

Supportive Learning Environment and Employee Work Outcomes of the Hotel and Comfort Industry in Nigeria

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Abstract

Organizations in the 21st Century are not only encouraged to be learning organizations. They ought to also be inspired to create a learning environment that is supportive to all especially internal stakeholders (employees), as employees will be better furnished with the needed information to break new grounds for them. The principal objective of this study was to ascertain the influence of supportive learning environment on employee job satisfaction, and employee intention to quit as proxies of employee work outcome. Two hypotheses stated in null form were formulated and tested using Kendall_Tau correlation coefficient at a population of 265 accessible hotel and comfort employees. 158 employees served as our sample using Krejcie and Morgan sample size determination table. Accordingly, the research instrument was distributed to 158 employees and 138 representing 87.3% were retrieved and analyzed. The findings revealed that supportive learning environment fosters higher levels of employee job satisfaction, and supportive learning environment largely decreases or reverses impending employee intention to quit. Leadership in organizations should ensure a robust learning environment is created in the workplace to support the course of experiential and on-the-job learning in a more relaxed and friendlier environment. This could help in sufficiently fostering employee job satisfaction. Leadership in organizations are encouraged to institutionalize a supportive learning environment that could connect employees with one another and build their confidence in the organization.

Keywords: Supportive Learning Environment, Employee Work Outcomes, Employee Job Satisfaction, Employee Intentions to Quit, Hotel and Comfort Industry.

Introduction

The hospitality and tourism sector is composed of operating sub-sectors such as lodging and accommodation (hotel and comfort), food and beverage, transportation and travel services, adventure and recreation, events and entertainment, and so on. It is almost a given that the sector plays a pivotal role in boosting commercial activities which create further demand for services and products in other industries. Little wonder the hospitality and tourism sector is seen as a significant component of any economy, and a key source for foreign exchange revenue. The sector is responsible for creating over 200 million jobs, and contributes about 9.5% to Gross Domestic Product (GDP hereon) globally (Nwane, 2020). The hospitality and tourism sector in

Nigeria for instance, contributed 9.3% GDP in 2017, and is estimated to grow at 5.4% by the year 2022 with the required infrastructure in place. In the same vein, Indonesia and South Africa seems to have recorded about 4% and 4.6% increase in the hotel and comfort industry with regards to GDP in 2017 and 2019 respectively. On a similar note, in Tanzania, the hotel and comfort industry in 2017 seem to experience a drop in patronage amounting to 5.5% decline, but in December, 2018, Tanzania experienced an upsurge of revenue in the same industry which amounted to 10.21%. Nevertheless, Kenya experienced a drop in patronage in this sector due to elections and electoral issues, but bounced back with a 6.9% compound annual revenue increase which is expected to expand to 2.06 million in the year 2022 from 1.47 million in 2017 (Nwane, 2020; Omodero, 2019). Interestingly, of the sub-sectors in the hospitality and tourism sector, the hotel and comfort industry is perceived arguably as the pot of first call in the hospitality and tourism business. These indicators show that the hotel and comfort industry have enormous potential to significantly increase the GDP of any economy.

However, all of these achievement and GDP estimations might not come to fruition if essential stakeholders do not keep up with their position expectations in their jobs (Adedipe & Adeleke, 2016). One of such critical stakeholders are the employees. Employee work outcome in most instances has been tied to job satisfaction, and employee intention to quit (Masum, *et al.*, 2016). In reality, the level at which satisfaction on the job is attained seem to have a strong hold on whether the organization creates an environment that is considerably appropriate for it. This is because organizations in recent times seem to have failed to understand the need to create a positive climate for employees' job satisfaction to thrive (Kumar & Kaur, 2018). However, creating or institutionalizing employees' job satisfaction does not come that easily, because company's policies, programmes and practices needs to be redesigned to accommodate the entire employee and firm-wide benefits that comes with having a satisfied workforce (Simatwa, 2011). At the point where employees are dissatisfied with what they see, get or feel on the job; they might be forced to complain, if it does not go through to the appropriate authority for rearrangement or restructure of system, employees tend to neglect their work and become disloyal to the organization at every level, and might eventually plan their exit or quit the organization for good. The sad reality about this is that they quit the firm with all of their knowledge, skills, experiences and aptitudes. They may not only see the need to quit the organization at some point, not because they are not displeased with the system, but simply because they may not have found a better alternative (or option) as compared to what is before them (Masum, *et al.*, 2016). Therefore, employee job satisfaction is perceived to be any positive attitudes or emotional dispositions individuals may gain from work or through some aspects of the work they perform (Simatwa, 2011).

