AN INVESTIGATION INTO FACTORS HINDERING KENYA AIRWAYS TRAINING AND DEVELOPMENT FROM ACHIEVING CUSTOMER SATISFACTION GOALS.

By

EGESA SAMSON OMUKE

D53/OL/4384/04

A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTERS OF BUSINESS ADMINISTRATION (HUMAN RESOURCES OPTION), SCHOOL OF BUSINESS, KENYATTA UNIVERSITY, KENYA.

KENYATTA UNIVERSITY

2009
Egesa Samson Omuke
An investigation into factors hindering
DECLARATION

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

Signature ___________________ Date 08/04/09

EGESA SAMSON OMUKE (D53/OL/4384/04)

SUPERVISOR APPROVAL

This project has been submitted for examination with my approval as the University Supervisor.

Signature ___________________ Date 08/04/09

MR. ELIUD OBERE
LECTURER
KENYATTA UNIVERSITY

This Research Project has been submitted with my approval as

THE CHAIRMAN
KENYATTA UNIVERSITY

Signed ___________________ Date 09/04/09
DEDICATION

This project is dedicated to my loving parents Mr. & Mrs. Jackson Egesa and my loving fiancée Isabelle Mugosh. To my grandmother who taught me the value of hard work.

Special dedication goes to our family for their prayers and support.
ACKNOWLEDGEMENT

I am heavily indebted to my supervisor who despite his busy schedule and full-time engagement as a lecturer at Kenyatta University was able to give academic guidance and corrections at all stages.

I am very grateful to my friends Francis Likoye, Newton Mukolwe and Tony Gichia for their moral and technical support.

I pay great tribute to my fiancée Isabelle Mugosh. The demands on time and finance were very high yet we always created time for romance. Thank you Bella.

Finally, to my colleagues at Kenya Airways and classmates at Kenyatta University for encouraging me throughout my studies.

Without support of everyone named here and others who offered moral and emotional support, this research project would not have been of this quality.

GOD BLESS YOU ALL!
ABSTRACT

The purpose of this study was to investigate the factors that hinder Kenya Airways human resources training and development programmes from achieving the objective of customer satisfaction.

The objectives of Kenya Airways training and development programmes are providing highest level of customer satisfaction, upholding highest safety standards and reducing labour costs. However, this has not turned out to be the case especially with customer satisfaction goals. There have been major lapses in customer service leading to an increase in complaints.

Relevant literature was reviewed highlighting training and development and customer satisfaction.

Questionnaires were used. A questionnaire was administered to customer care staff, one for trainers and human resource managers and another one for Kenya Airways customers. These instruments were used to gather data.

The employees demographic variables of gender, experience and level of education were considered. Among the customers, variables of gender, age, class of travel and frequent flyer programme (flying blue) status were considered.

A total of 137 staff members and 99 customers were sampled.

Data gathered was analyzed using frequency distributions and percentages and presented in the form of frequency tables and charts. Descriptive statistics, that is, mean, mode and medium were used to describe data. This helped to address the research questions and the objectives of the study.

The results of the study would be used to help Kenya Airways improve its services offered to customers. Researchers and students interested in the study would also find the study very important.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title page</td>
<td>i</td>
</tr>
<tr>
<td>Declaration</td>
<td>ii</td>
</tr>
<tr>
<td>Dedication</td>
<td>iii</td>
</tr>
<tr>
<td>Acknowledgement</td>
<td>iv</td>
</tr>
<tr>
<td>Abstract</td>
<td>v</td>
</tr>
<tr>
<td>Table of contents</td>
<td>vi</td>
</tr>
<tr>
<td>List of tables</td>
<td>vii</td>
</tr>
<tr>
<td>Definition of terms</td>
<td>viii</td>
</tr>
</tbody>
</table>

## CHAPTER ONE

1.0 Introduction                              1
1.1 Background                                1
1.2 Importance of Training and Development    2
1.3 General overview of Kenya Airways         2
1.4 Statement of the problem                  4
1.5 Objectives of the study                   5
1.6 Research Questions                        5
1.7 Significance of the study                 6
1.8 Scope of the study                        6

## CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction                              7
2.1 Training and Development                  7
2.2 Employee Training and Development needs assessment 8
2.3 Training and Development methods          10
2.4 The role of training and development      11
2.5 The nature of programmes in relation to organizational requirements 13
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2.1</td>
<td>Target population</td>
<td>19</td>
</tr>
<tr>
<td>3.2.2</td>
<td>Target population</td>
<td>20</td>
</tr>
<tr>
<td>3.2.3</td>
<td>Sample design</td>
<td>21</td>
</tr>
<tr>
<td>3.2.4</td>
<td>Sample design</td>
<td>21</td>
</tr>
<tr>
<td>4.2.4</td>
<td>Experience years distribution</td>
<td>26</td>
</tr>
<tr>
<td>4.4.2</td>
<td>Age statistics</td>
<td>28</td>
</tr>
</tbody>
</table>
DEFINITION OF TERMS

Training
A planned process to modify attitude, knowledge or skill behaviour through a learning experience to achieve effective performance in an activity or range of activities (Beardwell & Holden, 1995).

Development
A learning activity, which is concerned with career growth and future needs of an individual. It’s more focused on the organization’s future manpower requirements (Milkovich, 1991).

Training methods
Means of communicating information, ideas, skills, attitudes and feelings to learners.

Customer satisfaction
Summary psychological state experienced by the consumer when confirmed or disconfirmed expectations exist with respect to a specific transaction or experience (Getty and Thompson, 1994)

Customer care staff
Inflight attendants and customer care agents.

Service quality
The degree to which customers’ needs and expectations are fulfilled.
CHAPTER ONE

1.0 Introduction
This chapter presented the background, importance of training and development, general overview of Kenya Airways, statement of the problem, objectives of the study, research questions, significance of the study and the scope of the study.

1.1 Background
Training and development is an essential topic in organizations because without staff to deliver the product, it is very difficult to bring in the customers. One must have well motivated staff who are really interested and passionate about work (Gibson S. 2000). Training and development enables employees respond to new technology, improve performance, satisfy guests, reduce labor costs, turnover rates and improve employee morale.

There are various methods of training and development. They can be generally categorized into on-the-job and off-the-job. On- the- job training methods include coaching, job rotation, role models and transfers whereas off-the-job training activities encompass simulation, lecture and conference or lecture groups. In development, the methods used are education through courses run by universities or colleges. On- the- job development programmes are developed and implemented by organizations to provide hands-on experience that facilitates learning transfer. Off- the- job programmes take place in training areas or centers which are specially equipped and staffed for training. Seminar or workshops are becoming popular especially for management staff and the programme can run for a day or more based on specific elements. Distance or open-learning programmes are increasing in popularity, with courses operated by private training companies, professional associations, colleges and companies themselves.

Many training and development programmes combine both on-the-job and off-the-job efforts and successful programmes must be designed to incorporate real work situations with more formal off-the-job analysis and development if they are to achieve their goals (Milkovich).
1.2 Importance of Training and Development.
Training and development activities are very crucial for an organization’s growth. They are an organization’s investment with the aim of improving profitability, reducing costs and increasing the commitment, motivation of employees and realization of their potential (Bruce 1997).

Some training and development programmes are formally developed and implemented by the organization. These programmes provide hands-on experience that facilitates learning transfer and also fit into the organization’s normal flow of activities.

Off-the-job programmes provide office, customer service and selling skills. Distance or open learning programmes help a group or level of employees such as trainee managers to complete a variety of training activities whilst gaining day to day experience within the job itself.

Training and development builds motivation and involves a feedback situation. Employees get to feel that they are acquiring skills necessary for career development. On-the-job training for example, training is delivered by colleagues and can go someway to integrate the trainee into the team. The employee takes part in learning activities with the colleagues hence developing a sense of belonging.

