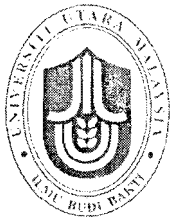# FACTORS INFLUENCING THE EFFECTIVENESS OF HUMAN RESOURCE TRAINING PROGRAMMES IN HOTEL SECTOR

By

ISSAM MOHAMMAD S ALMAKHADMAH

Thesis Submitted to the Ghazali Shafie Graduate School of Government,
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Kolej Undang-Undang, Kerajaan dan Pengajian Antarabangsa
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ABSTRAK

Kebanyakan hotel melabur dalam melaksanakan program-program latihan yang berkesan untuk memaksimumkan nilai modal insan sedia ada. Walau bagaimanapun, perlu diingatkan bahawa keberkesanan program adalah bergantung sama ada pelatih mengaplikasikan atau tidak mengaplikasikan apa yang mereka pelajari. Ini merupakan satu kebimbangan dalam kalangan pengusaha hotel. Objektif utama kajian ini adalah untuk meneroka hubungan antara tiga faktor yang berpengaruh iaitu persekitaran kerja, individu, dan proses latihan dengan keberkesanan program latihan menggunakan model penilaian Kirkpatrick (1977). Ini adalah satu kajian korelasi yang menggunakan reka bentuk campuran kaedah kuantitatif dan kualitatif. Untuk kajian kuantitatif, instrumen kajian telah diedarkan kepada 297 peserta yang telah menghadiri dan menamatkan program latihan di hotel lima dan empat bintang di ASEZA. Hasil kajian ini menunjukkan bahawa faktor persekitaran kerja, sokongan sosial, peluang untuk menjalankan tugas dan sistem ganjaran, kecuali budaya organisasi, mempengaruhi dan menyumbang kepada keberkesanan latihan. Kebolehan dan motivasi individu kecuali sikap mempengaruhi dan menyumbang keberkesanan latihan. Di samping itu, analisis statistik menunjukkan bahawa keperluan dan reka bentuk mempengaruhi keberkesanan program. Semua faktor ini menunjukkan hubungan yang positif dengan keberkesanan latihan dan hubungan yang positif dan signifikan antara mereka dan keberkesanan latihan. Kaedah kualitatif digunakan dalam kajian berbentuk wawancara satu-sama-satu dengan menggunakan sembilan soalan terbuka dengan pengurus sumber manusia dan penyelaras latihan di hotel. Hasil kajian menyokong tinjauan kajian kuantitatif dan konsisten dengan kajian sebelum ini kecuali dengan menunjukkan bahawa budaya organisasi dan sikap. Kajian ini menyumbang dalam merapatkan jurang mengenai pengaruh faktor persekitaran, individu dan proses latihan kepada keberkesanan program latihan sumber manusia. Selain itu, kajian ini juga menambah maklumat dalam mengaplikasikan model penilaian Kirkpatrick (1977) untuk menilai keberkesanan program latihan terutamanya di Jordan. Akhirnya, kajian ini menyediakan penyelidik dengan garis panduan untuk menjalankan program-program latihan yang berkesan dalam sektor perkhidmatan.

Kata Kunci: Sumber Manusia, Latihan, Keberkesanan Latihan, Faktor Persekitaran Kerja, Faktor Individu, Faktor Proses Latihan.

ABSTRACT

Most hotels invest in implementing effective training programmes to maximize the inherent value of their existing human capital. However, it should be noted that the effectiveness of the programmes depends on whether trainees apply what they learned.This is a major concern among hotel operators. The main objective of this study is to explore the relationships between three influential factors which are work environment, individuals, and training process and the effectiveness of training programmes using Kirkpatrick evaluation model (1977). It is a correlation research using a mixed design of quantitative and qualitative methods. In the former method, a survey instrument was distributed to 297 participants who had attended and completed training programmes in five and four star hotels in ASEZA. The findings reveal that factors such as work environment, social support, the opportunity to perform and reward system, with the exception of organizational culture, influence and contribute to training effectiveness. Furthermore, ability and motivation of individual influence and contribute to training effectiveness with the exclusion of attitude. In addition, statistical analysis indicates that needs and design influence training effectiveness. All the factors demonstrate a positive correlation with training effectiveness and show a positive and significant relationship between them and training effectiveness. The qualitative method is used in the study in the form of a one-to-one interview using nine open-ended questions with human resource managers and training coordinators in the hotels. The findings support the outputs of the quantitative survey and consistent with previous studies except the organizational culture and the attitude. This study has contributed in bridging the gap concerning the influence by environment, individual and training process factors on the effectiveness of human resource training programmes. It also extends the literature of using the Kirkpatrick evaluation model (1977) to evaluate the effectiveness of training programmes particularly in Jordan. Finally, the study provides researchers with guidelines on conducting effective training programmes in the service sector.

Keywords: Human Resource, Training, Training Effectiveness, Work Environment Factors, Individual Factors, Training Process Factors.

DEDICATION

I want to dedicate this effort to everyone who have supported me throughout my education experience.

Firstly, my father' soul. My mother. Sheikha (Um Ali), heaven is under her feet;

My second half, my lovely wife.

My brothers who have always helped me in facing the difficulties, Fayez, Ali, Fawzi, Omar (Alshaer), Ibrahim, and Bassam.

My sisters, Fayzah, Hana, Mona, Heyam, and Ola who have always be there to support and encourage me.

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CHAPTER ONE: INTRODUCTION

1.1 INTRODUCTION

This chapter begins by describing the background of the study and specifically focuses on hotels sector in Jordan. The main targeted area is in Aqaba city. It then follows by explaining the problem statement, research questions, and research objectives. The purpose of this study was to investigate the factors that influence training effectiveness in hotels sector in Aqaba city. The study investigated nine factors in three groups which are work environment (social support, opportunity to perform, reward system, and organization culture), individual (ability, attitude, and motivation), and training process factors (training needs and training design).

In addition, it also provides a brief description of the significance of the current study. Finally, the chapter concludes by presenting the definitions of the terms used in the study, and ends by summarizing the contents the the chapter.

1.2 BACKGROUND OF THE STUDY

Tourism sector is among the increasingly growing businesses in the world particularly in the Middle Eastern region which boasts of several historical tourist attractions. In this region, the growth of tourism registers at 17% compared to the world's growth of 4%(UNWTO, 2008). In the context of Jordan, the tourism sector is a crucial part of the economic sector which accounts for 10.5% of the gross domestic product (GDP). The sector created approximately 39, 359 direct job opportunities of which 13, 005 were employed by hotel organizations(MOTA, 2009).

Owing to the growth in the tourism sector, it has become imperative to deal with the significant increase in tourist arrivals in the country through the establishment of facilities and tourism services to meet the new challenges. In addition, the hospitality industry forms the core of tourism and it is viewed as an important sector that assists developing countries to come to terms with the issues in their socio-economic sector (Holjevac, 2003). It has become imperative for planners and producers to take into consideration the need for the development of hotels which will add more rooms and beds and for the enhancement of the quality of housing, food and beverage along with other tourism facilities(Echtner, 1995).

Among the main features of the hotel sector is its direct dependence on human elements in its presentation of services to guests. Hence, the industry calls for qualified human resources for the purpose of achieving superior performance (Zhao, Junchuan, & Namasivayam, 2004). In other words, hotel organizations should concentrate on developing employees' attitudes, abilities and appropriate manners effectively, since they are the ones to perform in the front line to offer hotel services in an attempt to achieve organizational goals (Al-Sabbgh, 2008). The hotel sector provides two types of services; accommodation, and food and beverage. The requirement for these services is set for increasing growth in the future. As such, Toh, Haji Ahmad and Bujang (2008) stated that the way the hotel organizations satisfy needs depends mainly on how they train their personnel for improved service quality.

The success of training programmes lies in the way they are developed and provided (Tanke, 2000). According to Clemenz and Weaver (2003) training calls for significant enterprise and effective tools for the purpose of progress and development. The objectives behind training are the development of performance to benchmarked

levels through the provision of knowledge, improvement of kills in each level of job position, reduction of waste, increase in productivity and achievement of labor efficiency to solve issues concerning operations (Chiang, Back, & Canter, 2005; Janes, 2005). Training are also provided as an attempt to minimize the gap between guest expectations and hotel performance (Chiang et al., 2005) and training programmes offers advantages for the hospitality organization and its employees. However, it is important to note that training activities should be related with the objectives of the organization (McBain, 2004). Therefore, the increase of productivity and improvement of quality training should be provided prior to the appropriation of staff positions (Goldsmith, Nickson, Wood, & Sloan, 1988).

Moreover, there are several factors that have to be kept in mind when preparing to provide training programmes and they include: the determination of the programme's objectives and the personnel's qualification level, and the programme's components (Baldwin & Ford, 1988). In order to bypass issues or problems, the organization should place importance on the performance evaluation of the staff. Training should be continuous owing to the ever-changing needs of the internal factors of organizations including budget, policies, and objectives along with external factors like economic conditions, technology and regulations (Blanchard & Thacker, 2004).

The effectiveness of the training process refers to the training input factors, training outcomes and transfer conditions. The latter entails both the material generalization provided in the training that is brought to the job context and the sustenance of the knowledge over job duration. On the other hand, training outcomes refer to the level of original learning that takes place while training and the retention of knowledge following the completion of the programme. The factors of training input are

training design process which covers the job relevance of the training elements and the organization of training content whereas the work environment factors are climatic factors including supervisor's support, and lastly, the trainee factors entails the ability of the trainees and their personality factors (Baldwin & Ford, 1988).

The investigation to the training effectiveness issues calls for an unencumbered comprehension of the meaning of effectiveness along with the determination of the factors that affect it (Baldwin & Ford, 1988). According to Tracey, Tannenbaum and Kavanagh's (1995) study in an attempt to explain the process of effectiveness, they stated that it is a function of factors in the provided formal training along with the features of the transfer or the ones in the work environment. Additionally, Noe and Schmitt (1986) refer to trainability concept to comprehend why learning, behavior change, and enhancement of performance vary among the participants to the programme. Trainability is referred to the level to which the participants are able to take in knowledge and apply the said knowledge to their work. Stated differently, it is a function involving ability, motivation and environmental favorability and their ideas of concepts have a significant impact upon the effectiveness of training (Cheng & Ho, 1998).

Training effectiveness is primarily determined through the trainees' attributes, pre-training and post-training environment, and the accuracy of the needs analysis and the training design's quality(Tannenbaum & Yukl, 1992). The achievement of training effectiveness entails the organization's focus on three dimensions which are pieces forming the concept of effectiveness. These dimensions include; work environment that the participants are exposed to, individual factors of participants such as their features, and the training process such as training needs and the ways in which knowledge and

skills are delivered to the participants. Hence, for the better understanding of training effectiveness and for the achievement of it, the present study adopts factors contributing to the successful training effectiveness. A detailed explanation of each factor is provided in the following paragraphs.

The work environment factors are climatic factors such as social support (jackson & Bushe, 2007; Lim, Lee, & Nam, 2007), opportunity to perform (Clarke, 2002; Kontoghiorghes, 2001), reward system (Govindarajulu & Daily, 2004; jackson & Bushe, 2007; Rouiller & Goldstein, 1993), and finally organizational culture (Burke & Baldwin, 1999; Govindarajulu & Daily, 2004; jackson & Bushe, 2007; Wehrmeyer & Chenoweth, 2006). Management has a great influence upon work environment owing to their presence and power within it (Noe & Schmitt, 1986).

On the other hand, individual factors are: trainee ability (Elangovan & Karakowsky, 1999; Quiñones, 1997; Xiao, 1996), attitude (Acton & Golden, 2001; Cheng & Ho, 1998; Tsai & Tai, 2003), motivation (Baldwin & Ford, 1988; Elangovan & Karkowsky, 1999), and the attendance, learning and transference of learned skills to the actual task. If trainees are confident of utilizing their newly learned skills and are convinced of their effectiveness and advantages, they are likely to modify their job behavior (Noe & Schmitt, 1986).

Finally, the training process encompasses training needs (Bucalo, 1984; Tharenou, 1989) and training design (Carnarius, 1981; Rechnitz, 2002). Management should try to provide the learning objective that are ensured to meet the needs reported in the need analysis, and deliver the material in an organized and effective way so that there is no ambiguity on the side of the trainees regarding the training content (Casper, 2005).

The Jordanian tourism industry experience of the fast paced significant change has led to the modifications in the implementation of training programmes, especially in the hotel sector. One of the core reasons for hotels' investments in the provision of training programmes every year is the hopes that they show positive results in terms of employees' improved knowledge and skills in the work environment (Altarawneh, 2009). Most organizations are still unaware of the importance of training and its contribution to their success (Altarawneh, 2009). Hence, several studies in Jordan are dedicated to issues of human resource development and training needs analysis along with strategic planning for Vocational Training Corporations (USAID, 2006, 2009).

Context of Study: Hotels in Jordan

Aqaba is a coastal city which is located in the far south of Jordan, and strategically important to Jordan as the sea port. Neighboring Jordan are three countries, i.e. Egypt, Saudi Arabia and Palestine (Figure 1:1). The population of the city is about 120,000 people. Although Aqaba is a coastal destination, the industrial activity is still important in the region. The source of phosphate and shell, and most of Jordan exports depart from this sea port (USAID, 2009). It is the only special economic zone in ASEZA.

Aqaba contains many facilities for tourism such as hotels with different classification and resorts, newly established restaurants, international coffee shop, diving center, an aquarium and several leisure facilities. Aqaba now has several giant tourism and economic projects, which are under construction, which makes Aqaba one

of the most important tourism destinations in the Middle East .Therefore, this study focuses on the city's hotels because of the importance of tourism in Jordan.
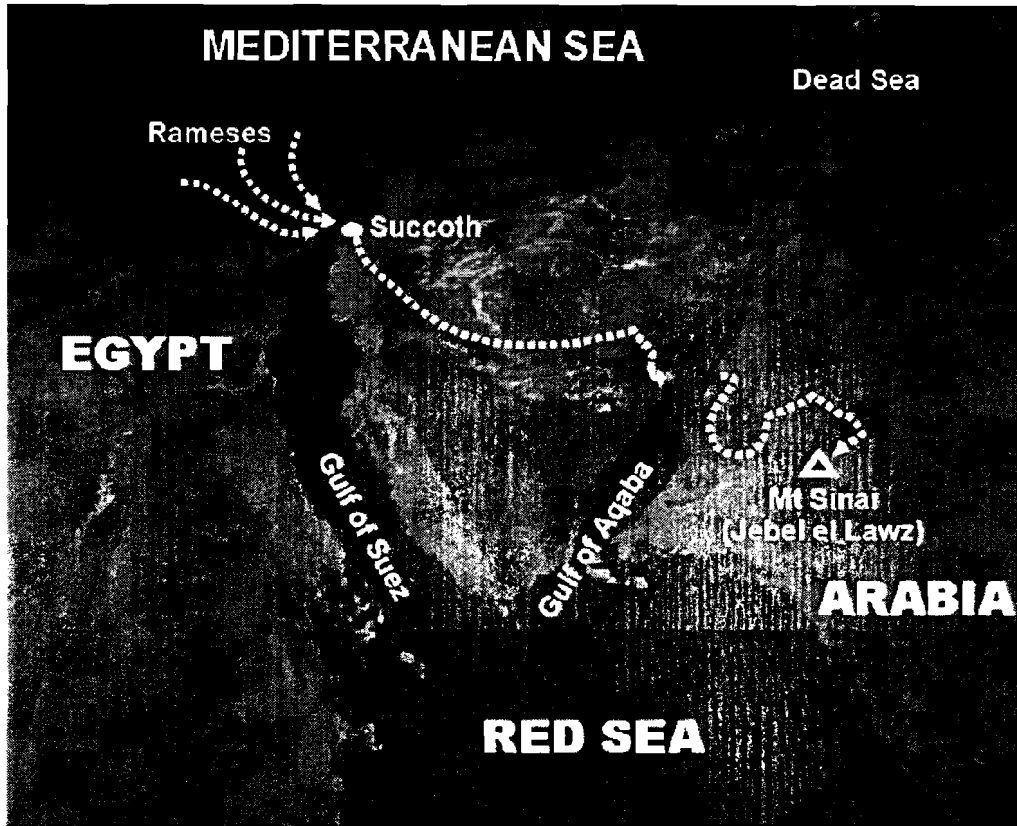
Figure 1.1: Location of Aqaba
Source: Google

The hotels and tourism sector is considered as a main industry in Jordan and a premier destination of tourists, which thus requires tourism facilities. Over the past few years, the accommodation facilities have been increasing in terms of service and size. There are many hotels which are different in location and classification with capacity of up to 15,854 rooms and 29,880 beds. Table 1.1 shows the number of classifications of hotels in Jordan in 2009, which comprises 25 of five stars, 22 of four stars, and 46 of three stars categories.

Table 1.1: Classification of Hotels in Jordan

Classification	No. of hotels	Suite	Room	Bed
Five star	25	443	6,173	10,820
Four star	22	200	2,607	4,839
Three star	46	247	3,386	6,508
Two star	56	103	2,157	4,532
One star	55	28	1,531	3,181
Total	204	1,032	15,854	29,880

Source: Ministry of Tourism and Antiquities (2009)

Towards the end of the first half of 2009, the number of classified hotels was 35 Table 1.2. This number is expected to increase in the near future since there are many giant economic projects under construction especially in the hotel sector.

Table 1.2: Classified Hotels in Aqaba

Classification	No. of hotel	Suite	Room	Bed
Five star	4	18	1,027	1,878
Four star	3	10	415	784
Three star	8	0	588	1,288
Two star	11	0	631	1,385
One star	9	0	422	896
Total	35	28	3,083	6,231

Source: Ministry of Tourism and Antiquities (2009)

With regards to the number of employees in the tourism and hotels sector, every year this number is growing fline with the growth of tourism activities. Table 1.3 shows the increasing workforce in Jordan. In 2004, the number of work force in tourism was 23,544, while in 2009, this number increased to 39,359 comprising several nationalities and both genders.

Table 1.3: Workforce in Tourism and Hotels Sector in Jordan

Year	Gender Male	Female	Total	Jordanian	Nationality Non Jordanian	Total
Total 2009	35,282	4,077	39,359	32,107	7,252	39,359
Total 2008	34,299	3,925	38,228	31,189	7,035	38,228
Total 2007	30,964	3,441	34,405	28,458	5,947	34,405
Total 2006	28,256	2,807	31,063	26,760	4,303	31,063
Total 2005	26,715	2,669	29,384	26,069	3,315	29,384
Total 2004	21,430	2,114	23,544	21,150	2,394	23,544

Source: Ministry of Tourism and Antiquities (2009)

Regarding the number of employees in the hotels sector, Table 1.4 shows the total staff in Jordanian hotels sector reaching 13,005 in 2009. 11,907 of the employees are male and 1,098 female. The Jordanian workforce is 11,878 of total employees.

Table 1.4: Number of Staff in Hotels Sector in Jordan

Classification	Jordanian Male	Female	Non Jordanian Male	Female	Total
Five star	6,902	551	231	106	7,790
Four star	2,009	127	96	45	2,277
Three star	1,422	104	288	65	1,879
Two star	432	41	185	34	692
One star	272	18	70	7	367
Total	11,037	841	870	257	13,005

Source: Ministry of Tourism and Antiquities (2009)

The hotels sector in Aqaba in terms of classification of hotels was 1,985 in 2009 as shown in Table 1.5; males made up 1,769, and 189 female.

Table 1.5: Number of Staff in Hotels Sector in Aqaba

| Classification | Jordanian | | Non Jordanian | | Total |
	Male	Female	Male	Female	
Five star	912	114	40	1	1,067
Four star	166	7	35	5	213
Three star	178	19	109	34	340
Two star	75	3	106	4	188
One star	133	1	42	1	177
Total	1,464	144	332	45	1,985

Source: Ministry of Tourism and Antiquities, (2009)

Human resource department in five and four stars hotel in Aqaba city offering and providing their staff in various training programmes. The main purpose is to improve thier skills particularly in servicing the guests such as housekeeping. public relation, communication skills, specialty foods (European, Thai, Japanese, and other food operation), computer skills, customer care service, safe food handling, and hygiene (USAID, 2006).

1.3   PROBLEM STATEMENT

Training is considered as a core human resource development strategy taken up by hotels in an attempt to improve their staff and the overall hotel performance. It offers advantages including the improvement of productivity and the achievement of sustainable competitive advantage. Management primarily turns to the provision of training to their employees in cases where in the productivity is low in the organization,

and the employees lack skills which leads to low customer satisfaction and low competitiveness level (Dawe, 2002; Kumpikait 2007).

