



International Journal of Research Publication and Reviews

Journal homepage: www.ijrpr.com ISSN 2582-7421

Skills Optimization Strategies and Satisfaction among Kenya Airways Employees

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ABSTRACT

Kenya Airways operates in a globalized and demanding industry where customer satisfaction, safety, and operational efficiency are paramount. In order to thrive in such an environment, the airline industry needs a skilled, motivated, and satisfied workforce. Workforce administration strategies play a crucial role in achieving these goals, making it imperative to assess their influence on employee satisfaction. There is a lack of empirical research specifically investigating the impact of workforce management strategies on job satisfaction within the aviation industry, particularly concerning Kenya Airways. This study utilized a descriptive research design with a sample size of 150 employees, constituting 10% of the total target population. Participants were drawn from various departments within the organization, including HR, Operations, Finance, Commercial, and Flight Operations. Primary data sources were employed effectively through questionnaires, which were carefully scrutinized for consistency and completeness. The collected data underwent modification, computation, classification based on similarity, and entry into SPSS V26 Software for analysis. Descriptive statistics, such as measures of central tendency like mean and standard deviation, as well as percentages to sum up the data, were derived by evaluating quantitative data. Figures and tables were utilized for data representation, providing visual clarity and facilitating interpretation. Additionally, multiple linear regression analyses were employed to examine the relationships between variables, allowing for a comprehensive understanding of the factors influencing the outcomes of interest in the study.

Keywords: *Skills optimization strategies, employee satisfaction, Kenya Airways*

Background to the Study

Job satisfaction is the psychological state reflecting an individual's sentiments and attitudes towards their work, encompassing both intrinsic and extrinsic factors associated with their job and the organization in which they are employed (Huang, 2020). The constituents of job satisfaction include aspects such as salary, advancement opportunities, benefits, job nature, supervision, and interpersonal relationships with colleagues. To remain cost-effective and ensure organizational survival, entities are increasingly encouraged to adapt their work methods and embrace novel organizational and managerial approaches to attain a competitive edge. The prosperity of an organization is intricately tied to the performance of its workforce. Inadequate employee performance poses a significant detriment to any organization, whereas effective employee performance serves as a substantial catalyst for organizational triumph. Employee satisfaction is perceived as a holistic sentiment regarding the job or as a correlated array of attitudes concerning diverse facets of the job (Duah & Kofi, 2022).

India had the most employee satisfaction rate (89%) out of 34 nations surveyed by The World Economic Forum in 2020. Mexico (85%), US (78%), China (74%), UK (74 percent), Germany (71%), and France (68%), were the next highest employee satisfaction rates. Japan, on the other hand, had the lowest satisfaction rate (42%) out of all the countries studied. The World Economic Forum (2020) has identified a few potential causes of the lower job satisfaction percentage among Japanese workers, including unfavourable work situations marked by physical abuse, bullying, and little prospects for wage rises or incentives.

Furthermore, Gedif *et al.* (2018) discovered an overall job satisfaction rate of 54% among employees in Ethiopia. In contrast, employees in Tanzania (82.6%) and Malawi (71.0%) reported higher levels of satisfaction than those in South Africa (52.1%), according to a survey done by Blaauw *et al.* (2016). Mathulu and Mbithi's (2016) study in Makueni District Hospital in Kenya established a job satisfaction level of 36% among employees, which was relatively lower than the satisfaction level of employees in Homabay County Teaching and Referral hospital in Kenya. According to Ochieng (2018), employees' satisfaction level from Homabay County Teaching and Referral hospitals was 60%.

García *et al.* (2021) describe employee satisfaction as "an index of preference for the experienced job against outside opportunities conditional on information available at the time." This means that employee satisfaction involves comparing the current job with external opportunities based on the information accessible at that moment. It also includes an assessment of future expectations regarding one's job and external opportunities.