1.3 General overview of Kenya Airways.
Kenya Airways was established in February 1977 following the break-up of the East African community and subsequent disbanding of the jointly owned East African Airways. The government made the first move towards privatization by publishing the sessional paper No.1 of 1986 on ‘Economic Management for Renewal Growth’. The document for the first time, spelt out the government’s intention to withdraw from corporations which could be run better by the private sector.

The 1992 policy paper on public enterprise reform and privatization gave high priority to the privatization of Kenya Airways. In 1995 Kenya Airways went into partnership with KLM Royal Dutch Airlines. The company became fully privatized in 1996. After privatization,
besides profit-making and safety, customer satisfaction became the major objective of Kenya Airways.

Under government ownership, customers had a lot of problems with Kenya Airways. There were constant delays, loss of luggage and pilferage, overbooking, difficulties with connecting flights and lack of service recovery. Poor products such as old aircrafts, seats and entertainment system made the situation worse. The staff lacked communication and customer care skills. Because of these problems, there was need for human resource training and development.

Kenya Airways mission is to provide highest level of customer satisfaction, enhance highest safety standards and maximize employee satisfaction. To achieve this, the company has over the years invested heavily in training and development of its human resources. The airline has set up an Engineering training school and an Inflight and Customer care training school at its Embakasi headquarters. The company has gone further by constructing a training center called the Pride center. Kenya Airways also sends Ab-initio pilot recruits to training schools at Port Alfred in South Africa and Addis Ababa in Ethiopia. After graduating from training schools, the staff join the airline as trainees. Under the tutelage of more experienced personnel, they acquire hands-on experience that enables them to perform their duties perfectly.

The airline has gone further by introducing training and development programmes with the aim of improving its services. Besides safety refresher courses, courses such as Keeping ahead, Customer care, Elocution, Premier world training, Bullet proof, Medical Basic Life Support, Dangerous goods handling, Aviation security, Crew resource management and Threat and error management have been started. According to the chief pilot, these courses are aimed at improving customer care and concern, spontaneity, problem solving and service recovery.

There however still existed cases of dissatisfaction among customers. Raske Shah, Mweru Mwingi and Herbert Nuwamanya traveling aboard Kenya Airways flights on 01 July 2006, 02
April 2006 and 10 January 2006 had difficulties with their respective flights. The problems ranged from poor products, delays, overbooking and uncooperative staff.

These cases indicated that although the company was putting more efforts in training and development activities, customer satisfaction goals were not being achieved.

1.4 Statement of the problem.

The objectives of Kenya Airways human resource training and development activities are providing highest level of customer satisfaction, upholding highest safety standards, maximizing employee satisfaction, improving products and reducing labour costs. However, this has not turned out to be the case, especially with customer satisfaction goals. According to the Managing Director’s memo issued in January 2006, the performance of the staff was deteriorating. There had been major lapses in customer service leading to unusual increase in the number of complaints. The company reported diminishing service levels and poor take up of its expanded capacity.

To counter these problems Kenya Airways invested heavily in training and development. However customer complaints were still increasing.

This study sought to investigate the factors hindering Kenya Airways training and development programmes from achieving the objective of customer satisfaction. Other studies carried out had shown a direct correlation between staff satisfaction and customer satisfaction (Michael, 1999).
1.5 Objectives of the study.

General objective:
To investigate the factors hindering Kenya Airways training and development programmes from achieving customer satisfaction goals.

Specific objectives:
1. To investigate the relevance of the training and development programmes being offered by Kenya Airways human resources department.
2. To identify the areas that training and development programmes have failed to address in as far as customer satisfaction is concerned.
3. To find out the perception of the employees who have undergone Kenya Airways training and development programmes.
4. To find out customers expectations and perceptions of the services offered.
5. To suggest other areas of importance that the company needs to improve to meet customers’ needs.

1.6 Research Questions.
1. What is the nature of Kenya Airways training and development programmes?
2. Why is Kenya Airways training and development not meeting the objective of customer satisfaction?
3. What is the management doing to achieve the objective of customer satisfaction?
1.7 Significance of the study.

Results of the study are expected to be useful to Kenya Airways. The company would get to know and understand the factors that hinder its training and development from achieving customer satisfaction goals. The human resource managers and trainers would develop measures that ensure effective training and development of customer care staff.

Employees within the organization would get an opportunity to understand the significance of training and development programmes.

Kenya Airways customers would benefit a lot if the findings from the study would lead to improved customer care.

Researchers and students interested in the topic and other areas of studies on training and development would find this study important.

1.8 Scope of the study

The study examined factors that were making Kenya Airways training and development activities fail to achieve the objective of customer satisfaction. The study scope was limited to Kenya Airways staff and customers. In particular an investigation was done among human resource managers, human resource training officers, inflight attendants and customer care agents. Among the customers the study was limited to the flying blue members, that is, silver, gold and platinum.
CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction
This review looked at training and development and customer satisfaction. The following areas were looked at:

2.1 Training and Development
According to Armstrong (1992), training and development is beneficial to an organization since it enlarges the skill base of the organization. Employees gain skills and knowledge that enables the organization meet its goals and objectives.

Ruso C. (1994) is of the idea that organizations are investing in training and development because of the current trends in business. He adds that the modern world business is ever changing. There is technological advancement, increased competition, widespread and growing unemployment creating serious adjustment problems and diminishing resource supplies that have affected the way business is conducted. This complex and unstable environment is a way of life which will continue far into the future.

Prokesh (1986) says that the role of employee training is crucial to any effective and successful manager. One can become a more effective training and development professional when the process is incorporated into the daily management style of the owner or manager. He cites the universal rule of Japanese management where job training is a supervisory responsibility, it is the number one duty of the manager to develop, counsel and coach his employees.

Druker (1980) adds that these efforts contribute to a continuous learning environment in which the workplace is seen as a learning laboratory where learning and the improvement of work are integrated. In such an environment, management and employees are working for the
same goals, the success and prosperity of both the company and the individual worker, thus adhering to the key elements of the individual and organizational quality performance.

According to Armstrong (1992), training and development motivates employees who acquire and use new skills especially if they will be rewarded. It signals to employees that the company believes they are important, it satisfies people's needs for achievement and recognition, enriches jobs through skill development and can be an effective channel for a two-way communication especially if managers and employees discuss organization issues and jointly plan to deal with them.

Russo, (1994) emphasizes on training and development being about achieving an organization's goals and objectives. It's not about teaching; it's about learning. In some cases, there is more instruction than learning. In others more learning than instructions. Obviously the second case is more successful. Training is however not complete until the trainee has been successful. It should leave the trainees feeling confident that the task could be performed without supervision and performance standards can be achieved.

Kearns, (1997) concludes that training can only add value results if there is an opportunity for added value. Either the business is not performing effectively because people are not performing or there is a market opportunity, which can be exploited but requires some new training or development.

2.2 Employee Training and Development needs assessment.

Training and development needs assessment is important and takes time and money. An organization should identify training needs before implementing training and development programmes.

According to Sagimo,(2002) training needs assessment helps to plan training and development programmes so as to serve costs and add value to the organization. He also notes that not all recognized performance and skills deficiencies may be corrected through training. Cole, (2002) and Cronk et al,(1994) agree that certain deficiencies can be addressed through
other means such as external recruitment, pay increase, replacement of machinery and simplification of procedures. The organization should assess the costs and benefits of such a move.

Fisher et al, (1996) say that training needs assessment takes place at three levels namely:

Organizational analysis: training and development programmes are looked at in the context of the rest of the organization. This ensures compatibility with the organization’s strategy, goals and culture.

Task analysis: duties and responsibilities of the job together with the knowledge, skills and abilities needed are put into focus.

Ghosh, (2003) says that when employees are newly placed in jobs or managers promoted to positions of responsibility, they are expected to perform new duties and responsibilities. Task inventories can help identify specific tasks and responsibilities of the job that can form a basis of training needs.

Individual analysis: looks at the individuals to be trained where it determines who is to be trained by establishing an employees’ current level of skill and knowledge. According to Cole, (2002) before a training and development programme commences, training needs should be looked at from various perspectives such as corporate requirements, the department, job group and the individual employee.