Although, increasing developments have taken place in training programmes, there is still a long way to go in terms of research and innovation. The present study is an attempt to determine the factors impacting the training programme's effectiveness in the hotels located in Aqaba Special Economic Zone Authority (ASEZA) and in light of these training programmes' significance, provides an overview of the reality and nature of the services that the hotels provide.

According to several studies, although great investments are spent every year on the initiation and preparation of training programmes for the purpose of improving knowledge and skills and for gaining competitive edge, a mere 10% of the knowledge and skills acquired from training are made use of by employees on the actual job and employees fail to effectively apply their skills in training on their work environment (Baldwin & Ford, 1988; Bhati, 2007; C.E. Clemenz, 2001). The issues is in the inability to apply the expected outcomes of the training programmes which are KSA (Knowledge, Skills and Attitudes) in the work place in general and in hotel sector in particular.

This existing gap between the training programmes content and the application to actual tasks can be attributable to several reasons which can be divided into three main categories: work environment, individual factors (Baldwin & Ford, 1988) and the training process (Noe, 2010). For the improvement of training cost efficiencies, the hotel sector needs to acknowledge the factors that impact training effectiveness and to determine those that promote or prevent changes in behavior (Noe & Schmitt, 1986). Following management's assessment of these factors, strategies can be created targeted

at achieving positive transfer and continuous employment of learned skills in the work environment (Casper, 2005).

Most studies making up the literature concerning workplace transfer of training suggest that the training contents is not brought to actual job environment in light of changed behavior and positive outcome despite the huge investments on such programmes. A great number of studies are unanimous on this statement (Baldwin & Ford, 1988; Clark, 2002). In other words, according to literature, despite the significant investments poured into organizational training and development, it is just wasted owing to the inability of the trainees to bring the acquired knowledge into the actual workplace (Tracey et al., 2001). Moreover, there is a gap in studies concerning the transfer of training/behavior and what exists has lack of clarity in concepts; for instance, "what constitutes transfer?" (Baldwin & Ford, 1988).

There is lack of evidence in literature showing that training programmes transfer knowledge and skills to actual jobs in terms of significant changes in behavior (Baldwin & Ford, 1988). Therefore, this failure to transform training investments into significant improvements in on the work environment behavior and performance has become a serious issue in organizations spending billions of dollars annually on training and development(Baldwin & Ford, 1988; Noe, 1986).

A large number of studies have reached the above conclusion (Baldwin & Ford, 1988; Tracey & Tews, 1995; Cheng & Ho, 1998; Cheng & Ho, 2001). Additionally, according to Elangoyan and Karakowsky (1999), research concerning training has failed to address the theoretical aspect of training effectiveness owing largely to the lack of framework that identifies major issues and drives training effectiveness. Along the same line, Goldstein (1980) called for more research to be conducted in the identification of

variables that predict training effectiveness. Similarly, Clemenz (2001) calls for the broad view of the dynamic nature of the effectiveness orientation through the extension of extant literature for the purpose of investigating lack of skills application.

As mentioned earlier, despite the number of studies in literature which tackled the concept of transfer of training, only a few of them investigated the environmental, individual, and training process factors linked with knowledge and skills transfer (Yuki & Tannenbaum, 1992). Moreover, to the researcher's knowledge, there is no research that empirically investigated the factors impacting training transfer and this is what the present study is attempting to do in the context of the hotels in Aqaba city. To reiterate the problem, the training programme trainees fail to transfer the knowledge and skills that they learn in training to actual work environment and this carried serious implications for the employees, hotel management and the guests. The present study also focuses on the factors facilitating training effectiveness by conducting an examination of a group of related factors. Therefore, the present study attempts to expand the knowledge based concerning training transfer.

The four and five star hotels provide their own training programmes and these programs utilize the latest technology in hotel service and contain up-to-date knowledge and skills in the hotel industry. The hotel chain is the main source of the technology, knowledge and skills which is similar to developed countries. The culture and traditions in the developing countries differ from their developed counterparts and these affect management and the behavior style in hotels which in turn influence the acquisition of certain skills provided by the training programs and the training effectiveness. In addition, training with new technology in the context of hotels in developing countries is unheard of due to the lack of availability of equipment (Noe, 2010). Moreover, in

Aqaba city, one of the main barriers of training effectiveness is the hotels' high turnover which reduces the number of professional staff who attend the training program (USAID, 2006).

The level of services delivered in four to five star hotels in Aqaba city indicates the perceptions and the total quality performance of the ASEZA hotel sector because they are the top echelons of the type of hotels in the region. This justifies the need to improve staff service in these hotels to maintain the perception of the guests in the desired level. The guests in these hotels have high expectations with every service perfect down to the last detail. They expect staff to be friendly, well-informed and try their utmost to provide them service. It can be stated that the expectations of four to five star hotel patrons differ from other hotels' and hence, several studies have to be adopted for performance improvement to meet guests needs and achieve their satisfaction.

Furthermore, one of the core features of four to five star hotels is the intensity of labor. In the context of Aqaba city, 1985 employees work in the hotel sector of which a total of 1280 work in four to five star hotels the remaining in other hotels (MOTA, 2009). The difference in the number of staff signifies the need for intense organization, staff management, job positions, responsibilities, duties and strategies for staff development. Thus, it is important that such study to be taken at the four and five star hotels in order to understand the factors influencing the effectiveness of training programme as to enhance the quality of hotels employees.

1.4 RESEARCH QUESTIONS

Based on the problem identified, the primary research questions derived are:

1. How do the work environment, individual and training process factors influence the effectiveness of the human resource training programmes in the hotel sector in ASEZA?

2. What are the relationships between work environment, individual, and training process factors?

3. What are the relationships among work environment, individual, and training process factors and effectiveness of the human resource training programmes in the hotel sector in ASEZA?

1.5 OBJECTIVES OF THE STUDY

The objective of this study is to evaluate work environment, individual and training process factors, as the main factors that influence the effectiveness of the human resource training programmes in the hotel sector in ASEZA. The sub-objectives of this study are to:

1. investigate the influence of work environment, individual and training process factors on the effectiveness of the human resource training programmes in the hotel sector in ASEZA.

2. investigate the relationships between work environment, individual, and training process factors.

3.   investigate the relationships among work environment, individual, and training

        process factors and the effectiveness of the human resource training programmes

        in the hotel sector in ASEZA.

1.6   SIGNIFICANCE OF THE STUDY

This study attempts to focus on factors that result in the effectiveness of the

training programmes in the hotel sector in ASEZA, and to increase attention of decision

makers in hotels about the importance of the role of training programmes to prepare and

create knowledge, skills and abilities. Also, it heightens their understanding of the

training effectiveness to be able to develop and implement training effectiveness

strategies that ensure the needed change in trainee behavior in order to create better

performance which will be reflected in the quality of service delivered to the guest.

There are many studies that have investigated the individual factors or

environmental factors or both that affect training effectiveness (Bhati, 2007; Cheng &

Ho, 2001; Cheng & Ho, 1998; Noe & Schmitt, 1986). Some other studies have

investigated the training process elements and its effect on training programme

effectiveness (Tannenbaum& Yuki, 1992; Carnarius, 1981). Besides this, few studies

have been undertaken on the importance of training in hotel organizations in Jordan. In

addition, few studies have been undertaken on the importance of training in hotel

organizations in Jordan. USAID (2006; 2009) indicated the skills gap between training

content and workplace, and focused on training needs analysis, where researchers

focused on training in other organizations. These previous research has often focused in

the learning component of training programme in Aqaba rather than examining the

issues of facilitate or inhibit the training effectiveness. Hence, this study is expected to be a reference to trigger researchers to focus on similar topics.

Finally, the findings of this study makes an important contribution to the hotel sector, and could be used and useful for human resource management in hotels to improve performance, increase productivity, and servicing the guests in an effective manner.

1.7 DEFINITION OF TERMS

This section provides the operational definitions of the key terms used in the current study.

a. Human Resource.

All people who perform the organization activities (Bernardin, 2003). The operational definition in this study refers to all employees or staff in the hotel sector in ASEZA.

b. Training.

Systematic organizational planning, and dynamic learning process intended to enhance organizational effectiveness by changing employees knowledge, skills, and attitude (Zhao et al., 2004). In this study, training refers to the planned learning experiences that the five and four star hotels offered to their staff, in order to improve performance, gain competitive advantage and achieve other goals, through staff's mastering of knowledge, skills and behavior on the job to deliver professional services to guests.

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c. Training Effectiveness.

The extent to which individuals considered they had acquired new and their intent to apply their learning on the job (Zhao et al., 200 operational definition in this study refers to the evaluation training meas scale developed by Kirckpatrik and kirckpatrik (2007) which explai effectivenes through four levels of evaluation.

d. Work Environment Factors.

The physical and social context within which any client system (a group, or organization) functions to achieve a goal (Xiao, 1996). The op definition in this study refers to the perceptions of trainees about the va transfer climate procedures adopted by the hotel management that may f or inhibit the trainees' acquisition of knowledge, skills and ability and app in the work place. These perceptions are in terms of social support, opport perform, reward system, and organization culture.

e. Individual Factors.

The trainee's perception and attitude toward acquisition of new ski the training which in turn may influence training effectiveness - trainee trainee attitudes, trainee motivations, and trainee perceptions (Zhao et al The operational definition in this study refers to the perceptions of trainee their capability to acquire the SKA from training programmes they have a and apply these on the job, and their opinions regarding these program terms of ability, attitude, and motivation.

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f.   Training Process.

Refers to a systematic approach for developing training programme (Noe, 2011). The operational definition in this study refers to the perceptions of trainees toward the training procedures in the programme offered linked to their work and the methods used in delivering the skills and knowledge to them in terms of training needs and training design.

1.8   CONCLUSION

The chapter presented the background of this study and the layout of the thesis. The first chapter of this study (introduction) introduced the study setting and contexualizes background information to research problem. In addition, it presented the questions of the study as well as the research objectives. Also, it followed by presenting the significance of the study. Finally, it explained all the definitions of key terms used in the study.

CHAPTER TWO: LITERATURE REVIEW

2.1   INTRODUCTION

This chapter reviews previous literature that focuses on information, documents, and studies related to factors influencing the effectiveness of human resource training programmes in the hotels. It is presented in five sections. The first section discusses the human resources in hotel industry, covering the overview of the hotel industry, the concept of human resource, and the importance and role of human resources in hotel. The second section explores the training of human resources, covering the definition of training, the role of training in hotels, and the effectiveness of training. This section also explains the model to measure the training effectiveness. The third section discusses the factors influencing the human resource training programme, which include the environment, the individual, and the training factors. The fourth section looks at the relationship between the factors influencing human resource training programme and the effectiveness of the training. An overall summary of the literature review chapter is presented in the final section.

2.2   HUMAN RESOURCE IN THE HOTEL INDUSTRY

Human resource management focuses on the people (workforce) in the hotel, who are relied upon to deliver the high level of services, and management of the workforce to reduce the gap between guest's desired satisfaction and actual satisfaction by having a quality workforce. The hotel industry is considered as one of the main service sectors (Whitla, Walters, & Davies, 2006). At the same time, it is the largest part

of the hospitality industry, which extends the warm and generous hospitality to the guests. This industry refers to both the hotel and the catering services (Knowles, 1998). The hotel industry generally offers lodging services and other accommodation related services including reservation, food & beverage, entertainment, cable television, business service, personal service, gaming, casino, specialty shops and many other activities for guest satisfaction (Bardi, 2010; Dittmer & Griffin, 1997).

Ninemeier and Perdue (2008) mentioned that the definition of hotel is "a profit business that rents rooms and often provides other amenities such as food & beverage services, swimming pool and exercise rooms, meeting spaces, business centers and concierge services". Another definition provided by Casado (2011) is "lodging establishment offering accommodation, food & beverage, and amenities to guests"; while Raghubalan and Raghubalan (2007) have different view. They defined the hotel as "a place that offers accommodation, food & beverage at a cost that enables it to make a profit". In these definitions, the authors focused on two services, namely, the lodging and food being essential facilities required by the guest, and other than foods and rooms that the guest looks for more satisfaction.

Despite the existence of many different definitions of hotels, there is a consensus on a set of components for the definition. These components include, profit motive, lodging services, food & beverage, and other services such as swimming pool, fitness center, business center, childcare, conference facilities and social function services .

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2.2.1 Hotel Operations, Products and Services

The multifaceted range of hotel products can offer numerous services to a wide range of people (Kilic & Okumus, 2005; Lashley & Taylor, 1998). Since hospitality industry belongs to the service sector, and it depends on staff to deal with guests and provide supporting services for them, the productivity of hotels and the quality of service depend on their focus on improving staff performance (Tsaur & Lin, 2004). At this point, the core of service is often described as the interaction between the provider and the receiver of the service (Alter, 2008). Customers perceive the critical results of this interaction, through the way of providing service and the way of achieving guest satisfaction (Valachis, 2009). The service is "the implication of specialized competencies (knowledge and skills) through deeds, processes, and performances for the benefit of another entity of the entity itself" (Vargo & Lusch, 2004).

Many studies describe the concept of the services contrasting with that of the goods (Alter, 2008; Valachis, 2009; Yu & Lee, 2009). Intangibility is the main feature in services. Some studies conceptualize service to have dominant intangible portion over tangible portion (Lashley, 1998). The literature emphasizes four unique features of service, which are: intangibility, heterogeneity, inseparability, and perishabil (Alter, 2008; Kilic & Okumus, 2005). Due to more involvement of human-related-activity, and due to above mentioned unique nature of services, organizations face some problems, for which they always look for solution (Alter, 2008; Lashley, 1998; Schneider, Godfrey, Hayes, Huang, Lim, & Nishii, 2003; Schneider, Holcombe, & White, 1997; Vargo & Lusch, 2004). Table 2.1 illustrates the existing problems related to the nature of services and corresponding solutions as suggested by Ziethaml, Parasuraman, and Berry (1985).

Table 2.1: Problem of Service Nature

Unique service feature	The problem	Solve problem
Intangibility	1- Service cannot be stored. 2- Cannot protect service through patent. 3- Cannot readily display or communicate service. 4- Price is difficult to set.	1- Stress tangible cues. 2- Use personal source more that no personal source. 3- Stimulate word-of-mouth communication. 4- Create strong organization image. 5- Use cost accounting to help set prices. 6- Engage in post-purchase communication.
Inseparability	1- Consumer involved in production. 2- Other Consumer involved in production. 3- Centralized mass production of service is difficult.	1- Emphasize selection and training of public contact personnel. 2- Manage consumer. 3- use multisite locations.
Heterogeneity	1- Standardization and quality. control difficult to achieve.	1- Industrialize service. 2- Customize service.
Perishability	1- Service cannot be inventoried.	1- Use strategies to cope with fluctuating demand. 2- Make simultaneous adjustment in demand and capacity to. Achieve a closer match between the two.

Source: Ziethaml et al. (1985, pg 35)

2.2.2 The Importance of Human Resources

Human resource is considered as one of the important success factors of an organization, if not the most important one. Organizations could not produce goods or deliver services without workforce. Human resources encompass all employees, from the manager to doorman. Hence, human resource plays its role by its contribution in achieving the organizational goals and objectives. The review of literature reveals that the role of human resource is fundamental for the organization's activities and growth. Kazlauskaite and Buciuniene (2008) stated that, in the era of globalized development, continuously changing internal and external environment, and challenges in market

place, the organizations need to improve productivity, to expand markets, to use novel technology, and to use high performing workforce.

Organizations find that the emphasis and more investment in the human resources can benefit them, because it is the human resources that can solve many problems and can improve business performance (McLean, 2006). Moreover, it is human resource that can lead the organization toward competitive advantage using its existing assets (Young, 2004). Similarly, Fisher, Dowling, and Garnham (1999) emphasized that human resource plays vital role in improving organizational quality and effectiveness, which come through the hands of the skilful and high performing employees. It is therefore emphasized that human resources can be one of the competitive strategies that can influence organizational success as human resources are the most important assists that contribute to the effectiveness of any organization.

Ferris, Perrewe, Ranft, Zinko, Stoner, Brouer, and Laird (2007) believed that human resources accomplish organizational goals and work to achieve organizational targets. Also, the satisfaction of customers depends on how employees treat them because they are in direct touch with customers, which contributes directly to the performance of the hotels through strategic implementation, cost reduction, value addition, and service providing complying with policies and strategies of the hotel. Furthermore, they stated that employees play the role of representing the organization to the society. Kazlauskaite and Buciuniene (2008) shared the same view that the human resources are extremely valuable for the organization due to their role in running all organizational functions and as one of the supporting components of the value chain. Human resource is an important instrument to reinforce hotel strategies. They stressed that human resource is considered as a strategic asset of an organization strategically

located in a central position of the organization for achievement of positive high returns, for adjusting to changes in market, and for attaining capabilities to give the organization competitive advantage. Hence, the organization must concentrate on improving and developing the human resource with the intention of maintaining a competitive position in the market.

In addition, Foote & Robinson (1999) mentioned that the human resources are the guardian of the organization's future values, a portion of strategies, and main source of innovation and creativity. Furthermore, human resources play significant role in each organizational level by performing appropriate duties (Offstein, Gnyawali, & Cobb, 2005).

2.2.3   The Role of Human Resources in Hotel Industry

Workforce is the main key to success in delivering the services in tourism and hospitality industry, which is referred to as the people's role in the organization (Baum, 2007). The same idea from Gonzalez (2004) considered that human resource is not just a cost but a beneficial investment, because human resource can adapt with the continuing future changes (Woods, 1999). In addition, one of the main features of tourism and hospitality industry is labour dependence, where the levels of services and quality depend on the employees (Haynes & Fryer, 2000; Naama, Haven-Tang, & Jones, 2008).

Several literatures show that hotel functions by the human resources can affect organizational performance. Present and future selection and recruitment of staff require careful evaluation procedure (Werner & DeSimone, 2008). The hotel must undertake

careful method of recruiting and selecting their new staff (Hoque, 1999a). Lashely and Taylor (1998) mentioned that the most important factor to look at in recruiting is the personality, not the experience. This function is an instrument to reduce the cost and to achieve high level of services (Jago & Deery, 2002). Recruitment and selection have four dimensions in human resources practices of the hotels. First, the main selection criterion in hotels is the trainability. Second, psychological test should be used for the new staff. Third, before and during the recruitment and selection, realistic job requirements and preview must be made. Fourth, to provide the organization's value and system, new staff must be represented with the formal system (Delaney & Huselid, 1996; Hoque, 1999a, 1999b).

In addition, training and development activities aim to acquire knowledge and skills to fulfil organizational requirements and to implement business plans (Maroudas, Kyriakidou, & Vacharis, 2008). For achieving high level of skill, the improvement of staff competencies has become main management focus (Haynes & Fryer, 2000) . In addition to that, to improve the current staff service quality, organizations adopt different training and development activities (Delaney & Huselid, 1996) . As Haynes and Fryer (2000) believed, training of the management can really bring changes in the organization.

Training is used to educate the staff in order to enrich them with more commitment and loyalty (Jago & Deery, 2002; Maroudas et al., 2008). Without this process, employees lack necessary skills and knowledge to carry the stress of work, which may result in their dissatisfaction (Cho, Woods, Jang, & Erdem, 2006; Jago & Deery, 2002). Baum (2007) mentioned that training of human resources include providing instant on-site learning opportunities, providing support for attending offsite

courses, and emphasizing team development. Cho et al. (2006) emphasized mainly on the practice of training adaptation to support employee development, where the adaptation policy can involve staff to go for formal annual training.

In addition, the organization must carefully adopt various methods of rewards including both monetary and non-monetary compensations in order to create employee commitment, which in turn determine the level of employee performance in the organization (Maroudas et al., 2008). Similarly, Baum (2007) mentioned the relevancy of compensation (financial and nonfinancial) in determining the organizational performance, which the employees should understand. Organizations can use different manners to influence the staff motivation level. First, implementation of merit-pay system can point to achieve specific goals. Second, the employee's protection procedures like arbitrary treatment may motivate the employees to become more loyal and to work harder (Delaney & Huselid, 1996).

Hoque (1999b) suggested that the level and ways of human resource compensation practices, including the system of staff payment, depend on the meritocratic component, in addition to the regular annual formal staff assessment. Cho et al. (2006) said that the determination of compensation should be based on performance appraisal in order to make it according to what the workforce deserves.

Moreover, the use of performance appraisal has been increasing in order to increase the staff loyalty and commitment within the organization (Haynes & Fryer, 2000). There are several ways of performance appraisal in organizations such as operational performance, productivity benchmarking, performance appraisal with management, and based on average sales figure (Maroudas et al., 2008). Hotel industry

specific appraisal technique considers issues related to speed of delivering services, satisfaction of guest, and generation of sales (González, 2004; Lashley & Taylor, 1998).

