

A Study on the Relationships among Training Motivation Factors, Employees' Training Satisfaction, and Job Satisfaction in Foodservice Operations

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외식업 종사자의 훈련동기요인, 교육만족도, 직무만족도 간의 관계에 관한 연구

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Abstract

Investment in training by a company can lead to the retention and motivation of its valued staff and promote high self-fulfillment by providing career development. The objectives of this research were (a) to test the perceived satisfaction with a training based on respondents' socio-demographic characteristics, (b) to investigate training motivation factors affecting employees' training satisfaction, (c) to assess how training motivation factors affect the employees' satisfaction, and (d) to indicate the relationship between training satisfaction and the employees' job satisfaction. Additionally, by developing an employees' training motivation model and conducting multiple regression analysis, two types of motivation factors, intrinsic motivation and extrinsic motivation, were shown to be positively related to employees' training satisfaction. Subsequently, this employees' training satisfaction was a significant determinant factor for improving job satisfaction.

Key words: Intrinsic motivation, Extrinsic motivation, Training satisfaction, Job Satisfaction

I. INTRODUCTION

The foodservice industry is ranked as the nation's largest private-sector employer, with a reported 12.8 million employees in 2011, and job growth in this industry is expected to continue (National Restaurant Association 2011). The food-

service industry, as one of the largest sectors in the United States, accounted for 83% of private-sector gross domestic product and 85% of private-sector employment in 2005 (Luther D & Oh E 2007). Service workers in restaurants have a major influence on customer satisfaction and a company's performance because employees work di-

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rectly and regularly with customers; therefore, understanding and satisfying employees' needs has become an extremely important factor in the food-service and hospitality industry because of the industry's labor-intensive and service-oriented nature (Pizam A 2008). To keep employees satisfied with their jobs, employers must spend time and effort. One of the widely recognized important activities for the hospitality industry is training. Employers spend millions of dollars on employee training annually because training brings many benefits to a company (Tracey JB & Tews MJ 1995). A company can keep and motivate valued staff and promote high self-fulfillment by providing career development and by in training. Training helps employees not only to perform better in their current role but also to learn or develop skills for the future as an investment in themselves. The development of work conditions that promote job satisfaction for restaurant employees will be necessary to hire and retain a workforce. Indeed, low job satisfaction is associated with poor performance and high employee turnover rate. Actually, the Society for Human Resource Management estimated that it costs \$3,500 to replace one \$8 per hour employee due to recruiting, interviewing, hiring, training, reduced productivity (Blake R 2006) and even higher to replace managerial and professional employees. Owen PL (2006) indicated that training is one of the important keys that increase employee job satisfaction and lower turnover rate. In this regard, effective training programs are beneficial to organizations. Therefore, motivating employees for the effective training is crucial for the success of the business.

There are several previous studies in the areas of employee training, job satisfaction, and employee retention in the hospitality industry (e.g.,

Chiang CF, Back KJ & Canter DD 2005; Kim WG, Leong JK, & Lee YK, 2005; O'Connell M & Kung MC 2007). However, few studies have been conducted the relationships between training motivation and the employees' training satisfaction. To fill this research gap, the present study was designed to evaluate what types of training motivation there are and how those motivation factors affect training satisfaction. More specifically, objectives of this research were (a) to test the perceived satisfaction with the training provided across respondents' socio-demographic characteristics, (b) to investigate training motivation factors affecting employees' training satisfaction, (c) to assess how training motivation factors affect the employees' satisfaction, and (d) to indicate the relationship between training satisfaction and the employees' job satisfaction.

II. LITERATURE REVIEW

Many research studies have been conducted on training programs, training effectiveness, benefits of training, and the impact of training on job satisfaction and employee retention (e.g., Santos A & Stuart M 2003; Owens PL 2006). Training helps employees acquire new skills or information that can impact their attitudes. In addition, training can be used to teach employees how to solve problems at work and how to develop interpersonal skills in order to better relate or communicate with others. Santos A and Stuart M (2003) investigated training effectiveness and the perceived benefits of training, as well as employee influence on training effectiveness, and showed that training effectiveness differs according to the employees' perception of "training transfer." Owens PL (2006) emphasized the reasons for training and the effects of training

on job satisfaction, organizational commitment, and turnover cognitions. A company needs to have effective training programs in order to get positive organizational outcome. Other researchers in their studies indicated that trained employees had higher job satisfaction and organizational commitment and lower turnover cognitions than employees who were not trained.