Furthermore, employees tend to evaluate their work experiences based on feeling of satisfaction or dissatisfaction regarding their job, as well as the organization in which they work (Inuwa, 2016). Employees' job satisfaction is mostly influenced by how favorably an individual is appraised on their job. All through the years of extensive research, numerous variables such as good working condition, feedback, less workloads, promotional opportunities, autonomy, task significance, social relationship or co-worker relations, pay equity, and skill identity, have been identified to contribute to job satisfaction resulting in near zero percent intention to quit (Alarcon & Lyons, 2011; Kumar & Kaur, 2018; Murrar & Hamad, 2013, Nalla & Cobbina, 2017; Olorunsola, 2012). Baker (2004) noted that, to explain the development of job satisfaction, researchers have taken three common approaches: job characteristics, organizational characteristics, and worker characteristics, all of which could contribute positively to halt employee intention to quit if they are in the right climate. Again, Alarcon and Lyons (2011) revealed that there are essentially two types of job satisfaction based on how employees view their job. The first, and most analyzed is global job satisfaction, which refers to employees feeling of loving their job, while the second is job facet satisfaction, which refers to feelings regarding specific job aspects like salary and other financial and non-financial benefits, hierarchical structure of the work, growth opportunities, work environment and the quality of relationship with ones co-workers. They noted that measuring job facet satisfaction helps identify specific aspects of a job where improvement is required. Hence, this may aid organizations in cultivating overall job satisfaction and understand organizational issues that lead to high rates of intention to quit (Kumar & Kaur, 2018).

Also, aspiring to achieve employee job satisfaction tends to be a good way of reducing operation or running costs. This is essentially because higher rates of employee intention to quit increases organizational operational costs and the money involved in training a fresher when experienced professionals quit the firm. Again, spending on employees in the name of training and development may be considered a waste of resources unless the said individuals develop affection for the organization, and are somewhat attached to the firm (Schultz & Schultz, 2010). Employees who are satisfied with their job(s) can easily internalize organizational processes and programmes, and align swiftly to newer processes and programmes, and adjust to pressure in comparison to dissatisfied ones (Bakan & Buyukbese, 2013). Lastly, employee work outcome is examined using employee job satisfaction and employee intention to quit. Thus, employees job satisfaction and employee intention to quit are adopted as measures of employee work outcome, and this paper seeks to determine whether it could be enhanced by a supportive learning environment. In a clearer term, the need to paint a graphic picture of how work environment can be welcoming, accommodating, and helpful has prompted researchers into the study of supportive learning environment. This atmosphere or setting is what some scholars have referred

to as an educational environment where employees and instructors/trainers or educators come together to advance the course of the firm (Läänemets & Rostovtseva, 2015).

Interestingly, negative, poor and/or weak employee work outcome is a possible reason for an organization to go down the drain despite operating after a few years of being established. However, one thing is to understand the reason for poor or negative employee work outcome, another thing is to know how to deal with poor employee work outcome. A number of factors such as boredom, hatred for the management, outdated or obsolete skills, health challenges, and unrealistic expectations has been fingered to cause poor employee work outcomes. In line with this, Adeola (2016) and Nwosu (2016) have noted that other factors linked to poor employee work outcomes include; (1) Lack of appreciation of employees or feeling overlooked/looked down upon, (2) Lack of interpersonal skills of employees, (3) Personal or health problems of the employees, (4) Lack of Motivation and/or unchallenging jobs, (5) Lack of adequate job skills, and lack of the required capabilities. All of these factors have been perceived to affect the level of satisfaction employees get from their jobs, and as such, they are mostly tempted to quit their jobs.