Baum (2007) mentioned that systematic appraisal of performance ensures high level of standard and goal achievement in the service delivery. Similarly, Maroudas et al. (2008) emphasized that the performance appraisal permits the measurement of individual and team performance, information of which can be used for skill improvement not only from the organizational but also from individual perspective. Cho et al. (2006) assured that the performance appraisal should be done by formal appraisal encompassing all the staff in different levels, whereas, Hope (2004) emphasized the periodical approach of performance appraisal.

Furthermore, teamwork is concerned with organizational environment and creates relationship between the staff and the managers, and also among the staff themselves (Maroudas et al., 2008). The enhancement of this relationship in teams is very important for service quality (Jago & Deery, 2002). In other words, the degree to which staff effectively engage in teamwork depends on their perception toward the importance of teamwork; this can be reflected in the performance of the team as a single entity (Maroudas et al., 2008). In addition, Lau and Ngo (2004) believed that the manager should consider teamwork more important because it plays the central role of making the organization more innovative. Also, the manager should use kind and respectful approach and avoid strictness in dealing with the staff team members, which can create the feeling that the management is also a part of a team (Hope, 2004). Moreover, the relationship between the management and the staff in the organization directly influences the human resource development (Zhu et al., 2005).

Alleyne, Greenidge, Corbin, Alleyne, and Devonish (2008) argued that the main practice of human resources related to organizational team include keeping the coordination between the managers and staff, communicating staff promotion principles within the organization, creating balance between individual needs and organizational needs, and avoiding compulsory redundancy. Many researchers pointed their studies to some practices of human resource in hotels such as communication between manager and staff (Baum, 2007; González, 2004; Haynes & Fryer, 2000; Hope, 2004; Maroudas et al., 2008; Woods, 1999), and job analysis (Alleyne et al., 2008; Cho et al., 2006).

Ulrich (1998) developed the framework to cover the role of human resource in organization; he suggested that the organizational human resource function can be categorized into four interrelated roles that differ in their frame (strategic operational) and focus (managing process, and people) (Raub, Alvarez, & Khanna, 2006). The first level is administrative expert; this managerial role is concerned with the way of organizing the firm to achieve cost reduction and high quality by adopting efficient human resource process. The second level is employee champion, this role is concerned with the way of managing staff that addresses the needs and problems of the staff, resolve these obstacles in order to increase the loyalty and commitment of the staff, which in turn contribute to firm performance. The third level is change agent: human resource must be a change agent for the organization, be responsible for managing and implementing the transformation processes, and enhance the organizational capacity to change. The final level is strategic partner; Human resource must work as a partner with the management for execution of the organizational strategies.

As a final note, the hospitality industry is expanding and developing over time, which indicate the importance of all operational departments in hotels specially the human resource department. This type of changes in the industry stress dynamism in the practices of human resource management. Tracey and Nathan (2002) suggested a new model of human resources practices. This model considers the ongoing changes in the business which needs many human resource practices, and gives the human resource department more authority in organizations. This reflects the actual role of the human resource department to keep pace with the developing hotel industry. This new model includes the classic and traditional view of practices; it also suggests new practices and role for every practice in the human resource department, such as the necessity to include accountability and authority of decision making within the role of human resource management as illustrated in Table 2.2.

Table 2.2: The New HR Model in Operation

Traditional practice	Suggested Practice under the New Model
Recruitment	
HR departments have become gatekeepers for whom and how many to hire.	As part of the strategic-planning and budgeting process, departments should be responsible for determining and justifying staffing levels. Once identified, decisions on whether to fill positions, and with whom, should be left to the department. The role of HR should be to establish suggested sources for obtaining applicants (both internal and external), designing methods for communicating with applicants using those sources, and developing an applicant-tracking system. HR should also assist line managers in developing appropriate interviewing methods and materials, train the managers to use them, and monitor the process for legal and policy compliance. Information technology now exists to provide managers with self-service capabilities to find and track applicants. At Bellagio, for example, HR designed a self-service system for applicants, which eliminated the need for data input by HR staff and allowed applicants (both internal and external) to update and monitor their application information and status. These systems are always available and can help reduce the workload of the HR staff.
Compensation	
HR departments control both the design and administration of the compensation programme	Salary administration can be managed by line departments through technology, such as the web-based models developed by Melon's HR Solutions group, that provides managers with the data and analytical tools that they need. This gives the responsibility and accountability for these decisions to the departments; HR's role is to provide advice and establish proper control mechanisms to prevent the inexpert (non-specialist) manager from making inappropriate Decisions. In this role, HR facilitates the gathering of competitive data and then provides it directly to line managers so they can do their own payroll modeling.
Job Training	
New hires attend an orientation conducted by HR, and then they are given some form of on-the-job training.	All new employees attend a general company orientation that is designed by HR and presented by fellow employees. This will give the new hires a peer perspective and help them to develop relationships with other employees. Department and job training should be conducted by a trained trainer from the new employee's department or job. This trainer should have the added responsibility of evaluating the new employee's performance and conducting any retraining that may be required. HR's role should be helping to create the training materials, training the trainers, and implementing a tracking system to allow managers to monitor course attendance and related performance. Park Place Entertainment, for instance, has developed this type of employee-development system. The HR department has developed scripts and protocols that serve as templates for all training and development efforts. Line managers are primarily responsible for content, giving them more control over the job- and department-specific training needs. An example of this Decentralized approach to development is PricewaterhouseCoopers, which has developed on-line knowledge-management systems that give consultants access to problem solutions that have been identified from prior projects and that may have relevance for current client needs. This type of real-time learning enhances the quality and efficiency of project work.

Traditional practice	Suggested Practice under the New Model

Record Maintenance

| Managers fill out work-action documents (e.g., wage and job changes, disciplinary notices, and performance reviews) and submit them to HR. These are then checked for accuracy and keyed into a database, and the originals are placed in file folders. Employees also submit information that initiates actions such as vacation requests, address changes, and other general requests. These are routed through HR in a similar manner as the management documents. | Using self-service technology managers and employees fill out and submit transaction data directly to HR or the database, where they are ultimately stored and used. Starwood's on-line "executive dashboard," for example, provides the corporate office with continuous information about a wide range of property-level data that are directly related to strategic goals—from employee- and guest satisfaction data to occupancy and rate information. In addition, operations managers have direct access to the the the data, thus freeing HR from the responsibility of facilitating access requests and generating reports. HR should learn about technology and actively participate in the development of these self-service tools, and then train managers how to use them. Many organizations today are outsourcing HR, payroll, and benefits administration, and are using internet connectivity to facilitate transactions and maintain access to their data. Many are also adopting shared-service approaches that are designed to bring more functionality and service capabilities to line managers and employees. |

Management Policies

| Most companies have handbooks and policy manuals that strictly define legal concerns and consistent policies and processes. These materials are often printed and distributed in hopes that employees will keep them in an accessible place and read them when needed. They seek to cover every conceivable circumstance with carefully written rules, policies, and practices. | Replace company-wide rules with concepts that are consistent with local and departmental concerns. Involve line managers in the process of determining these concepts to ensure that they are applicable to the department's needs and concerns. Base the concepts on values and principles rather than rules. Policies and practices should focus on being fair rather than merely consistent. Workers in the 21 st century expect to be treated as individuals, and when presented properly these practices have greater acceptance Than those that treat everyone identically in every circumstance. Practices of this kind will be easiest for managers to understand, use, defend, and enforce. For example, Le Parker Meridian in New York City has a long history of focusing on values—from "frank and fearless feedback" to "happy but never satisfied"—which are the primary drivers for individual behavior and set standards for accountability and performance. HR should also monitor competitive practices and provide this information to managers. In some cases, this benchmarking information is also available online. |

Organizational Structure

| Most companies have a hierarchical design in which decisions are made at the top and then implemented at the bottom of the supervisory structure. While empowerment as a practice has been widely debated, most organizations still maintain practices where authority is vested at the highest levels of this hierarchy | Companies such as Winegardner & Hammons are flattening their organizational structures and giving line managers the flexibility and authority to make decisions. In other organizations, such as The Boulders in Carefree, Arizona, self-managed work teams are obviating the need for supervisory interventions and allowing trained employees to set the tone and monitor the behavior of their teams. Within both structures, decisions are made in context, with a focus on what is most relevant and important to those involved. |

Source : Tracey and Nathan (2002; pg 22)

2.3   TRAINING OF HUMAN RESOURCE

From human resource point of view, the outcome of training must come in the form of more productivity of the employees, linkage of the knowledge from training with the work design, and improvement of required skills and attitude (Xiao, 1996). Hence, the concept of training indicates many key ideas such as, training is a continuous process, training is an organizational incident, which involve both the management and employee, training is an organization responsibility, training is organizationally planned, and systematic activity, and training aims to change or enhance the employee's knowledge, skills, and attitude within the organization which is reflected in the performance towards achieving guest satisfaction, and competitive advantages.

Thorough review of the training literature provides numerous definitions of training, most of which identify the keys concepts of training ((Noe, 1986; Noe & Schmitt, 1986; Xiao, 1996; Zhao et al., 2004). Clemenz and Weaver (2003) defined training as "the acquisition of skills, concepts, or attitudes that result in improved performance in an on-the-job environment". Noe and Schmitt (1986), and Noe (1986) mentioned training "as a planned learning experience designed to bring about permanent change in an individual's knowledge, attitudes, or skills".

According to Zhao et al. (2004), training "is an organizationally-planning, systematic, and dynamic learning process intended to enhance organizational effectiveness by changing employees' KSA. This definition pointed out many connotations including training to be a continuous process, to be organizationally planned, and to be the means to improve organizational performance. Xiao (1996) described training to be an organizational event that helps to develop the workforce by updating the KSA as necessary for the job.

According to Noe (2010) the human resource department turn to certain strategies to resolve issues concerning the improvement of staff performance; for instance, the generation issue wherein every person have fundamental beliefs and values owing to their life experience which are unique to them. They stated that these differences should be kept in consideration when hiring people in the hotel industry where the older generation primarily occupies positions in higher management while their younger counterparts occupy the middle management positions. Some of them are in early management positions while the rookies occupy lower administrative or service positions. The marked differences in job positions, and their unique responsibilities, features, tasks, knowledge, and skills call for special training to suite every level (Hayes & Ninemeier, 2009).

Along this line of discussion, managers are constantly looking for ways to increase productivity and novel methods proposed may minimize the requirement for a large number of staff members as the economic conditions calls for. Human resource therefore suggests the downsizing principle which refers to "the reduction of staff for the purpose of improving an organization or operating efficiency" (Hayes & Ninemeier, 2009, pg. 417). One of the main consequences of downsizing is the loss of knowledge and skills in the workforce and for this reason, training for the remaining staff becomes imperative to keep the hotel performance in a desired level. This is also supported by the existence of modern technology and new methods which call for intensive training of hotel staff which will consequently benefit the overall performance of the hotel (Noe, 2010).

2.3.1   The Training Process

Training is one of the most profitable investments an organization can make. No matter what business or industry you are in the steps for an effective training process are the same and may be adapted anywhere (Kirkpatrick, 2007). Training can be treated as a total systems approach, as a cycle with interrelated element. These element or steps concluded in: need analysis, develop training objectives, training methods, and evaluation the training programme.

- Establishing A Needs Analysis

This step identifies activities to justify an investment for training. The techniques necessary for the data collection are surveys, observations, interviews, and customer comment cards. Several examples of an analysis outlining specific training needs are customer dissatisfaction, low morale, low productivity, and high turnover. (Tannenbaum & Yuki, 1992)

The objective in establishing a needs analysis is to find out the deficiencies in employees knowledge skills deficiencies, kinds of knowledge and skills required, determine the target group which need training, determine the suitable methods to perform training programme (Goldstein, 1980; O Driscoll &Taylor, 1992). By determining training needs, an organization can decide what specific knowledge, skills, and attitudes are needed to improve the employee's performance in accordance with the company's standards (Mitchell, 1984).

The needs analysis is the starting point for all training. The primary objective of all training is to improve individual and organizational performance. Establishing a

needs analysis is, and should always be the first step of the training process (O Driscoll, 1992).

- Developing Training Objectives

This step establishes the development of current job descriptions and standards and procedures. Job descriptions should be clear and concise and may serve as a major training tool for the identification of guidelines Once training needs are assessed, training and development goals must be established (Mcbain, 2004). Without clearly set goals, it is not possible to design a training and development programme and, after it has been implemented there will be no way of measuring its effectiveness. Goals must be tangible, verifiable, and measurable. This is easy where skills' training is involved (Tannenbaum & Yuki, 1992; Zhao et al., 2004).

- Deliver The Training Programme.

This step is responsible for the instruction and delivery of the training programme. encompass selected the trainers, the training technique must be decided. One-on-one training, on-the-job training, group training, seminars, and workshops are the most popular methods (Rechnitz, 2002).

Before presenting a training session, management should understanding characteristics of an effective trainer (Park & Wentling, 2007). The trainer should have: A desire to teach the subject being taught, working knowledge of the subject being taught, an ability to motivate participants to "want" to learn, good sense of humor,

dynamic appearance and good posture, strong passion for their topic, strong compassion towards their participants, and appropriate audio/visual equipment to enhance the training session (Desimone, 2008).

- Evaluate The Training Programme.

This step will determine how effective and profitable your training programme has been. Methods for evaluation are pre-and post- surveys of customer comments cards, the establishment of a cost/benefit analysis outlining your expenses and returns, and an increase in customer satisfaction and profits (Tracey & Tews, 1995). The reason for an evaluation system is simple. The evaluation of training programmes is without a doubt the most important step in the training process. It is this step that will indicate the effectiveness of both the training as well as the trainer (Kirkpatrick, 1977).

There are several obvious benefits for evaluating a training programme. First, evaluations will provide feedback on the trainer's performance, allowing them to improve themselves for future programmes. Second, evaluations will indicate its cost-effectiveness. Third, evaluations are an efficient way to determine the overall effectiveness of the training programme for the employees as well as the organization (Kirkpatrick & Kirkpatrick 2007). The importance of the evaluation process after the training is critical. Without it, the trainer does not have a true indication of the effectiveness of the training (Kirkpatrick, 1977).

2.3.2   The Role of Training in the Hotel Industry

The benefit of training extends to all the employees, the organization, and the guests. Employees can obtain specific skills, knowledge, experiences, new working manners, and can improve the performance to develop themselves as professionals. At the same time, the organization can achieve many goals such as increasing profits, adapting with the changing work environment and achieving further competitive advantages in market place. Also, the guests feel satisfied with the level of service provided by the trained employees. As illustrated here, many studies mention these benefits of training.

Although the significance of training varies among organizational divisions, training is inevitable for the activities within every division (Buick & Muthu, 1997; Saibang & Schwindt, 1998). According to Ford, Quinones, Sego, and Sorra (1992) , significant benefit of training comes through the application of what the workforce learns from the training programmes.

According to Tracy and Tews (1995), training is the main key to achieve success in hotel organizations. Moreover, training contributes in ensuring necessary quality for organizational performance (Leiser, 2002). Training is necessary to spearhead the operations of the organization (Acton & Golden, 2001; Elangovan & Karakowsky, 1999). Similarly, training is the main strategic way of achieving enhanced work force (Xiao, 1996). Furthermore, training is the absolute strategic means of facing future changes (Tai, 2006). Gaining proper knowledge, skills, attitudes, and behaviors needed to cope with environmental changes (Chuang, Liao, & Tai, 2005; Holladay & Quiñones, 2008) and also with the changing job requirements (Tannenbaum & Yukl, 1992) require adequate training. Clarke (2002) pointed out that training can build the organizational

features necessary to face situations of high market competitions and of changing demand. It can ensure the competitive edge to survive in the business environment (Lim et al., 2007) and can help to achieve effectiveness within the organization at present and in the future (Darby, 2006).

The hotels sector is a rapidly changing and globally developing industry that requires professional staff for various activities aimed to meet increasing customer needs (Kramer, 2006; Rocha, 1995). The increasing demand in this industry requires the services to be prepared by skilled employees (Cheng & Ho, 1998). Training can prepare the employees for future duties (Kay & Moncarz, 2004). It is possible to achieve high level of accomplishment by training the workforce (McCarthy, 2006). Training also drives every aspect of services to match guests' needs (Zhao et al., 2004). Additionally, training is important source of loyalty and job satisfaction to the employees (Chiang et al., 2005). Besides, it can reduce the cost of service (Quiñones, 1997). Consequently, due to all these benefits, organizations adopt and rely on training and development to support their operations (Rowold, 2007).

Mindrum (2008) emphasized that training can enhance the capabilities of staff, reinforce the behaviors, and accomplish the new strategies of the business. Furthermore, training is necessary to decrease stress in work, to augment stronger organization, to raise loyalty and commitment, to reduce cost, to enhance job competencies, to reduce time of work accomplishment, and to increase benefits for organization (Elliott, Dawson, & Edwards, 2009; Gill, 2009; Hubbard, 2009; Martin & Hrivnak, 2009; McBain, 2004; Pierce & Maurer, 2009; Strickland, 2009). Sommerville (2007) mentioned the importance of training in three dimensions (Table 2.3). His discussion is directed to perceive the importance of training in achieving guests' satisfaction.

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Table 2.3: Importance of Training

Benefits for employee	Benefits for management	Benefits for organization
1- Increases job satisfaction and recognition. 2- Moves employee closer to personal goals. 3- Encourages self-development and self- confidence. 4- Helps the employee become an effective problem solver. 5- Allows employees to become productive more quickly. 6- Sustains a positive attitude toward customer service.	1- Improves communication between managers and employees. 2- Improves morale and builds cohesiveness between managers and employees. 3- Aids in evaluating employee performance. 4- Makes policies and procedures viable. 5- Aids in sustaining systems and standards. 6- Helps to identify employees for promotion or transfer.	1- Leads to improved profitability. 2- Reduces accident and safety violation. 3- Helps create a positive corporate image. 4- Assists in developing employees for internal promotion. 5- Helps employees adjust to change. 6- Aids in organization development. 7- Reduces costly employee turnover.

Source: Sommerville (2007; pg 210).

2.3.3 The Effectiveness of Training Programme

The effectiveness of training refers to "the extent to which the training objectives are achieved" (Tai, 2006, pg 55) the traditional view of training includes three dynamic features considered in most organizations. First, needs analysis assessment. Second, use of suitable methods to deliver training content. Third, the training evaluation (Klink & Streumer, 2002; Tracey & Tews, 1995). According to Facteau, Dobbins, Russell, Ladd, and Kudisch (1995), and Mathieu, Tannenbaum, and Salas (1992), among the most important elements to determine the effectiveness of training is the pre-training motivation which affects training outcomes. Tracey, Tannenbaum, and Kavanagh (1995) and Clarke (2002) mentioned that the positive results and effectiveness from training often depend on the factors outside of training.

However training effectiveness is always necessary to evaluate, and the evaluation can determine if the training is effective, which is done by assessing several

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critical levels (Acton & Golden, 2001; McBain, 2004; Noe, 1986). Finally, Baldwin and Ford (1988), in their direction for future research, suggested that the training effectiveness comes from the interaction between several dimensions encompassing individual, environmental, and training process. With these factors, the training needs to be evaluated in order to ensure its effectiveness.

2.3.4 Model to Measure the Effectiveness of Training Programme

The management needs to assess the effectiveness of training programme by gathering information related to the contributions of the training programme to the organization, the needs to repeat and continue the programme, and the ways to develop the training programme. There are many models to test or measure the effectiveness of a training programme. For instance: Return on Investment evaluation model (ROI), Context, Input, Reaction, Outcome model (CIRO), and Kirkpatrick's Four Level Evaluation model.

The Five Level Return on Investment Framework (ROI)

Return on investment (ROI) in measure of the monetary benefits obtained by an organization over a specific time period in return for a given investment in training programme ROI is the extent to which the outputs of training exceed inputs (Tuzun, 2005). ROI can be used both to justify a planned investment and to evaluate the extent to which desired return was achieved. However, it can measure all aspect of training success: whether the learners liked the training or not, the numbers of learners participating in the training, the extent to which learners personal objectives were

accomplished (Pillips, 1997; pg: 43). The framework included five levels which are: reaction and planned action, learning, job application, business results, and return on investment.

CIRO (Context, Input, Reaction, Outcome) Approach

Another four level approach originally developed by Warr, Bird, and Rackham, is a rather unique way to clsssify evaluation processes (Tuzun, 2005). Context evaluation includes obtaining and using information about the recent operational conditions or context to determine training needs and objectives. Input evaluation includes gathering and using infromatiom about possible training resources to select between alternative inputs to training process. Reaction evaluation includes obtaining and using information about the learners reactions to improve the training process. Outcome evaluation includes gathering and using information about the findings and outcomes of training, and generally regarded as the most important part of the evaluation. If outcome evaluation is to be successful, it need careful preparation before training programme begins (Phillips, 1997).