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

Motivation theories provide a useful framework for evaluating employee job satisfaction in any organization as that relates to the characteristics of individual employees and training experience. The theories about employee job satisfaction have incorporated concepts of intrinsic motivation as well as extrinsic motivation factors (e.g., Gagne M, Senecal CB & Koestner R, 1997; Ryan RM &

Deci EL 2000b; Vance A & Davidhizar R 1997). Informed by this research, the current study investigated employees' training motivation factors within foodservice operations. The following research hypotheses were addressed and tested for this study:

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

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

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

Hypothesis 4: Training satisfaction is positively affects employee's job satisfaction.

III. METHODS

1. Survey instrument

Based on previous research studies on training motivation (Chiang CF, Back KJ, & Canter DD 2005; Santos A & Stuart M 2003), a "training motivation and satisfaction" questionnaire was developed. This instrument was adopted and modified in order to investigate employees' training motivation and satisfaction. More specifically, eight training motivation items were adopted from Santos A and Stuart M's (2003) study, and three employees' training satisfaction and their job satisfaction items were adopted from Chiang CF, Back KJ, and Canter DD's (2005) study. The questionnaire was then pretested by one part-time employee from one of the companies targeted for this survey and one full-time employee from another targeted company. In addition, the questionnaire was distributed to two academic professionals in the hospitality industry. The questionnaire was

then modified based on comments gathered from these sources. The final questionnaire was composed of 11 items (eight motivation factor items, one job training satisfaction item, and two job satisfaction items) and used a 7-point Likert scale (1 = strongly disagree; 7 = strongly agree) to allow for quantitative analysis.

2. Study sample and data collection

Six quick-service restaurants and nine casual-dining restaurants to be surveyed were chosen for convenience from lists provided by the National Restaurant Association (NRA). They were all “chain” restaurants and were ranked in the “top 100” by that association. The researcher chose restaurants in the southeastern United States and collected data from April 1 to April 21 and from August 20 to September 7, 2008. Out of the 264 questionnaires distributed, 205 questionnaires were collected with a response rate of 78%; there were 192 usable questionnaires analyzed for a response rate of 73%. Out of these 192 questionnaires, fifty-four (28%) were collected at quick-service restaurants and one-hundred-thirty-eight (72%) were collected at casual dining restaurants. The researcher was given access to the employees to explain the survey topic and to ask for their participation in filling out the questionnaire. Participation was voluntary, and confidentiality was assured by using anonymous responses with no coding.

3. Data analysis

Data were compiled and analyzed using the statistical analysis program SPSS (Statistical Package for Social Sciences) release 18.0 for Windows (SPSS Inc., Chicago, IL). Descriptive statistics were solicited in order to describe the respondents’

socio-demographic characteristics using frequencies and percentages. The eight items related to training motivation were examined using exploratory factor analysis (EFA) by means of a “maximum likelihood” method combined with Varimax rotation. Common factorial criteria were used in extracting the factors, and only variables with factor loadings greater than .40 were incorporated into the final model. Factors also had Eigenvalues greater than 1.00. A reliability test examined internal consistency of these dimensions; Cronbach’s alpha coefficient of inter-item correlation was set at .70 as the acceptable parameter for internal consistency among the items in each factor grouping. A T-test was conducted to compare the mean difference of training satisfaction between males and females. Analysis of variance (ANOVA) and post-hoc tests were conducted to compare means for training satisfaction by socio-demographic characteristics. Multiple regression analysis was used in order to look at prediction, inference, test of hypotheses, and modeling of causal relationships of the motivation to retention model.

