job satisfaction. This is because, the paper seeks to investigate the variables of personnel performance: training, motivation and job satisfaction. Herzberg (as cited in Sapru, 2013) indentified six intrinsic factors that determine job satisfaction. They are; achievement, recognition, the attraction of the work itself, responsibility, advancement and growth. These factors are those stemming from man's need to realize his human potential for perfection. He wants to achieve psychological growth, to feel self realization and to transcend his environmental limitations. Notably, most of these factors can be achieved through periodic training and retraining. When employees are well and adequately trained, it becomes apparent and easier for such employee to achieve self realization and overcome environmental limitations. This is because, new skills and knowledge that will enable him face new challenges would have been acquired in the process of training and retraining. And satisfaction in work is provided through motivators like recognition, achievement, self realization, psychological growth and advancement, which are made possible through periodic and regular training. Although, there are other factors such as good working conditions, institution policies e.t.c that enhance job satisfaction, but the role of training in growth and advancement of employees cannot be overemphasized.

## **Theoretical relationship between Training, Motivation, Job Satisfaction, and Job Performance**

It sounds reasonable to think that motivated workers will experience greater job satisfaction, which will result in job performance. This is not always true at all times and in all circumstances. For instance, while the requirements for job satisfaction may include comparatively higher pay, promotion opportunities, participative management, degree of autonomy, task variety... (Armstrong, 2005:240), the degree of job satisfaction is largely a function of individuals' needs, expectations and the working environment. Again, it was believed that training motivates, while motivation leads to job satisfaction and performance. While research results show a positive relationship between motivation and job performance (Oshoff 1997), it is not always so since happy workers are not necessarily productive workers. This is partly because job performance could be a function of other variables such as skills (training), expertise, and level of technology. Conclusively, while we are yet to fully understand the role of job satisfaction, there is no doubt that it affects a number of important performance variables. Absenteeism, turnover, and decreasing performance and productivity will likely correlate with motivation and job satisfaction negatively, while increasing training, performance, and job satisfaction are more likely to have a positive relationship with motivations.

## **Conclusion and Recommendations**

The Nikon Luxury Hotel was envisioned to be a dynamic organization capable of attending to peoples' needs with ruthless efficiency. Unfortunately, has become a bureaucrat conditioned to think primarily of salaries, promotions and pensions-expectations that are largely unrealized. The decreasing efficiency is indicative of the gap between goals and expectations and the realities on the ground, occasioned largely by lack of motivation, training and job satisfaction. We have in this paper examined the concepts of motivation, training, performance and job satisfaction, while not laying claims to an exhaustive treatment; we tried to examine the issues, problems and challenges of motivation, training and job satisfaction in the Nikon Luxury Hotel. Our position is that motivation, training and job satisfaction are complex and dynamic processes. However, in line with the practices in some other countries and better managed private organizations in Nigeria, the following recommendations are made.

- More result oriented training programmes should be organized in order to increase the knowledge base of the employees and also motivate them to improve in performance.
- Also, the selection process for training should be transparent and based on merit. The idea of sponsoring officers for training based on their connection to some powerful and influential individuals in the service should be discouraged. Those who are due for training should be sent on training without undue influence.
- It is also important that all training must be relevant to job assignment or designed to meet job satisfaction as this remain the only way to ensure job satisfaction and eke performance.
- Individuals or employees to be trained should utilize the training programmes to the fullest in order to improve their personnel performance.
- The training methods adopted by the personnel department for training should be improved. The trainers should be more practically oriented. Demonstrations, illustrations should be more prominent in classes and lectures.
- There should be commitment of efforts toward engendering employment practices and promotion exercises that not only promote merit but also emphasize excellence because it will go a long way motivating good performance.

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