Watkins and Fusch (2022), anticipate their jobs to offer a combination of features such as pay, promotion, and autonomy, aligning with their favorable values. Miethlich *et al.* (2022) identify five dimensions contributing to employee satisfaction: salary, the nature of the task, the working environment, management guidelines, and connections with coworkers. Some aspects, including job features, are viewed as internal factors, while money is considered an external component. Worker autonomy and constructive criticism—which includes both process and outcome feedback—have a major positive influence on job satisfaction.

Workforce management is critical in the overall accomplishment of an organization, requiring the formulation and execution of comprehensive strategies to efficiently manage human capital. Key workforce administration strategies encompass skills optimization, talent acquisition, knowledge management, and succession planning, all crucial for fostering a dynamic and sustainable workforce while aligning organizational objectives with employee capabilities (Osborne *et al.*, 2021). In the rapidly changing business landscape, the significance of skills optimization cannot be overstated. Organizations must invest in continuous training and development programs to ensure that employees acquire and enhance the necessary skills for their respective roles. Skill mapping and competency assessments can identify gaps, guiding targeted training initiatives. Cultivating a culture of continuous learning and providing opportunities for cross-functional experiences contribute to creating a more agile and skilled workforce (Alperin & Uden-Holman, 2017)

The KQ, the Kenya's national carrier of Kenya and a prominent airline in East Africa, is headquartered in Nairobi County and operates in Kisumu and Mombasa. Established in February 1977 after the dissolution of the East African Community, the airline was initially fully owned and controlled by the Kenyan government until its privatization in April 1996, driven by the pursuit of economic development and growth. In 1995, Kenya Airways restructured its debts and entered into a corporate agreement with KLM (now Air France), which acquired a 26 percent stake, becoming the primary single shareholder. In 2005, the company underwent a visual transformation, replacing the four stripes along the fuselage with the slogan "Pride of Africa." The tail logo was also redesigned, enclosing the letter K with a Q to form the KQ letters.

On September 4, 2007, Kenya Airways became the first official associate airline of the second- largest airline alliance globally, SkyTeam. Notably, the airline holds a 49 percent ownership stake in Precision Air in Tanzania and boasts a global workforce of 3,986 employees, with 1,501 based in Nairobi City County. Ownership of Kenya Airways is distributed among various entities: KLM holds 26 percent, the Kenyan government owns 23 percent, Kenya institutional investors possess 14 percent, Kenyan individual shareholders account for 31 percent, and foreign investors have a 1.4 percent stake in the airline.

Statement of Problem

Kenya Airways operates in a globalized and demanding industry where customer satisfaction, safety, and operational efficiency are paramount (KAA, 2019). In order to thrive in such an environment, the airline industry needs a skilled, motivated, and satisfied workforce. Workforce administration strategies play a crucial role in achieving these goals, making it imperative to assess their influence on employee satisfaction (Ochaye & Lawrence, 2023). Employee unhappiness with low pay has been a major source of difficulty for Kenya's aviation industry on multiple occasions, which leads to low morale and job satisfaction both in flight deck and ground crew (Farah, Mungu & Mbebe, 2018)

There is a scarcity of empirical studies particularly addressing the influence of workforce administration strategies on job satisfaction within the aviation industry, mainly in the context of KQ. While there is ample research on human resource management and job satisfaction in general, the unique challenges and dynamics of the airline industry necessitate a focused examination. Existing literature such as Sypniewska, Baran and Kłos, (2023); Kumaka (2022) often discusses workforce administration strategies in isolation, overlooking the interconnectedness of Skills Optimization, Talent Acquisition, Knowledge Management, and Succession Planning. The lack of studies integrating these strategies hinders a holistic understanding of their combined impact on employee satisfaction in a complex organizational setting like Kenya Airways. Many studies in the broader field of organizational behavior and human resource management lack a context-specific focus on the Kenyan or African aviation sector. This gap makes it challenging to derive practical insights and recommendations tailored to the unique challenges and cultural nuances prevalent in the regional airline industry.