IV. RESULTS

1. Demographics

The socio-demographic characteristics of the respondents are shown in <Table 1>. The proportion of the respondents for gender was similar: female (52.1%) and male (47.9%). The average age of respondents was 25.24 years old (SD = 8.21), and more than half (54.7%) of the respondents ranged in age from 20 to 29 years. Most of the respondents (81.8%) were single. The data revealed a wide range of educational backgrounds: 40.6% of respondents stated that they had a high school education or less, 25.5% reported attending a com-

<Table 1> Socio-Demographic Characteristics of the Respondents

(n = 192)

Gender	Frequency	%	Marital Status	Frequency	%
Female	100	52.1	Married	25	13.0
Male	92	47.9	Single	157	82.8
			Divorced	8	4.2
			Widowed	2	1.0
Age Group			Education Level		
Less than 20 years old	45	23.4	High school diploma or less	78	40.6
20 - 29 years old	105	54.7	Technical diploma	17	8.9
30 - 39 years old	23	12.0	Community College	49	25.5
40 - 49 years old	9	4.7	Bachelor's degree	37	19.3
More than 50 years old	6	3.1	Advanced degrees	6	3.1
Missing	4	2.1	Others	3	1.6
			Missing	2	1.0

munity college, 8.9% reported having a technical diploma, and only about 20% had a bachelor's degree or higher.

The "characteristics of respondents as related to their job" are shown in <Table 2>. Respondents reporting that they were full-time employees (56.8%) were more common responses than those responding that they were part-time employees (41.7%). Almost half of all respondents (49.2%) were servers followed by hosts (15.7%) and managers (14.6%). About 46% of respondents had worked less than one year, followed by respondents who worked for one to five years. <Table 3> presents the mean values and standard

deviations of items relating to respondents' perception about motivational factors, training satisfaction, and job satisfaction.

2. Hypotheses Testing

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

Training satisfaction level between males and females was significantly different ($t = -2.926$, $p = .004$). It was also compared by socio-demographics such as education level, job positions, and

<Table 2> Job Characteristics of the Respondents

(n = 192)

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

<Table 3> Descriptive Analysis of the Items

Items	Mean (SD)
Intrinsic Motivation	
Training helps me to do my job better.	6.28 (1.12)
Training leads to higher job satisfaction.	5.86 (1.35)
After training, I feel more motivated.	5.97 (3.90)
Training helps me to grow as a person.	5.63 (1.44)
Extrinsic Motivation	
Training improves my promotion prospects.	5.75 (1.45)
Training enables career progress.	5.92 (4.56)
Training leads to higher pay.	5.66 (4.62)
Job-training Satisfaction	
I feel satisfied with the training that I have received in this company.	5.79 (1.38)
Job Satisfaction	
Overall, I feel satisfied with my current job.	5.06 (1.75)
I have a sense of fulfillment with my job.	5.44 (1.53)

length of employment. An analysis of variance (ANOVA) showed that there were significant mean differences by education level, $F(5, 184) = 2.571$, $p = .028$; by job position, $F(7, 183) = 3.867$, $p = .001$; and by length of employment, $F(3, 187) = 3.660$, $p = .013$.

H2: There are two different types of training motivation.

Factor analysis was used to confirm whether the number of dimensions conceptualized could be verified empirically. In this study, the factor analy-

sis for training motivation items generated two factors titled as "Intrinsic motivation" and "Extrinsic motivation." Out of eight items, four items were retained in "Intrinsic motivation factor," and three items were contained in "Extrinsic motivation factor," however, one motivation factor item was dropped due to the low factor loading value. Each factor had an Eigenvalue above 1.0 and the total variance was 73.917%. Additionally, in order to determine the internal consistency coefficient, Cronbach's alpha test was conducted. The total Cronbach's alpha coefficient designated that the model was internally reliable ($\alpha = .912$). Two fac-

<Table 4> Results of Analysis of Variance

Source	SS	df	MS	F
Treat (education)	23.616	5	4.723	2.571*
Error	337.963	184	1.837	
Total	361.579	189		
Treat (job position)	46.484	7	6.641	3.867**
Error	314.280	183	1.717	
Total	360.764	190		
Treat (length)	20.007	3	6.669	3.660*
Error	340.758	187	1.822	
Total	360.764	190		

Note: * $p < .05$, ** $p < .01$

<Table 5> Factor Analysis Results of Training Motivation

(n = 192)

