

The Strategic **JOURNAL of Business & Change** MANAGEMENT

ISSN 2312-9492 (Online), ISSN 2414-8970 (Print)



www.strategicjournals.com Volume 12, Issue 3, Article 016

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Erustus Kibet Yegon, Dr. Peter Muchai, PhD & Dr. Vivian Cheron, PhD

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¹Erustus Kibet Yegon, ²Dr. Peter Muchai, PhD & ³Dr. Vivian Cheronno, PhD

¹Student, Department of Hospitality and Tourism, KEMU Business School, Kenya Methodist University, Kenya

²Lecturer, Department of Hospitality and Tourism, KEMU Business School, Kenya Methodist University, Kenya

³Lecturer, Department of Business Administration, KEMU Business School, Kenya Methodist University, Kenya

Accepted: July 29, 2025

DOI: <http://dx.doi.org/10.61426/sjbcm.v12i3.3328>

ABSTRACT

This study sought to assess the effect of employees' training content relevance on service quality in Public Catering Institutions in Nairobi County. Grounded in Kolb's Experiential Learning Theory, the study employed a descriptive research design. A stratified random sampling technique was used to select 327 respondents from a target population of 2,211 staff members, including Heads of Catering Units, catering managers, and operational staff. Data were collected through semi-structured questionnaires and interviews. Quantitative data were analyzed using descriptive statistics and inferential methods such as correlation and regression analysis, while qualitative data were evaluated thematically. The findings revealed that training content relevance had a statistically significant positive impact on service quality. The study concluded that effective and strategically designed employee training is a key lever for improving service quality in public catering institutions. Merely conducting training is not sufficient; the training must be responsive to job realities, tailored to institutional goals, and structured to ensure practical application and skill adaptability. These insights affirm that service excellence in the public sector depends not just on resource allocation, but on the relevance and execution of employee development initiatives. Going forward, institutions must integrate modern training techniques such as blended and experiential learning, and foster a culture of ongoing skills enhancement. These measures will not only elevate service standards but also strengthen public confidence in government-run food service programs.

Key Words: Curriculum Industry Alignment, Content Applicability, Knowledge Coverage Adequacy

CITATION: Yegon, E. K, Muchai, P., & Cheronno, V. (2025). Effect of employees' training content relevance on service quality in public catering institutions in Nairobi County. *The Strategic Journal of Business & Change Management*, 12 (3), 268 – 280. <http://dx.doi.org/10.61426/sjbcm.v12i3.3328>

INTRODUCTION

Globally, staff training in catering establishments has become increasingly critical as the industry adapts to evolving food safety standards and rising customer expectations. Recent trends show that many establishments are now integrating digital technologies into their training programs such as e-learning modules, virtual simulations, and mobile training applications to enhance employee skills and improve service delivery (Gupta & Sharma, 2023). In developed regions like North America and Europe, approximately 70% of catering businesses have adopted continuous professional development programs that blend on-the-job training with digital learning, leading to an estimated 25–30% boost in service efficiency (Patterson et al., 2021). Studies indicate that effective staff training correlates with reductions in service errors by up to 35%, which directly impacts customer satisfaction and operational performance (Wang & Li, 2022). Moreover, a growing shift toward competency-based training models ensures that learning outcomes are systematically measured against industry benchmarks. This global focus on structured and innovative training reflects an industry-wide commitment to maintaining competitive advantage and delivering high-quality service in a rapidly changing market.

Regionally, the catering industry in Africa faces both similar opportunities and unique challenges in staff training. In Kenya, for example, while modern training methodologies are gradually being adopted, only about 45% of catering establishments currently provide formal training programs for their staff, highlighting a significant gap compared to global standards (Kenya Institute of Management, 2023). Limited access to advanced training technologies and budget constraints further restricts the implementation of comprehensive employee development initiatives in the region (Mutua & Ndungu, 2023). Nevertheless, initiatives by the Kenyan government and industry bodies are beginning to promote digital learning and on-the-job training, with some institutions

reporting improvements in service quality by as much as 20% after introducing structured training programs (Ogweyo et al., 2023). Regional studies also reveal that effective staff training not only enhances food safety compliance but also boosts customer satisfaction factors that are crucial in an economy where the hospitality sector significantly contributes to overall growth (Njau, 2021). Thus, while Kenya and the broader East African region may currently lag behind certain global benchmarks, targeted interventions and increased investment in staff training are paving the way for improved operational efficiency and service excellence in catering establishments.