Despite the critical importance of workforce administration strategies, including Skills Optimization Strategies, Talent Acquisition Strategies, Knowledge Management Strategies, and Succession Planning Strategies, there exists a significant gap in understanding how these strategies collectively and individually impact the overall satisfaction levels among the diverse workforce of Kenya Airways. The dynamic and competitive nature of the airline industry demands a comprehensive exploration to ensure that the organizational strategies align with the needs and expectations of the employees, fostering a positive work environment and enhancing overall organizational performance

Justification and Significance of the Study

The significance of the study on the influence of workforce administration strategies on satisfaction among KQ employees is based on its ability to yield valued vision and practical effect for both the academic and organizational realms. Several key points underscore the importance of this research:

The study is poised to provide empirical evidence and insights that can inform strategic decision- making within Kenya Airways and other players in the airline industry. Understanding the impact of specific workforce administration strategies on employee satisfaction will guide the formulation and adjustment of organizational policies, practices, and strategies.

By identifying the factors that contribute to employee satisfaction, the research can offer practical recommendations for Kenya Airways to enhance the well-being and job satisfaction of its workforce. This, in turn, can lead to increased employee motivation, productivity, and retention, positively

influencing the overall organizational climate. A satisfied and motivated workforce is often linked to improved organizational performance. The study's outcomes can help Kenya Airways align its workforce administration strategies with organizational goals, leading to enhanced operational efficiency, customer satisfaction, and financial performance.

Empirical Review

Skills Optimization Strategies and the satisfaction among Employees

Asgarova and Aygul (2019) investigated the impact of staff training on job satisfaction and achievement in the Turkish manufacturing sector. Survey-based data sets were provided for their study by a semi-randomized sample of 307 employees from 34 private manufacturing enterprises in Turkey. The regression analysis revealed significant findings, endorsing the effectiveness of the 'train to gain' approach. The research suggests that as companies invest in employee training initiatives, there is a notable rise in both job satisfaction and motivation levels for achievement among the trained employees. This implies that providing training opportunities to employees in the Turkish manufacturing industry contributes positively to their job satisfaction and motivation to achieve.

Astuti and Harnuansa (2022) sought to determine the impact of staff training on organisational obligation and turnover intentions, with job satisfaction serving as a mediator. The research used a Hypothesis Testing approach and included 111 employees from Banjar Hospital in Indonesia. SEM with AMOS was used for study. The results indicated several crucial points: First, at Banjar Hospital, staff training increased organisational commitment. Second, job satisfaction increased with employee training. Third, work satisfaction increased organisational commitment. Furthermore, job satisfaction moderated the association between staff training and organisational commitment in Banjar Hospital. The study did discover, however, that job satisfaction had no bearing on hospital turnover intentions. Finally, at Banjar Hospital, employee training had no discernible impact on the desire to leave.

In order to investigate the effect of training and development on employees' motivation, job satisfaction, and skill augmentation inside the Mahindra Group in India, Zubairi and Khan (2018) conducted a study. Utilizing questionnaires as the primary research tool, the study involved 150 participants from the Mahindra Group. The findings revealed a robust positive relationship between skill improvement and motivation, indicating that active skill development initiatives have the potential to bolster employee motivation significantly. Additionally, the research identified strong positive relationships between T&D and job satisfaction, T&D and motivation, as well as a significant association between T&D and skill enhancement. These outcomes suggest that the implementation of T&D programs positively impacts job satisfaction, motivation, and skill enhancement among employees within the Mahindra Group.

Trinh and Nguyen (2023) conducted a study with the aim of determining the influence of job happiness on loyalty among employees, with a particular emphasis on data from Vietnamese businesses. Recognizing job satisfaction and employee loyalty as crucial factors for sustainable business development, the study sought to identify the precise elements that affect employee loyalty, with worker satisfaction serving as a mediating component. A sample of 369 employees from a variety of Vietnamese industries participated in the poll. The study's empirical findings showed that factors such as pay, benefits, working conditions, opportunities for training and advancement, relationships with coworkers, and workplace autonomy positively impacted employee happiness and loyalty. These findings underscore the importance of numerous factors in influencing employee satisfaction and subsequent loyalty in the context of Vietnamese enterprises.