Kirkpatrick's Four Level Evaluation Model

Kirkpatrick's (1977) evaluation model combines four critical levels (reaction, learning, behavior, and result) for assessing the training outcomes (Kirkpatrick & Kirkpatrick, 2009). This model is widely accepted and considered useful in assessing training effectiveness (Cheng & Ho, 2001) by evaluating many outcomes of training in a result-oriented approach (Mathieu et al., 1992). Zhao et al. (2004) mentioned that

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every level depends on the level before it and also links to the next level with a positive relation.

According to Cheng and Ho (2001), Kirkpatrick's model explains the effectiveness by identifying the impact of individual and environmental factors, which affect the outcome and effectiveness of the training (Tannenbaum & Yukl, 1992). Furthermore, Noe (1986) believed that when programme content is satisfying for the trainees, they believe in importance of learning and obtaining new knowledge and skills (behavior), which later are reflected positively in the job, for instance by increasing the quality of service (result). In addition, Noe and Schmitt (1986) found that the pre-training motivation linked with learning affects the job performance, which finally influence the training effectiveness. Furthermore, Tracey, Hinkin, Tannenbaum, and Mathieu (2001) in their study, tested a model of pre-training self-efficacy and motivation on the preparation for training, and found a significant relation between self-efficacy and motivation. Also, motivation and reaction have important relationship between them. The hierarchical model of Kirkpatrick includes four steps or levels as presented below (Figure 2.1).

Level 1: Reaction	Where the participants pleased? What do they plan to do with what they learned?
Level 2: Learning	What skills, knowledge, or attitudes have change? By how much?
Level 3: Behavior	Did participants change their behavior based on what was learned in the programme?
Level 4: Results	Did the change in behavior positively affect the organization?

Figure 2.1: Kirkpatrick's Training Evaluation Model Levels
Source: Tuzun (2005; pg 153).

1.   Reaction.

It refers to the assessment of the extent to which the trainees like the training programme (Zhao et al., 2004), and their feeling about it (Tai, 2006). Furthermore, it measures the trainee reaction about the content and process of the training (Mathieu et al., 1992). Also, it represents the value of training (Tracey & Tews, 1995). This level of the analysis provides the information about whether trainees are interested in the training process and if it is relevant to their job (Kirkpatrick & Kirkpatrick, 2009). So, if trainees have positive reaction they will be more likely to learn new skills (Kirkpatrick, 1979). Additionally, this level aims to obtain the feedback from participants about training content, design, interactivity and delivery (Kirkpatrick, 1978).

Tests administered at this level measure participants reaction to the programme , with regard to the coverage, deliverability, content, and presentation and duration of the programme If participants reaction to the training is negative, chances are participants will not learn new kills. If reaction are positive though is more likely to take place (Kirkpatrick & Kirkpatrick, 2007).

To assess the reaction, Kirkpatrick models suggested process which are: First, A feedback form may be circulated to the trainee at the end of training programme to gather their individual feedback\comments. Second, trainees would rate each and every domain on a likert scale. Third, questions may target the training design, instructor, exercise, application, and logistics, depending on the relevance of a specific training event. Fourth, suggests that 100% of the training participants are surveyed.

2.   Learning

This level of analysis is related to the knowledge and skills the trainees obtain from the training programme (Noe, 1986), and the degree of differences between the

knowledge before and after training programme (Tracey & Tews, 1995) . Zhao et al. (2004) defined learning as "the extent to which participants change attitudes, improve knowledge and/or increase skills as a result of attending training programme". This level of analysis aims to assess the knowledge and skills obtained by trainees, and involve collecting information about the changes in learning of the trainees. This assessment is conducted in two stages before and after training for finding out the differences in learning (Kirkpatrick & Kirkpatrick 2009).

The purpose of this stage is to measure skills or attitude changes, to obtain information on the amount of learning change by the trainees (Kirkpatrick, 1977). To measure the participants regarding what skills were learned, the following steps should be taken. First, learning is defined as " the extent to which participants change attitudes, improve knowledge. and\or increase skill as a result of attending the programme Second, all trainees should therefore be asked to answer a list of questions prepared by the trainer or assigned evaluator, on whether there has been any changes with regard to attitude, knowledge or skill. This indicates that learning has accurred. Third, trainees may be asked what their personal action plan will be after training programme If the trainee has decided to implement certain actions, showing a change in attitude or skill, it indicates learning has occurred. Fourth, a feedback may obtained by evaluating all parties involved, from the training participants to the reporting seniors. Fifth, it is important to note that even if evidence shows that learning has occurred, the results do not indicate that the participants will apply the new knowledge or change his or her behavior. Sixth, like a level one evaluation, Kirkpatrick suggests that 100% of training participants be measured at level two to determine if learning has occurrred.

3.   Behaviour

Behavior refers to the development of performance in the job (Noe, 1986), which comes as an outcome of training (Tracey & Tews, 1995), which in turn is transferred to the workplace after the training programme (Tai, 2004). This evaluation is aimed to ensure this transfer. Also, this assessment is typically done after three to six months after the training programme (Kirkpatrick, 1977) .

This level measures changes in behavior on the job as a result of training, and the application of the training material. Behavior is often more difficult to measure that level one or two evaluations since behavior change is dependant on participants desire to change, knowledge of how and what to do, work climate, and reward system for behavior change (Kirkpatrick, 2007). The use of behavioral checklist before and after training event has been found to be very effective in measuring behavioral change of these skills. As Kirkpatrick model suggest many steps should follow to conduct behavior evaluation which are: First, trainees may be given a period of three months during which behavior changes are measured via regular surveys, questionnaires, and\or observation. Second, an initial questionnaire may be conduct before training. Third, at the end of three months feedback test will be repeated and the same questionnaire which performed earlier will be filled again by same employees.

4.   Result

Result refers to the degree of behavior changes in work place which is reflected in terms of achieving organization objectives and goals (Mathieu et al., 1992). Success of training programme is important to achieve organization objectives, which include,

for instance, reducing the cost, increased benefits, increased productivity, and less absenteeism (Tai, 2004) and guest satisfaction, and competitive advantage (Tracey & Tews, 1995).

This stage measures the organization results, or the business impact of the training programme It is the bottom line measurement of training that is often used to justify training at high management levels (Kirkpatrick, 1977). Evaluation at this level consists of an attempt to measure aspect of the effects of trainees job behavior, for example the extent of increased productivity, quality, sales, and profits (Kirkpatrick, 2007).

The analysis of level four can be very difficult and time consuming. Evaluations require the training professional to conduct comparative analysis of these measures and correlate them to the training material. This level of evaluation measures the organizations results, not the individuals. However, results can be very beneficial for the organization, providing a foundation for future training programme.

Kirkpatrick models considered in current study depended on assess the effectiveness of training. This models is elegant simplicity has caused it to be the most widely used methods of evaluation training programme (Tracey & Tews, 1995). The Kirkpatrick model is utilized in the present study to assess the training effectiveness as the model is widely used to evaluate training programmes (Tracey & Tews, 1995). The study makes use of the model by adopting certain items from it to examine the perceptions of trainees concerning their training in light of customer satisfaction. The participants are also requested to expound on the knowledge they gained from the training programme after which the items and questions are adopted from model for the

assessment of the perception and behavioral change of trainees. Finally the items are evaluated for positive outcomes following the completion of the training programme.

The present study utilized the Kirkpatrick model in its attempt to determine the influence of factors on training effectiveness. Various items from literature dedicated to the topic are adopted to help assess the perceptions of participants of these factors in the actual workplace in terms of work condition, personality level and training procedures. Their perceptions are revealed through their reactions, their learning behavior and the outcome of the analysis through SPSS.

2.4   FACTORS   DETERMINING THE EFFECTIVENESS OF TRAINING PROGRAMME

As previous studies show, there are many factors affecting the training outcome. These factors are devided to three main major groups, namely, work environment, individual and training process factors. These factors differ in their impact and relationship with the training programme as we will see from the previous studies.

Few previous studies have focused on training factors in the hospitality industry. Zhao et al. (2004) investigated some internal factors (design & implementation) and external factors (work environment, trainees and training assessment) factors what may impact training effectiveness. They found that the external factors have greater impact on training effectiveness compared to the internal factors. Tracy and Tews (1995) explored individual characteristics (ability, attitude, and motivation), and work environment (job characteristics, social network, and organizational system) as factors that ensure the effectiveness of training in hospitality organization. Similarly, Lim et al. (2007) examined factors which are important in

effective online training and found that there are correlation between individual, organizational factors and training design with training effectiveness. Noe and Schmitt (1986) investigated trainee characteristics and ability to attend training programmes. The study suggested that the efficiency of learning and successful behavior change refers to the job involvement and career planning.

Having the same point of view, Chen et al. (2007) indicated many factors influenced training effectiveness such as training needs, training programme, flexibility of training, self-efficacy, social support, and transfer of knowledge. In addition, Xiao (1996) investigated the organizational elements (orientation, matching knowledge and skills with work design, rewards, supervisors, and peer support) that affect the facilities utilized in the work place after training which in turn confirmed the importance of management's role in improving productivity. Dawe (2002), evaluated the training workplace in Australian companies and found that ten elements contributed to the successful of training practices, which are organizational culture, the relation between training and business strategy, the relation between training and workplace change, diversity of training approach, adoption of accredited training, use of informal training, the needs of individual, sourcing training from firms and evaluating the training.

Cheng and Ho (2001) reviewed some individual factors (ability, motivation, and self efficacy), motivational, and environmental factors (organization support and task constraints) on the effectiveness of training programme. They suggested some direction for future studies such as conducting a longitudinal study for measuring transfer outcomes. Elangovan and Karakowsky (1999) explored the trainee and environmental factors that influence training transfer programmes. They found that motivation and ability are the most important trainee factors, where else job characteristics, reward

system and organization culture are significant environmental factors that influenced training programme. Cheng and Ho (1998) investigated attitudinal and organizational factors (training value, transfer reward, training motivation and opportunity to transfer) and the results indicated that perception of training value as the most significant transfer outcome at the organization.

2.4.1 The Work Environment Factors

Work environment refers to "the physical and social context within which any client system (a person, group, or organization) functions to achieve goal" (Xiao, 1996). The work environment is necessary and one of the key factors to determine the learning in the training programme, and is crucial in determining the application of skills in the workplace (Baldwin & Ford, 1988; Burke & Baldwin, 1999; Chuang et al., 2005; Clarke, 2002; Elangovan & Karakowsky, 1999; Facteau et al., 1995; Ford et al., 1992; Quiñones, 1997). Moreover, the climate is important in implicating knowledge, skills and attitudes in workplace before and after attending the training programme and also affecting behavior (Tanneubaum & Yuki, 1992). Mcbain (2004) argued for a significant relationship between work environment and training which clearly appear in ensuring effectiveness and outcome achievement of training.

According to Mathieu et al. (1992), the constraints and interferences may stress the process of practicing trained skills, and consequently may result in weak performance, while the encouragement from managers and peers may create positive working conditions in the organization. Zhao et al. (2004) found that the effect of external factors on trainee perception toward effectiveness of training is more than that

of internal factors. In other words, the work environment has great influence on the training effectiveness.

Many literatures provide the evidence of significant relationship between environmental characteristics and training effectiveness, which is reflected directly in training outcomes (Elangovan & Karakowsky, 1999; Facteau et al., 1995; Rouiller & Goldstein, 1993; Tannenbaum & Yukl, 1992; Tracey et al., 2001; Tracey et al., 1995; Tracey & Tews, 1995). Many studies also emphasized different degrees of relationship between environmental characteristics and training effectiveness (Acton & Golden, 2001; Burke & Baldwin, 1999; Chen et al., 2007; Cheng & Ho, 1998, 2001; Clarke, 2002; Kontoghiorghes, 2001; Lim et al., 2007; 2007; Quiñones, 1997; Xiao, 1996). This study considers social support, opportunity to perform, reward system, and organization culture as the variables under environment factors.

Social Support

Social support includes the support from senior management, supervisors, peers, and subordinate colleagues. The management must provide support by encouraging the employees, and facilitate the use of skills learned in the training programme by providing opportunities to perform the skills (Chen et al., 2007; Facteau et al., 1995). The social support has been studied in several studies related to specialized training. These studies have revealed that the social support has a direct significant influence in facilitating the achievement of training goals, which are reflected in the performance of staff at the workplace.

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If the employees feel cheerless, they will not be encouraged to improve their performance to advance their career, as a result the reinforcement from the managers and supervisors becomes less effective. This will also affect the effectiveness of the training programme and the contribution of the training programme towards achieving organizational goals. The organization tries to match the employee support and the need of the organization as well as the employees with the timing of the training programme. However, some organizations do not provide this commitment to a full extent (Cheng & Ho, 1998, 2001; Kontoghiorghes, 2001; Tracey et al., 2001; Tracey & Tews, 1995). Similarly, Tanneubaum and Yuki (1992) believed that the organization realizes the value of their support and commitment for employee training. So, it is important to allocate time appropriately in order to ensure that employees get the appropriate training. Additionally, Clarke (2002) believed that the management must provide and prepare appropriate training and suitable resources to achieve maximum benefits from employee training.

The employees look up to the top management and supervisors to urge them to participate, learn and apply the trained skills. Moreover, a supervisor's role is not limited to examining the trainee, it extends to encouraging, involving, and reinforcing the employees, making the feedback available and setting training programme goals (Baldwin & Ford, 1988; Noe, 1986; Quinones, 1997; Xiao, 1996). In supporting the management, the supervisors play a crucial role in how and when the trainees can use trained skills, in explaining the advantages from these programmes, in involving the employees to initiate training programmes, in providing sufficient time for training preparation, in motivating the trainees, in creating positive work groups and in motivating seniors' attitudes toward employees (Cohen, 1990; Elangovan &

Karakowsky, 1999; Ford et al., 1992; jackson & Bushe, 2007; Lim et al,. 2007; Xiao, 1996).

According to Ford et al. (1992), the work group formed by the trainees who experience positive attitude and support from supervisors will perform the complex and difficult tasks better than those who do not get encouragement from supervisors. Support, in addition to affecting training effectiveness, also facilitates transferring the knowledge and skills (Chen et al.. 2007). Cohen (1990) believed that there is a direct relationship between supervisors' support and motivation toward training programmes. Moreover. Jackson and Bushe (2007) investigated the contribution of transfer of training and leadership training. and found that supervisors support is one of the main effective variables in transferring training to employees to accumulate new knowledge and skills. Similarly. Lim et al. (2007) examined the degree to which supervisors' support can help trainees in learning and applying the skills. The finding was not surprising - the supervisors' support directly influences the transfer performance.

Tracey and Tews (1995) in their study. believed that the training effectiveness may be positively affected by the social support especially when opportunity to learn and gain from training programme is there. which ultimately reflects training effectiveness. Furthermore. Xiao (1996) found that the supervisors' support is the crucial factor affecting training transfer leading to high productivity.

Opportunity to Perform

Opportunity to perform is defined as "the extent to which a trainee is provided with activity or obtains work experiences relevant to the tasks for which he or she was

trained" (Ford et al., 1992). There is a consensus from most of the studies that address the opportunity to perform as a factor to affect training outcomes. These studies emphasized the importance of opportunity to relate with training outcomes, and found positive effects on the effectiveness of training.

Most of the trainees are enriched with new knowledge, skills, and attitude after training programmes, combined with enthusiasm to perform trained skills in the workplace, but in performing it actually, they often are surprised with the interference from actual work environment. There are differences between the context of training and the context of actual job: in other words, the trainee faces unfamiliar work situation. Hence, they must perceive this problem and find solutions for it. At the same time, not all the contents of training necessarily appear in the job (Tannenbaum & Yuki, 1992). According to Elangovan and Karakowsky (1999), the effectiveness of training depends on the matching between the training context and actual nature of the job, so, it is important to match the training programme with actual job. For that, it is necessary for the organization to adopt a good system of supporting and reinforcing resources and opportunities (Chen et al., 2007; Ford et al., 1992; Tracey et al., 1995). Similarly, Clarke (2002) emphasized that on job application of trained skill will be weak if there is no matching between training context and work place context.

Kontoghiorghes (2001) argued that the trainees are supposed to get different opportunities to apply their training as these opportunities can affect the training outcomes. In contrast, if the trainees do not have on job opportunities to perform the new knowledge, skills and attitude, that will be reflected as low organizational performance. In other words, the result of opportunity to perform clearly appears in training outcomes. Furthermore, Mathieu et al. (1992) argued that the organization may

remain unaware about these constraints to perform the trained skills, which may hinder the performance. Zhao et al. (2004) provided similar view that the training programme will lose its benefits when there is no opportunity to perform. Similarly, Clark (2002) found that heavy workload and time pressure can be the main constraint against the opportunity to perform and can undermine the training effectiveness. Tracey and Tews (1995) mentioned that, to ensure the training effectiveness, the trainees must have the opportunity to perform, which also will help them to refine their knowledge, otherwise the knowledge and skills from the training will be forgotten.

According to Ford et al. (1992), and Jackson and Bushe (2007), there are three dimensions related with opportunity to perform in an organization. The first dimension is breadth which is related to the trainees getting different knowledge and skills from the training to apply in their job. They may apply all or some of the trained skills. Hence, the main measure of opportunity to perform involves finding how many trained tasks really are used in the workplace. The second dimension is activity level, which refers to the frequency the trainees apply the trained task in the workplace. The third dimension is type of task, and it refers to the variety of the task, ranging from simple to difficult, or complex.

Reward System

For the purpose of achieving training effectiveness, management may take many initiatives for the trainees to ensure that training is successful and can achieve its goals. One of these initiatives is the reward system tied with training that has significant and important contribution in determining the effectiveness of this programme. Previous

studies found significant and positive relation between reward systems and training effectiveness. According to Govindarajulu and Daily (2004), the reward refers to "the intrinsic and extrinsic benefit that workers receive from their jobs". The reward takes many forms, such as monetary reward, recognition award, profit-sharing programme, increment in the pay, benefits, and incentives. The most important form of reward is the one that can motivate the trainee to acquire and apply the new skills in workplace.

The reward systems drive trainee attitude toward gaining knowledge, and encouraging them to acquire new skills (Noe, 1986). Additionally, rewards can also encourage the application of new skills on the job (Tanneubaum &Yuki, 1992). Baldwin and Ford (1988), in their direction for future research, mentioned that this reward system is a form of reinforcement to the trainees to ensure better training outcomes. Also, this reward facilitates opportunities for on-the-job effective application of new skills. Lim et al. (2007) believed that when organization adopts reward system, the trainees will improve themselves to acquire new skills which result is better training outcomes. At the same time, the reward system influence employees to give more job effort. Hence, the performance of applying new skills will be high if matched with reward. This will also increase training effectiveness. Moreover, many studies suggested relationship between the reward system and the training outcomes- the organization which perceive the importance of reward can motivate trainee in transferring new skills on-the-job effectively (Jackson & Bushe, 2007; Rouiller & Goldstein, 1993; Tracey et al., 1995).

Tracey et al. (2001) emphasized that when the trainees perceive that they are accountable (by rewards or punishments), their intention to acquire skills and to apply

them on the job will be higher. Also, Kontoghiorghes (2001) found that the reward and punishment system make trainees to be more motivated to acquire new skills.

Tracey and Tews (1995) argued that to achieve training effectiveness in the organization, the organization must give the value of training by a reward system to create enthusiasm of acquiring new skills and applying that in the job. Such a system can bring about effective training. Hence the management must consider the design of performance appraisal system to account for the use of knowledge and skills acquired during training. In addition, the management have to provide reward system and incentive for acquiring and using new skills on the job. Furthermore, the management should have clear policies to reinforce the importance of continuous learning. According to Elangovan and Karakowsky (1999), the reward system should be adopted to ensure that a trainee attends training, acquires skills and applies them in the job.

Organizational Culture

Organizational culture refers to "the beliefs, values and acquired coping techniques that develop over time within an organization which influence the behaviors of its members" (Wehrmeyer & Chenoweth, 2006, pg 140). There is no doubt that the organization adopts policies, planning, and effort to promote and to encourage employees for attending training programmes. This will positively affect training effectiveness. Most of the previous studies emphasized and mentioned this factor in different ways, such as job characteristics and the culture of continuous learning.

The organizational culture, by creating a supporting context for training, plays a crucial role in the process of knowledge and skill acquisition and their on the job

application (Burke & Baldwin, 1999). The same point of view is given by Facteau et al. (1995), and Rouiller and Goldstein (1993), who found that the social context of the job affects the encouragement of the trainees to acquire skills and their application by promoting opportunities for personal development. Moreover, the managerial commitment is one component of organization culture, which means the management should adopt the innovation, values, norms and attitudes to support the trainees and their performance in the organization (Govindarajulu & Daily, 2004).