Public Catering Institutions in Nairobi County play a critical role in providing affordable and accessible meal services to employees in government offices, students in public institutions, and vulnerable populations under government-sponsored feeding programs (Mokua, 2020). These units operate within ministries, legislature, Judiciary, hospitals, universities, and county government offices, offering essential food services that enhance productivity, support public welfare, and ensure the well-being of government employees and service users. Examples include the Catering Unit at the National Treasury, the parliamentary catering Unit, the Judiciary Catering Unit at Milimani Law Courts, the Kenya Revenue Authority (KRA) Headquarters Catering Unit, Kenyatta National Hospital Catering Services (Nairobi City County Government, 2025).

A study assessing training relevance in Nairobi's four- and five-star hotels found that while training positively influenced job performance, there was still a significant portion of customers (22.2%) who were not satisfied with the level of service provided, indicating gaps in service quality (Wang'ombe, 2014). Similarly, research on three-star hotels in Nakuru County revealed that despite the implementation of various training methods, challenges in service delivery persisted, affecting overall organizational performance (Gitongu, 2021). These findings suggest that while training is

conducted, its effectiveness in enhancing service quality remains questionable. The ambiguity surrounding the impact of employee training on service quality in Kenya's public catering units necessitates a closer examination of existing training programs and their alignment with service delivery objectives.

While employee training is traditionally viewed as a means to enhance service delivery, its direct impact on the quality of catering services in Kenyan public hospitals remains uncertain. A study focusing on Nairobi City County found that training positively influences service delivery; however, the specific effects on catering services were not delineated (Werimo & Njoroge, 2024). This ambiguity raises questions about the effectiveness of current training programs in addressing the unique challenges faced by catering units. Moreover, the lack of targeted training for catering staff may result in inadequate food preparation and service practices. Without empirical evidence linking employee training to improved catering service quality, it is challenging to justify investments in such programs. Therefore, there is a critical need for research to assess how employee training impacts the quality of catering services in government-run institutions in Kenya.

Statement of the Problem

Ideally, employee training in public catering institutions should be structured, relevant, and consistently supported to ensure high service quality, customer satisfaction, and hygiene compliance (Gupta & Sharma, 2023; Wang & Li, 2022). Globally, structured training models such as competency-based and digital learning have enhanced service quality in public and private food service sectors, improving efficiency by up to 30% (Patterson et al., 2021). Regionally, however, African public catering institutions face significant challenges, including outdated training content, inadequate training infrastructure, and limited staff development support, contributing to inconsistent service delivery (Ogunlana & Ojo, 2023; Moyo &

Nyanga, 2021). In Kenya, only 45% of catering institutions provide formal training programs (Kenya Institute of Management, 2023), with widespread gaps in aligning training with job roles, resulting in poor customer experiences and food service inefficiencies (Mutua & Ndungu, 2023).

Despite these concerns, few empirical studies have explored the link between the quality of employee training especially for staff trained prior to employment and service quality in Kenya's public catering institutions. Without this study, institutions may continue investing in generic training approaches that fail to improve service delivery, leading to sustained inefficiencies, poor food safety compliance, and diminished public trust in government-run services.

Objective of the Study

The objective of the study was to assess the effect of employee training content relevance on service quality in Public Catering Institutions in Nairobi County.

LITERATURE REVIEW

Theoretical Framework

Kolb's Experiential Learning Theory

Presenting his Experiential Learning Theory (ELT) in 1984, Kolb lays out a four-stage process for learning: Active Experimentation, Reflective Observation, Concrete Experience, and Abstract Conceptualization. It stresses that getting one's hands dirty, then reflecting on and applying what one has learned is the optimal way for learning. Scholars such as Kolb and Kolb (2017) and Beard and Wilson (2018) have applied the theory in hands-on service industries, demonstrating that experiential learning enhances employee performance, especially in practical settings such as hospitality and food services.