Nasir et al. (2021) sought to determine how organisational career management affected workers' career satisfaction in a private company in Johor Bahru, Malaysia. The research involved 101 respondents, and data collection was carried out through questionnaire surveys. Statistical software was utilized to analyze both descriptive and inferential statistics. The results showed that organisational career management significantly and favourably affects employees' career satisfaction. It has been observed that the adoption of organisational career management practices—which include job rotation, career planning, counselling sessions, training and workshops, and mentorship, among others—significantly increases workers' job satisfaction.

A study was carried out by Saputri, Lorensa, and Asriani (2020) to look into how training affects worker performance. The research encompassed all employees who had undergone training, employing purposive sampling for sample selection. Data collection methods included questionnaires, literature review, and observation. Simple linear regression analysis was employed to analyze the data, and hypotheses were tested both partially and concurrently. The findings revealed a significant and positive impact of training on employee performance. However, the study's conclusions were drawn based on a limited and potentially biased sample for hypothesis testing, raising concerns regarding the generalizability of the results to broader contexts.

Herzberg Two-Factor Theory

The Two-Factor Theory of worker motivation, developed by Frederick Herzberg in 1963, analyzes the fundamental needs that people have in their jobs. Herzberg identified factors contributing to job satisfaction and dissatisfaction based on respondents' accounts of situations where they felt satisfied or dissatisfied in their jobs. Job satisfaction is influenced by a variety of factors, including responsibility, progress, achievement, and the nature of the work itself. By contrast, working environment, supervision, relationships with coworkers, corporate policy, and administration are hygienic factors linked to job unhappiness.

According to Herzberg's thesis, job satisfaction and discontent are independent constructs. It provides a useful foundation for managers looking to understand job satisfaction and related job performance difficulties. Herzberg emphasizes the importance of addressing both job content and the work environment. Managers should eliminate sources of job discontent (hygiene factors) and incorporate factors that enhance job content (motivators) to take full advantage of chances for work happiness. Environmental factors that lead to dissatisfaction, termed hygiene factors by Herzberg, do not directly

contribute to satisfaction or increased job performance. These elements include the working environment, social relationships with supervisors, technical supervision, pay, and business policy and management. Herzberg's Two-Factor Theory states that whereas hygienic elements can be improved to reduce discontent, motivational factors like opportunity for growth and recognition are what really lead to higher performance and work satisfaction. Motivator factors, on the other hand, drive employees to work harder and are related to job content. They include achievement, recognition, and the nature of the work itself, responsibility, and advancement.

Applying Herzberg's theory to education offers valuable insights into improving teaching practices and school performance. By addressing teacher motivation and capabilities, schools can enhance the overall learning environment. According to Herzberg, job satisfaction and performance are influenced by both hygiene factors and motivators. In the context of education, hygiene factors such as working conditions, administrative support, and salary can impact teacher satisfaction, while motivators like recognition, opportunities for professional growth, and meaningful work contribute to higher job satisfaction and performance. Therefore, educational institutions can utilize Herzberg's theory to develop effective workforce administration strategies that prioritize both hygiene factors and motivators to ensure teacher satisfaction and ultimately improve educational outcomes. Similarly, this theory can be applied to analyze the impact of workforce administration strategies on job satisfaction among airline employees, considering both the factors that contribute to dissatisfaction (hygiene factors) and those that enhance satisfaction (motivators).

Research Methodology

The research will employ a descriptive research design, aimed at establishing the interrelation between independent and dependent variables and identifying any connections among them. This research methodology is deemed effective in tackling inquiries pertaining to various dimensions of a phenomenon, including its location, timing, methodology, content, and participants (Kothari, 2014). KQ Human Resource (2022), indicated that the airline had a total staff count of 1501 at J.K.I.A but the study will sample 10% only, equaling 150 staff who will be chosen using stratified and purposive sampling.