Although, some studies have been conducted by researchers and scholars in this area (e.g. Akintokunbo & Obomanu, 2018; Läänemets & Rostovtseva, 2015), there is, nevertheless, the need to conduct this study on supportive learning environment and employee work outcome since the employees are perceived as indispensable to the organization. Hence, this work attempts to introduce supportive learning environment to tackle issues that could affect employee work outcome in the hotel and comfort industry in Rivers State.

Review of Related Literature

In this study, the literature reviewed is based on the various concepts and their proxies, as well as other related or relevant studies that would give strength to the present study to ensure it has a strong foundation. Thus, works on supportive learning environment and employee work outcome and its measures were reviewed to support this study.

Meaning of Supportive Learning Environment

First, a learning environment tends to reflect a context or setting in which educational activities such as teaching and learning takes place. Läänemets and Rostovtseva (2015) noted that a learning environment could be found within a physical, social, technical, local, and didactic settings. They demonstrated that, a learning environment has basic components such as spatial environment, study materials, and the social environment within work organizations, which tries to observe professionalism, corporation, corporation, achievement, or work outcome. In the light of the above, a supportive learning environment tends to represents a learning atmosphere which provides physical, mental, and emotional help and encouragement in line with the basic tenets of learning within a social framework (Läänemets & Rostovtseva, 2015).

At this point, I believe it is safe to say that supportive learning environment will be of great benefits for organizations to foster a learning environment in which the employees tend to feel relaxed, safe, and stress-free, because this has the potential of motivating them towards achieving their best outcome. It is almost a given, that a good supportive learning environment makes the providing organization seems like an extension of their families which has a tendency of making employees give their all to aid the survival, growth, and expansion of the organization. In essence, a supportive learning environment is a blended learning environment the tends to demonstrate decent infrastructure, creates access to knowledge, shows technical capability and competence, fumes positive attitudes, ignites collaborative efforts and activities, and offers well planned educational materials, which proposes physical, mental, and emotional support for learners and trainers alike.

Meaning of Employee Work Outcomes

Employee work outcomes represents several ways possible that an employee input is most likely to turn out at the end of the day. It thus explains the individual and incremental inputs or contributions of employees and/or what they are expected to contribute to facilitate the survival, growth, and profitability of the organization. It is important to draw the attention of the reader (audience) to certain factors that could serve as outcome for employees; these outcomes are what Akintokunbo and Obomanu (2018) listed as; employee productivity, absenteeism, employee intention to quit, customer satisfaction, commitment, and loyalty. It is imperative to note that the, presenteeism, adaptability, flexibility, trust, and deviant behaviours. According to Noblet (as cited in Akintokunbo & Obomanu, 2018), employee work outcome is a function of the level of motivation, organizational leadership, and conclusive work environment. They noted that positive employee work outcome enables an organization to function optimally and maximally. In this study, employee job satisfaction, and employee intention to quit are adopted as measure of employee work outcomes.

Employee Job Satisfaction: Employee job satisfaction has been an important focal point for organizations. In defining employee job satisfaction, a description was given as a pleasurable and/or positive emotional state that tend to results from the appraisal of one's job and/or job experiences (Nalla & Cobbina, 2017). The appraisal involves various elements related to the job such as salary, working conditions, colleagues and boss, career prospects and, of course, the intrinsic aspects of the job itself (Murrar & Hamad, 2013; Nalla & Cobbina, 2017). Employee job satisfaction is viewed as emerging from a variety of factors, including characteristics of the organizational environment, specific features of the job and the personal characteristics of the workers. It is the contentment of employees from their jobs which implies enthusiasm and happiness with one's work. It is the key ingredient that leads to the achievement of other goals and to a feeling of fulfilment (Murrar & Hamad, 2013). Oladipo, *et al* (2013) noted that