The theory assumes that learning is a dynamic, continuous process and that people learn most effectively when they are actively involved. However, ELT may not fully account for varied learning styles or the need for structured, formal

training, especially in settings where compliance and technical precision—such as hygiene and food safety—are crucial. Additionally, its application in digital training environments may be limited without physical engagement or reflective spaces.

Much of the necessary competency is task-oriented and practical, making Kolb's Experiential Learning Theory especially applicable in the setting of public catering facilities. Training is enhanced and made more relevant when staff participate in realistic simulations, such handling simulated customers or preparing and serving food under supervision. Trainees are able to absorb optimal practices, fix errors, and adjust behavior appropriately through these hands-on experiences, which are subsequently followed by reflection sessions and conceptual talks. Those jobs that require strong interpersonal and technical skills as well as the ability to retain information for the long term might benefit from this cyclical approach (Beard & Wilson, 2018; Yardley et al., 2012).

In addition, ELT helps employees feel more empowered by encouraging independence and critical thinking, both of which are crucial in fast-paced food service settings. Particularly in high-stakes scenarios like massive public events or emergency catering responses, staff gain self-assurance when they are encouraged to think critically about their experiences and draw conclusions. This method of reflective learning can help public organizations in Nairobi County better respond to the needs of their varied and demanding constituents. Training programs that incorporate ELT concepts can help organizations produce employees who are competent in their work but also have a firm grasp of the "why" behind processes, which in turn improves service quality, professionalism, and accountability (Kolb & Kolb, 2017; Seaman et al., 2020).

This theory is closely aligned with the general objective which focus on evaluating the relevance of training content and its alignment with job roles. Experiential Learning Theory provides a basis for

assessing whether the training employees received offered meaningful, hands-on experiences that relate to their daily tasks in public catering settings. The theory also helps examine whether those experiences led to observable improvements in food service, hygiene compliance, and customer satisfaction, which are essential dimensions of service quality in government institutions (Kolb & Kolb, 2017).

Empirical Review

Employees' Training Content Relevance and Service Quality in Public Catering Institutions

Gupta and Sharma (2023) explored employee perceptions regarding the relevance and accessibility of continuous professional development programs in the European hospitality industry. Conducted across multiple countries, the quantitative study surveyed a large sample of hospitality workers using standardized questionnaires. Findings showed that while employees appreciated the flexibility offered by digital learning platforms, many felt the training content was not always tailored to specific operational needs. This disconnect suggests a need for further examination of how training content in Kenya's public catering institutions could be designed to meet the unique challenges faced by employees. Addressing these content relevance issues is crucial for enhancing service delivery standards in such public sector settings.

Chen et al. (2022) conducted a study in Taiwan assessing the relevance of training content on service quality in public dining facilities. Using a mixed-methods approach, they surveyed 250 employees and conducted focus groups to gather qualitative insights. The findings revealed that while employees valued the training they received, many expressed that the content was outdated and not aligned with current customer expectations. This suggests a crucial gap in training relevance and highlights the need for research in Kenya to develop content that meets the evolving landscape of public catering needs effectively.

In China, Ji and Ko (2023) examined the relationship between professional competence and training among university canteen staff. The study employed a survey questionnaire based on eight dimensions, encompassing 39 questions, to evaluate staff performance levels and the adequacy of training provided. Using importance–performance analysis (IPA), the researchers identified deficiencies in areas such as consumer focus, employee hygiene knowledge, and food quality, indicating insufficient training and subpar professional competence. The findings underscored the necessity for targeted training programs to enhance service quality in university canteens. While the study provided valuable insights, its scope was limited to university settings, highlighting the need for similar research in diverse Public Catering Institutions to generalize the results. This gap is particularly relevant in regions like Kenya, where public catering services play a crucial role in community nutrition and health.

On the African continent, Ifedi et al. (2022) studied training content relevance in South African hotels in relation to service quality. Qualitative interviews with hotel managers and employees revealed a strong disparity between perceived importance and actual content provided during training sessions. Employees indicated that skills pertinent to newer service delivery models were often missing. While illuminating, the study's narrow focus on the hotel sector creates a gap in understanding what is relevant across broader public catering institutions, including those in Kenya, where service delivery dynamics may be different.

