



University of  
Massachusetts  
Amherst

## Training Motivational Factors as Predictors of Employees' Training Satisfaction in Foodservice Operation

Item Type	pap_emp;event
Authors	Joung, Hyun-Woo;Choi, Eun-Kyong;Goh, Ben K
Download date	2025-01-15 08:22:02
Link to Item	<a href="https://hdl.handle.net/20.500.14394/42474">https://hdl.handle.net/20.500.14394/42474</a>

## **TRAINING MOTIVATIONAL FACTORS AS PREDICTORS OF EMPLOYEES' TRAINING SATISFACTION IN FOODSERVICE OPERATION**

Hyun-Woo Joung  
Texas Tech University  
Lubbock, Texas, U.S.A.

Eun-Kyong Choi  
Texas Tech University  
Lubbock, Texas, U.S.A.

and

Ben K. Goh  
Texas Tech University  
Lubbock, Texas, U.S.A.

### **ABSTRACT**

Fundamentally, investment in training by the company can lead to the retention and motivation of its talented staff and promote high self-fulfillment by providing career development. The objectives of this study were (a) to investigate training motivational factors affecting employees' training satisfaction and (b) to assess the employees' (training) satisfaction with training motivational factors. Furthermore, by developing employees' training motivation model and conducting multiple regression analysis, two types of motivations were positively related to employees' training satisfaction. Meantime, the employees' training satisfaction was a significant determinant factor in improving job satisfaction.

**Key words:** Intrinsic and extrinsic motivation; training satisfaction; job satisfaction

### **INTRODUCTION**

The foodservice industry is ranked as the nation's largest private-sector employer, with 13 million employees in 2009, and its job growth is expected to keep growing in the future (National Restaurant Association, 2009). The service industry is also one of the largest sectors in the United States, accounting for 83% of private sector gross domestic product and 85% of private sector employment in 2005 (Luther & Oh, 2007).

Basically, service workers in restaurants have a major influence on customer satisfaction and a company's performance because employees work directly and regularly with customers; therefore, understanding employees' needs and satisfying employees become an extremely important factor in the foodservice and hospitality industry because of the industries' labor-intensive and service-oriented nature (Pizam, 2008).

To keep employees satisfied with their jobs, employers must spend time and effort. One of the widely recognized important activities for the hospitality industry is training. Employers spend billions of dollars on employee training yearly because training brings many benefits to a company (Tracey & Tews, 1995). The company can keep and motivate its talented staff and promote high self-fulfillment by providing career development and investing in training. Training helps employees not only to perform better in their current role but also to learn or develop skills for the future as an investment for themselves.

There are many previous studies in the area of employee training, job satisfaction, and employee retention in the hospitality industry (Chiang, Back, & Canter, 2005; Kim, Leong, & Lee, 2005; O'Connell, & Kung, 2007). However, few studies have been conducted on measures of relationships between training motivation and the

employees' training satisfaction. To fill this research gap, the present study was designed to evaluate what types of training motivations there are, and how those motivational factors affect training satisfaction. More specifically, objectives of this research were (a) to investigate training motivational factors affecting employees' training satisfaction, (b) to assess the employees' satisfaction with training motivational factors, and (c) to indicate the relationship between training satisfaction and the employees' job satisfaction.

## LITERATURE REVIEW

Many research studies have been conducted on training programs, training effectiveness, benefits of training, and the impact of training on job satisfaction and employee retention (Santos & Stuart, 2003; Owens, 2006). Training helps employees acquire new skills or information and change their attitudes. In addition, training can be used to teach employees how to solve problems at work and develop interpersonal skills to be better relate or communicate with others. Santos and Stuart (2003) investigated training effectiveness and perceived benefits of training as well as employee influence on training effectiveness and showed that training effectiveness differs according to the employees' perception of training transfer. Owens (2006) emphasized the reasons for training and the effects of training on job satisfaction, organizational commitment, and turnover cognitions. A company needs effective training to get positive organizational outcome. Researchers in their studies indicated that trained employees had higher job satisfaction and organizational commitment and lower turnover cognitions than employees who were not trained.