The particular perspective chosen will depend on the circumstances, for example if it is about improving skills of a particular group of employees, then the job group will be the focus. In many organizations, training needs are analysed in response to operational weaknesses reported by line managers or to meet demands of change.

According to Khayota, (2002) various methods can be used to assess training needs. They include organizational requirements, anticipation of future problems, job specifications,
employee specifications, observation, interviews, questionnaires, surveys, examinations, checklists and performance appraisals.

Sagimo, (2002) identifies employees who need training and development as those new to the job, those needing improvement in present jobs, employees preparing for promotion, those needing re-training as a result of changes in products, technology, market or legislation and those in need of pre-retirement training.

Training needs identified will affect the training and development programmes since it will affect the methods that will be used for the programme, the duration and also the costs to be incurred.

2.3 Training and development methods.

Khayota, (2002) categorizes training methods into two:

On-the-job training methods: Involve putting on regular job and teaching skills necessary to perform the job. The trainee usually learns under guidance and supervision of a qualified worker or instructor.

Off-the-job training methods: Involve separating the trainee from the job situation and his attention is focused upon learning the material related to his future job performance. Usually takes place in learning institutions such as colleges or universities.

Cole, (2002) highlights the major on-the-job and off-the-job training and development programmes. To him, on-the-job training and development methods include: job instruction, learning from experienced workmates, coaching or counseling, secondments, delegation and job rotation.

Off-the-job training methods according to Cole, (2002) include; lecture or talk, programmed instruction, case study, group discussion, simulation exercises, role playing and brainstorming.
Milkovich, (1991) points out that many training programmes combine both on-the-job and off-the-job efforts and that many training programmes must be designed to incorporate real work situations with more formal off-the-job analysis and development programmes is enhanced if the right training methods are used basing on the training needs identified.

2.4 The role of training and development.

According to Agala, (2002) in her study on the relationship between training and development programmes and job satisfaction in microfinance institutions in Nairobi, organizations recognize the role that training plays as management tools for improving productivity, efficiency and career development. By having well trained staff, they are able to provide efficient and effective services to its customers in order to achieve their goals and objectives.

A number of generalizations can be made about the way strong organizations have handled human resource development. Most companies have a preference for young recruits with good but not outstanding educational achievements and receptivity to the organization’s missions. Organizations train recruits through strikingly similar training programmes designed to mobilize the existing staff to convey knowledge through an oral tradition, with an emphasis on corporate values and job specific procedures.

Rhyne & Rotbalt, (1994) say that each organization has a well defined corporate culture, which it stresses throughout staff development, particularly during training activities including in-service training. In cases where culture involves strong social goals, there is an extra motivational factor.

They say staff training for both new recruits and existing employees generally focuses on two broadly defined objectives, both of which are highly specific to the organization.

Corporate culture – ensuring that all staff understand and internalize the mission and corporate values of the institution.
Operating procedures – teaching staff the standard operating procedures they need to follow in performing their jobs and exposing them to procedures performed by other parts of the organization.

A third potential area is developing job related but generalized skills e.g. project appraisal and client relations, receives relatively little attention except as it supports one of the two main objectives.

According to Bruce & Blackburn, (1992) training and development is critical to the satisfaction and performance at all levels of an organization. It’s a motivator and essential to acquiring and maintaining skills necessary for optimal job performance. Whatever the size of the organization, the person responsible for the training and development functions plays a key role; they want the employee to have knowledge, skills and abilities to perform their jobs successfully. People thrive on the challenge of new training opportunities. They are motivated when they learn new ways to perform their jobs and when they can improve their current skills.

Training opportunities are what Fredrick Herzberg calls “motivational factors” and “satisfiers”. They are occasions on the job that inspire people to feel good about who they are and where they are.

Herzberg, Mausner & Snyderman point out that training and development functions permeate all parts of the organization. Training may be remedial and useful for assisting employees to whom an organization is committed to meet performance expectations. It may provide basic literacy skills or it may enhance job execution. Training may provide means for employees to move from one department to another and from one job to another, so that workers experience the satisfaction of performing enriched jobs. Training may upgrade employees’ skills, preparing them for new technologies, new legislation and new policies. It may enrich employees lives and enhance their interpersonal skills. It can also assist them to produce at higher levels to supervise and manage better.
2.5 The nature of programmes in relation to organizational requirements.

Cole, (2002) says that a training policy sets out what the organization is prepared to do in terms developing its employees. A company or business should have a training policy, which will form the foundation of all training and development programmes. It should adapt training and development programmes that aim at improving the performance of the organization and capabilities of employees.

Cronk et al, (1994) emphasize that due to the frequently changing organizational characteristics, appropriate training should be provided to employees to ensure that their skills and knowledge do not become out-of-date quickly and the organization is able to respond to changes. The nature of programmes offered by the training programmes should therefore be in line with organizational requirements in terms of relevance and adequacy.

Armstrong, (1992) says that planned training ensures the success of the training process as it improves job performance. According to him, training programmes should be developed after training needs have been identified and defined, the learning required clearly stated, objectives of the training stated, training programmes and facilitators decided upon before the actual implementation of the programme.

When training and development programmes fail to meet organizational requirements in terms of relevance and adequacy, the whole exercise is usually done in vain and is not beneficial to the organization.
2.6 Customer satisfaction.

According to Mathenge, (2005) in his study on customer satisfaction: The case of British Airways in Kenya, finding the right way for your company depends on understanding your customers and on having a clear vision of the role that customer satisfaction is to play in your strategy. For example, a focus on customer satisfaction can work alongside existing segmentations to support revenue generation from high value customers or it can be a company-wide objective rooted in the brand values. For the former, it may be sufficient to focus on improving customer service, but for the latter, a broader definition of customer satisfaction is necessary, closer a kin to corporate reputation.

2.6.1 Customer satisfaction measurement.

Mathenge, (2005) in his research goes ahead to tell us that satisfied customers usually return and buy more, they tell other people about their experiences and they may well pay a premium for the privilege of doing business with a supplier they trust. Firms can use various sources of data to identify problems with existing products or services and sources of consumer dissatisfaction. They can use consumer panels and consumer surveys to track market shares, consumer surveys of customer satisfaction, consumer complaint letters and warranty claims.

Studies of customer satisfaction are becoming popular in every area of marketing. The methodology of conducting such studies is quite similar to that of any marketing research survey. The studies normally elicit consumer views on service areas such as accessibility, appearance, clarity, competence, courtesy, features, reliability and responsiveness.

Analysis relevant to customer satisfaction includes measures such as service magnitude (importance weighted by the degree of satisfaction); service gap (the distance between maximum satisfaction and expressed satisfaction weighted by importance); maximum attainable satisfaction (customer satisfaction standards); improvement potential (room for improvement) and satisfaction impact (effect on overall satisfaction). An organization can meet its customers unmet needs through designing programmes such as training its personnel, redesigning its statements and inviting suggestions on a routine basis.
Mathenge, (2005) in his work on customer satisfaction further points out that customer satisfaction is a concept that more and more companies are putting at the heart of their strategy, but for this to be successful, there needs to be clarity about what customer satisfaction means and what needs to happen to drive improvement. Delighting customers and achieving high customer satisfaction scores in an environment of ever changing standards is ever more difficult. Even if your customers are completely satisfied with your products or service, significant numbers of them could leave you and start doing business with your competitor.

Every customer, regardless of his or her economic worth to the business, has the power to influence positively or negatively, the company reputation. Brodeur and Berry in their extensive customer satisfaction research, a new model for defining customer satisfaction has emerged. These new scientifically validated set of customer satisfaction predictors are known as THE QUALITY VALUES. Simply put, the Quality values represent what customers really want from their service provider.

2.7 Service quality and customer satisfaction.

Kasper, (1988) states that most models of consumer satisfaction and service quality maintain that discrepancies between ex ante expectations of a good or service and the product’s ex post performance are the best predictors of the satisfaction or quality perceived by the customer.