According to Tracey et al. (1995) the continuous-learning culture includes all the three: individual, task and organization. Firstly, it is the fundamental responsibility of the employee to gather knowledge and skills, and go for personal development necessary for accomplishing the job mission. Secondly, it is necessary to make a matched combination of management support, the knowledge and skills necessary for the task to be accomplished, and the skills and knowledge to gather and apply. Finally, the degrees to which the organization adopts a formal system to reap the benefit of employee personal development for the organization must be taken into account in order to create a continuous-learning culture in the organization.

Additionally, Tracey and Tews (1995) emphasized that the management should match employee perception toward training and the system of work environment, which can affect the process of gaining knowledge and skills. Also, they mentioned that, for training effectiveness, there are many points that managers must consider to determine the continuous learning culture. Among these points, making the job assignment challenging and designed to promote personal development, ensuring that work assignment include opportunities to learn and apply new techniques and procedures, taking in consideration the flexibility in performing the tasks, allowing the employees to

practice new ways of performing job responsibilities, and including the continuous improvement an essential part of everyone's job.

The management is required to maintain a continuous learning culture in order to make employees understand the benefits from training programme, and to dedicate their effort for the development of the employees and their performance (Acton & Golden, 2002). Furthermore, receiving information about the training programme from the management can help the trainees to construct events properly (Quinones, 1997). Clarke, Dobbins, and Ladd (1993) argued that the trainees will not be motivated enough if they feel the outcome of the training will not enrich their job and career advancement. Evidence is also available that the continuous learning culture is associated with training and development and can lead to the improvement of the trainees (Wehrmeyer & Chenoweth, 2006).

2.4.2 The Individual Factors

Individual factors explain the trainee perception and attitude toward acquisition of new skills from the training which in turn may influence training effectiveness (Zhao et al., 2004). This perception is also related to the possibilities of acquiring new skills and to the potential of on-the-job application of these skills (Facteau et al., 2001). This perception again influences the trainees' commitment and the value of the training (Tracey et al., 2001).

Noe (1986) believed that individual factors are crucial and related directly to training effectiveness and training transfer (Elangovan & Karakowsky, 1999). Similarly, Rowold (2007) mentioned that the trainee variables influence training

outcomes by knowledge acquisition. The work environment changes and to adapt with these changes, employees are required to develop knowledge and skills. Hence, the trainee factors like ability, motivation, and attitude are crucial in achieving training effectiveness (Tai, 2006). The trainees are required to gain their skills to face environmental changes (Chuang et al., 2005). The training outcome can be used to differentiate among trainees (Noe & Schmitt, 1986). The capabilities, attitude and motivation of the trainees affect the amount of knowledge and skills learned in a training programme (Quinones, 1997).

Studies that investigated these factors are rare, although increasing in number in last few years (Cheng & Ho, 2001). Most of the studies on the individual factors have emphasized the type of trainees with less attention in choosing programme with appropriate link with trainee needs. Few of the recent studies focused on how to improve individual factors to achieve training effectiveness (Tannenbaum & Yuki, 1992). This study investigates the influence of ability, attitude, and motivation on the effectiveness of training.

Ability

Ability is the capability of the trainee to acquire on-the-job transformation of trained skills, which depends on the combination of psychological effort and training itself. Ability has a significant positive relationship with training effectiveness. This relationship is emphasized in many of the previous studies. Ability refers to "knowledge acquisition, which can occur only when individuals have both the ability (can do) and the desire (will do) to acquire new knowledge" (Noe, 1986, pg 74; Tracey et al., 2001,

pg 7). In addition, Chuang et al. (2005, pg 161) suggested that the ability is "one's belief that one's capable to perform a specific task". Chuang et al. also argued that the trainees are efficient in setting goals by themselves, sometimes they can go inside related problem and learn better and training becomes more effective. Similarly, Cheng and Ho (2001) mentioned that if the trainees are self-confident in achieving their own expectations, they will be more likely to apply what they have learned in the training programme. Likewise, Ford et al. (1992) argued that the trainee who has ability will show more readiness and strive to apply trained skills; they will also be able to perform complex and difficult tasks. However, Tracey et al. (2001) emphasized that the ability is one of the pre-training importance and positively related variable with the trainee's belief about the application of suitable knowledge and skills.

Elangovan and Karakowsky (1999) suggested that this ability positively affects training transfer in two ways; knowledge acquisition and situation identification. Knowledge acquisition refers to the trainee who acquires knowledge and skills from the training programme which is better than one who does little or has no acquisition. By all means, the trainee must learn skills suitable for the workplace. In addition, situation identification refers to the capability of a trainee to recognize the suitable situation in which to apply the trained skill which eventually is a crucial dimension of training effectiveness.

Additionally, ability has a positive relationship with performance development, innovation, and problem solving, which make ability a significant element for enhancing the effectiveness of training (Chen et al., 2007). Ability also has a positive relationship with job performance, trainee satisfaction, and use of skills (Xiao, 1996). For effective learning, trainees need to have some additional abilities like problem

solving, decision making, and new skills acquisition. Trainers take these capabilities of the trainee into account while designing and implementing training programme.

According to Facteau et al. (1995), Noe (1986), Quinones (1997), and Tracey et al. (2001), ability is relatively more permanent compared to job performance, and is significantly related to the motivation to learn. Furthermore, Tannenbaum and Yuki (1992), and Noe and Schmitt (1986) argued that to understand why learning changes behavior and improves performance differently among trainees, it is necessary to understand 'trainability' which refers to "the degree to which training participants are able to learn and apply the material emphasized into training programme". The trainability is a combination of both the ability and the motivation, and is positively related to training effectiveness. Finally, as Baldwin, Wagner, and Chasteen (1989) argued, most of the trainees have abilities to acquire knowledge and to perform tasks, but may lack sufficient motivation.

Attitude

Attitude plays an important role in preparing the trainees for the training programme, and makes them interested to attend the programme and acquire new skills (Xiao, 1996). Perceived value of training in improving performance can create more desire to attend the training programme, to learn, and to apply the learning in the job (Cheng & Ho, 1998). Also, perceived benefits of training will encourage trainees to concentrate in this activity. These benefits may be in the form of new skills that upgrade the trainee for higher job requirement (Noe, 1986), in the form of increasing the chance of development (Noe & Schmitt, 1986), in the form of link with the needs of trainees

(Baldwin et al., 1991; Mathieu et al., 1992), or even in the form of more respect from colleagues (Tsai & Tai, 2003). In contrast, if trainees feel that training is not linked with their job requirement, they will be less interested to participate in training programme (Elangovan & Karakowsky, 1999; Noe & Schmitt, 1986). Therefore, by developing clear policies and good planning to support training initiatives, and by linking training with job requirement and trainee needs, the management affects the attitude of trainees toward training (Burke & Baldwin, 1999). Acton and Golden (2002), Clarke et al. (1993) emphasized that when trainees perceive these opportunities arising out of training in terms of improving job situation and developing performance, they will be more likely to attend training programme, and this can positively influence the training effectiveness.

According to Facteau et al. (1995), the trainee's attitude toward training programme refers to two components, which positively affect training effectiveness: The first component is career exploration and planning which refers to the exploration of career development prospects and planning for the development of the trainees. These trainees are likely to be more involved in the training programme. The second component is the organizational commitment which refers to the strength by which an individual relates and involves himself in a particular organization. In other words, the trainees who are committed to the organization will be more likely to attend training programme and positively influence the training outcomes. This is highly supported by several studies where they found that the trainees' commitment leads to high value of training programme (Hicks & Klimoski, 1987; Tracey &Tews, 1995 and Tracey et al., 2001).

Motivation

Motivation refers to "special desire of participants to learn the contents of training programme" (Noe, 1986). Motivation is one of the main trainee characteristics, which affects the readiness of the trainee to spend time and effort to attend the training programme, the acquisition and on job transfer of new knowledge and skills (Baldwin & Ford, 1988; Quinones, 1997). Lim et al. (2007) mentioned it as the important variable among the individual characteristics.

Many studies indicated that even if trainees have ability to learn and to acquire new skills from training programmes, they may fail without motivation to learn (Chuang et al., 2005; Qeinones, 1997; Tai, 2004). Also, the trainee may fail to reap benefits from training programme without enough motivation to the training. It is clear from various studies that there is a relation between motivation and training effectiveness (Facteau et al., 1995; Mathieu et al., 1992; Quinones, 1997). Also, Chuang et al. (1995) argued a positive and significant association between motivation and willingness to learn.

Several dimensions are also found to be related to motivation and directly affected the training effectiveness such as effort, increased performance expectancies, outcomes expectancies, and motivation to learn (Noe and Schmitt, 1986). According to Elangovan and Karakowsky (1999), there are many elements influencing trainee motivation for the on-the-job transfer of trained skills; these elements directly affect the motivation to learn and thus the training outcomes. Hence, to increase trainee motivation for training, the management must recognize the needs and desires of the trainee, and determine which element is linked with training (Tracey & Tews, 1995).

2.4.3   The Training Process

The training process is crucial in determining the effectiveness of training. The way of designing and implementing the training programme are importance aspects of training programme that determine the degree of improvement of the trainees' skills (Tracey et al., 2001). Dawe (2002) and Mcbain (2004) argued that the content and the process of training directly affect the training effectiveness. It is important to note that training effectiveness depends on the link between work environment and training process (Arthur, Edens, & Bell 2003; Jackson & Bushe, 2007).

The formal training should be based on the analysis of needs (Chen et al., 2007); it should choose the method of delivering knowledge and skills, and the process of evaluation, and all these designs should suit the need (Tracey et al., 2001). External factors also contribute towards achieving satisfactory outcomes (Zhao et al., 2004). The factors to consider under the training process factors are training needs analysis and the training design.

The Training Needs Analysis

Training needs analysis or need assessment refers to "the process used to determine whether training is necessary in organization" (Noe, 2010, pg 103). Also, training needs analysis can differentiate between standard and actual performance (Nowack, 1991; Tharenou, 1989). According to Chen et al. (2007), before the organization decides what type of training to offer, it must look for what training is necessary; this can help to avoid the wastage of time and money of training unnecessary skills (Bucalo, 1984).

In general, the training analysis aims to provide information about ideal performance, actual performance, how involving parties feel what is causing the problem and how to minimize gaps between ideal and actual performanc (Holton., Bates, & naquin, 2000) In addition to that, training needs analysis helps the organization to match the training with important business strategies. This analysis leads the process of determining required skills implementation which assists the actualization of the business strategies and achievement of organizational objectives (Daw, 2002).

The training need varies with the level of staff and the difference in the tasks performed by the trainee (Tracey & Tews, 1995). Training needs analysis normally consists of three type of analysis as illustrated in Figure 2.2. In other words, ensuring effective training involves addressing three levels of analysis (Goldstein, 1980; O Driscoll & Taylor, 1992; Tannenbaum & Yukl, 1992). The first level is Organizational analysis which is "an examination of system wide components that determine whether a training programme can yield behavior change back on the job" (Tannenbaum & Yuki, 1992, pg 401). Deciding where and when the training should be depends on the goal and the climate of training (O'Driscoll & Taylor, 1992). This climate consists of resources to apply, the skill to train, and necessity of particular knowledge (Tannenbaum & Yuki, 1992).

The training objective must suit the strategies and the goals of the organization. Furthermore, training programme will fail if the organization does not give more attention to address the programme of instruction (Mitchell, 1984). The skills required for an organization depends on many variables; for instance, turnover and absenteeism rates (Goldstein, 1980).

The second level is operational analysis. Tannenbaum and Yuki (1992, pg 402) refer to operational analysis as "the nature of the tasks to be performed on the job, and the knowledge, skills, and abilities needed to perform these tasks". According to Goldstein (1980) and O'Driscoll and Taylor (1992), task analysis requires identification of task to complete and setting of standard or criteria for performance measurement. To suit future requirements for new KSA, due to technological developments and other changes, the organization has to adopt newer tasks. Also, it is necessary for task analysis to examine the requirement for cognitive processing and learning (Tannenbaum & Yuki, 1992).

Third level is personal analysis which refers to "personnel who should be trained and what training is needed by an individual" (Tannenbaum & Yuki, 1992, pg 403). The analysis can be done through performance appraisal, proficiency test, measurement of job performance, and self-assessment of training needs (O'Driscoll & Taylor, 1992).

According to Tannenbaum and Yuki (1992) it is possible to determine needs for training by analysis and assessing attitudes, abilities, and motivation of the staff to attend training. Many studies indicated that the training needs analysis plays a key role in achieving training effectiveness (Culbertson & Thompson, 1980; Mitchell, 1984).
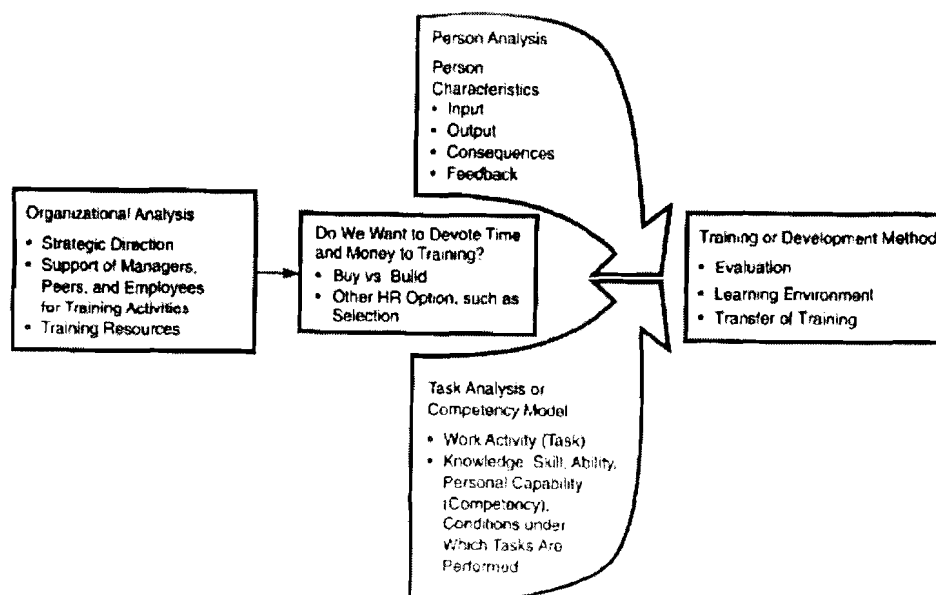
Figure 2.2: Level of Training Needs Analysis
Source: Noe, (2010, pg 110)

The Training Design

Training design refers to "the extent employees perceive the organization has

taken appropriate care in the design of the training programme" (Zhao et al., 2004, pg

90). After training needs analysis and training objective identification, it is necessary to

design the training programme (Tannenbaum & Yuki, 1992). Organization may not

always find a qualified, expert, and dependable staff to employ. This is why the

organization needs to understand how to design a training programme (Rechnitz, 2002).

Furthermore, the management must understand that only attending the training is not

enough; the trainees need to gain more KSA. So, they must emphasize the link between

training and actual workplace, and design the programme in such a way that the trainees

feel interested and engaged (Chuang et al., 2005). One way of doing this is by involving

them in the decision process about the training content (O Driscoll & Taylor, 1992; Park & Wentling, 2007; Tsai & Tai, 2003).

The design process should start with defining the workplace related issues and necessary skills applicable for those issues after the training programme (Carnarius, 1981), and measuring the necessity of quality and quantity of information and skills to provide to the trainees (Stein, 1981). Werner and DeSimone (2008) argued that this designing needs to make sure that the training fulfils the goals via the following steps:

1.   Determine training objectives

2.   Develop suitable session plan of the training programme.

3.   Determine what suitable materials trainees must use

4.   Select professional trainer to deliver programme

5.   Choose the training methods

6.   Schedule the programme.

Tannenbaum and Yuki (1992) indicated that different elements of training design, such as, identical elements; this notion makes best use of degree of identical stimulus and responses in the setting of training. Making training programme identical to the real workplace to ensure learning; retention, and transfer in similar conditions is most important (surrounding, tasks, equipment). Trainees also can go for the similar approach. Also, teaching general principles; this is the teaching of the general terms during training. In addition, stimulus variability; it is important to use stimuli in order to enhance application of the training in real workplace in several ways to manage variety of situations. Finally, condition of practice; it refers to the design of several issues to

guide the applicability of training in different categories of situations (Baldwin & Ford, 1988; Cheng & Ho, 2001; Elangovan & Karakowsky, 1999; Quinones, 1997).

According to Tannenbaum and Yuki (1992), the use of the above elements has limited use in developing complex skills required in organizational activities. They suggested alternative guidelines which have been contributing to better design: such as the educational element in training programme must suit possible physical process leading to performance improvement. Also, inducing the trainees to apply their capabilities, for example, applying principles in performance task, in addition, use accurate, credible, timely and constructive feedback. Furthermore, the training programme must increase the ability and expectation leading to satisfying results. Finally, training must differentiate between talent and actual knowledge of the trainees and take this into account.

Finally, training design is an important factor in the training process and it has a significant positive relationship with the effectiveness of training programme (Baldwin & Ford, 1988; Park & Wentling, 2007; Quinones, 1997; Tannenbaum & Yuki, 1992; Zhao et al., 2004).

According to the suggestion of Carnarius (1981), as shown in Figure 2.3, there are several steps to design training programme:

1. Concept: This step involves the identification of the issues or concepts like, development needs, organization constraint, and the techniques that are related to training.

2. Possible Activities: This step determine the tactics of training like, lecture, roll play, instrument, practice, etc., maintaining consistency with the first step.

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3.   Objective: The third step of this process develops the objective of the training programme based on the training needs.

4.   Method to Consider: Based on the objectives developed in the third step, this step decides the appropriate method of training that suits organizational needs.

5.   Sequence: This step involves developing the sequence of training sessions.

6.   Test Agenda: The training programme schedule is prepared in this step which includes the applicable time limit of testing every necessary activity.

7.   Training Materials: Complying with all the developments in earlier steps, this step involves preparing the training materials to be used in the training sessions.
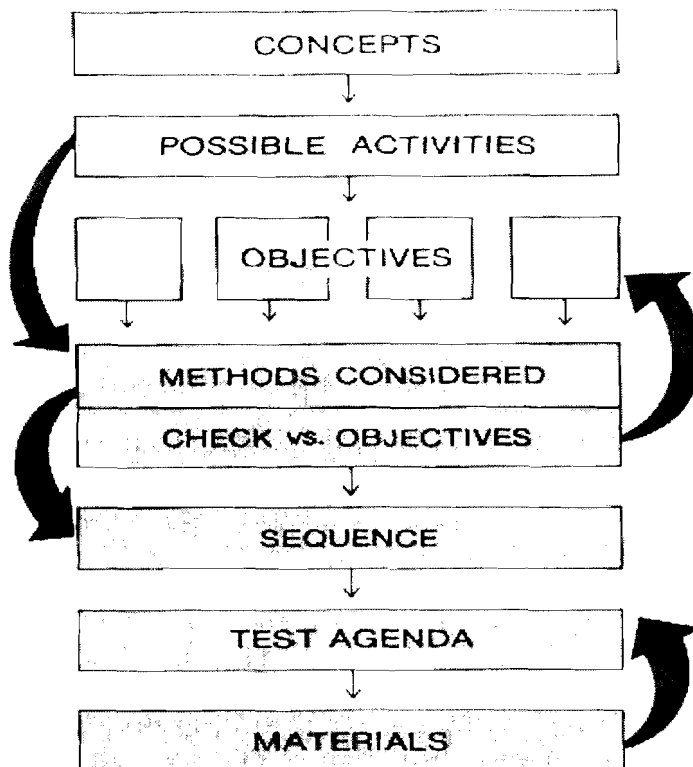
Figure 2.3: Training Design
Source: Carnarius (1981, pg 41)

2.5 RELATIONSHIP AMONG THE FACTORS INFLUENCING THE TRAINING PROGRAMME

The relationship among the factors that affect the effectiveness of training programme is argued as important and significant and this relationship leads to positive effect on training programme outcomes. Many studies argued for positive relation (Casper, 2005; Clarke, 2002; Green, 2001; Lim et al., 2007). For instance, the contextual factors affect the individual factors and their action positively. Moreover, environmental factors influence training effectiveness through trainee factors and the training process (Cheng & Ho, 2001; Quiñones, 1997; Wilborn & Weaver, 2002). Similarly, Burke and Baldwin (1999), Rouller and Goldstein (1993), and Tracey et al. (1995) argued that the organizational environment can facilitate the workplace utilization of the skills. Also, the support affects the individual factors (ability, motivation and attitude) in the training. Furthermore, Baldwin et al. (1989) mentioned that the training programme may fail if the management has no commitment toward training and toward creating positive environment to motivate trainees for attending training and acquiring new skills (Burke & Baldwin, 1996; Cohen, 1990). Similar argument is, the individual factors and organizational factors are related positively with motivation to learn which in turn influence the training effectiveness (Rowold, 2007).