A structured questionnaire was employed to collect primary data after obtaining authorization from Kenyatta University and a research permit from National Commission on Science, technology and Innovation (NACOSTI). Validity and reliability were tested using a pilot study conducted at the Wilson Airport targeting 15 respondents (10% of the sample). The collected data was analyzed using descriptive statistics (mean and standard deviation) and inferential statistics using a multivariate regression model.

Results and Discussion

Out of 300 questionnaires, 278 were returned and used in the analysis of data. This represents 92.66 % response rate, sufficient rate to allow for analysis since a rate of 50% is considered sufficient, 60% is considered good, and 70% is considered extremely well, according to academics (Nulty, 2008).

Demographic Data

On the demographic composition, 158 (42.1%) employees who participated in the study were females while 117 (56.8%) were male. This shows that more female personnel in the organization as compared with their male colleagues. The study found that 145 (52.2 %) respondents were aged between 35 to 44 years, 67 (24.1%) respondents were aged between 25 to 34 years, 49 (17.6 %) respondents were aged between 18 to 24 years, while 17 (6.1%) were aged above 55 years. On the highest level of education 20 (7.19 %) of the respondents had a doctorate degree level, 60 (21.58 %) of the respondents had a master's degree level, 116 (41.73%) had reached the degree level, 64 (23.2 %) had reached the diploma level and 18 (6.47 %) had high school. This implied that most of the respondents had reached the undergraduate level. This information was of great importance for it helped the researcher to know whether the respondents were fit to give reliable information. This also showed that most of the respondents had basic education to be able to respond to the questionnaires effectively. In terms of their designation, 54 respondents (19.4 %) were in the entry level, 110 (39.6 %) of the respondents were in the mid-level and 111 (39.9 %) of the respondents were in the senior level. When asked about their length of service at the Kenya Airways, 46 respondents (16.5 %) had worked for less than a year, 91 (32.7 %) respondents had worked for between 1 to 5 years, 73 (26.3 %) respondents had worked for between 6 to 10 years, 46 (16.5 %) respondents had worked for between 11 to 15 years and 22 (7.9 %) respondents had worked for 16 years or more.

Skills Optimization Strategies and Job Satisfaction

Kenya airways employees were asked to indicate the degree to which they agreed or disagreed with various statements on Skills Optimization Strategies. Various sentiments on Skills Optimization Strategies were put on Likert scale ranging from 1 – 5. In this study the score of 1 was assigned to strongly disagree, 2 to disagree, 3 neutral, 4 to agree and 5 to strongly agree.

Descriptive statistics of Skills Optimization Strategies

| Statements | 1 | | 2 | | 3 | | 4 | | 5 | | Mean | Std. |
|--|----|-------|-----|-------|----|-------|-----|-------|-----|-------|-------|-------|
| The training programs provided by Kenya Airways are relevant to my job responsibilities | 27 | 9.7% | 21 | 7.6% | 27 | 9.7% | 121 | 43.5% | 82 | 29.5% | 3.755 | 1.049 |
| I receive adequate training opportunities to enhance my skills and knowledge. | 48 | 17.3% | 89 | 32.0% | 20 | 7.2% | 72 | 25.9% | 49 | 17.6% | 2.946 | 1.012 |
| The organization provides resources and support for continuous learning and development. | 12 | 4.3% | 24 | 8.6% | 19 | 6.8% | 139 | 50.0% | 84 | 30.2% | 3.932 | 1.061 |
| The performance feedback I receive helps me identify areas for skills improvement. | 13 | 4.7% | 31 | 11.2% | 24 | 8.6% | 131 | 47.1% | 79 | 28.4% | 3.835 | 1.066 |
| Kenya Airways encourages employees to participate in skill-building workshops and conferences. | 1 | 0.4% | 33 | 11.9% | 23 | 8.3% | 127 | 45.7% | 94 | 33.8% | 4.007 | 1.018 |
| The training programs offered by Kenya Airways are tailored to address emerging industry trends and challenges | 1 | 0.4% | 3 | 1.1% | 34 | 12.2% | 125 | 45.0% | 115 | 41.4% | 4.259 | 1.018 |
| The feedback mechanisms in place after training sessions are effective in gauging the impact on skill enhancement. | 11 | 4.0% | 19 | 6.8% | 33 | 11.9% | 122 | 43.9% | 93 | 33.5% | 3.960 | 1.050 |
| The organization actively promotes a culture of continuous learning and improvement | 34 | 12.2% | 42 | 15.1% | 31 | 11.2% | 86 | 30.9% | 85 | 30.6% | 3.525 | 1.040 |
| The organization provides opportunities for cross-functional training, allowing me to diversify my skill set. | 38 | 13.7% | 110 | 39.6% | 26 | 9.4% | 67 | 24.1% | 37 | 13.3% | 2.838 | 1.040 |
| I have access to mentorship programs or guidance that helps me develop and optimize my skills. | 71 | 25.5% | 84 | 30.2% | 21 | 7.6% | 58 | 20.9% | 44 | 15.8% | 2.712 | 1.049 |