Training benefits are highly related to training motivation. Training motivation is important because motivated trainees receive training more effectively than others who are not motivated (Tracey & Tews, 1995). Therefore, employers should make their employees motivated before, during, and after the training. There are two types of motivations: extrinsic motivation and intrinsic motivation (Frey & Osterloh, 2002). The most basic distinction between intrinsic and extrinsic motivation is that intrinsic motivation refers to doing something because it is inherently interesting or enjoyable and that extrinsic motivation refers to doing something because it leads to a separable outcome (Ryan & Deci, 2000a). Individuals are intrinsically motivated when they seek enjoyment, interest, satisfaction of curiosity, self-expression, or personal challenge in their work. On the other hand, individuals are extrinsically motivated when they engage in the work in order to obtain some goal that is apart from the work itself (Frey & Osterloh, 2002).

Motivational theories provide a useful framework for evaluating organizational employees' job satisfaction in relation to characteristics of employees and training experience. The theory on employee job satisfaction has highly incorporated concepts of intrinsic motivation as well as extrinsic motivational factors (Gagne, Senecal, & Koestner, 1997; Ryan & Deci, 2000b; Vance & Davidhizar, 1997).

Based on the aforementioned discussion, the current research investigated the employees' training motivational factors in foodservice operations. The following research hypotheses were addressed and tested for this study:

*Hypothesis 1:* There are significant differences across respondents' socio-demographic characteristics in training satisfaction.

*Hypothesis 2:* There are two different types of training motivation.

*Hypothesis 3:* Intrinsic and extrinsic motivations have an influence on training satisfaction.

*Hypothesis 4:* Training satisfaction is positively correlated with employees' job satisfaction.

## METHODOLOGY

Based on Santos and Stuart's (2003) and other previous research studies in training motivation, a training motivation and satisfaction questionnaire was developed. This instrument was adopted and modified in order to investigate employees' training motivation and satisfaction. The questionnaire was then pretested by one part-time employee from one of the targeted survey companies, and one full-time employee from another targeted company.

In addition, it was distributed to two academic professionals in the hospitality industry. Based on the comments from the pre-test, the questionnaire was redesigned and modified. The final questionnaire has 20 items and used a 7-point Likert scale (1 = strongly disagree; 7 = strongly agree).

The 6 quick service restaurants and 9 casual dining restaurants surveyed were picked from the lists of the National Restaurant Association (NRA) by convenience due to access. They were all chain restaurants and ranked at the top of the 100 chain restaurants by the NRA. The researcher chose restaurants in Southeastern United States and collected data from April 1<sup>st</sup> to the 21<sup>st</sup> and from August 20<sup>th</sup> to September 7<sup>th</sup>, 2008. Out of 264 questionnaires distributed, 205 questionnaires were collected (response rate: 78%), and 192 usable questionnaires were analyzed statistically (response rate: 73%). Out of total of 192 questionnaires, 54 questionnaires (28%) were collected at quick service restaurants, and 138 questionnaires (72%) were collected at casual dining restaurants. The researcher was given access to the employees to explain the survey topic and to ask for their participation in filling out the questionnaire. Participation was voluntary, and confidentiality was assured by using anonymous responses with no coding.

Data were compiled and analyzed using the statistical analysis program SPSS (Statistical Package for Social Sciences) release 15.0 for Windows (SPSS Inc., Chicago, IL). Descriptive statistics were conducted to describe the respondents' socio-demographic characteristics using frequencies and percentages. The 7 items related to training motivation were examined using exploratory factor analysis (EFA) by means of a maximum likelihood method combined with Varimax rotation. Common factorial criteria were used in extracting the factors, and only variables with factor loadings greater than .40 were recorded into the final model. Factors also had Eigenvalues greater than 1.00. Reliability test examined internal consistency of these dimensions; Cronbach's alpha coefficient of inter-item correlation was set at .70 as the acceptable parameter for internal consistency among the items in each factor grouping. *T*-test was conducted to compare the mean difference of training satisfaction between males and females. Analysis of variance (ANOVA) and *post-hoc* tests were tested to compare means of training satisfaction by socio-demographic characteristics. Multiple regression analysis was used in order to look at prediction, inference, test of hypotheses, and modeling of causal relationships of the motivation to retention model.