There is a link between the workplace demands (needs) and the abilities of the trainees (Chuang et al., 2005; Hicks & Klimoski, 1987; Lim et al., 2007). The attendance in the training process is affected by the reward system and resulting trainee attitude (Tracey et al., 2001; Tracey & Tews, 1995). The trainee motivation is linked with the development of the training process (Facteau et al., 1995). Noe (1986), and Noe and Schmitt (1986) argued that there are several factors that directly affect the

motivation to learn. Trainee motivation to learn can increase when the trainees

are given the information about the training process (Tannenbaum & Yuki, 1992), and

this relationship is also linked with trainee factors (Chuang et al., 2006; Zhao et al.,

2004). Table 2.4 indicated the factors that addressed in past literature.

Table 2.4: Key Factors that Addressed in the Literature

Author	Title	Factors
Lim et al. (2007)	Validating E-learning factors affecting training effectiveness	Support trainee. Continuous learning Motivation. Self efficacy. Training content
Divya Bhati (2007)	Factors That Influence Transfer Of Hazardous Material Training: The Perception Of Selected Fire-Fighter Trainees And Supervisors	Support trainee. Continuous learning. Motivation. Self efficacy. Training content Reinforcement in the job. Little interference from immediate (work) environment. Supportive organizational culture. Trainees' perception of training programmes being practical. Trainees' perception of relevant training content. Trainees' being comfortable with change and associated effort. Trainer being supportive and inspiring. Perception of training being. Well designed/delivered. Peer support
Casper. (2005)	The positive transfer of learned skills from training to changed behavior at the job	Motivation. Ability. Supervisor support. Peer support. Proper tools and equipment available. Opportunity to perform.
Chuang et al. (2005)	An Investigation Of Individual And Contextual Factors Influencing Training Vari ables	Self efficacy. Motivation. Learning
Green (2001)	The influence of individual and work environment characteristics on trainee motivation and training effectiveness measures.	Motivation. Locus of control. Job involvement. Career planning. Choice to attend. Situational constraint. Social support. Organization climate. Organization culture.
Cheng and Ho. (1998)	Research not: A review of transfer of training studies in the past decade	Personality. Ability. Motivation. Career and job attitude. Organization committment . Support organization. Continuous learning. Task constraint.
Tracey and Tews. (1995)	Training effectiveness: Accounting for individual characteristics and work environment.	Ability. Motivation. Attitude. Job characteristics. Organization system.

Author	Title	Factors
Noe & Schmitt (1986).	The influence of trainee attitudes on training effectiveness: test of model	Investigated trainee characteristics and ability to attend training programme (locus of control, job involvement, career planning, exploratory behavior, prêt-training motivation, post-training motivation
Zhao et al. (2004).	Factors Affecting Training Success in China	Investigated some internal (design & implementation) and external work environment factors (social support, opportunity to perform, reward system, and organization system). Individual factors (attitudes, motivation levels, and ability), and training assessment) factors. Investigated some internal (design & implementation) and external work environment factors (social support, opportunity to perform, reward system, and organization system). Individual factors (attitudes, motivation levels, and ability), and training assessment) factors.
Xiao (1996)	The relationship between organizational factors and the transfer of training in the electronics industry in Shenzhen, China	Investigated the organizational elements (orientation, matching KSA with work design, rewards, supervisors, and peer support)
Ford & Baldwin (1988)	Transfer of training: a review and directions for future research	Ability, personality, motivation, participant of learning, sequencing, training content, support, opportunity to perform.
Noe & Wilk (1993)	Investigation of factors that influence employee participation in development activities	Social support, situational constraint, self efficacy, learning attitude, motivation, career exploration.
Tannenbaum & Yuki (1992)	Training and development in work organization	Training needs, design of training, ability, motivation, attitude, environment cues and signals, transfer climate, post-training activities.
Mathieu et al. (1992)	Influences Of Individual And Situational Characteristics On Measures Of Training Effectiveness	Carrier planning. Job involvement. Assignment. Situational constraint. Trainees motivation.
Bushe (2007)	Leadership development training transfer: A case study of post-training determination.	Social support, adoption environment, continuity & maintenance, situational context, systematic force
Tracey et al. (2001)	Applying trained skills on the job: The importance of work environment	Transfer climate, continuous learning culture, pre-training behavior, pre-training knowledge.
Elangovan and Karakowsky. (1999)	The role of trainee and environment factors in transfer of training: an exploratory framework.	Relevance. Choice to attend. Outcome expectancies. Self efficacy. Job involvement. Knowledge acquisition. Identify situation. Job requirement.

2.6 CONCLUSION

The literature review in this chapter deals with the factors influencing the effectiveness of human resource training programme in the hotels sector. It is clear that the effectiveness of training programme is not only determined by specific training factors, but also by some previously neglected factors outside the training programme. These outside factors include the environmental and individual factors. To understand the source of training success completely, these additional factors must be considered together with specific training factors to model training effectiveness. In addition, it is necessary to consider the suitability of the circumstances in order to prepare the employees for training programme, which starts from the workplace but does not end with the training session. It is also important to understand the influence of all these factors on the achievement of the hotel's objectives. For the achievement of these objectives, training is crucial because it can improve the KSA of the human resources, who are the key element of the service industry.

CHAPTER THREE: METHODOLOGY

3.1   INTRODUCTION

The current study investigates the factors influencing the effectiveness of human resource training programme in the hotel sector. The study covers the effects and influences of work environment, and factors related to individual and the training itself. The methodology in this chapter consists of following components: research design, population and sample, data collection, variables, instrument design, pilot test, and data analysis.

3.2   RESEARCH DESIGN

This study is based on correlation and uses mixed design (quantitative and qualitative methods) which provide a better understanding of the research problem compared to using only one method, strengths the result of both data. A mixed methodology was used since it is an increasingly accepted approach employed to help make the data collection and analysis more accurate and because the evaluation questions asked in this study were best investigated using multiple methods. The qualitative data provided information regarding importance of the factors in actual workplace. The quantitative assessed variables related to the programme's effectiveness.

In addition, this study was conducted using a mixed method design known as explanatory strategy which according to Creswell, (2008) consists of using two different methods in an attempt to confirm, cross-validate, or corroborate findings within a single

study. This method will allow the evaluator to verify and confirm findings between quantitative and qualitative data collected on the survey and interviews. The rationale was the quantitative data provide a general picture and the qualitative data collection help to refine, extend or explain the programs' overall impact. In other words, the use of the mixed methods design allowed for the collection and manipulation of data and analysis to draw conclusions. The study was conducted for the purpose of assessing the association between (work environment, individual, and training process factors) and training effectiveness. This study is able to position itself in the training areas that would be beneficial to the human resource development research. The result provided a basis for training practitioners to make decisions regarding improvement and achievement of training effectiveness.

3.2.1 Quantitative Design

Quntitative design is a type of educational research in which the researcher decides what to study, asks specific, narrow questions, collects numeric (numbered) data from participants, analyzes these numbers using statistics, and conducts the inquiry in an unbiased, objective manner (Creswell, 2008, pg 46). One of the main aims of quantitative research is determine how one variables affects another, and explain the relation among variables. This methods involves the use of structured questions where the response options have been fixed and a large number of respondents are involved. Quantitative research is defined as objective and statistically valid and is measured by numbers (Cavana et al., 2010). Creswell (2008) confirmed that survey can be used successfully to investigate the relationship between variables in the ptocess of

hypothesis testing. Another advantage of survey strategy is the large amount of data which can gathered from large population.

Quantitative design in this current study used to address the research problem by explaining how the factors that determined in the study effect on training effectiveness, and explanation of the relationship among these factors (Creswell, 2008). To achieve this investigation, this study depended on the literature to justify the research problem and suggested the research questions. Also, this study indicated specific and limited research questions to examine training effectiveness, and proposed hypotheses to measure observable data. The study used survey instrument to collect numeric (numbered) data from participants in the hotel sector. Finally, the data is analyzed using statistics and comparing results with predictions and past research. Quantitative analysis aimed to provide and enhance understanding about the nature of the relationship between variables by using mathematical procedures. The value of numbers provide informations to address research questions or hypotheses.

3.2.2   Qualitative Design

Qualitative design is a type of academic research in which the researcher relies on the views of participants, asks broad, general questions, collects data consisting largely of words or text from participants, describes and analyzes these words for themes, and conducts the inquiry in a subjective, biased manner (Creswell, 2008, pg 46). The motivation for doing qualitative research methods are designed to help researchers understand people and the social and cultural contexts and enable researchers to study social and cultural phenomena, that the goal of understanding a

phenomenon from the point of view of the participants and its particular social and institutional context is largely lost when textual data are quantified (Cavana et al., 2010).

The qualitative methods in current study represent the second phase in the explanatory design. The aims of qualitative methods was to refine, extend, and explain the general picture from quantitative method. The process used in this current study intents to put pieces together about the associaton between factors and training effectiveness. The aim is to get information regarding the importance of these factors and to take them into account in the development activities of hotels.

In general, the qualitative data helps the researcher to obtain more detailed and specific information regarding the result in statistical test through exploring and enhancing the understanding of how these factors are important in achieving training effectiveness. In simple words, the qualitative design supports, explains, and verifies the findings obtained from the quantitative analysis.

3.3   RESEARCH HYPOTHESES

Based on the problem statement, several hypotheses were generated:

HA1:   The work environment factors positively influence the effectiveness of human resource training programmes.

HA1-1: The social support factors positively influence the effectiveness of human resource training programmes.

HA1-2: The opportunity to perform factor positively influences the effectiveness of human resource training programmes.

HA1-3: The reward system factor positively influences the effectiveness of human resource training programmes.

HA1-4: The organization culture factor positively influences the effectiveness of human resource training programmes.

HA2: **The individual factors positively influence the effectiveness of human resource training programmes.**

HA2-1: The ability factor positively influences the effectiveness of human resource training programmes.

HA2-2: The attitude factor positively influences the effectiveness of human resource training programmes.

HA2-3: The motivation factor positively influences the effectiveness of human resource training programmes.

HA3: **The training process factors positively influence the effectiveness of human resource training programmes.**

HA3-1: The training needs factor positively influences the effectiveness of human resource training programmes.

HA3-2: The training design factor positively influences the effectiveness of human resource training programmes.

HA4: **There is a positive relationship between the work environment factors and the individual factors that influence the effectiveness of human resource training programmes.**

HA5: **There is a positive relationship between the work environment factors and the training process factors that influence the effectiveness of human resource training programmes.**

HA6: **There is a positive relationship between the individual factors and the training process factors that influence the effectiveness of human resource training programmes.**

HA7: **There is a positive relationship among the work environment factors and effectiveness of human resource training programmes.**

HA7-1: There is a positive relationship among the social support factors and effectiveness of human resource training programmes.

HA7-2: There is a positive relationship among the opportunity to perform factor and effectiveness of human resource training programmes.

HA7-3: There is a positive relationship among the reward system factors and effectiveness of human resource training programmes.

HA7-4: There is a positive relationship among the organization culture factor and effectiveness of human resource training programmes.

HA8: **There is a positive relationship among the individual factors and effectiveness of human resource training programmes.**

HA8-1: There is a positive relationship among the ability factor and effectiveness of human resource training programmes.

HA8-2: There is a positive relationship among the attitude factor and effectiveness of human resource training programmes.

HA8-3: There is a positive relationship among the motivation factor and effectiveness of human resource training programmes.

HA9: **There is a positive relationship among the training process factors and effectiveness of human resource training programmes.**

HA9-1: There is a positive relationship among the training needs factor and effectiveness of human resource training programmes.

HA9-2: There is a positive relationship among the training design factor and effectiveness of human resource training programmes.

3.4   RESEARCH FRAMEWORK
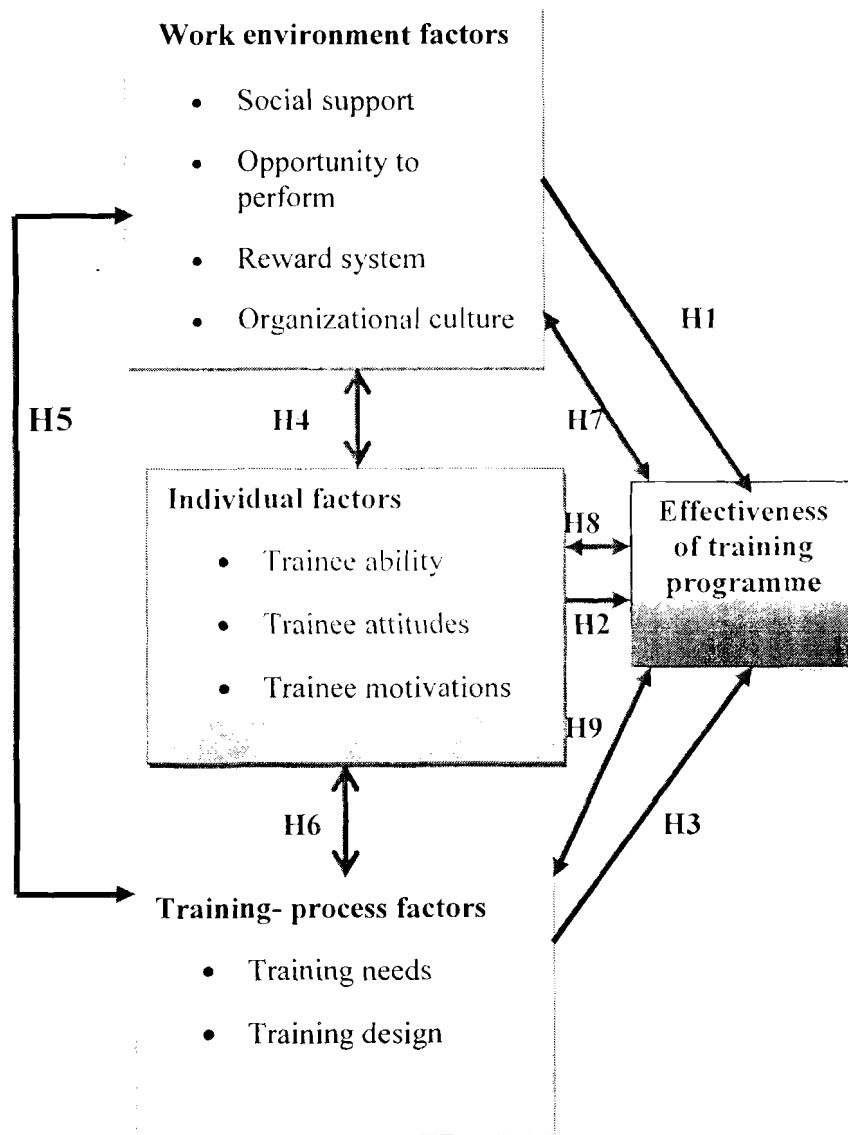
Figure 3.1: Research Framework of the Study

3.5   POPULATION AND SAMPLE

The target population is a group of individual with some common defining charactersitics that the rtesearcher can idenntify with a list or set of names (Creswell, 2008, pg 648). Due to the differences in research design methods (quantitative and qualitative), the target population is divided into two parts. First, the target population of survey study included all the employees in all five and four star hotels. According to the statistics of the Ministry of Tourism and Antiquities of the third quarter of 2009, the number of employees in these hotels was 1280. These hotels offer training programmes in an organized form which increases to meet the requirements of the growing hotel service.

Since these hotels are branches of an international brand hotel chain, they require professional employees with special skills in delivering the hotel services. Hence, these hotels must adopt training programmes to meet the standard of five and four star service hotels. In addition, these hotels seek to achieve a kind of differentiation in dealing with the guests through a set of standards given to its employees through training. Their own policies of development in the competitor markets also require skilled employees with professional experiences in dealing with guests (USAID,2009; 2006).

Second, the interview sessions with the human resource managers and training coordinators which included a total of 14 human resource managers and training coordinators in the hotels in the ASEZA which represents the main tourist destination in Jordan and Middle East region, and is close to the most famous Jordanian historical sites, for instance, Petra - one of the Seven Wonders of the World.

3.5.1 Sample Size

Sample size is the group of participants in the study selected from a target population from which the researcher generalizes about the target population (Creswell, 2008). The quantitative method involved a target population of the survey study of 1280 employees (Ministry of Tourism and Antiquities of the third quarter, 2009). Based on Krejcie and Morgan (1970), the appropriate sample size for a population of 1280 employees is 297 employees in seven hotels which includes four 5-stars and three 4-stars. This sample size represents a scientific sample size decision (Cavana, Delahaye, & Sekeran, 2001). Krejcie and Morgan (1970) greatly simplified sample size decision by providing a table that ensures a good decision model and provides generalized scientific guidelines for sample size decision which suits the population number.

Due to the differences in number of the employees from two sub-populations, the study calculates the sample size in every sub-population based on the following formula:

$$n1 = \frac{N1 * n}{N}$$

n1 = sample size for sub-population (stratum)

N1 = sub-population number

N = population target number

n = sample size

The sample size for first sub-group (five-star hotels) which includes 1067 employees is:

$$n1 = \frac{N1 * n}{N}$$

$$n1 = \frac{1067 *297}{1280}$$

n1 = 247 subjects

While the second sub-group (four-star hotels) which includes 213 employees is:

$$n2 = \frac{N2 *n}{N}$$

$$n2 = \frac{213 *297}{1280}$$

n2= 50 subjects

In addition, to determine the number of subjects for every hotel in the two sub-groups, the researcher used the following formula:

$$S = \frac{s1*s2}{s3}$$

S= the sample size for every hotel.

s1= number of employees in every hotel.

s2= numbers of subjects for every sub-group.

s3= number of every sub-group.

Table 3.1 shows the numbers of employees for every hotel and the numbers of subjects for every hotel accounted for in this study.

Table 3.1: Sample Size for Population

Sub-group A (five stars)

Name of hotel	Number of employees	Number of subjects
Hotel A	306	71
Hotel B	296	69
Hotel C	255	59
Hotel D	210	48
Total	1067	247

Sub-group B (four stars)

Name of hotel	Number of employees	Number of subjects
Hotel E	72	17
Hotel F	73	17
Hotel G	68	16
Total	213	50

As for the qualitative method, the sample size in the interview sessions included 14 employees who represent the total human resource managers and training coordinators in these seven hotels. They are expected to have expert knowledge and perhaps be able to provide good data or information to the researcher (Cavana et al, 2010). The nine questions were utilized to achieve the purpose of the interview in this current study.These questions also aimed to obtain more information about the role of these factors in achieving training effectiveness.

3.5.2 Sampling Method

Two different methods were used in the study due to differences in the research design. The stratified sampling procedures were used in the survey and the judgement sampling was used for the interview.

The stratified sampling is "quantitative sampling procedure in which the researcher stratifies the population on some specific characteristic" (Creswell, 2008) before conducting a random or systematic sample. Thus, this study used stratified sampling, since two groups of classified hotels were used in the current study. The population target was divided into two sub-population targets (five-star and four-star hotels). Then, a proportionate sample size for every sub-population in the population target in the survey study was determined. The respondents were the employees who attended training programme courses of the hotels, including out-house and in-house courses. The human resource managers in hotels helped the researcher by supporting him with lists that included the employees who attended training courses. The respondents were selected through random numbers to select the respondents in the hotels by choose one from every three employees inter to work in the hotels it two phase the first at morning (Shift A) , and the second at the evening (shift B).

In the line with the requirement of mixed methods, judgment sampling was used in this study for interview sessions. Judgment sampling is used when the investigator needs to obtain information from specific people who are in the best position and possess knowledge about a specific case (Cavana el at., 2001). In the case of this study, the human resource managers and training coordinators represent the individual who possess the specific and insight information about the training programmes in the five and four star hotels in Aqaba city.

3.6   DATA COLLECTION

This study intends to examine the relationship of environmental factors, individual factors, and training factors with the effectiveness of training programmes. The researcher used a complimentary approach of using both secondary and primary data for this study.

The secondary data was identified in previous studies, which include studies, articles, statistics, reports, conferences, books, maps, newspapers, and other available resources. The researcher emphasized on the recent studies and papers on the factors influencing the effectiveness of training programmes.

The primary data in this study was collected from seven hotels which represent the target population, comprising five and four star hotel staff at Aqaba city, using a questionnaire and informal interviews designed by the researcher. For this study, the researcher took the time, stress and responsibilities of the participants into account. In order to avoid these difficulties, the following steps were taken: first, the researcher requested permission from the management of the hotels of the target population to conduct research; second, the responses were assured confidentiality to get more realistic, honest, and candid responses. Third, the instruments were translated into Arabic language to make them better understood and more acceptable to the participants; and fourth, the interview was conducted personally by the researcher in order to achieve high level of responses.