The rate at which consumers adjust their expectations to meet perceived product performance can be affected by the variability of a product’s performance, the ease with which it can be evaluated, the degree of involvement with the product, the completeness and accuracy of information that forms expectations and the precision with which a product’s level of performance is recalled. Mc Quitty, Shaun, Adam, Finn and Wiley, (2000) add that adjustments to expectations are likely to be swift when the product is easily evaluated, but slow when a product is complicated and has many attributes.
Satisfaction might change predictably over repeated product experiences and the consequence of changes in consumer satisfaction. The scenario contains an important implicit assumption that some degree of disconfirmation exists after the initial product experience. If there is no disconfirmation, then expectations exactly meet perceived performance or else the difference between the two is so small it can be ignored.

Woodruff, Cadotte and Jenkins, (1983) discuss a “zone of indifference” where there is little or no difference between expected and perceived performance. They suggest that for most people, performance outside the area of indifference is probably the exception rather than the common occurrence. Otherwise consumers would be in a frequent state of excitement or frustration. Brand experiences outside the zone of indifference are much more likely than more typical experiences to explain the dynamic shifting of reference performance norms over time. If companies do not strive constantly for exceptional performance, positive satisfaction with the brand will slowly decay through the brand’s repeated use or through the introduction of similar “me-too” brands. Consequently, the consumer eventually will have either a neutral or no emotional response to the evaluation of performance.

Zeithaml, (1988) and Britner & Hubbert, (1994) conclude that measures of service quality usually represent customer perceptions rather than objective indicators of quality. Service quality and customer satisfaction therefore tend to be highly correlated. There have been many refinements and extensions to the gaps models but the essential ingredients have hardly changed.
2.8 Critical Review.

According to Cole, (2002) if an organization adopts a systematic approach to training, it will get a lot of benefits from its well-trained workforce. A company that offers high quality training and development programmes achieves its goals and objectives. However we are not told if one of the goals and objectives is customer satisfaction. Unknown to us is whether these training and development programmes are geared towards meeting the customers’ expectations.

Mathenge, (2005) concentrated mainly on security and safety related issues as being pivotal to customer satisfaction. There are other factors that affect customer satisfaction. They include factors such as size and quality of products, presentation, punctuality in goods and service delivery, feedback, service recovery and anticipation of customers’ needs.

Michael, (2003) concludes that there’s a direct correlation between staff satisfaction and customer satisfaction. He gives details on how training and development leads to staff satisfaction but does not explain how staff satisfaction positively influences customer satisfaction especially in an environment of ever changing standards.

This research sought to investigate those factors that were making Kenya Airways training and development fail to achieve the intended customer satisfaction levels among its passengers as it struggles to survive in a volatile aviation industry.
2.9 Conceptual Framework

<table>
<thead>
<tr>
<th>Employee training and development needs assessment: skills, attitudes, objectives.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training and development contents: Syllabus, courses, subjects.</td>
</tr>
<tr>
<td>Training and development methods: Approaches, instructional techniques.</td>
</tr>
<tr>
<td>Training and development resources: Learning facilities, teaching aids.</td>
</tr>
<tr>
<td>Service quality and delivery: Feedback</td>
</tr>
</tbody>
</table>

Carrying out a training and development needs assessment to identify deficiencies in terms of skills and attitude. It is also done to develop objectives for training and development. What the employees lack is what stands on the company’s way to achieve the expected levels of customer satisfaction.

Content of training and development. The syllabus, courses offered and subjects based on the needs assessment.

Training and development methods or approaches. Development of training methods and approaches that ensure effective mastery of the knowledge and skills that are identified as lacking.

Availability of sufficient and modern training and development resources to facilitate acquisition of skills and knowledge to achieve the objective of customer satisfaction.

Use of feedback for quality customer service and delivery.
CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction
This section looked into methods that were used to obtain, analyse and present data. Specifically, it covered study design, target population, sample design, data collection procedures and instruments and data analysis.

3.1 Study design
The study used a descriptive research approach since the research sought to investigate and describe factors that were making Kenya Airways training and development programmes fail to achieve the intended customer satisfaction levels (Mugenda, 1999).

3.2 Target population
Target population in this study was the Kenya Airways staff and customers. Kenya Airways staff included human resource managers, trainers and subordinate staff with direct contact with customers. A total of 1304 members of staff were selected for the study (see table 3.2.1). The customers included the frequent flyers known as the flying blue members. The flying blue members comprised of silver, gold and platinum categories. In total 6805 customers were selected for the study (see table 3.2.2).

Table 3.2.1

<table>
<thead>
<tr>
<th>Category of respondents</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human resource managers</td>
<td>03</td>
</tr>
<tr>
<td>Trainers</td>
<td>15</td>
</tr>
<tr>
<td>Inflight attendants</td>
<td>696</td>
</tr>
<tr>
<td>Customer care agents</td>
<td>600</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1304</strong></td>
</tr>
</tbody>
</table>
Table 3.2.2

<table>
<thead>
<tr>
<th>Category of respondents (Flying blue members)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Silver</td>
<td>6447</td>
</tr>
<tr>
<td>Gold</td>
<td>273</td>
</tr>
<tr>
<td>Platinum</td>
<td>85</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6805</strong></td>
</tr>
</tbody>
</table>

3.3 Sample design.

A sample of human resource managers, human resource training officers (trainers), inflight attendants and customer care agents were chosen. A total sample size of 137 members of staff were selected for the study (see table 3.2.3). The flying blue members, that is silver, gold and platinum elite members were also chosen. A total sample size of 99 customers were selected for the study (see table 3.2.4). A study sample of a minimum of 10% of the population in each category was selected for data collection (Mugenda, 1999). The percentage increased depending on the number of respondents in each category.

This was done using stratified sampling. Stratified sampling was used because there was need to represent each cadre proportionally. Selection of sample from each category was done using simple random sampling to give each of the elements in the particular category a calculable and non-zero probability of being selected (Neuman, 1991). Data was collected from all the three human resource managers because they were very few in number. 05 trainers were chosen because it was easier to find them over a specified time limit. 69 inflight attendants and 60 customer care agents were selected due to the nature of their work. They work on duty rosters and shifts respectively.

Among the customers, frequent flyers or flying blue members were chosen because they possess a lot of knowledge about air travel, particularly, with Kenya Airways. A minimum of 10% from each category was selected since they were always very few on a single flight.
Table 3.2.3

<table>
<thead>
<tr>
<th>Category of respondents</th>
<th>Total</th>
<th>Sample size</th>
<th>Percentages %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human resource managers</td>
<td>03</td>
<td>03</td>
<td>100</td>
</tr>
<tr>
<td>Trainers</td>
<td>15</td>
<td>05</td>
<td>33</td>
</tr>
<tr>
<td>Inflight attendants</td>
<td>696</td>
<td>69</td>
<td>10</td>
</tr>
<tr>
<td>Customer care agents</td>
<td>600</td>
<td>60</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total: 137</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3.2.4

<table>
<thead>
<tr>
<th>Category of respondents (Flying blue members)</th>
<th>Total</th>
<th>Sample size</th>
<th>Percentages %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Silver</td>
<td>6447</td>
<td>64</td>
<td>10</td>
</tr>
<tr>
<td>Gold</td>
<td>273</td>
<td>27</td>
<td>10</td>
</tr>
<tr>
<td>Platinum</td>
<td>85</td>
<td>08</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total: 99</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.4 Data Collection Instruments

The study involved both primary and secondary data. Secondary data was obtained from available research results, company newsletters and reports. Primary data was collected using structured questionnaires for the respondents to fill.

3.4.1 Data collection procedure

The Director, human resources from Kenya Airways was notified of the intention to conduct the study and the proposed dates. This was done through a letter of introduction from the school of Open learning, Kenyatta University.

Questionnaires were administered to the human resource managers in their offices at the Kenya Airways headquarters at Embakasi. The trainers were found at the training schools and they were randomly selected on the basis of Yes/No. Questionnaires were also administered
to inflight attendants and customer care agents at the airport. A questionnaire was administered to every fourth inflight attendant or customer care agent.