## RESULTS AND DISCUSSION

The socio-demographic characteristics of the respondents are exhibited in Table 1. The proportion of gender was similar: female (52.1 %) and male (47.9%). The average age of respondents was 25.24 years (old) (SD = 8.21), and more than half (54.7%) of the respondents ranged in age from 20 to 29 years. Most of the respondents (81.8%) were single. The data reported a wide range of educational backgrounds: 40.6% high school education or less, 25.5% community college, 8.9% technical diploma, and only about 20% bachelor's degree or higher.

**Table 1**  
*Socio-Demographic Characteristics of Respondents (n = 192)*

Variables	Frequency	%
Gender		
Female	100	52.1
Male	92	47.9
Age		
Less than 20 years old	45	23.4
20 – 29 years old	105	54.7
30 – 39 years old	23	12.0
40 – 49 years old	9	4.7
More than 50 years old	6	3.1
Missing	4	2.1

**Table 1 Continued**

Variables	Frequency	%
<b>Marital Status</b>		
Single	157	81.8
Married	25	13.0
Divorced/Separated	8	4.2
Widowed	2	1.0
<b>Education Level</b>		
High school diploma or less	78	40.6
Technical diploma	17	8.9
Community College	49	25.5
Bachelor's degree	37	19.3
Advanced degrees	6	3.1
Other	3	1.6
<i>Missing</i>	2	1.0

The characteristics of respondents related to their job were shown in Table 2. Full time employees (56.8%) were more common compared to part time employees (41.7%). Almost half of all respondents (49.2%) were servers followed by hosts (15.7%) and managers (14.6%). About 46% of respondents have worked less than 1 year followed by respondents who have worked 1 – 5 years.

**Table 2**  
**Job Characteristics of Respondents (n = 192)**

Variables	Frequency	%
<b>Employment Status</b>		
Full-time employee	109	56.8
Part-time employee	80	41.7
<i>Missing</i>	3	1.6
<b>Position</b>		
Manager	28	14.6
Supervisor	12	6.3
Host	30	15.7
Server	94	49.2
Bus person	3	1.6
Bartender	4	2.1
Chef	7	3.6
Other	13	6.8
<i>Missing</i>	1	0.5
<b>Job Tenure</b>		
Less than 1 year	89	46.4
1 – 5 years	85	44.3
5 – 10 years	8	4.2
More than 10 years	9	4.7
<i>Missing</i>	1	0.5

*H1: There are significant differences across respondents' socio-demographic characteristics in training satisfaction.*

The training satisfaction level was compared by socio-demographics such as education level, job positions, and working period. An analysis of variance (ANOVA) showed that there are significant mean differences by education level,  $F(5, 184) = 2.571, p = .028$ ; by job position,  $F(7, 183) = 3.867, p = .001$ ; and by working period,  $F(3, 187) = 3.660, p = .013$ .

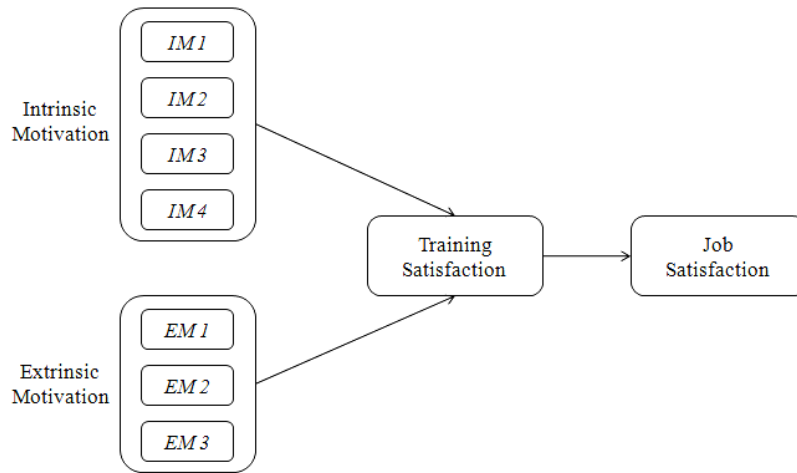
*H2: There are two different types of training motivation.*

Factor analysis was used to confirm whether the number of dimensions conceptualized can be verified empirically. In this study, the factor analysis for training motivation items generated two factors titled as "Intrinsic motivation" and "Extrinsic motivation." Each factor had an Eigenvalue above 1.0 and the total variance was 73.917%. Furthermore, to determine the internal consistency coefficient, Cronbach's alpha test was conducted. The total Cronbach's alpha coefficient designated that the model was internally reliable ( $\alpha = .912$ ). Two factors were also retained for further analysis based on Cronbach's alpha values: factor 1 ( $\alpha = .866$ ) and factor 2 ( $\alpha = .835$ ) (see Table 3).