Edet et al. (2023) conducted a study in Nigeria focusing on the effectiveness of training programs in the catering industry. Using a mixed-methods approach, data was collected from 200 employees through questionnaires and focus groups. Participants noted a mismatch between the training content offered and the demands of their roles, leading to challenges in service delivery. While the study sheds light on the importance of relevance in

training, it calls for further exploration in alternative public catering contexts, such as Kenya, that might reveal additional insights into crafting effective training programs.

Ogunlana and Ojo (2023) conducted a cross-sectional study in Nigeria assessing employee perceptions of training programs within public catering institutions. Using structured questionnaires, the study evaluated satisfaction levels and the perceived relevance of training content among catering staff. Findings highlighted significant dissatisfaction with training frameworks, primarily due to infrequent sessions and a lack of contextual relevance. Many employees indicated that improved training could enhance their capacity to tackle service-related challenges effectively. This study emphasizes the necessity for localized research in Kenya, where similar contextual hurdles may inhibit the effective delivery of training programs, thereby impacting overall service quality.

A study by Kilimbe and Mburu (2021) in Tanzania investigated the effects of training content on service delivery in public catering institutions. The researchers used a survey design to collect data from food service staff in various government facilities. Results showed employees felt inadequately equipped to handle customer requests, predominantly due to irrelevant training content. Though the findings underscored the necessity for relevant training materials, they did not differentiate between different categories of public catering. Thus, there is a clear avenue for research focused on the distinct training needs of employees in Kenya's diverse public catering landscape.

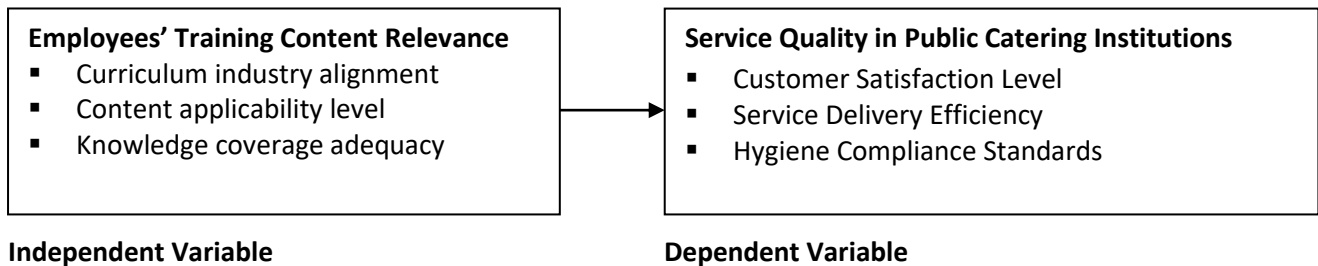
Ngule and Chipungahelo (2023) examined the relationship between training content and employee performance in public catering institutions in Uganda. Employing both qualitative and quantitative methods, researchers surveyed over 400 employees from various establishments. Their findings highlighted that relevant and updated training content positively influenced

employees' performance and customer satisfaction levels. However, the study did not explore the specific factors that contribute to content relevance in different cultural contexts, emphasizing the need for similar studies in Kenya to adapt and tailor training programs accordingly.

Gichuki and Njoroge (2024) focused on university catering staff training programs in Kenya and assessed content relevance to service quality.

Utilizing a qualitative research design, they conducted interviews with staff and management. The findings suggested that current training content lacked specificity to address local customer service expectations, hampering service quality improvement. The study highlights a significant gap in developing effective training content for public institutions in Kenya, reinforcing the necessity for tailored training frameworks that resonate with local contexts.

Conceptual Framework



Independent Variable

Dependent Variable

Figure 1: Conceptual Framework

METHODOLOGY

To fully understand how Employees' training content relevance affected service quality in Nairobi County's public catering institutions, the study employed a mixed-methods strategy, integrating quantitative and qualitative techniques.

In order to fully grasp the relationship between staff training and service quality, the study utilized a convergent parallel mixed-methods design (Creswell & Creswell, 2018). This approach permitted the concurrent gathering and analysis of quantitative and qualitative data. The method collected quantitative data using structured questionnaires and qualitative data through in-depth interviews.