Data was collected from Kenya Airways customers during flights. Questionnaires were administered to the frequent flyers (flying blue members). Silver and gold flying blue members were randomly selected on the basis of Yes/No. Questionnaires were administered to any Platinum member found on board the aircraft since they were very rare to find on a flight.

3.4.2 Reliability of Data collection Instruments.
Prior to embarking on actual data collection, a pilot study using a section of the population was done. Data was collected from the head of inflight services instead of a section of human resource managers since he was directly involved in formulation of training and development goals for customer care staff alongside the human resource managers.

3.5 Data Analysis
Data analysis was done using quantitative methods. Quantitative because the research provided numeric description of part of the population whose results were generalized for the entire population (Neuman, 1991).

Data collected was entered and coded in the statistical package for the social sciences (SPSS) computer programme for analysis. Descriptive statistics, that is, mean, mode and medium were used to describe the data in relation to demographic variables, that is, age, gender and educational level of the respondents.

Each research question was tallied with its responses from the questionnaire and analysed using frequency distributions and percentages and presented in form of frequency tables and charts. Additional information in content form was summarized as text in relation to research questions of the study. This helped the researcher draw conclusions and make recommendations.
CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.0 Introduction
In this chapter, the analysis of the results and discussions is presented. The presentation will be done in two main sections. Section one presents analysis on the demographic variables of the respondents, such as age, gender, academic and professional qualifications, experience and classes of travel. This presentation shall begin with customer care staff, human resource managers and trainers and then customers. Finally, in section two the analysis of the research questions shall be presented coupled with related discussions.

4.1 Sample Description
A total of 137 members of Kenya Airways staff of which 69 inflight attendants, 60 customer care agents and 8 human resource managers and trainers responded to the questionnaires. 99 customers responded of which 64 were silver, 27 gold and 8 platinum members. This sample constituted a representative for the generalization of the findings regarding response to the information needed on factors hindering Kenya Airways training and development programmes from achieving the objective of customer satisfaction and hence provides a basis for valid and reliable conclusions. Various background characteristics of the respondents were analyzed and the summaries of their findings were presented in the following figures and tables.

4.2 Customer care staff
The presentation begins with summary of demographic variables of customer care staff, who included customer care agents and in-flight attendants.
As shown in Figure 4.2.1, majority of the respondents were females comprising 66%, while males were represented by 34%. Indeed, this is a typical scenario in the airline industry where many ladies are recruited for customer care services since they have been known to perform better than their male counterparts.

Figure 4.2.2 Respondents’ education level attained
In Figure 4.2.2 the highest level of education for the respondents under the category of customer care was represented by 57% at university level, followed by diploma holders (26%) and then the certificate level, which was represented by 16% of respondents. This distribution in educational achievement indicates the current high demand for highly educated individuals in the business world because companies want employees who can easily understand the subject matter and the importance of training and development. This leads to customer satisfaction as they can easily apply what they have learnt at the workplace.

Figure 4.2.3 Work designation

![Pie chart](image)

Figure 4.3 shows that the distribution of customer care staff was nearly on 50-50 basis, that is, customer care agents were represented by 47%, while the in-flight attendants were 53%. This distribution was appropriate so as to enable the researcher get the whole picture of customer care staff training and development, vis a vis their impact on customer satisfaction, both at the airport and on board the aircrafts.
Table 4.2.4 Experience years distribution

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>4.6267</td>
</tr>
<tr>
<td>Median</td>
<td>4.0000</td>
</tr>
<tr>
<td>Mode</td>
<td>3.00</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>2.61375</td>
</tr>
<tr>
<td>Variance</td>
<td>6.83171</td>
</tr>
<tr>
<td>Range</td>
<td>8.00</td>
</tr>
<tr>
<td>Minimum</td>
<td>1.00</td>
</tr>
<tr>
<td>Maximum</td>
<td>9.00</td>
</tr>
<tr>
<td>N</td>
<td>129</td>
</tr>
</tbody>
</table>

**Figure 4.2.5 Experience distribution trends**

From table 4.2.4 and figure 4.2.5 the most experienced customer care staff has 9 years working experience while the majority of the customer care staff members (37%) have a working experience of 5 years and below. Only 21% have a working experience of above 5 years. The average staff experience is 4.6 years. This indicates that most customer care staff members are new in the aviation industry. This means they have less frequency in training and development as most courses are offered annually. This affects customer satisfaction negatively as majority of customer care staff lack the skills to handle customer problems due
to limited number of training and development sessions undertaken. It also leads to a lack of mentors at the workplace leading to poor on-the-job training.

4.3 Trainers and human resource managers
From the eight respondents in this category five were males while three were females. Only two respondents had attained a postgraduate degree level of education, two had attained undergraduate degrees; two were diploma holders while the other two were non committal. From the data collected two respondents agreed that there is a training and development policy. They both stated different policies. None of the trainers and managers had working experience of five years and above. From the eight respondents only two listed the type of training and development programmes offered.

Majority of the respondents found the training and development methods effective. These findings indicate that at management level, it is male dominated. The managers and trainers are well qualified according to their levels of education. It’s clear that the respondents in this category do not know the Kenya Airways training and development policy. The respondents are also not very experienced as none of them had worked for more than five years. Lack of a clear training and development policy and fewer years working experience leads to poor implementation of training and development programmes hence poor customer service.
4.4 Customers

Figure 4.4.1 Gender

According to figure 4.4.1 majority of Kenya Airways customers from the data collected are males making up 82%. This shows that most of the businesses and professions are conducted and held by males. This category of customers is more concerned with on-time departure and delivery of their luggage than inflight service.

Table 4.4.2 Age Statistics

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>43.2727</td>
</tr>
<tr>
<td>Median</td>
<td>42.0000</td>
</tr>
<tr>
<td>Mode</td>
<td>37.00(a)</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>12.03526</td>
</tr>
<tr>
<td>Variance</td>
<td>144.84755</td>
</tr>
<tr>
<td>Range</td>
<td>55.00</td>
</tr>
<tr>
<td>Minimum</td>
<td>25.00</td>
</tr>
<tr>
<td>Maximum</td>
<td>80.00</td>
</tr>
</tbody>
</table>

As shown in table 4.4.2 most Kenya Airways customers are in their middle life age averaging 43 years. This is the age group that holds leadership posts in businesses and corporations. This category of customers requires on-time departure, in-flight comfort and luggage delivery.
As shown in Figure 4.2.1, majority of the respondents were females comprising 66%, while males were represented by 34%. Indeed, this is a typical scenario in the airline industry where many ladies are recruited for customer care services since they have been known to perform better than their male counterparts.

Figure 4.2.2 Respondents' education level attained
In Figure 4.2.2 the highest level of education for the respondents under the category of customer care was represented by 57% at university level, followed by diploma holders (26%) and then the certificate level, which was represented by 16% of respondents. This distribution in educational achievement indicates the current high demand for highly educated individuals in the business world because companies want employees who can easily understand the subject matter and the importance of training and development. This leads to customer satisfaction as they can easily apply what they have learnt at the workplace.

Figure 4.2.3 Work designation

![Pie chart showing work designation]

Figure 4.3 shows that the distribution of customer care staff was nearly on 50-50 basis, that is, customer care agents were represented by 47%, while the in-flight attendants were 53%. This distribution was appropriate so as to enable the researcher get the whole picture of customer care staff training and development, vis a vis their impact on customer satisfaction, both at the airport and on board the aircrafts.
Table 4.2.4 Experience years distribution

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>4.6267</td>
</tr>
<tr>
<td>Median</td>
<td>4.0000</td>
</tr>
<tr>
<td>Mode</td>
<td>3.00</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>2.61375</td>
</tr>
<tr>
<td>Variance</td>
<td>6.83171</td>
</tr>
<tr>
<td>Range</td>
<td>8.00</td>
</tr>
<tr>
<td>Minimum</td>
<td>1.00</td>
</tr>
<tr>
<td>Maximum</td>
<td>9.00</td>
</tr>
<tr>
<td>N</td>
<td>129</td>
</tr>
</tbody>
</table>

Figure 4.2.5 Experience distribution trends

From table 4.2.4 and figure 4.2.5 the most experienced customer care staff has 9 years working experience while the majority of the customer care staff members (37%) have a working experience of 5 years and below. Only 21% have a working experience of above 5 years. The average staff experience is 4.6 years. This indicates that most customer care staff members are new in the aviation industry. This means they have less frequency in training and development as most courses are offered annually. This affects customer satisfaction negatively as majority of customer care staff lack the skills to handle customer problems due
to limited number of training and development sessions undertaken. It also leads to a lack of mentors at the workplace leading to poor on-the-job training.