**Table 3**  
**Factor Analysis Results of Training Motivation (n = 192)**

Factors and Items	Factor Loading	Eigenvalue	Variance (%)	Cronbach's alpha
Factor 1: Intrinsic Motivation		2.580	36.859	.866
Help to do job better	.866			
Lead to higher satisfaction	.784			
Feel more motivated	.718			
Help to grow as a person	.587			
Factor 2: Extrinsic Motivation		2.594	37.058	.835
Improve promotion prospects	.824			
Enable career progress	.810			
Lead to higher pay	.737			
Total			73.917	.912

After the factor analysis, the employees' training motivation model (ETMM) was derived (see Figure 1). There are two independent variables (intrinsic and extrinsic motivation) and one dependent variable (training satisfaction).



**Figure 1. Employees' training motivation model (ETMM).**

*H3: Intrinsic and extrinsic motivations have an influence on training satisfaction.*

A multiple regression analysis was conducted to test the hypothesis. The two predictors (intrinsic motivation and extrinsic motivation) and one dependent variable of training satisfaction (TS) were entered simultaneously into the analysis. Table 4 shows that the results of the regression analysis between the dependent variable (TS) and the independent variables (IM and EM). The overall variance explained by the two predictors was 43.5% ( $R^2 = .435$ ).  $F$  and its corresponding  $p$ -value ( $F(2, 189) = 72.825, p < .001$ ) represented that the model was significant, and therefore the research hypothesis was accepted. Each predictor was positively related to the outcome variable, according to the standardized coefficient values: extrinsic motivation ( $\beta = .513, p < 0.001$ ) and intrinsic motivation ( $\beta = .415, p < 0.001$ ). Extrinsic motivation was more highly related, followed by intrinsic motivation. In order to estimate the possible correlations between the predictors, a multicollinearity statistic was conducted. The tolerance level and variance inflate factor (VIF) of predictors were 1.00 and 1.00 respectively. That is predictors were not significantly correlated to each other.

Therefore, based on unstandardized  $B$ , the regression equation was expressed as:

$$TS = 5.786 + .706EM + .571IM$$

**Table 4**

***Multiple Regression Analysis Results of the Relationship between DV (Training Satisfaction) and IVs (Intrinsic and Extrinsic Motivation)***

Variable	$B$	$SE B$	$\beta$
Extrinsic Motivation (EM)	.706	.075	.513***
Intrinsic Motivation (IM)	.571	.075	.415***
Constant	5.786		
$R^2$		.435	
$F(2, 189)$		72.825***	

Notes: \*\*\*  $p < .001$

*H4: Training satisfaction positively affects employees' job satisfaction.*

Finally, in order to indicate the relationship between training satisfaction and employees' job satisfaction, correlation analysis and simple linear regression analysis were conducted. The result of correlation showed two

variables are significantly related ( $R = .519, p < .001$ ). Furthermore, based on regression, the training satisfaction positively affect the employees' job satisfaction ( $\beta = .494, p < 0.001$ ). The overall variance explained by the independent variable was 24.4% ( $R^2 = .244$ ), and  $F$  and its corresponding  $p$ -value ( $F(1, 190) = 61.410, p < .001$ ) represented that the model was significant, and therefore the research hypothesis was accepted.

## CONCLUSION AND IMPLICATIONS

This study was designed to evaluate what kinds of training motivations there are and how those training motivations affect training satisfaction. A factor analysis identified two types of training motivations such as intrinsic and extrinsic motivations, and the employees' training motivation model (ETMM) was derived. In addition, a multiple regression indicated that two different training motivations (extrinsic motivation,  $\beta = .513, p < 0.001$ ; and intrinsic motivation,  $\beta = .415, p < 0.001$ ) positively affect employees' training satisfaction ( $F(2, 189) = 72.825, p < .001$ ). Based on the results, the regression equation was suggested as:  $TS = 5.786 + .706EM + .571IM$ . Also, the result indicated that there were significantly different perceptions between males and females and across respondents' socio-demographic characteristics. Moreover, training satisfaction ( $\beta = .494, p < 0.001$ ) also positively affect the employees' job satisfaction ( $F(1, 190) = 61.410, p < .001$ ).