Primary data was collected over duration of seven weeks from 14 July 2010 to 7 September 2010; this period represented low hotel occupancy i.e. during Ramadan month, which helped researcher to collect the data easily. Process of data collection was

carried out based on the needs to analyze the research problem. The procedures of data collection involved an arrangement with the hotels managers to collect the data in two stages: first; with the shift A employees which started daily from 8.00 AM to 4.00 PM. Second; shift B which started at 4.00 PM to 12.00 AM. Also, the data collected in every hotel was equal by focusing on one hotel to complete collecting the data required, i.e. one week for every hotel.

As for the qualitative method, the researcher arranged with human resource managers and training coordinators to complete collecting data through face-to-face interviews with them. The researcher arranged with the respondents to conduct the interviews through determine the date and time by the respondents. The researcher interviewed 12 respondents included seven interviews with human resource management and five with training coordinators in the seven hotels. The interviews conducted within duration of 16 November 2010 and 14 December 2010. The face-to-face interviews allowed the researcher to adapt the question as necessary, clarify doubts and ensure that the responses properly understood the questions; also to pick up non-verbal cues from the respondent, any discomfort, stress or problems that the respondent experiences can be detected through frowns and other body language unconsciously exhibited by the respondent.

The researcher translated the interviews questions from English language to Arabic language by translation specialist to confirm that the meaning in Arabic and English version is the same. In addition, the answers of interviewees translated from Arabic language to English language by the same translator to insure that the meaning and aideas are same. This source of information was important to validate the findings

as the respondents were directly involved with training programmes in these hotels. The interviews were conducted after distributing and collecting the questionnaires.

3.7 VARIABLES

The variables examined in this study are divided into two categories. Work environment, the individual, and training factors are the independent variables or predictor variables which are "an attribute or characteristic that influences or affects an outcome or the dependent variable" (Creswell, 2008, pg 640). Finally, dependent variable or criterion variable regarding the effectiveness of training programme, which is "an attribute or characteristic that is influenced by the independent variables" (Creswell, 2008, pg 638).

3.7.1 Independent Variables

A total of nine factors in three categories were identified based on previous studies to constitute the set of independent variables in the framework to explain the effectiveness of training. These are:

1.   Work environment variables: These variables refer to the perception of trainees toward work situation and staff surroundings in the hotels or other organizations. They include.

-       Social support: It refers to the extent by which the managers and supervisors encourage trainees to acquire new knowledge and skills from training programmes, and to their point of view about the training programme.

- Opportunity to perform: It refers to the extent by which the management facilitates employing the knowledge and skills from training by resolving the obstacles in the job such as time pressure or inadequate equipment.

- Reward system: It is related to the reward policy of the hotel or organization to reinforce the trainees by praise or reward for applying new knowledge and skills from the training.

- Organization culture: It refers to the philosophy of hotels about the training and development programmes.

2. Individual variables: These variables are about feelings, perceptions and expectations of the trainee about the training programme. They include.

- Ability: It is related to the trainees' self-trust within themselves which enable them to acquiring new knowledge and skills from training programme with confidence and applying these skills in the job.

- Attitude: It refers to the perception of the trainees toward training programme and its link to the work situation and to the development of their performance.

- Motivation: It is related to the motive to attend training programme by trainees and to their enthusiasm for improving their knowledge and skills.

3. Training variables: It refers to the perception of trainees about the procedures to prepare and process the training programme. This category includes:

- Training needs analysis: It is related to the extent by which training programme is linked with the needs of both the hotels and the trainees.

- Training design: It refers to the extent by which training is organized and presented properly.

3.7.2 Dependent Variable - Effectiveness of Training Programme

Training programme represents improvement and increment of the knowledge and skills by educational experiences to achieve high performance through applying those immediately in order to attain expected outcomes in the job (Facteau et al, 1995). The effectiveness of training must ensure positive knowledge and skills are transferred to the workplace. These knowledge and skills determine the reaction toward training process and level of learning the trainees obtain from training, the change in behavior and the development in performance which is applied on the job as a result of training programme.

3.8 INSTRUMENT DESIGN

This research utilized survey questionnaire in collecting the primary data from the target population. The questionnaire used Likert four point scale from "strongly disagree" (1) to "strongly agree" (4). The questionnaire was divided into three sections to suit the nature of the current study. The first section included the background questions or demographic questions to assess participant characteristics. The second section focused on evaluating the effectiveness of training programmes. 49 items in the instrument were adopted from Kirkpatrick and Kirkpatrick (2007) four levels evaluation training model.

The third section in the questionnaire measured the relationship between environment, individual, and training factors with the effectiveness of training. 28 items assessed the relation between work environmental factors and training effectiveness categorized in four dimensions as adopted from previous studies and illustrated in Table

3.2. Eight items investigated the degree of influence by social support on the effectiveness of training programme. Eight items assessed the opportunities participants get to employ their knowledge and skills on the job. The reward system factor measured five items to assess the extent to which participants receive rewards for applying trained skills. Seven items measured the extent to which the management has clear policies to emphasize the importance of training in acquiring new knowledge and skills.

Table 3.2: Item Resources for Environmental Factors

Work Environment Factors	No of Items	Previous Study
Social Support	6	Burke & Baldwin (1999)
	2	Facteau et al (1995)
Opportunity to Perform	2	Bhati (2007)
	2	Burke & Baldwin (1999)
	3	Green (2002)
	1	Noe & Wilk (1993)
Reward System	2	Bhati (2007)
	1	Burke & Baldwin (1999)
	1	Facteau et al (1995)
	1	Tsai & Tai (2002)
Organization Culture	7	Bhati (2007)
Total	**28**	

The variable category for individual factors assessed the perception and opinion of the participants about the training programme in 23 items in three dimensions adapted from previous studies as shown in Table 3.3. Eight items measured ability and the extent of the confidence the participants have about their own abilities to acquire new knowledge and skills and to apply these skills in the job. The attitude factors measured the extent to which participants feel toward training programme using six items. Nine items measured participants' training motivation.

Table 3.3: Item Sources for Individual Factors

Individual Factors	No of Items	Previous Study
Ability	1	Burke & Baldwin (1999)
	2	Lim et al (2007)
	2	Noe & Wilk (1993)
	3	Tai (2004)
Attitude	1	Burke & Baldwin (1999)
	4	Ford & Noe (1987)
	1	Noe & Wilk (1993)
Motivation	7	Green (2002)
	2	Noe & Schmitt (1986)
Total	23	

The training factors measured 15 items in two dimensions derived from previous studies as illustrated in Table 3.4. Six items assessed the training needs analysis and participant views about extending the training programme to suit both their needs and work needs. The training design factor measured nine items in order to investigate the views of participants about the training session environment. The total number of items in the questionnaire was 115.

Table 3.4: Item Sources for Training Process

Training Process	No of Items	Previous Study
	1	Clemenz (2001)
Treaining Need	2	Xiao (1996)
	3	Zhao et al (2004)
Training Design	2	Burke & Baldwin (1999)
	4	Clemenz (2001)
	3	Zhao et al (2004)
Total	15	

The interviews support in-depth view about the management beliefs and policies toward training programme in their organizations. In this study, the interviews were not emphasized, but the results were supportive of the findings. All interviews were

conducted face-to-face with the human resource managers and training coordinators in the five and four star hotels in the Aqaba city. A set of questions was prepared and organized in three areas (environmental, individual, and training process factors), as well as nine open-ended questions. Every question asked about the importance of every factor adopted in this study (see appendix A). Most of the interviews took around 40- 60 minutes. Semi-structured interviews with nine open-ended questions adapted from Tracey and Tews (1995) were used to maximize versatility in indicating how and why these factors affect in training effectiveness. They identified the questions that managers should be considered to understand whether employees are prepared for training, and whether work environment is conducive for training effectiveness. These questions were developed to suite with the nature of study and the respondents in interviews.

3.9   PILOT TEST

Pilot test is the " A questionnaire or interview survey is a procedure in which the researcher makes changes in an instrument based on feedback from small number of individuals who complete and evaluate the instrument" (Creswell, 2008, pg 644). The pilot test provided feedback in the form of written comments to the researcher about the instrument directly by the participant. This helped to modify the instrument in order to make it more understandable and clear, which would allow the respondents being capable of completing the questionnaire properly.

Indeed pilot test is used to make sure the instrument items developed are suitable to measure variables of the study. Moreover, using better items and scales can make the results and findings more accurate (Cavana et al., 2001). To complete required goodness

of measure, the following procedures were taken. The first draft of questionnaire was developed from the review of past literatures and contains 115 items. The questionnaire was evaluated and validated by the experts in the field of tourism management and human resources management. All the experts support the used form in the first column, recommendation and suggestions in the second and third column respectively. The recommedations and suggestions of the experts were taken into consideration which leads to revisiting of the questionnaire with 74 items. Only 30 questionnaires were distributed in the hotels that represent population of this study in the second phase of the pilot study in order to examine reliability of the instrument. This is done by distributing 5 questionnaires to every five stars hotels and 3 questionnaires to every four stars hotels, while hotels (F) with four stars attribute get four questionnaires. The reliability analysis that is known as Cronbachs Alpha Coeeficient was conducted in order to eliminate inconsistent in the instrument. The pilot study is also conducted in two different phased of validity and reliability test.

3.9.1 Validity

Validity implies that the researcher can draw meaningful and justifiable inferences from scores about a sample or population (Croswell, 2008). To ensure the instrument is useful and meaningful, the researcher exhibited the instrument to experienced academics in order to obtain their recommendations with regards to the validity of the instrument. It is worth mentioning that the test was done in two languages, the Arabic and English. The validation of instrument goals is to determine whether the items in the questionnaire were relevant to the objectives and questions of this study. To assess the content validity of the questionnaire's 115 statement and

scales, the researcher sent the instrument to a panel consisting of five individuals who were considered experts in the context of the current study and human resource management. The experts were:

1- Dr. Mohammad Al-kailani, Assistant Professor, Head of Marketing Department, Faculty of Economics and Administration Sciences, Yarmouk University, Jordan.

2- Dr. Hasan Al-Aassa, Assistant Professor, Department of Business Administration, Faculty of Economics and Administration Sciences, Yarmouk University, Jordan.

3- Dr. Raed Ababneh (PhD), Associate Professor of Management, the American University of the Middle East, Kuwait.

4- Dr. Khalid Mustafa Ali Magablih, Associate Professor, Director of Community Service Centre, Prince Sultan College for Tourism and Business, Saudi Arabia.

5- Dr. Yahiya Saleem Farhan Melhem, Associate Professor, Prince Sultan College for Tourism and Business, Saudi Arabia.

The academic experts reviewed and completed their recommendation on the validation form sent by the investigator (Appendix B). The recommendation of the experts was organized into three scales 1) Item appropriate. 2) Need modifying (rewording). 3) Item is not linked with study (eliminated). The experts placed their recommendations in columns next to each questionnaire items, and in a third column for their suggestions. The researcher took the responses of the panel experts and relied on the majority number of recommendations (1, 2, or 3). For instance, if seven experts

response on scale 1, and three experts recommended scale 2, then the researcher well take the higher responses.

After receiving the panel of experts' recommendations, the researcher made the following modifications.

1- The researcher modified the four likert scales in the questionnaire to be five likert scale, in order to avoid the bias in responses of the subjects

2- Questionnaire questions which were eliminated

- 21 questions which repeated the same idea and were frequent

15, 19, 20, 23, 26, 50, 54, 58, 61, 73, 77, 78, 79, 81, 84, 91, 92, 95, 99, 101, and 105.

- 20 questions were irrelative to the study's objectives

10, 18, 29, 35, 37, 39, 46, 49, 57, 63, 64, 65, 70, 86, 88, 97, 109, 110, 114, and 115.

3- Questionnaire questions which were reworded.

53, 69, 74, and 83.

The questionnaire, after revision, totaled 74 questions were examined to establish reliability of the instrument which encompass 35 items regarding training effectiveness, 17 items for work environment factors, 12 items assessed individual factors, and ten items assessed the training process.

3.9.2 Reliability

Reliability is the attribute of an instrument describing whether the instrument is stable and consistent (Croswell, 2008). It means the measure of the instrument should

have the same or nearly same results when used several times and in different places. The questionnaire was tested by distributing it to a sample in the target population of this study. Participants constituting about 10% of the sample received 30 questionnaires. These questionnaires were distributed in many locations of the five and four star hotels in Aqaba city to ensure good coverage of the whole target population.

In this study, the researcher conducted appropriate test for the reliability of the contents of the instrument. The alpha coefficient (Cronbach's alpha) was used to assess the internal consistency of the instrument. In Table 3.5, the results of effectiveness factor and scales were investigated using Cronbach's alpha. As a result of reliability analysis, items which indicated less than .30 values in item-total correlation were deemed as rejected and eliminated from the instrument since it indicated the degree to which each item correlates with total score; the scales which were higher .70 in Cronbach's alpha were accepted and represented the suggested minimal reliability (Pallant, 2007) .

The results in Table 3.5 show that the Coefficient Alpha for training effectiveness was .899. Item-total correlation for the items indicating relationship from median to high, that is .328 - .744. The training effectiveness scale used in this study contained 25 items. Ten items were eliminated from the revised questionnaire because item correlation was less than .3. These items were:

1-   The course materials were useful.

2-   The amount of time scheduled was exactly what was needed to meet the course objective.

3-   Am encouraged to participate in the training programme.

4-   I perceive my job as an important part of my identity.

5- I could identify specific skills in such situations.

6- I have capability to deal with different conditions in my job after the training programme.

7- I seek to achieve guest satisfaction.

8- I believe the teamwork is one entity in my job.

9- I try to make my supervisor satisfied with my work.

10- I apply the skills in dealing with guests.

Table 3.5: Pilot Study Sub-Scale for Coefficient Alpha of Training Effectiveness

Scale	Item-Total Correlation	Total Items	Coefficient Alpha
Training Effectiveness		25	.899
1- My impression of the training programme was "excellent"	.473		
2- The training objectives were clearly stated in understandable terms	.365		
3- The facility in the course met all needs of the training programme	.411		
4- The equipment in the course met all needs of the training programme	.486		
5- The course materials were easy to follow	.439		
6- The trainer presented information in an understandable manner	.384		
7- The trainer presented information in a professional manner	.424		
8- I gained knowledge after the training programme	.328		
9- I gained skills after the training programme	.615		
10- The facilities were suitable for learning	.575		
11- The equipment were suitable for learning	.475		
12- The skills gained through training are directly applicable to my job	.387		
13- The exercises were realistic and true to my job	.455		

14-	-The trainer explained how each activity related to the job	.577
15-	I used skills learned in my job	.471
16-	I believed that the skills learned in the training are useful in solving work related problems	.475
17-	My job performance will improve when I use new skills that I learned in the training programme	.380
18-	I attend training programmes because they provide me with skills that will allow me to be more effective in my job	.455
19-	I have capability to face problem in my job after the training programme	.455
20-	I changed my behavior consistent with the skills I learned in the training programme	.536
21-	The training helped me to be more professional in servicing guests	.744
22-	I apply my experience when I do my job	.555
23-	I apply the knowledge in dealing with guests	.534
24-	I use my skills in achieving high quality service	.577
25-	I feel the hotel is my second home	.632

The results displayed in Table 3.6 shows that the overall coefficient Alpha for work environmental factors scale was .825, Coefficient Alpha for social support .951, opportunity to perform .764, reward system .840, and organization culture .764. Item-total correlation of the sub-scales shows relationship from median to high, i.e .843 -.932 for social support, .436 -. 674 for opportunity to perform, .640 -.789 for reward system, and .393 -.726 for organization culture. 15 items were used in work environment scale

in this study. Two items were ignored from the revised questionnaire in the social support sub-scale which were:

1-   Top management belief in the importance of training for supervisors and employees.

2-   My peers encourage my efforts to incorporate new procedures that I have learned in the training programme.

Table3.6: Pilot Study Sub-Scale for Coefficient Alpha of Work Environment Factors

Scale	Item-total correlation	Total items	Coefficient alpha
Social Support		3	.951
1- supervisor is supportive of my efforts to acquire new skills	.920		
2- My subordinates are receptive towards my use of new skills from the training programme	.843		
3- My supervisor expects me to apply the skills I gained in the training programme	.932		
Opportunity to Perform		4	.764
1- I am encouraged to try new techniques after the training programme	.674		
2- I have adequate equipment to perform new skills in my job	.665		
3- I have adequate time to perform new skills I have been trained for	.436		
4- I learned skills in the training programme that I intend to use in my everyday work	.516		
Reward System		3	.840
1- Attending the training programme increased my chance of getting a promotion	.640		
2- The supervisor praises participants who demonstrate that they have effectively applied what was learned during the training programme	.789		
3- The manager provides incentive for participants who apply what they have learned during the training programme	.706		

	Organizational Culture		5	.764
1-	The management encourages employees to participate during the training sessions	.393		
2-	The management discusses the objectives of training programme that trainees had attended	.454		
3-	The management discusses with the trainees the unforeseen barriers to apply training skills	.559		
4-	The management requests reports from the participants regarding their applications toward the training programmes	.574		
5-	The management provides both positive and constructive feedback to subordinators about their job performance	.726		
	Work Environment		15	**.825**

The results in Table 3.7 indicate that the overall Coefficient Alpha for individual factors scale was .931, Coefficient Alpha for ability was .760, attitude .849, and motivation .867. Item-total correlation for the items of the three sub-scales showed relationship from median to high , i.e, .460 -.745 for ability, .625 -.796 for attitude, and .664 -.757 for motivation. So, all 12 revised items in the individual factors scale were retained.

Table 3.7: Pilot Study Sub-Scale for Coefficient Alpha of Individual Factors

Scale	Item-Total Correlation	Total Items	Coefficient Alpha
Ability		**4**	**.760**
1- I feel confident that my skills exceed those of my colleagues	.474		
2- I am sure I can apply the skills from the training programme to my job	.745		
3- I feel confident in my ability to acquire new skills from the training programme	.570		

4- I retain confidence even if I failed to use the training skills on my job	.460		
Attitude		**3**	**.849**
1- Most of the materials in the training programme I have attended have been relevant to skills I hope to develop	.742		
2- I have opportunities to practice the skills emphasized in the training to my job	.796		
3- Training can help me reach my career goals	.625		
Motivation		**5**	**.867**
1- I am motivated to learn the skills emphasized in the training programme	.672		
2- I want to improve my skills in the training programme	.664		
3- I volunteered for the training programme	.680		
4- The experience I gained in the training programme may advance my career	.680		
5- The reason I decided to attend the training programme was to learn how I can improve my skills	.757		
Individual factors		**12**	**.931**

Also, the result in Table 3.8 indicates that the overall Coefficient Alpha for training process was .888, Coefficient Alpha for training needs .918, and .819 for training design. Item-total correlation for two sub-scales showed relationship from median to high, i.e, .816 -.873 for training needs, and .507-.748 for training design. The training process scale used in this study contained eight items. Two items from the revised questionnaire were ignored. One item was: Training is entertaining where it engages trainees for their attention; and the other item was: The training is believable where information is based upon experience.

Based on the pilot study, 25 items of training effectiveness, 15 items of work environment, 12 items of individual factors, and eight items of training process had 'good' reliability and validity. This was proven by the expert panel result, the result of item-total correlation for each item, and Coefficient Alpha for scales and sub-scales was also proven. Therefore, the test result in the pilot study indicated that items in all measurement scale contributed to overall score in the measurement scale used in this study, which was identified to be suitable for the study. The revised instrument after the pilot test consist of 60 items represents the effectiveness of training programmes and factors influencing the effectiveness of training programmes used in this study (Appendix C).

Table 3.8: Pilot Study Sub-Scale for Coefficient Alpha of Training Process Factors

Scale	Item-Total Correlation	Total Items	Coefficient Alpha
Training Needs		3	.918
1- New skills are very important to accomplish my job task	.816		
2- Training programmes appropriately provided content based on the needs of the task in work situations	.873		
3- Selection of trainees was properly done based on the needs of the work situation	.816		
Training Design		5	.819
1- The design of each course in the training programme was appropriate	.575		
2- The training programme adopted an appropriate educational method	.550		
3- The trainer had a positive attitude toward the trainees	.507		
4- The training activity involved trainees in the training process	.748		
5- The training programme was based on the employee needs	.689		
Training Process		**8**	**.888**

3.10 DATA ANALYSIS

Data analysis in the current study involved two methods to be consistent with the nature of the study, i.e. the quantitative and qualitative procedures of analysis.