The selection of the 33 public catering institutions in Nairobi County was guided by several deliberate and practical criteria. First, institutions were required to be publicly owned or government-affiliated, ensuring that the study focused strictly on public sector catering services, which often operated under different service expectations, budgetary controls, and training programs

compared to private institutions. Second, operational legitimacy and registration status were considered, whereby only institutions formally registered and recognized by credible government sources or through official websites and publications were included. Third, service scale and staffing capacity were factored in, selecting institutions with a functional catering unit and a minimum operational staff size sufficient to support meaningful analysis; this involved including units with an estimated catering staff count of at least 15 employees.

Fourth, diversity of service domains was prioritized, ensuring representation across multiple sectors such as health (e.g., Kenyatta National Hospital Catering Unit), finance (e.g., Central Bank of Kenya Catering Unit), transport (e.g., Nairobi Railway Catering Services), education (e.g., Kenya Institute of Curriculum Development Canteen), and governance (e.g., Parliament Catering Unit). Fifth, geographic accessibility within Nairobi County was essential, enabling feasible data collection within the logistical and resource limits of the study. Sixth, institutional longevity and experience were

considered by including institutions with varying establishment years, from historical setups like those founded in the early 1900s to newer establishments post-2000, thereby capturing both traditional and contemporary catering service dynamics. Finally, institutions were required to have ongoing active catering operations at the time of study planning, ensuring the relevance and immediacy of the training–service quality relationship being investigated.

The study was conducted in Nairobi County, Kenya, a key hub for public catering institutions, including government-funded cafeterias, hospital catering services. To guarantee a balanced representation of catering managers, supervisors, and staff, a stratified random selection technique was utilized.

The study targeted Heads of Catering Units (HOCUs), Catering Managers, and Operational Staff in public catering institutions in Nairobi County. Given the variations in roles and responsibilities among these groups, distinct sampling methods were applied for each category to ensure accuracy and reliability in data collection.

The study adopted a sample size distribution that proportionately represented the three key staff categories within the target population of 2,211 individuals drawn from public catering institutions in Nairobi County. Using the Krejcie and Morgan (1970) formula, a calculated sample size of 327 respondents was selected to ensure statistical validity and generalizability of the findings.

The study employed structured self-administered questionnaires as the primary method of data collection. Structured questionnaires were distributed to the sampled Heads of Catering Units, Catering Managers, and Operational Staff across the selected public catering institutions in Nairobi County.

FINDINGS AND DISCUSSIONS

Out of the 327 questionnaires administered to the target respondents, a total of 288 were duly completed and returned, resulting in a response

rate of approximately 88.07%. This high response rate is statistically significant and considered acceptable for inferential analysis in social science research, as it exceeds the commonly recommended threshold of 70% for minimizing non-response bias.

Descriptive Analysis

Employees' Training Content Relevance

The descriptive statistics on employees' training content relevance reveal a strong consensus among respondents that the training they received was not only comprehensive but also practically applicable to their day-to-day responsibilities. All six items recorded mean scores above 4.00, indicating high levels of agreement across the board. The highest-rated item was "The training content was aligned with industry standards" with a mean of 4.1354 and a standard deviation of 0.84251, suggesting that employees perceived the training as meeting professional benchmarks and expectations within the catering sector. Similarly, "The training covered all necessary areas related to catering services" and "The knowledge gained was directly applicable to my job tasks" posted mean scores of 4.0972 and 4.0729 respectively, reinforcing the notion that the training content was not only well-structured but also job-relevant. These findings reflect a strong alignment between the training curriculum and the operational needs of public catering institutions.

The remaining items also scored positively, with "The training addressed real-world scenarios in food service" recording a mean of 4.0660, and "The training helped me understand catering policies and procedures" at 4.0451, both indicating that the content bridged theory with practice. The relatively low standard deviations across these responses suggest consistency in employee perceptions, pointing to a well-standardized training approach. Even the lowest-rated item, "Content was up-to-date with current public service practices," scored a mean of 4.0243, which, while slightly lower, still demonstrates agreement that the material reflected contemporary public sector standards.

Collectively, these results affirm that the training programs offered in public catering institutions are not only relevant but also timely and sufficiently tailored to address operational realities.