employee job satisfaction can be defined as the extent to which a worker is content with the rewards he or she gets out of his or her job, especially in terms of intrinsic motivation. Similarly, Allisey, *et al.* (2014); Murrar and Hamad (2013); and Oladipo, *et al.* (2013) added that it constitutes an attitudinal variable that measures how a person feels about different facets of his or her job. Allisey, *et al.* (2014) sees employee job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience or the achievement of one's job values in the work situation which results in a pleasurable emotional state. In other words, it represents how you feel about your job and what you think about your job that determine whether you are satisfied or not. In tandem to this assertion, it can therefore be said that employees with high employee job satisfaction experience positive feelings when they put their jobs into consideration while those with low employee job satisfaction experience negative feelings when they think about their jobs. Five component that shows an employee is satisfied include: job, wages, position advancement, pay and honored (Allisey, *et al.*, 2014).

Employee Intentions to Quit: The intention of an employee to stay or quit an organization comes as a result of both positive and negative factors. The former is beneficial to the organizations, while the latter drains the strength from the organization as it practically exhausts the firm of trained and experienced manpower. Employee who seem to show high level of intention to quit actually quit from their jobs (Joarder, *et al.*, 2015). By reviewing antecedents of intention to quit, it can be easily observed and pointed out that it is the only variable which is directly related to actual turnover and this always come as a result of exhaustion and cynicism owing to burnout. To study intention to quit is good as it's difficult to approach those employees who have left their jobs (Joarder, *et al.*, 2015) to know why they left and to gain access to company records always remains a problem for researchers as companies are reluctant to share their records with outsiders or these records may be incomplete or inaccurate (Joarder, *et al.*, 2015). Rusyandi (2015) noted that it is employee intention to quit from a certain location, work, work role and organization. So, when employees show intention to quit the organization, it becomes important to check their intentions to avoid from the negative consequences of the actual turn over (Murrar & Hamad, 2013). Researchers have attempted to answer the question of what determines an employee's intention to quit recognizing the importance for practitioners. However, to date, there has been little consistency in the findings of the researchers. Masum, *et al.* (2016) suggest that it may be due to the diversity of the constructs and consistency (or lack of it) of the measurements.

Link between Supportive Learning Environment and Employee Work Outcome

A good climate that supports learning within the context of the organization can considerably influence the achievement of high-level productivity, being a kind of employee work outcomes. In this sense, encouraging continuous learning and transfer of knowledge in favour of the

employees can increase revenue base as well as output. In the light of this, Tende and Maru (2018) opined that management of organizations should introduce continuous learning as it helps employees to tackle head-on business challenges and tap into opportunities and increase customer service delivery. Tende and Maru (2018) further maintained that managers of organizations should maintain high level of continuous learning as it keeps the mind of the employee sharp and their skills fresh to accomplish the established goals of the organization. In addition, they explained that, if continuous learning is maintained, it would become an essential part of the organization in resolving challenges relating to employee work outcomes. In an attempt to build the competence and confidence of the employee; management should maintain continuous learning to help employees enjoy more options at work and enhance their output or employee work outcomes. Management should constantly encourage all employees to imbibe the productivity climate of the firm because this would encourage positive employee work outcomes and enhance potentials for sound organizational learning (Tende & Maru, 2018).

Theoretical Underpinning

The theoretical framework is a structure of all the foundational theories that underpins this study. Such theories were reviewed thoroughly to serve the need of an undergirded theory. In this study however, the theory of experiential learning and two factor theory was used to underpin this study because of their relevance to the concepts under review.