Key: scale of 1 to 5, where: 1 - Strongly Disagree 2 - Disagree 3 - Neutral 4 - Agree 5 - Strongly Agree

The vast majority of respondents (83.0%) strongly agreed or agreed that the training programs provided by Kenya Airways are relevant to their job responsibilities (Mean = 3.755, SD = 1.049). This is a strong indication that the training programs provided by Kenya Airways are relevant to employees' job responsibilities. 48 (17.3%) employees strongly disagreed or disagreed. About half of the respondents (49.3%), strongly disagreed or disagreed that they received adequate training opportunities to enhance their skills and knowledge. (Mean = 2.946, SD = 1.012). 48 (17.3%) employees strongly disagreed and 89 (32.0%) employees disagreed. This is an indication that employees did not receive adequate training opportunities to enhance their skills and knowledge.

More than three quarters of the employees (80.2%) strongly agreed or agreed that the organization provides resources and support for continuous learning and development (Mean = 3.932, SD = 1.061). 84 (30.2%) employees strongly agreed and 139 (50.0%) employees agreed. This is a strong indication that the organization provides resources and support for continuous learning and development. 36 (12.9 %) employees strongly disagreed or disagreed. Additionally, three quarters of the respondents (75.5 %) strongly agreed or agreed that the performance feedback they receive helps them identify areas for skills improvement (Mean = 4.007, SD = 1.018). 79 (28.4 %) employees strongly agreed and 131 (47.1%) employees agreed. This is a strong indication that the performance feedback they receive helps them identify areas for skills improvement.

Another majority of the respondents (79.5 %), strongly agreed or agreed that Kenya Airways encourages employees to participate in skill-building workshops and conferences (Mean = 4.259, SD = 1.018). 94 (33.8 %) employees strongly agreed and 127 (45.7%) employees agreed. This is a strong indication that Kenya Airways encourages employees to participate in skill-building workshops and conferences. Fifty seven percent (57.7 %), strongly agreed or agreed that the training programs offered by Kenya Airways are tailored to address emerging industry trends and challenges (Mean = 4.259, SD = 1.018). 115 (41.4 %) employees strongly agreed and 125 (45.0%) employees agreed. This is a strong indication that the training programs offered by Kenya Airways are tailored to address emerging industry trends and challenges.