4.3 Trainers and human resource managers
From the eight respondents in this category five were males while three were females. Only two respondents had attained a postgraduate degree level of education, two had attained undergraduate degrees; two were diploma holders while the other two were non committal. From the data collected two respondents agreed that there is a training and development policy. They both stated different policies. None of the trainers and managers had working experience of five years and above. From the eight respondents only two listed the type of training and development programmes offered.

Majority of the respondents found the training and development methods effective. These findings indicate that at management level, it is male dominated. The managers and trainers are well qualified according to their levels of education. It’s clear that the respondents in this category do not know the Kenya Airways training and development policy. The respondents are also not very experienced as none of them had worked for more than five years. Lack of a clear training and development policy and fewer years working experience leads to poor implementation of training and development programmes hence poor customer service.
4.4 Customers

Figure 4.4.1 Gender

According to figure 4.4.1 majority of Kenya Airways customers from the data collected are males making up 82%. This shows that most of the businesses and professions are conducted and held by males. This category of customers is more concerned with on-time departure and delivery of their luggage than inflight service.

Table 4.4.2 Age Statistics

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>43.2727</td>
</tr>
<tr>
<td>Median</td>
<td>42.0000</td>
</tr>
<tr>
<td>Mode</td>
<td>37.00(a)</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>12.03526</td>
</tr>
<tr>
<td>Variance</td>
<td>144.84755</td>
</tr>
<tr>
<td>Range</td>
<td>55.00</td>
</tr>
<tr>
<td>Minimum</td>
<td>25.00</td>
</tr>
<tr>
<td>Maximum</td>
<td>80.00</td>
</tr>
</tbody>
</table>

As shown in table 4.4.2 most Kenya Airways customers are in their middle life age averaging 43 years. This is the age group that holds leadership posts in businesses and corporations. This category of customers requires on-time departure, in-flight comfort and luggage delivery.
From figure 4.4.4 majority of Kenya Airways customers from the data collected travel economy class comprising 82%. This is due to the costly premier class air tickets. These customers need quick response to their demands and comfort in economy class.
4.5 ANALYSIS OF RESEARCH QUESTIONS

Research question one: What is the nature of the training and development programmes offered by Kenya Airways human resources department?

Results of analysis on research question one are summarized and presented in Figure 4.5.1 below.

Figure 4.5.1 Training and development programmes undertaken.

From figure 4.5.1 majority of customer care agents and inflight attendants have undergone training in medical basic life support: customer care agents 85%, inflight attendants 94%, aviation security: customer care agents 73%, inflight attendants 100% and dangerous goods handling courses: customer care agents 85%, inflight attendants 100%. These courses are very
to limited number of training and development sessions undertaken. It also leads to a lack of mentors at the workplace leading to poor on-the-job training.

4.3 Trainers and human resource managers

From the eight respondents in this category five were males while three were females. Only two respondents had attained a postgraduate degree level of education, two had attained undergraduate degrees; two were diploma holders while the other two were non committal. From the data collected two respondents agreed that there is a training and development policy. They both stated different policies. None of the trainers and managers had working experience of five years and above. From the eight respondents only two listed the type of training and development programmes offered.

Majority of the respondents found the training and development methods effective. These findings indicate that at management level, it is male dominated. The managers and trainers are well qualified according to their levels of education. It’s clear that the respondents in this category do not know the Kenya Airways training and development policy. The respondents are also not very experienced as none of them had worked for more than five years. Lack of a clear training and development policy and fewer years working experience leads to poor implementation of training and development programmes hence poor customer service.
According to figure 4.4.1 majority of Kenya Airways customers from the data collected are males making up 82%. This shows that most of the businesses and professions are conducted and held by males. This category of customers is more concerned with on-time departure and delivery of their luggage than inflight service.

As shown in table 4.4.2 most Kenya Airways customers are in their middle life age averaging 43 years. This is the age group that holds leadership posts in businesses and corporations. This category of customers requires on-time departure, in-flight comfort and luggage delivery.
From figure 4.4.4 majority of Kenya Airways customers from the data collected travel economy class comprising 82%. This is due to the costly premier class air tickets. These customers need quick response to their demands and comfort in economy class.
4.5 ANALYSIS OF RESEARCH QUESTIONS

Research question one: What is the nature of the training and development programmes offered by Kenya Airways human resources department?

Results of analysis on research question one are summarized and presented in Figure 4.5.1 below.

Figure 4.5.1 Training and development programmes undertaken.

From figure 4.5.1 majority of customer care agents and inflight attendants have undergone training in medical basic life support: customer care agents 85%, inflight attendants 94%, aviation security: customer care agents 73%, inflight attendants 100% and dangerous goods handling courses: customer care agents 85%, inflight attendants 100%. These courses are very
important in an aviation industry that faces many risks. Among inflight attendants 55% have trained in inflight entertainment, 13% in elocution II, 22% in elocution I, 35% in bullet proof and 77% in crew resource management. Whereas a lot of inflight attendants have trained in crew resource management, very few have trained in the other key courses such as bullet proof and elocution. This indicates that not all of them get a chance to be trained and this leads to poor service since not everyone is trained.

Among customer care agents, majority have trained in bullet proof comprising 83% while 27% have trained in keeping ahead, 03% in elocution I, 02% in elocution II, 47% in document verification, 77% in customer care and 27% in baggage tracing. This suggests that there is more emphasis on bullet proof and customer care courses than the other courses such as elocution, keeping ahead and document verification. This shows that not every member of staff gets an opportunity to be trained leading to poor customer service. Lack of emphasis on some courses also leads to poor customer service because they are also important for the objective of customer satisfaction to be achieved.

**Research question two: What are the perceptions of the employees towards the Kenya Airways training and development programmes?**

Figure 4.5.2 below shows the summary of analysis with regard to research question two. The results in Figure 4.5.2 below shows that majority of employees find the Kenya Airways training and development programmes relevant to customer satisfaction. This is probably due to the contents of courses such as customer care, bullet proof, inflight entertainment, elocution and medical basic life support that are mainly customer oriented. The relevance of these courses leads to customer satisfaction.
Figure 4.5.2 Relevance of the training and development programmes to customer satisfaction

![Pie chart showing relevance of training and development programmes to customer satisfaction.](image)

Yes 96%

No 4%

Figure 4.5.3 Understandability of the content

![Pie chart showing understandability of the content.](image)

Yes 93%

No 7%

From the above figure majority of the respondents understand the contents of the training and development programmes offered. This is due to the academically qualified staff that Kenya Airways employs and subject matter that is work related hence familiarity. This leads to customer satisfaction since learners apply what they have learnt at work.
As shown in figure 4.5.4 a majority of 82% find the Pride training center adequate for training and development. 44% find training schools adequate and 35% find teaching aids adequate for training and development. Only 28% find computers adequate while as low as 17% and 10% find text books and classrooms respectively adequate for training and development. Most customer care staff find the pride center adequate due to the availability of enough classrooms with modern furniture and effective administrative staff. The training schools score less because they are older and not well equipped. Apart from PowerPoint presentations, there are no other teaching aids such as wall maps, drawings and videos. Personal computers are few in classrooms. Learners are provided with handouts and notes instead of text books. The modern pride center does lead to proper implementation of training and development programmes. Lack of equipment in training schools, lack of teaching aids such maps and drawings, lack of personal computers and text books in classrooms lead to poor implementation of training and development programmes leading to poor customer service.
Majority of respondents in figure 4.5.5 find the instructors competent. This is due to their academic qualifications and their previous work experience in their subject areas. This leads to effective dissemination of subject matter hence customer satisfaction.