Theory of Experiential Learning

David A. Kolb is an educational theorist of American descent was given the credit of developing the experiential learning theory in 1984 (Smith, 2010). He noted that, the experiential learning theory carefully explains the process of learning which eventually forms or builds one's experience. The experiential learning theory is a four-stage learning cycle that involves (1) Having a concrete experience (2) Demonstrating a reflective observation (3) showing an abstract conceptualization and (4) Involving in an active experimentation. This explains that a learner has to (a) be willing to be involved in the process, (b) the learner is expected to reflect their experience, (c) the learner has to hold relevant skills developed from their experience, (d) the learner must have decision-making and problem solving skills in the process of learning (Smith, 2010).

Two-Factor Theory

This is a content theory of motivation which is largely known as Herzberg's two-factor theory. A scientist known as Frederick Herzberg has been given credit for the development of this theory. The theory is otherwise referred to as motivator - hygiene theory. The crux of the idea in this theory is geared towards explaining employee job satisfaction and their motivation to either stay on the job or quit. The theory holds the view that satisfaction and dissatisfaction are determined by two factors, viz.; motivation and hygiene factors respectively, because motivation is

perceived as an inner force that propels the attainment of individual and/or organizational goals (Schultz & Schultz, 2010). Hence, motivational factors are those aspects of the job that includes employees to perform optionally, which gives satisfaction. This satisfaction can come in terms of recognition, and promotion opportunities, and are considered intrinsic to the job. While other factors such as company policies, programmes and practices, pay, supervisory practices tied to the work environment are considered hygiene factors (Schultz & Schultz, 2010).

Some scholars have criticized this theory with the view that individual differences in the employees were not considered which includes personality traits that would affect individual unique response to motivation or hygiene factors. It was also criticized for perceiving all employees to be individual in their wants and desires and lastly failed to state in clear terms; how these motivation and hygiene factors are measured (Bevins, 2018).

Empirical Insight

On one hand, Läänemets and Rostovtseva (2015) conducted a pilot survey to ascertain and determine how trainers can recognize opportunities for creating possible learning environment according to world best practices for learners. A large-scale research sample was used. it was found that supportive learning environment largely depends on the design and development of conclusive learning environment, positive atmosphere, and physical, mental and emotional support for all concerned. On the other hand, Akintokunbo and Obomanu (2018) examined self-directed teams and employee work outcome, using assessment of team base management. the aim was to examine the banking industry operating within Rivers State Nigeria. thy adopted a survey research design using structured question questionnaire to collect and collate data on the variables under review. 113 employees of these deposit-money banks who served as respondents in this study were examined. Data was analyzed using T-Statistics and Pearson Moment Correlation Coefficient, with the aid of SPSS. they repeated a positive Output of Work Outcome of employee as influenced by self-directed teams. they recommended that employees tend to join teams in the workplace to assist them get correct and relevant information from shared perspectives that will help them satisfy customers and enhance their productivity.

Similarly, Kumar and Kaur (2018) conducted a study an empirical analysis of the job satisfaction relation to motivation. Data for the study was collected from 50 university lecturers using a structural questionnaire. the sample was drawn using the convenient non-random sampling method. the result of this study revealed that most of the respondents are satisfied with good infrastructure, working hours, and good interpersonal relationship with this colleagues, administrations and students. this study was conducted to ascertain which factors, motivate high level of satisfaction for lecturers in India. In the same vein, Inuwa (2016) carried out a study on job satisfaction and employee performance: An empirical approach, in Nigeria. An aggregate of 270 copies of the questionnaire were distributed to 270 non-teaching staff of the Bauchi state

University as the respondents for this study. using a systematic random sampling. the data was analyzed using hierarchical regression with the aid of statistical package for social sciences (SPSS). the outcome of this study explains that job satisfaction has the potential to enhance increased employee performance. Again, Masum *et al.* (2016) took sample of 417 staff nurses from six large private hospitals in Turkey. the study was done to ascertain the level of satisfaction and intention to quit Turkish nurses. The cross-sectional survey was employed since this type of survey is suitable in describing relationships between the variables. they concluded that job satisfaction of nurses tends to ensure better quality healthcare services that is highly professional with great commitment. Lastly, Rusyandi (2015) examined employee engagement towards intention to quit with job insecurity as moderating variables at government bank in Bandung City, Indonesia. The study applied the explanatory survey method using that data collection technique only on structural questionnaire and detailed interview technique. Copies of the questionnaires and interview was conducted on 270 respondents in 4 banks. Data was analyzed using linear regression. It was found that employee engagement gives significant influence on intention to quit and variable of insecurity is not a variable moderation.