The study established that more than half of the employees (61.5 %) strongly agreed or agreed that the organization actively promotes a culture of continuous learning and improvement (Mean = 3.525, SD = 1.040). 85 (30.6 %) employees strongly agreed and 86 (30.9%) employees agreed, showing that the organization actively promotes a culture of continuous learning and improvement. 76 (27.3 %) employees strongly disagreed or disagreed. Another 53.3% of the respondents, strongly disagreed or disagreed that the organization provides opportunities for cross-functional training, allowing them to diversify their skill set (Mean = 2.838, SD = 1.040). 38 (13.7%) employees strongly disagreed and 110 (39.6%) employees disagreed, indicating that the organization provides opportunities for cross-functional training, allowing them to diversify their skill set. 104 (37.4 %) employees strongly disagreed or disagreed. A majority of the employees (55.7 %) strongly disagreed or disagreed that they have access to mentorship programs or guidance that helps them develop and optimize their skills. (Mean = 2.712, SD = 1.049). 71 (25.5%) employees strongly disagreed and 84 (30.2%) employees disagreed. This is an indication that they have access to mentorship programs or guidance that helps them develop and optimize their skills.

Spearman correlation

In order to establish the relationship between effects of Skills Optimization Strategies and job satisfaction, spearman correlation analysis was used to find out if there existed a relationship. A correlation is a number between -1 and +1 that measures the degree of relationship between two variables. The correlation coefficient value (r) that ranges from 0.10 to 0.29 would be considered weak, from 0.30 to 0.49 would be considered medium and from 0.50 to 1.0 would be considered strong. Therefore, a positive value for the correlation would imply a positive relationship and a negative value for the correlation would imply an inverse or negative association. The study findings are shown on table 4.4

Correlation matrix table (Skills Optimization Strategies and job satisfaction)

| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|----|--|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------|--------------|--------------|----|
| 1 | job satisfaction | 1 | | | | | | | | | | |
| 2 | The training programs provided by Kenya Airways are relevant to my job responsibilities | .742** .000 | 1 | | | | | | | | | |
| 3 | I receive adequate training opportunities to enhance my skills and knowledge. | .624** .029 | .685** .002 | 1 | | | | | | | | |
| 4 | The organization provides resources and support for continuous learning and development. | .125 .335 | .201 .351 | .204 .356 | 1 | | | | | | | |
| 5 | The performance feedback I receive helps me identify areas for skills improvement. | .458** .007 | .458** .021 | .723** .000 | .389** .043 | 1 | | | | | | |
| 6 | Kenya Airways encourages employees to participate in skill-building workshops and conferences. | .523** .029 | .201 .428 | .592** .041 | .021 .952 | .458** .035 | 1 | | | | | |
| 7 | The training programs offered by Kenya Airways are tailored to address emerging industry trends and challenges | .562** .033 | .396** .042 | -.130 .756 | -.117 .782 | .189 .862 | .059 .852 | 1 | | | | |
| 8 | The feedback mechanisms in place after training sessions are effective in gauging the impact on skill enhancement. | .025 .221 | .385** .534 | .035 .712 | .053 .486 | .453** .042 | .389** .043 | .532** .033 | 1 | | | |
| 9 | The organization actively promotes a culture of continuous learning and improvement | .524** .027 | -.310 .184 | .307 .188 | .006 .979 | .023 .924 | -.088 .711 | .178 .454 | .006 .979 | 1 | | |
| 10 | The organization provides opportunities for cross-functional training, allowing me to diversify my skill set. | .369** .003 | -.007 .976 | -.218 .355 | .021 .930 | -.191 .419 | .185 .434 | -.007 .976 | .218 .355 | .025 .979 | 1 | |
| 11 | I have access to mentorship programs or guidance that helps me develop and optimize my skills. | .205 .124 | .359** .965 | .102 .862 | .023 .475 | .125 .563 | .538** .037 | .110 .352 | .113 .235 | .052 .451 | .142 .632 | 1 |

Based on this correlation matrix, there exists a correlation between the variables Skills Optimization Strategies and Employees job satisfaction. The correlations were between 0.25 to 0.742. Seven out of 10 factors correlated. Therefore, employees job satisfaction was likely affected by Skills Optimization Strategies.

Regression Analysis

This section sought find out the effects of Skills Optimization Strategies on Employees job satisfaction. To achieve this objective, the following a linear regression analysis was done.