Figure 4.5.6 Managerial support to training and development programmes
From the above figure (4.5.6) a good number of respondents agreed that management offers support to training and development programmes. This is because it schedules staff for training, constructs and equips training schools and centers, responds to feedback from employees and pays the instructors. They comprise 41% of the Kenya Airways staff. 23% of the staff members didn’t agree that the management offers support to training and development programmes. This is because the management does not offer incentives to staff who volunteer as instructors. It does not sponsor distance or off-the-job learning programmes to enable staff improve their skills. The management does not also consult frequently with customer care staff to identify areas of training and development that need more emphasis. The management does not allocate more time for training and development and does not ensure that all customer care staff attend these courses. Lack of incentives to staff who volunteer as instructors, lack of sponsorship for distance or off-the-job learning programmes, lack of consultation with customer care staff and short duration of courses all lead to poor implementation of training and development programmes hence poor customer service.

Research question three: To what extent are customers satisfied with the services provided by Kenya Airways

Figure 4.5.7 Efficiency rating

- **Fair**: 9%
- **Good**: 73%
- **Excellent**: 18%
From the data collected, as shown in figure 4.5.7 majority of Kenya Airways customers are satisfied with the services offered (73%). 18% find the services excellent while 9% find them fair. This can be attributed to the hospitality offered by customer care staff, product knowledge, and availability of a variety of food and refreshments and high safety standards.

Figure 4.5.8 Ratings of various aspects of customer care staff performance.

From figure 4.5.8 majority of Kenya Airways customers from the data collected find boarding procedures easy (83%). Only 6% find it difficult boarding Kenya Airways. However most customers are not happy with on-time departure. 31% find it poor while 27% find it fair. A big number of respondents indicated satisfaction with flight information (91%), safety demonstration (91%), well groomed appearance (91%), language abilities (88%), knowledge of work and products (88%), attentiveness (94%) and warmth and friendliness (84%). Half the number of customers appreciated overall Kenya Airways service (57%). 42% found it fair. See figure 4.5.8. 42% of the customers found the service fair. This shows that almost half the number of customers are not very happy with services offered. This is due to poor on-time departures.
In figure 4.5.9 majority of the respondents among the customers would continue flying Kenya Airways (74%) and recommend the airline to others. Half the number of customers from the data collected agrees that there have been an improvement in Kenya Airways management (53%). They explain that they are happy with the opening of new routes, movie selections, and the serving of meals and refreshments at the lounge during delays. The other half (47%) do not find any improvement in management of Kenya Airways. They are not happy with the delays, unfriendly check-in staff, malfunctioning movie screens and the poor state of the Simba lounge. The management should address issues of maintenance, delays and offer more support to training and development programmes.
4.3.3 Research question four: What are the recommendations made for the improvement of Kenya Airways customer service?

The questionnaire items used to solicit responses for this research question were open ended type so as to get the in depth information on recommendations. The respondents, who in this case were customers and staff, gave the impression that they would like the airline to reduce the number of delays and cancellations. They explained that most customers are bitter with Kenya Airways because they miss a lot of their connecting flights to various destinations. In addition, they wanted baggage tracing to be improved because loss of luggage is causing a lot of discontent among customers. They also said they would like the size and number of hand luggage reduced to allow all customers fit their luggage in the bins hence minimizing losses. Some of them also wanted the company to improve maintenance of its aircrafts to prevent delays due to technical reasons. They recommended the maintenance of the in-flight entertainment system, seats, toilets and luggage bins in the aircrafts so as to offer maximum comfort and entertainment to customers. The customer care staff and customers also said that they would like the company to assign bigger aircrafts to West African routes to avoid leaving behind a lot of luggage.

The customer care staff recommended an increase in duration of training and development programmes to allow in-depth coverage of subject contents. The three human resource managers and five trainers who responded to the questionnaires wanted an introduction of coaching and monitoring programmes to enhance mastery of skills taught. The staff members recommended an introduction of more training and development programmes to cater for staff at all levels. They demanded such courses as public relations, communication skills, team building, sales and ticketing for customer care agents and foreign languages courses introduced. The customer care staff wanted the management to make sure that all members attend training courses offered. They wanted management to offer incentives to staff members who volunteer as instructors. Furthermore, they want management to offer support to staff pursuing courses outside working place in form of academic loans and scholarships.
addition, the customer care staff would like the management to consult more with the
customer care staff to establish which areas of training need to be emphasized.
Also the customer care staff would like the number of working hours reduced because this
leads to fatigue hence poor service. Some of the Inflight attendants wanted all flights fully
staffed to improve inflight service. Most of customer care staff would like more motivation
from the company.

The Kenya Airways customers’ respondents recommended an improvement of the
infrastructure at the Jomo Kenyatta International Airport as it was a challenge due to
congestion. Some of the customers would like the company staff at the airports to be more
friendly and warm. The customers wanted adequate information concerning delays,
cancellations and connections. They found the announcements too fast and most of the times
they were not told the truth at the airports. Some of the customers recommended an increase
in the size and variety of meals and drinks choices especially from Nairobi. Some respondents
wanted the airline to take special meals requests seriously as they always missed them during
meal service. Many of the customers would like a wider movie and magazines selections.
Some respondents found it very hard to check-in online. They would like more destinations
on the Kenya Airways website menu. They also recommended an introduction of new routes
to destinations such as Luanda and Brazzaville.
CHAPTER FIVE

5.0 Introduction
This chapter presents a summary of the findings, conclusions and recommendations of the study.

5.1 Summary of findings
The findings of the study indicated that:

(i) Sixty six percent of customer care staff respondents were females while males were 34%.
(ii) Majority of customer care respondents (57%) had attained university level of education followed by diploma holders (26%) and certificate holders (16%).
(iii) The average customer care staff working experience from the data collected was 4.6 years.
(iv) Thirty seven percent of customer care staff respondents had working experience of 5 years and below while only 21% had working experience of 5 years and above.
(v) Only two respondents among the trainers and human resource managers had attained a postgraduate degree level of education, two had attained undergraduate degrees; two were diploma holders while the other two were non committal.
(vi) Two respondents from the trainers and human resource managers agreed that there is a training and development policy. They both stated different policies.
(vii) None of the trainers and human resource managers from the data collected had a working experience of five years and above.
(viii) Most Kenya Airways customer respondents were males (82%) while females were 18%.
(ix) Majority of Kenya Airways customer respondents were in their middle age averaging 43 years.
(x) Majority of Kenya Airways customer respondents travelled economy class (82%), while 18% travelled business class.
(xi) Most of the customer care agent respondents (85%) and in-flight attendants (94%) have trained in medical basic life support, aviation security: customer care
agents (73%), in-flight attendants (100%) and dangerous goods handling courses: customer care agents (85%) while in-flight attendants (100%).

(xii) Majority of in-flight attendants have trained in crew resource management (77%), in-flight entertainment (55%), bullet proof (35%), elocution I (22%) and elocution II (13%).

(xiii) Majority of customer care agent respondents have trained in bullet proof (83%), customer care (77%), document verification (47%), baggage tracing (27%), elocution I (03%) and elocution II (02%).

(xiv) Majority of Kenya Airways employees (96%) found training and development programmes relevant to customer satisfaction.

(xv) Majority of Kenya Airways employee respondents (93%) understood the contents of the training and development programmes offered.

(xvi) The Kenya Airways employee respondents found training and development resources adequate: Pride center (82%), training schools (44%), teaching aids (35%), computers (28%), text books (17%) and classrooms (10%).

(xvii) Majority of customer care staff respondents (96%) found instructors competent.