This study was conducted only in Southeastern United States and did not consider ethnic groups; therefore, it might not represent all employees working in the foodservice operations. Furthermore, according to the demographic information, a considerable portion of the sample has similar demographics such as age group and marital status. It might address the similarity in sample and problematic assumption on the normal distribution of the sample. Another limitation of the study is that this research did not consider organizational characteristics and different environments affecting intrinsic and extrinsic motivational factors. In addition, the poor economy in the United States throughout the research period might have affected evaluation of employee retention and satisfaction because there was not much turnover in the restaurant industry or in other industries.

In spite of the limitations, this research provides several practical implications to foodservice operations. Cultivating motivational factors (intrinsic and extrinsic motivations) provides workers more productive and higher training and job satisfaction. Specifically, the results indicated that extrinsic motivation ( $\beta = .513$ ) was more related to employees' training satisfaction than intrinsic motivation was ( $\beta = .415$ ). This finding reflects Ryan and Deci's finding which (is) indicated that although intrinsic motivation is clearly an important type of motivation, most of the activities people do are not intrinsically motivated (Ryan and Deci, 2000a). According to those results, foodservice employers should consider these findings to improve employees' training satisfaction, and then they could provide more effective job training to employees. Therefore, providing both meaningful work and appropriate rewards will be helpful to satisfy and retain employees. Furthermore, the finding showed that training satisfaction is positively related to employees' job satisfaction. Therefore, foodservice managers should emphasize and continue to provide well-designed training and development program in order to retain employees at their restaurants.

## REFERENCES

- Chiang, C. F., Back, K. J., & Canter, D. D. (2005). The impact of employee training on job satisfaction and intention to stay in the hotel industry. *Journal of Human Resources in Hospitality & Tourism, 4*(2), 99-118.
- Frey, B. S., & Osterloh, M. (2002). *Successful management by motivation: Balancing intrinsic and extrinsic incentives*. Berlin, Heidelberg, New York: Springer.
- Gagne, M., Senecal, C. B., & Koestner, R. (1997). Proximal job characteristics, feelings of empowerment, and intrinsic motivation: A multidimensional model. *Journal of Applied Social Psychology, 27*(14), 1222-1240.
- Kim, W. G., Leong, J. K., & Lee, Y. K. (2005). Effect of service orientation on job satisfaction, organizational commitment, and intention of leaving in a casual dining chain restaurant. *International Journal of Hospitality Management, 24*(2), 171-193.



- Luther, D., & Oh, E. (2007). *Recent trends in U.S. service trade: 2007 Annual Report*. U.S. International Trade Commission: Washington, D.C.
- National Restaurant Association. (2009). Restaurant industry 2009 fact sheet. Retrieved January 15, 2010, from <http://www.restaurant.org/pdfs/research/2009Factbook.pdf>
- O'Connell, M., & Kung, M. C. (2007). The cost of employee turnover. *Industrial Management*, 49(1), 14-19.
- Owens, P. L. (2006). One more reason not to cut your training budget: The relationship between training and organizational outcomes, *Public Personnel Management*, 35(2), 163.
- Pizam, A. (2008). Depression among foodservice employees. *International Journal of Hospitality Management*, 27(2), 135-136.
- Ryan, R. M., & Deci, E. L. (2000a). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25, 54 – 67.
- Ryan, R. M., & Deci, E. L. (2000b). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68-78.
- Santos, A., & Stuart, M. (2003). Employee perceptions and their influence on training effectiveness. *Human Resource Management Journal*, 13(1), 27-45.
- Tracey, J. B. & Tews, M.J. (1995). Training effectiveness: Accounting for individual characteristics and the work environment. *Cornell Hotel and Restaurant Administration Quarterly*, 36(6), 36-42.
- Vance, A., & Davidhazar, R. (1997). Motivating the paraprofessional in long-term care. *Health Care Supervisor*, 15(4), 57-64.