Model Summary

| Model | Durbin Watson | Std. Error of the Estimate | 95 % confidence Interval | | R | R- Square | Adjusted Square |
|-------|------------------|-------------------------------|-----------------------------|-------|------|-----------|--------------------|
| | | | lower | Upper | | | |
| 1 . | 1.235 | .893 | .685 | 1.152 | .627 | .432 | .412 |

a. Predictors (constant): Skills Optimization Strategies

b. Dependent Variable: Employees job satisfaction

The results shows that the autocorrelation assumption has not been violated. This was evidenced from the Durbin Weston's *d* test which yielded a value of 1.235. If the Durbin Watson value ranges from 1.5 to 2.5, this shows that there is no autocorrelation (Pallant, 2010). The obtained value for this particular analysis (1.235) was in the stipulated range; hence, the assumption was not violated. From the table, the R represented by .627 indicates a strong positive correlation between the predictor variable (Skills Optimization Strategies and employees job satisfaction).

The R^2 explains the variance in employees job satisfaction explained by the Skills Optimization Strategies. This is often expressed in percentage. However, the Adjusted R^2 gives the most accurate estimate contributed by the predictor variable. In this case, Skills Optimization Strategies explained 47.5 % (multiply .475 by 100) of the variance employees job satisfaction. The implication is that 52.5% of the variance was unexplained and could be accounted for by other factors. The other factors could be accounted for by intervening variables and others as stipulated by theory. Further details were provided in Table 4.6 to test the overall significance of the model in terms of the relationship between skills optimization and employees job satisfaction using ANOVA. Other details like the sum of squares, degrees of freedom, mean squares and *F*-values were provided to give a clear picture of the model.

ANOVA Results

| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|--------|-------------------|
| 1 | Regression | 168.235 | 1 | 42.235 | 78.365 | .000 ^a |
| | Residual | 186.325 | 246 | .653 | | |
| Total | | 354.56 | 147 | | | |

a. Predictors (constant): Skills Optimization Strategies

b. Dependent Variable: Employees job satisfaction

The results indicates that the overall model made up of Skills Optimization Strategies as predictor and employees job satisfaction as criterion was statistically significant $F(1, 246) = 78.365, p < .001$. This means the predictors Skills Optimization Strategies explained employees job satisfaction " and that the regression model variables significantly predicts the degree to which the independent variables (Skills Optimization Strategies) influence Employees job satisfaction. It is thus concluded that the overall model consisting of Skills Optimization Strategies and employees job satisfaction was statistically significant. This implies that Skills Optimization Strategies statistically and significantly provide some meaningful information about employees' job satisfaction. Information on the unstandardized *b*, standardized beta, *t*-values, *p* values and the confidence interval were provided.

Regression Coefficient

| Coefficients | | | | | | |
|--------------|--------------------------------|-----------------------------|------------|---------------------------|--------|------|
| Model | | Unstandardized Coefficients | | Standardized Coefficients | | t |
| | | | | | | Sig. |
| | | B | Std. Error | Beta | | |
| 1 | Constant | -4.235 | .452 | | -7.562 | .001 |
| | Skills Optimization Strategies | .217 | .088 | .167 | 4.23 | .000 |

a. Predictors (constant): Skills Optimization Strategies

b. Dependent Variable: Employees job satisfaction

The results found that all the dimensions of Skills Optimization Strategies were significant predictors of students' Employees job satisfaction.

From the preceding, Employees job satisfaction = -4.235+ 0.217(Skills Optimization Strategies) + e.

This was fit into a formula to give the following equation:

$$Y = \beta_0 + \beta_1 X_1$$

Where Y represents the expected value of the dependent variable, „Y“ is the predicted value of Employees job satisfaction where X_1 is zero, β_1 , are the Influence on Employees job satisfaction with a unit change in the independent variables (direct teaching practice) of X_1 . In the formula, „e“ indicates the influence of other factors on Employees job satisfaction that were the subject of this study.

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