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

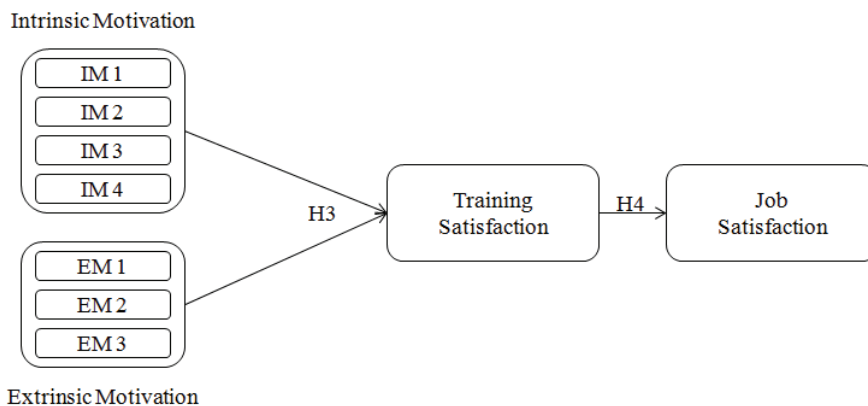
tors were also retained for further analysis based on Cronbach's alpha values: factor 1 ($\alpha = .866$) and factor 2 ($\alpha = .835$) (see <Table 5>).

After the factor analysis, an employees' training motivation model (ETMM) was derived (see Figure 1). There are two independent variables (intrinsic and extrinsic motivation) and one dependent variable (training satisfaction and, subsequently, job satisfaction) illustrated in <Fig. 1>.

H3: Intrinsic and extrinsic motivations have an

influence on training satisfaction.

A multiple regression analysis was conducted to test the hypothesis. The two predictors (intrinsic motivation and extrinsic motivation) and one dependent variable of training satisfaction (TS) were entered simultaneously into the analysis. <Table 6> displays the results of the regression analysis between the dependent variable (TS) and the independent variables (IM and EM). The overall variance explained by the two predictors was 43.5%

**<Fig. 1> Employees' training motivation model (Testing H3 and H4).**

($R^2 = .435$). F and its corresponding p -value ($F(2, 189) = 72.825, p < .001$) confirmed that the model was significant, and therefore the research hypothesis was accepted. Each predictor was positively related to the outcome variable, according to the standardized coefficient values: extrinsic motivation ($\beta = .513, p < .001$) and intrinsic motivation ($\beta = .415, p < .001$). Extrinsic motivation was more highly related, followed by intrinsic motivation. In order to estimate the possible correlations between the predictors, a multicollinearity statistic was conducted. The tolerance level and variance inflate factor (VIF) of predictors were 1.00 and 1.00, respectively, i.e., predictors were not significantly correlated to each other.

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

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

H4: Training satisfaction positively affects employees' job satisfaction.

Finally, in order to indicate the relationship between training satisfaction and employees' job satisfaction, correlation analysis and simple linear regression analysis were conducted. The result of correlation showed that two variables were significantly related ($R = .519, p < .001$). Furthermore, based on regression, training satisfaction positively affected employees' job satisfaction ($\beta = .494, p$

$< .001$). The overall variance explained by the independent variable was 24.4% ($R^2 = .244$), and F and its corresponding p -value ($F(1, 190) = 61.410, p < .001$) represented that the model was significant and, therefore, the research hypothesis was accepted.

V. DISCUSSION

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

<Table 6> Multiple Regression Analysis Results of the Relationship between DV (Training Satisfaction) and IVs (Intrinsic and Extrinsic Motivation)

Variable	<i>B</i>	<i>SE B</i>	β
Extrinsic Motivation (EM)	.706	.075	.513***
Intrinsic Motivation (IM)	.571	.075	.415***
Constant	5.786		
<i>R</i> ²		.435	
<i>F</i> (2, 189)		72.825***	

Note: *** $p < .001$

This study was conducted only in the southeastern United States and did not consider ethnic groups; therefore, it might not represent all employees working in the foodservice operations. Furthermore, according to the demographic information, a considerable portion of the sample shared similar demographics, such as age group and marital status. This might address the similarity in sample and the problematic assumption regarding the normal distribution of the sample. Another limitation of the study is that this research did not consider organizational characteristics and the work environments that might affect intrinsic and extrinsic motivational factors. Furthermore, there must be difference in training between full- and part-time employees; however, the current study did not measure how they are trained differently. Therefore, the future study should consider this for the better prediction.