Hypotheses

The following null hypotheses were developed for the purpose of this study:

HO₁ There is no significantly practical relationship between supportive learning environment and employee job satisfaction of the hotel and comfort industry in Rivers State.

HO₂ There is no significantly practical relationship between supportive learning environment and employee intention to quit of the hotel and comfort industry in Rivers State.

Methodology

In the course of this study, the quasi-experimental and cross-sectional research design were applied. The former is suitable because it will not allow the researcher to have partial or full control over the respondents, while the latter is put to use because the study is a descriptive one and it is conducted in different locations across the geographical boundaries mapped-out for enquiry.

It is pertinent to point out here that the accessible population in this study is 5 employees each from 53 hotels in Rivers State, which puts the total accessible population at 265 employees. It is however worthy of note that the population was obtained through field survey at the various firms as contained in Rivers State Yellow Pages (www.riversstateyellowpages.com). Block B, State Secretariat Complex, Port Harcourt, Rivers State. The sample size (S) was determined using the Krejcie and Morgan table, which amounted to one hundred and fifty-eight (158) as the sample size (S) from a population size (N) of 265 employees (Chuan, 2006). Thus, 158 copies of the research instrument were distributed to prospective respondents. However, it was 138 copies that were returned. This represented a response rate of 87.3 percent which is adequate to draw a

valid conclusion (Baruch & Holtom, 2008). Thus, analyses in this study are based on the data obtained from the 138 returned copies of the questionnaire.

The nature of data in research is resented in four dimensions based on the method adopted in the data collection process. These four dimensions are observational, experimental, situational, and derived data. Hence, the nature of data in this study is the observational data. Again, source to be used is primary and secondary sources. The primary source includes information from the research questionnaire distributed, and the secondary source include various publications which include periodicals, journals article, textbooks, bulletins and the internet. All the data generated was applied strictly for the purpose of the study alone. Hence data collected was treated confidential. It is imperative to note that, data was collected and collated by means of relevant information obtained from the respondents. The instrument consists of multiple-choice questions with response and brief commentary. It thus entails 20 statement items. It was divided into 3 sections namely, A, B, and C. Section A consists of 8 statement items on the demographic characteristics of the respondents. Section B consist of 4 statement items on supportive learning environment, and Section C consists of 8 statement items on employee work outcomes using its proxies. Most of which were adopted and modified to suit the Nigerian business environment.

However, the work espoused the construct and content validity. While, reliability of the instrument was determined through a test-retest technique (Cho, 2016). By this method, a sample of 20 respondents who did not form part of the sample for the main study was given to answer the questions (statement items). After about a period of a week, new copies of the questionnaires were administered again to the sampled elements. Their responses to each of the questionnaire's items were correlated with their second responses at 0.72. In an attempt to test the hypotheses, data were collected and analyzed using the Spearman's Rank Order Relationship Coefficient (Rho), a non-parametric statistical test. The Spearman's Rank Order Relationship Coefficient (Rho) statistical technique was used since the study involves the testing of inter-relationships between two variables (Sileyew, 2019), with the SPSS (statistical package for social sciences) to conduct the analysis.

Test of Hypotheses

The research hypotheses were tested using Kendall_Tau correlation coefficient. This technique was used primarily because the study is concerns on the test of relationships between variables (Hair, Howard & Nitzl, 2020). Secondly, the data collected were ordinal in nature, thus suitable for the technique (Bolboacă & Jäntschi, 2006).

Test of Hypothesis One: There is no significantly practical relationship between supportive learning environment and employee job satisfaction of the hotel and comfort industry in Rivers State.