(xviii) From the data collected, a good number of customer care staff respondents (41%) agreed that management offers support to training and development programmes. Thirty three percent were undecided, 23% did not agree while 3% were non committal.

(xix) Majority of customer respondents (91%) were satisfied with the services offered.

(xx) Half the number of customer respondents (57%) appreciated overall Kenya Airways services. 42% found the services fair.

(xxi) Half the number of customer respondents (58%) found on-time departure wanting. 32% found it good.

(xxii) Majority of customer respondents (74%) would continue flying Kenya Airways and recommend the airline to others.

(xxiii) Half the number of customer respondents (53%) agreed that there have been an improvement in Kenya Airways management while 43% did not agree.

(xxiv) Majority of customers and Kenya Airways staff wanted issues of baggage loss and aircraft maintenance addressed.
Customer care staff respondents recommended an increase in training and development programmes duration and an introduction of more courses such as public relations, communication skills, team building, sales and ticketing for customer care agents and foreign languages.

The customer care staff respondents wanted the management to ensure that all staff members attend training and development programmes. They wanted incentives for volunteer instructors, support to those undertaking private courses and a reduction to the number of duty hours.

Three human resource managers and trainers wanted an introduction of coaching and monitoring programmes to enhance mastery of skills.

Majority of customer respondents wanted an improvement in Jomo Kenyatta International airport infrastructure, friendlier staff, adequate flight information, an increase in size and variety of meals and drinks, wider movie and magazines selections, ease in checking-in online and an introduction of new destinations such as Luanda and Brazzaville.

5.2 Conclusions of the study

In conclusion, the findings of the study do indicate that an investment in training and development leads to the achievement of the objective of customer satisfaction. This is because the main factors that have been identified as hindering the Kenya Airways training and development programmes from achieving the objective of customer satisfaction are voyage related factors like flight delays, loss of luggage and poor infra-structure at the Jomo Kenyatta International Airport and management related factors such as lack of a clear training and development policy, lack of experienced customer care staff, lack of scheduling of all customer care staff for all the courses offered and a limited variety in the choice of inflight entertainment, refreshments and size of meals.

The evidence of the positive impact of training and development programmes on customer satisfaction, however, can be generalized on other airline companies.
5.3 Recommendations

5.3.1 Recommendations to the Kenya Airways Management
The Kenya Airways management is hereby recommended to address the factors that hinder training and development programmes from achieving customer satisfaction goals and offer more support to its human resource training and development programmes.

5.3.2 Recommendations to the Kenya Airways customer care staff
The Kenya Airways customer care staff members are hereby recommended to observe the significance of the training and development programmes offered and also invest in education as it leads to better delivery of customer service and personal career development.

5.3.3 Recommendations to Kenya Airways customers
The customers are hereby recommended to continue flying Kenya Airways and recommend the airline to others because the company is very committed to offering excellent customer care service.

5.3.4 Recommendations for further research
Further research is hereby recommended with regard to flight delays and loss of luggage and their impact on customer satisfaction.
REFERENCES


### Customer care staff

**Position:**

**Experience:**

**Education:** University degree [ ] Diploma [ ] Certificate [ ]

**Sex:** Male [ ] Female [ ]

---

1. From the following training and development programmes, which ones have you undergone?

   - Crew resource management [ ]
   - Dangerous goods handling [ ]
   - Keeping ahead [ ]
   - Aviation security [ ]
   - Bullet proof [ ]
   - Medical basic life support [ ]
   - Elocution I [ ]
   - Customer care [ ]
   - Elocution II [ ]
   - Inflight entertainment [ ]
   - Document verification [ ]
   - Baggage tracing [ ]

2. Would you say that the training and development programmes are relevant to customer satisfaction?

   Yes [ ] No [ ]

3. If your answer is No, what programmes would you wish to be introduced?

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
4. Do you find the training programmes contents easy to understand?

   Yes [ ] No [ ]

5. Which of the following training and development resources do you find adequate and suitable to meet the objective of customer satisfaction?

   Training schools [ ] Classrooms [ ]
   Training center (Pride) [ ] Teaching aids [ ]
   Computers [ ] Text books [ ]

What additional training and development resources would you wish Kenya Airways to acquire to meet its customer satisfaction goals?

   ---------------------------------------------------------------------------
   ---------------------------------------------------------------------------
   ---------------------------------------------------------------------------

6. Do you think the instructors have good knowledge of the training and development programmes?

   Yes [ ] No [ ] Undecided [ ]

7. In your opinion, does the management offer adequate support to training and development programmes?

   Yes [ ] No [ ] Undecided [ ]
If your answer is No, what additional support would you wish the management to offer?

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

8. Why do you think Kenya Airways customers are not satisfied with the services offered?

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

If you honestly see

9. Please indicate any key areas in training and development that need improvement.

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

10. Are there any other areas of importance that Kenya Airways needs to improve to meet the objective of customer satisfaction?

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________
APPENDIX II

QUESTIONNAIRE

Trainers and Human resource managers

Position: ________________________________
Experience: ____________________________

Education:  
- Masters degree [ ]  
- University degree [ ]  
- Diploma [ ]  
- Diploma [ ]

Sex:  
- Male [ ]  
- Female [ ]

1. Is there a training and development policy?
   
   Yes [ ]  
   No [ ]

If Yes, briefly state.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. What are the training and development programmes offered?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. Would you say that the training and development programmes are geared towards customer satisfaction?

   Yes [ ]  
   No [ ]

If your answer is No, what programmes would you wish to be introduced?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

49
4. Does the management offer adequate support to training and development programmes?
   Yes □ No □

   Please explain your answer.

   

5. Do you find the training and development resources adequate to meet the objective of customer satisfaction?
   Yes □ No □

   Please explain your answer.

   

6. Do you find the training and development resources suitable to meet the objective of customer satisfaction?
   Yes □ No □

7. Would you say the training methods are effective?
   Yes □ No □

   Please explain your answer.

   

8. Please indicate any key areas in training and development that needs improvement.

   


## APPENDIX III

### QUESTIONNAIRE

**Customers**

Flight Number: 

Flying blue status: 

Class of travel:  
- Business [ ]  
- Economy [ ]  

Age: 

Sex:  
- Male [ ]  
- Female [ ]  

1. How would you rate the Kenya Airways staff’s efficiency in dealing with your requirements?  

   - Excellent [ ]  
   - Good [ ]  
   - Fair [ ]  
   - Poor [ ]  

2. How do you rate the following?  

<table>
<thead>
<tr>
<th>Service</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ease in boarding</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On-time departure</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flight information</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety demonstration</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Others (please specify)  

---

---

---
3. Please rate our performance on each of the following aspects on Kenya Airways customer care staff and cabin crew.

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well groomed appearance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attentiveness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Warmth and friendliness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language abilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge of work/products</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others (please specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. What is your overall appreciation of Kenya Airways services?

   Excellent [ ]  Good [ ]  Fair [ ]  Poor [ ]

5. Would you continue flying Kenya Airways?

   Yes [ ]  Undecided [ ]  No [ ]
6. Would you recommend Kenya Airways to anyone

Yes [ ]  Undecided [ ]
No [ ]

7. Would you say that there have been improvements in the management of Kenya Airways?

Yes [ ]  No [ ]

Please explain your answer.

--------------------------------------------------------------------------------
--------------------------------------------------------------------------------
--------------------------------------------------------------------------------

8. Please indicate some key areas which you would like improved in our services?

--------------------------------------------------------------------------------
--------------------------------------------------------------------------------
--------------------------------------------------------------------------------
DI/C2204/PF
13th October, 2008

Samson Omule Egesa,
S/No. C2204
P. O. Box 23070,
Nairobi

Dear Samson,

Permission To Collect Data for Research Project

We acknowledge receipt of your letter requesting to be allowed to collect data in the organization for your project.

We are pleased to advise you that permission is granted for data collection on condition that the data will only be for the project and will not for other purposes.

We wish you best of luck in your project work.

Yours sincerely,

[Signature]

Yuniah Otieng
Human Resources Manager