In addition, the poor economy in the United States throughout the research period might have skewed evaluation of employee retention and satisfaction because there was not much turnover in the restaurant industry or in other industries during that time.

In spite of the limitations, this research provides several practical implications for foodservice operations. First of all, the findings of the study indicated that job training satisfaction level of male workers ($M = 5.49$) was relatively lower than female workers ($M = 6.06$). Therefore, foodservice operators should understand this finding and try to motivate male workers to train more efficiently in order to increase job training satisfaction level. Furthermore, according to the findings about the difference of the job training satisfaction level among socio-demographic and job characteristics (e.g., education level, job position, etc), the more

educated employees and chefs showed lower job training satisfaction levels. Thus, foodservice operators need to focus on improving their satisfaction level about the training. As indicated from the previous studies, the more motivated and effectively trained employees perform better on their jobs; therefore, the concern about their employees will be crucial for the success of the business. Second, exploring motivation factors, both intrinsic and extrinsic, provides workers with more productive, higher training and, consequently, with more job satisfaction. Specifically, the results indicated that extrinsic motivation ($\beta = .513$) was more related to employees' training satisfaction than intrinsic motivation was ($\beta = .415$). This implies that employees who are extrinsically motivated tend to be more satisfied with the training programs than those who are intrinsically motivated. From these findings, foodservice operators adequately motivate their employees by using intrinsic and extrinsic motivational factors; however, they need to focus on extrinsic factors because employees who are motivated by physical rewards such as promotion opportunity, career progress, and higher pay (i.e., extrinsic motivational factors) are more satisfied with the training program. This finding reflects Ryan RM and Deci EL's (2000a) findings which indicated that although intrinsic motivation is clearly an important type of motivation, most of the activities people do are not intrinsically motivated. According to these results, foodservice management should consider these findings in order to improve their employees' training satisfaction. Furthermore, they could then provide more effective job training to their employees. Providing both meaningful work and appropriate rewards could be helpful in satisfying and retaining valuable employees. Lastly, these finding of the study

showed that training satisfaction was positively related to employees' job satisfaction. Therefore, foodservice managers should emphasize and continue to provide well-designed training and development programs in order to satisfy and retain valued employees at their restaurants. In this regard, foodservice operators should recognize how satisfying and retaining valued employees affects their business success because foodservice industry is service- and employee-oriented.

한글 초록

직원교육은 직원들의 직무 수행도를 높여 줄 뿐만 아니라, 직원 스스로 자기개발을 하도록 도와주며 기업에서는 장기적인 수익을 위한 투자가 될 수 있다. 따라서, 직원교육을 받은 직원들의 훈련동기요인은 무엇이며 교육만족도에 어떠한 영향을 미치고 교육만족도는 직무만족도에 어떤 영향이 있는지에 대한 실증적 연구가 필요하다. 따라서 본 연구는 외식업 종사자들의 인구통계학적인 특성에 따른 교육만족도의 차이를 알아보고, 훈련동기요인을 규명하며 교육만족도와 직무만족도 간의 관계를 규명하고자 수행되었다. 미 동남부 지역 15개의 레스토랑의 종사자들을 대상으로 설문조사를 실시하여, 192개의 유효한 데이터를 분석한 결과 훈련동기요인으로는 두 개의 'Intrinsic Motivation' 과 'Extrinsic Motivation'으로 추출되었으며, 이 두 개의 요인 모두 훈련만족도에 유의한 영향을 끼치며, 특히 Extrinsic Motivation이 교육만족도에 더 큰 영향을 끼침을 알 수 있었다. 이어 실시한 단순회귀분석 결과, 직원들의 교육만족도는 직무만족도에 긍정적 영향을 끼치고 있음을 알 수 있었다. 따라서 본 연구는 직원교육에 있어서 다양한 측면의 훈련 동기를 고려하고 직원 교육에 대한 만족이 직원들의 직무 만족에도 영향을 끼침을 고려하여 설계해야 함을 제안하였다.

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- 2012년 09월 21일

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수
- 2012년 10월 24일

1차 논문수정
- 2012년 11월 09일

2차 논문수정
- 2012년 11월 15일

3차 논문수정
- 2012년 11월 26일

게재확정