Table 1: Correlations between Supportive Learning Environment and Employee Job Satisfaction

			Supportive Learning Environment	Employee Job Satisfaction
Kendall's tau_b	Supportive Learning Environment	Correlation Coefficient	1.000	.537**
		Sig. (2-tailed)	.	.000
		N	138	138
	Employee Job Satisfaction	Correlation Coefficient	.537**	1.000
		Sig. (2-tailed)	.000	.
		N	138	138

**. Correlation is significant at the 0.01 level (2-tailed).

Table 1 above illustrates the correlation between supportive learning environment and employee job satisfaction. As evidenced in the output supportive learning environment has a significant correlation with employee job satisfaction (tau_b = .537, P = 0.00, and n = 138). This implies that, the hotels and comfort industry' employee job satisfaction is substantially link to supportive learning environment. Based on the result above, the null hypothesis was declined.

Test of Hypothesis Two: There is no significantly practical relationship between supportive learning environment and employee intention to quit of the hotel and comfort industry in Rivers State.

Table 2: Correlations between Supportive Learning Environment and Employee Intention to Quit

			Supportive Learning Environment	Employee Intention to Quit
Kendall's tau_b	Supportive Learning Environment	Correlation Coefficient	1.000	-.626**
		Sig. (2-tailed)	.	.000
		N	138	138
	Employee Intention to Quit	Correlation Coefficient	-.626**	1.000
		Sig. (2-tailed)	.000	.
		N	138	138

**. Correlation is significant at the 0.01 level (2-tailed).

Table 2 shows the association between supportive learning environment and employee intention to quit of the hotel and comfort industry. The result shows that there is a negative but significant relationship among the variables ($\tau_b = -.626$, $P = 0.00$, and $n = 138$). This means that, higher levels of supportive learning environment to lead to lower levels of employee intention to quit viz-a-viz. From the result the hypothesis stating that there is significant relationship between supportive learning environment and employee intention to quit was rejected.

Discussion on Findings

The Kendall_tau Rank Correlation Coefficient was applied to analyze the copies of the questionnaire retrieved. This was achieved with the aid of statistical package of social sciences (SPSS) version 21, and the findings of the study revealed.

Given the outcome of the analysis, the findings of hypotheses one and two are as follows:

1. Supportive learning environment fosters higher levels of employee job satisfaction.

With this finding, it was resolved that supportive learning environment brings about higher levels of employee job satisfaction. This outcome is in congruence with the findings of a study conducted by Abuhashesh, *et al.* (2019), where they pointed training and development as a contributory supportive learning environment factor which brings about employee job satisfaction.

2. Supportive learning environment largely decreases or reverses impending employee intention to quit.

With this finding, it was agreed that supportive learning environment decreases or reverses employee intention to quit. This outcome is in conformity with the outcome of a study conducted by Worku, *et al.* (2019). In this study, they pointed out retraining as a related supportive learning environment factor that reverses employee intention to quit.

Final Thoughts and Implications

Firstly, highly satisfied employees are likely to be friendly, helpful, and more open to collaboration and sharing of information. As a result, organizational leadership should ensure a robust learning environment is created in the workplace to support the course of experiential and on-the-job- learning in a more relaxed and friendlier environment. This could help in sufficiently fostering on-the-job satisfaction. Secondly, organizations incur higher operating costs when they engage in training and retraining. Hence, attempting to reduce the intention of employees to quit would be the best move for any organization, as employee quit intentions tend to disrupt work flow and eventually impede success or prosperity of the organization. In the light of this, organizational leadership are encouraged to institutionalize a supportive learning environment

that could connect employees with one another and build their confidence in the organization. Lastly, organizations with higher support for employees coupled with a friendly learning environment may enhance the creative and thinking abilities of employees because they are satisfied with the supportive disposition of management. Indeed, a supportive learning environment by default creates a learning standard, encourages tolerance and understanding, engenders employee empowerment, and integrates individual interest.

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