These findings are in agreement with the study by Ngule and Chipungahelo (2023), who examined the relationship between training content and employee performance in public catering institutions in Uganda. Their study found that when training content was relevant, current, and directly applicable to the employees' work environment, it

significantly enhanced both performance and customer satisfaction. Similarly, the results of this study confirm that employees who receive industry-aligned, comprehensive, and applicable training are more likely to understand their roles better and contribute more effectively to service quality. The alignment of findings between the two studies reinforces the argument that well-designed and up-to-date training content is a key driver of operational efficiency and service excellence in public sector catering environments.

Table 1: Employees' Training Content Relevance

Statements	N	Mean	Std. Deviation
The training content was aligned with industry standards	288	4.1354	.84251
The knowledge gained was directly applicable to my job tasks	288	4.0729	.88240
The training covered all necessary areas related to catering services	288	4.0972	.76345
The training addressed real-world scenarios in food service	288	4.0660	.89471
Content was up to date with current public service practices	288	4.0243	.69048
The training helped me understand catering policies and procedures	288	4.0451	.74294
Valid N (listwise)	288		

Service Quality in Public Catering Institutions

The descriptive statistics for service quality in public catering institutions illustrate a generally favorable perception among employees regarding their ability to deliver efficient, hygienic, and customer-focused services. Notably, the highest mean score was recorded for the statement "Customers have expressed satisfaction with the services provided", with a value of 4.3576 and a low standard deviation of 0.63620, suggesting a high level of agreement and uniformity among respondents. This is closely followed by "I can complete my service tasks efficiently and on time" (mean = 4.3021), indicating that employees feel competent and well-prepared to execute their duties promptly—an essential dimension of service quality. The statement "Training has helped reduce service delays in my department" also scored positively (mean = 4.1632), further underscoring the role of training in enhancing operational efficiency.

Items related to hygiene and food safety also reflect generally positive perceptions, though with slightly more variability. "Hygiene standards are

consistently maintained during food preparation" and "Our institution follows proper food handling and hygiene compliance rules" posted mean scores of 4.0243 and 3.9410 respectively, with standard deviations above 0.82, suggesting some divergence in employee experiences or institutional practices. The relatively lower mean of 3.8854 for "The service delivery meets or exceeds customer expectations" though still above the neutral point indicates a potential area for improvement, possibly reflecting gaps between internal service processes and external customer expectations. Overall, however, all mean values surpass the midpoint of the scale, confirming that service quality in these institutions is perceived positively across key dimensions including timeliness, efficiency, hygiene, and customer satisfaction.

These findings are supported by the study of Mutua and Ndungu (2023), which investigated employee perceptions of training and service quality in public catering institutions in Nairobi County. Their research revealed that staff who received structured training were more confident in their

ability to meet service demands and maintain hygiene standards, leading to improved customer satisfaction. The alignment between the two studies suggests that well-executed training programs significantly contribute to service efficiency, hygiene compliance, and customer-

oriented delivery. As demonstrated in both the current results and the referenced empirical evidence, equipping staff with relevant skills and procedural knowledge enhances institutional capacity to meet both operational standards and customer expectations in the public catering sector.

Table 2: Service Quality in Public Catering Institutions

Statements	N	Mean	Std. Deviation
Customers have expressed satisfaction with the services provided	288	4.3576	.63620
I can complete my service tasks efficiently and on time	288	4.3021	.63772
Training has helped reduce service delays in my department	288	4.1632	.69676
Hygiene standards are consistently maintained during food preparation	288	4.0243	.82392
The service delivery meets or exceeds customer expectations	288	3.8854	.81625
Our institution follows proper food handling and hygiene compliance rules	288	3.9410	.82639
Valid N (listwise)	288		

Regression Coefficients

The regression results presented in Table 3 offer a clear understanding of the effect of employees training content relevance on service quality in public catering institutions, based solely on the unstandardized coefficients (B). These coefficients represent the expected change in the dependent variable Service Quality increase in the independent variable, assuming all other factors remain constant.

The findings revealed that Employees' Training Content Relevance a strong influence, with a B value of 0.273, indicating that for every unit increase in perceived content relevance, service quality improves by approximately 0.273 units. This highlights the critical role of tailoring training

materials to practical, real-world applications. Employees' Skill Transferability Level closely followed with a B coefficient of 0.270, underscoring the importance of equipping staff with flexible, adaptable skills that enhance performance across varied service demands.

All coefficients are statistically significant ($p < 0.05$), which reinforces the conclusion that improvements in employees' training content relevance would result in measurable gains in service quality. These unstandardized results not only quantify the direct impact of employees' training content relevance but also provide actionable insights for institutional policymakers: prioritizing content relevance is likely to yield the most substantial service improvements.

Table 3: Multiple Regression (Coefficients)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.847	.170		4.988	<.001
	Employees Training Content Relevance	.273	.040	.336	6.798	<.001

a. Dependent Variable: Service Quality in Public Catering Institutions

CONCLUSIONS AND RECOMMENDATIONS

Results revealed that the relevance of training content was a critical determinant of service quality in public catering institutions. Employees who found the content of their training applicable to real job tasks, well-aligned with current service expectations and comprehensive in knowledge coverage reported better performance. The findings indicated that when training curricula are tailored to industry needs and operational realities such as food safety, customer engagement, and time management employees become more effective in delivering consistent and satisfactory service.

Training programs must be designed with content that is timely, practical, and directly relevant to employees' job responsibilities. The study concluded that when training addresses real-world scenarios and current industry standards, it equips employees with the tools necessary to meet service quality benchmarks. Content relevance therefore serves as a bridge between training inputs and service delivery outputs.

To enhance service quality in public catering institutions in Nairobi County, it is imperative that both managerial and policy-level interventions address the full spectrum of training variables identified in this study. The findings revealed that the quality of the relevance of training content significantly affect the delivery of services. Therefore, recommendations are proposed to ensure that training content is not only effective but also strategically structured to meet

operational realities and performance expectations.

From a managerial perspective, it is important to ensure the relevance of training content. Managers should regularly revise training curricula to align with the latest industry standards, customer expectations, and regulatory frameworks. The content should be directly applicable to daily catering operations, including topics on food hygiene, meal planning, customer service, safety protocols, and emerging areas such as eco-friendly packaging and digital ordering systems. Moreover, the content must be broad enough to cover all critical knowledge areas relevant to catering, including nutrition, inventory control, team coordination, and emotional intelligence. When employees see the direct relevance of training content to their roles, they are more likely to internalize and apply it, thereby enhancing service quality outcomes.

At the policy level, the government and institutional decision-makers should develop standardized training quality frameworks that set national benchmarks for training delivery, engagement methods, and evaluation procedures in public catering institutions. These benchmarks will ensure uniformity and quality control across institutions. Additionally, annual audits of training programs should be conducted to assess curriculum alignment with industry needs, contextual applicability, and content comprehensiveness. Policymakers should also institutionalize role-based training guidelines by linking career progression and redeployment within public catering services to demonstrated alignment between job roles and

training undertaken. Such policies would promote targeted capacity building and optimize staff deployment.

Areas for Further Research

While this study has provided significant insights into the effect of employees' training content relevance on service quality in public catering institutions, it also opens up several areas that warrant further investigation. First, future research could explore the long-term impact of training interventions by adopting a longitudinal study design. This would allow researchers to assess whether improvements in service quality are sustained over time and how frequently refresher training is needed to maintain performance.

Secondly, this study was limited to public catering institutions within Nairobi County. To enhance generalizability, future studies should expand the geographical scope to include other counties and compare urban and rural settings. Such comparative research would help determine

whether the effects of training variables such as learning experience quality, training relevance, job alignment, and skill transferability vary across different administrative and service environments.

Moreover, future studies may consider integrating other organizational factors such as leadership style, institutional culture, and resource availability, which may moderate or mediate the relationship between employee training and service quality. Understanding these interdependencies could provide a more holistic view of what enables effective training outcomes.

Finally, as technology increasingly becomes a component of staff development, future research should examine the effectiveness of digital and e-learning platforms compared to traditional training methods in public service environments. Such studies would provide valuable direction on how digital innovations can be leveraged to enhance training accessibility, scalability, and adaptability in the catering and broader public service sector.

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