Table 3.9: Analysis used in Both Methods

Correlation Design, Used Mix Methods	
Quantitative Analysis	**Qualitative Analysis and Interpretation (Content Analysis)**
1- Respondents Characteristics: Features of the sample in the study Age, gender, education level, experience, number of attending training programme	1- Reading and rereading the data (familiarity with the data). Reading the data deeply many times and understand the data
2- descriptive analysis: The mean and standard deviation for variables	3- Theme coding. Extract ideas, concept, and pattern
3- multiple linear regression: The effect of the factors (work environment, individual, and training process factors) on training effectiveness. Beta value indicated the unique contribution for every factor in training effectiveness.	4- Themes comparative analysis. Comparing the themes regarding the concept for every question, separate the themes.
4- correlation: Explore the association between independent variables. Among independent variables and dependent variable. The value of "r", direction (positive or negative), and level of significant.	5- Identification sub themes. Looking for ideas in every them and meticulously gathered the most common ideas and put under appo appropriate rriate sub-themes.
	6- Develop Concepts. Gather the themes, sub-themes, and full examples for every question
	7- Verifying the Data. Return the answers to the respondents confirm there answers.

3.10.1 Quantitative Analysis

After the pilot test, the data gained was coded and analyzed using Statistical Package for Social Sciences (SPSS-PC) version16.0 for windows. The main task in data analysis is to explore and identify whether there is significant relationship, effect, and differences between independent variables and dependent variables. The quantitative

method included the analysis of respondents' characteristics to indicate the features of the study sample. It then followed by descriptive analysis to indicate the mean and standard deviation for the dependent and independent variables. Finally, primary analysis included linear multiple regression and correlation to achieve the research objectives.

The quantitative part in this study which represents the primary form of data was examined to explore the correlation between independent variables. It is also used to explore the correlation between independent variables and one dependent using the value and direction of "r" and its significance.

Linear multiple regression analysis is a familiar technique used to explore the relationship between one dependent variable and a set of independent variables, and may independent variables influence the dependent variable (Cavana et al., 2001). Multiple regression is used in this study to see the effect of a set of independent variables (work environment, individual, and training process factors) on the dependent variable (effectiveness of training programme) by assessing the amount of variance explained by predictor, and which important variables among a set of predictor variables explain this variance by using standard multiple regression . Based on the value and sign of beta value, and their level of significance in the regression analysis, hypotheses were tested to derive conclusions about the model developed in Chapter 3.

3.10.2 Qualitative Analysis: Content Analysis

Qualitative data analysis helps to better understand the phenomenon being studied, and give the researcher a clear idea about the importance of variables in this

study by examining the perspectives of the respondents believes (Cavana et al., 2001), and why these factors should be taken into account by the hotels to achieve the effective training programmes. To analysis the qualitative data, content analysis was chosen as the main technique to analyze the interview data. Content analysis is a generic name of a variety of textual analysis that typically involves comparing, contrasting, and categorizing a set of data; it can involve both numeric and interpretive data analysis (Cavana et al., 2001).

Content analysis refers to method which helps the researcher to analyze the document content. Basically, it is a method that can be used with any text, whether it be in the form of writing, sounds, or picture (Denscombe, 2007). This process involved identifying code themes to emerge from the raw data, and ensure that each theme had separate identity from the other themes. This describes the main focus of the qualitative analyst. Content analysis can also refer to the statistical analysis of key words or phrase occurrences (Cavana et al, 2001; Denscombe, 2007). The qualitative data analysis based on content analysis procedures derived from Cavana et al, (2001) and Denscombe (2007) are as follows:

1- Reading and rereading the data (familiarity with data)

This level includes reading and rereading text data to better understand and have a deeper view of the data. This allowed the researcher to read between the lines to see if there are implied meanings contained in the data that are significant in terms of the this research topic. Denscombe (2007) pointed out the purpose of familiarity with data to identify codes. The researcher read through notes and transcripts which were obtained from the interview with selected interviewees. With a careful reading and high level of concentration, the theme from the note and transcripts can emerge.

2-   Interpreting the data: codes, categories and concepts.

Process of interpreting the data involved series of four tasks, as follows:

•   Theme coding.

The researcher used coding system which means reorganizing the data according to conceptual themes recognized by the researcher by placing an abbreviation representing the theme next to sentence or paragraph which contains the theme. This coding is the central activity of content analysis (Cavana et al.2010). The interview made with participants was transcribed on papers, while the data was classified into categories and themes. The most significant words, sentences or pattern that indicate specific codes were given much concentration during the transcription processes. Abbreviations and notes were used as tags beside the sentences on the margins to ease extraction of the themes from data in the rows. Lastly, transcription of the themes, sentences and ideas were separated in the new papers for each question.

•   Themes Comparative analysis.

In this stage, the researcher to form the themes, the researcher used constant comparative analysis. For every question, the researcher compares the themes depending on the concept and ideas for every theme. A list of the abbreviation and description for every theme that emerged was maintained in the separate file (data index), which provided full descriptions and examples of the themes.

•   Identifications of sub-theme and relationship.

After breaking the data into separate themes, in depth reading through each of the theme files and looking for ideas in every them and meticulously gathered the most

common ideas and put under apporriate sub-thems, and looked and checked the relationship between the sub-themes or even with other themes.

- Develop the concepts.

After deriving the themes and sub-themes from the raw data, the researcher gathered the themes and sub-themes with examples for every question to write the qualitative analysis report.

3- Verifying the data.

The verification of qualitative data is vital to demonstrate that the findings are true and essential for all research whether it be quantitative or qualitative in nature (Denscombe, 2007). To achieve verification of the data, validity (or credibility) was used in this study. Validity refers to the accuracy and precision of the data. It also concerns appropriateness of the data in terms of the research questions being investigated.

The researcher addressed the data verification using respondent validation by returning to the participants who had been interviewed to check the validity place notes on their answers. The investigator took into account the participants' opinions in these findings so as to confirm or amend the answers.

3.11 CONCLUSION

This chapter provided a description of the research methodology to explain the relationships between work environment, individual and training factors and training effectiveness. The hypothesized model of training effectiveness was developed on the

basis of the prior relationships found in literature. In the current study the research methodology adopted is a combination between quantitative design, to explain the variables associations, and the qualitative design to examine the importance of the variables.

The quantitative method involved 297 employees representing the sample size of 1280 employees working in four and five star hotels in ASEZA. The employees selected were confined to those who attended the training programs. Owing to the varying features of the hotels, stratified sampling technique is used for data collection. The questionnaire was distributed and collected by the researcher personally within the duration of two months (14th July to 7th September, 2010).

The survey instrument was developed by adopting from prior literature concerning training effectiveness. The survey is categorized into three sections with a total of 115 items. The demographic features of the respondents were first assessed prior to assessment of training effectiveness and the assessment of the relation between its factors. The instrument was analyzed for measure of goodness in two phases; first, the validity of the survey instrument was scrutinized by five academic experts and their recommendations were applied following which only 74 items remained. The second phase involved using Cronbach's Alpha analysis with the minimal reliability accepted as 0.70. Only a total of 60 items remained in the questionnaire.

Additionally, the quantitative data collection was supplemented by a qualitative one in the form of face-to-face interviews with 7 human resource managers and 5 training coordinators of the hotels. The interviews were conducted within the duration from 16th November to 14th December, 2010. The interview comprised of nine questions

which induced the respondents to provide information regarding the importance of related factors in the workplace.

Data analysis of both quantitative and qualitative data involved several steps. For the analysis of the former, the following analyses were undergone; descriptive analysis to indicate mean and standard deviation, multiple regression analysis to indicate variance in explaining effectiveness factors, and correlation analysis to assess the association between factors. For qualitative data, content analysis was used for the word context. The findings were interpreted after reading and rereading data, themes coding, themes comparative analysis, identification of sub-themes, development of concepts and verification of data.

CHAPTER FOUR: QUANTITATIVE AND QUALITATIVE DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

This research investigates the factors that may affect the training effectiveness in the hotel sector. The objective of this chapter is to report the findings of the survey of the quantitative method where questionnaires were distributed to a sample of employees in five and four star hotels and the interviews was conducted with human resource managemrs and training coordinators in these hotels using content analysis.

The overall purpose of analyzing qualitative data is to understand the phenomenon being studied and to support the result that emerged from quantitative method. The primary objective of the interview is to gather more specific information about how the factors derived their importance in achieving the effectiveness of training programme in hotel sector. The questions were designed to get information on the possible reason of the training programme's role in helping the trainee acquire skills, and the hotel management achieve training goals. Twelve respondents are requested to answer the nine interview questions.

4.2 FINDINGS OF QUANTITATIVE METHOD

Analysis of findings is reported based on research objectives and research hypotheses generated for this study. Initially reported are the demographic characteristics of the respondents, followed by the statistics of descriptive analysis. Finally addressed are results of testing on the proposed research hypotheses using

several methods for quantitative data such as multiple linear regression analysis, and correlation analysis.

4.2.1 Respondents' Demographic Characteristics

A total of 297 questionnaires were distributed to the participants in this study which represent the sample size. The questionnaires were distributed personally by the researcher within two months (14 july- 7 september). Out of the 297 questionnaires, 275 questionnaires were returned in which 263 questionnaires were valid representing 88.5% which were acceptable for statistical purpose. The remaining 34 questionnaires were incomplete and were excluded from this study. The sample consisted of 263 employees working in five and four star hotels in Aqaba city. All of them had attended training programmes in different specific courses suitable to their jobs in the hotels. Table 4.1 presents respondents' demographic characteristics in this study.

Table 4.1: Demographic Characteristics of the Respondents

Demographic Variable	Category	Frequency	Percent
Age (N= 263)	20-29	152	57.8
	30-39	74	28.1
	40-49	37	14.1
	50 & above	0	0
Gender (N= 263)	Male	199	75.7
	Female	64	24.3
Education level (N= 263)	High school	53	20.2
	Diploma	89	33.8
	Bachelor	103	39.2
	Post graduate	18	6.8
Experience (N= 263)	5 & less	81	30.8
	6-10	86	32.7
	11-15	66	25.1
	16-20	23	8.7
	21 & above	7	2.7
Nationality (N= 263)	Jordanian	240	91.3
	Others	23	8.7
Numbers of Attending (N= 263)	5 & less	146	55.5
	6-10	95	36.1
	11& above	22	8.4

The respondents were asked to choose the age groups from specific categories. The findings indicate that participants between age 20 - 29 years are the largest groups which represent 57.8% of the respondents, age group 30 - 39 represents 28.1% while the respondents in category 40 - 49 years represents 14.1%. It is worth mentioning that the

age group of 50 years and above does not appear, and that helps to understand better the nature of sample in the hotels and characteristics of age for the employees in these hotels.

As for the gender of the respondents, the findings indicate that majority of respondents was male and represented 75.7%, while females represented 24.3% of the sample of this study. The sample in the educational level groups indicated that the largest group are participants who had completed the Bachelor's degree with a total of 103 representing 39.2%, and the second group is diploma with 89 respondents or 33.8%, while the lowest group are postgraduates (18) representing 6.8%.

The experience group indicates how long the respondents have worked in the hotel organization; the largest group had worked 6 - 10 years which represented 32.7%, and the next group is 5 years or less comprising 30.8%. The smallest group showed that the respondents have experience of 21 years and above which comprised 2.7% of the sample. The majority of respondents were Jordanian comprising 91.3% while the different nationalities comprised 8.7%. The respondents were asked about the numbers of attendance training programme in the last year. More than half of the respondents indicated 5 times or less which represented 55.5%. In contrast, the smallest group attended 11 times and above which comprised 8.4% of the sample.

4.2.2 Descriptive Analysis

Descriptive analysis provides answers in detail by calculating the mean and standard deviation for the dependent and independent variables. All variables are assessed based on the five likert point scale, with (1) strongly disagree and (5) strongly

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agree. Based on the Kuzu's (2007) formula, the researcher determined the mean

standardized interval which is (5-1/5 = 0.8) to interpret as below in Table 4.2.

Table 4.2: Responses Rate

Mean value	Responses
1- 1.8	Very low responses
1.9 -2.6	Low responses
2.7 -3.4	Moderate responses
3.5 – 4.2	High rersponses
4.3 – 5	Very high responses

Dependent Variable

Table 4.3 provides the mean and standard deviation of the effectiveness of

training programme in the hotels, and shows trainees perceptions and opinions

regarding the training programme through effectiveness of training by using frequencies

and percentages to analyze these perceptions.

Table 4.3: Means, Standard Deviation, and Frequencies of Items for Training Effectiveness

Item	S.agree 5		Agree 4		Neutral3		D.agree2		s.d.agree1		Mean	SD
	F	%	F	%	F	%	F	%	F	%		
My impression of the training programme was "excellent"	55	20.9	151	57.4	48	18.3	7	2.7	2	.8	3.95	0.752
The training objectives were clearly stated in understandable terms	52	19.8	162	61.6	41	15.6	8	3.0	0	0	3.98	0.69
The facility in the course met all needs of the training programme	66	25.1	142	54.0	47	17.9	6	2.3	2	.8	4	0.769
The equipment in the course met all needs of the training programme	66	25.1	137	52.1	49	18.6	10	3.8	1	.4	3.98	0.791
The course materials were easy to follow	61	23.2	146	55.5	47	17.9	6	2.3	3	1.1	3.97	0.779
The trainer presented information in an understandable manner	68	25.9	143	54.4	44	16.7	6	2.3	2	.8	4.02	0.766

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	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)	Mean	SD
The trainer presented information in a professional manner	64	24.3	113	43.0	55	20.9	26	9.9	5	1.9	3.78	0.987
I gained knowledge after the training programme	80	30.4	131	49.8	39	14.8	10	3.8	3	1.1	4.05	0.841
I gained skills after the training programme	66	25.1	138	52.5	47	17.9	9	3.4	3	1.1	3.97	0.819
The facilitate were suitable to learn	58	22.1	150	57.0	48	18.3	4	1.5	3	1.1	3.97	0.754
The equipment were suitable to learn	65	24.7	138	52.5	49	18.6	10	3.8	1	.4	3.97	0.788
The skills gained through training are directly applicable to my job	74	28.1	137	52.1	43	16.3	8	3.0	1	.4	4.05	0.775
The exercises were realistic and true to my job	67	25.5	141	53.6	44	16.7	8	3.0	3	1.1	3.99	0.805
The trainer explained how each activity related to the job	66	25.1	140	53.2	42	16.0	10	3.8	5	1.9	3.96	0.857
I used skills learned in my job	67	25.5	129	49.0	48	18.3	9	3.4	10	3.8	3.89	0.953
I believed that the skills learned in the training are useful in solving work related problems	49	18.6	153	58.2	51	19.4	4	1.5	6	2.3	3.89	0.798
My job performance will improve when I use new skills that learned in the training programme	63	24.0	133	50.6	60	22.8	6	2.3	1	.4	3.95	0.77
I attend training programme because it provide me with skills that will allow me to be more effective in my job	71	27.0	137	52.1	47	17.9	6	2.3	2	.8	4.02	0.781
I have capability to face problem in my job after the training programme	70	26.6	129	49.0	56	21.3	4	1.5	4	1.5	3.98	0.824
I changed my behavior consistent with the skills I learned in the training programme	60	22.8	122	46.4	69	26.2	8	3.0	4	1.5	3.86	0.856
The training help me to be more professional in servicing guest	68	25.9	128	48.7	54	20.5	4	1.5	9	3.4	3.92	.911
I apply my experience when I do my job	78	29.7	140	53.2	37	14.1	5	1.9	3	1.1	4.08	.782
I apply the knowledge in dealing with guest	74	28.1	143	54.4	36	13.7	7	2.7	3	1.1	4.06	.792
I use my skills in achieving high quality service	85	32.3	131	49.8	37	14.1	4	1.5	6	2.3	4.08	.852
I feel the hotel as my second home	99	37.6	110	41.8	37	14.1	11	4.2	6	2.3	4.08	.941
Effectiveness											3.98	.406

F= frequency; (%) = percent; N= 263

The Table highlights descriptive analysis of the training effectiveness which indicated high responses toward effectiveness (M= 3.98, SD= .406). All of the items indicated high responses as reported from the 25 items regarding the training effectiveness perceptions of the trainees toward the training programme. Data revealed that the largest percentage of trainees agreed that: "their impressions were excellent about the overall training programme" (p= 57.4%; n= 151), "the objectives were clear" (p= 61.6%; n= 162), "the facilities and equipment was suitable to the needs of training courses" (p= 54%; n= 142 and p=52.1%; n=137), "subjects of training courses were easy to follow" (p= 55.5%; n= 146), and "the trainers presented the information in understandable and professional manner" (p=54.4%; n=143 and p= 43%; n= 113).

In addition, for items regarding the knowledge and skills that were obtained from the training programme, the data also revealed that the largest percentage of trainees agreed that: "they gained the knowledge and skills by attending training programme" (p=49.8%; n=131 and p=52.5%; n=138), "the facilities and equipment helped to acquire knowledge and skills" (p=57%; n=150 and p=52.5%; n= 138), "the skills in training were linked to their work" (p=52.1%; n=137), "the exercise in training courses related to their work" (p= 53.6%; n=141), and "trainers linked the skills in training to real work" (p= 53.2%; n= 140).

Also, for items regarding the extent to which the knowledge and skills changed the behavior of trainees to be more effective in their work, the data revealed that the largest percentage of trainees agreed that: "they used new skills in work place" (p= 49%; n=129), "they believed the new skills will help them to resolve problems related to their work" (p=58.2%; n=153), "their performance improved through using new skills" (p=50.6%; n=133), the "trainees were effective after the training programme"

(p= 52.1%; n=137), "they can face the problem in their job" (p=49%; n= 129), and "they changed their behavior consistent with the skills that learned in the training programme" (p= 46.4%; n= 122). Also, "they became more professional in servicing the guests" (p= 48.7%; n=128), "used the experiences and knowledge they obtained from training programme in their work" (p=53.2; n= 140 and p= 54.4%; n=143), "used the skills in achieving the standard of the services" (p=49.8%; n=131), and "they felt the hotel was their second home" (p=41.8%; n=110).

Independent Variables

Table 4.4 - Table 4.6 present the mean and standard deviation for independent variables which include work environment, individual, and training process with their items and the degree of responses.

Table 4.4: Means, Standard Deviation, and Frequencies of Items for Work Environment Factor

Item	S.agree 5		Agree 4		Neutral 3		D.agree2		s.d.agree1		M	SD
	F	%	F	%	F	%	F	%	F	%		
Social support											3.99	.645
supervisor expects me to apply the skills I gained in the training programme	91	34.6	120	45.6	42	16.0	8	3.0	2	.8	4.1	0.829
My subordinates are receptive toward_my use of new skills from the training programme	40	15.2	174	66.2	43	16.3	5	1.9	1	.4	3.94	0.651
supervisor is supportive of my efforts to acquire new skills	59	22.4	143	54.4	50	19.0	3	1.1	8	3.0	3.92	0.855
Opportunity to perform											3.97	.539
I am encouraged to try new techniques after the training programme	62	23.6	146	55.5	50	19.0	3	1.1	2	.8	4	0.736
I have adequate equipment to perform new skills in my job	57	21.7	134	51.0	60	22.8	9	3.4	3	1.1	3.89	0.821
I have adequate time to perform new skills I have been trained	56	21.3	140	53.2	49	18.6	14	5.3	4	1.5	3.87	0.858
I learned skills in the training programme that I intend to use in my everyday work	77	29.3	149	56.7	27	10.3	8	3.0	2	.8	4.11	0.759

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	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)	Mean	SD
Reward system											3.98	.760
Attending the training programme increase my chance of getting a promotion	98	37.3	111	42.2	41	15.6	6	2.3	7	2.7	4.09	0.924
The supervisor gives appraise to participants who demonstrate that they have effectively applied what was learned during the training programme	72	27.4	131	49.8	43	16.3	13	4.9	4	1.5	3.97	0.88
The manager provides incentive for participants who apply what they have learned after the training programme	86	32.7	98	37.3	50	19.0	21	8.0	8	3.0	3.89	1.049
Social Culture											3.92	.661
The management encourages employees to participate during the training sessions	75	28.5	132	50.2	40	15.2	13	4.9	3	1.1	4	0.86
The management discuss the objectives of training programme that trainees had attended	64	24.3	136	51.7	48	18.3	13	4.9	2	.8	3.94	0.831
The management discuss with the trainees the unforeseen barriers to apply trained skills	71	27.0	124	47.1	43	16.3	20	7.6	5	1.9	3.84	0.879
The management requests reports from the participants regarding their applications toward the training programmes	61	23.2	121	46.0	62	23.6	17	6.5	2	.8	3.94	0.863
The management provide both positive and constructive feedback to subordinators about their job performance	66	25.1	137	52.1	40	15.2	18	6.8	2	.8	3.9	0.95
Environment											3.96	.493

F= frequency; (%) = percent; N= 263

Work Environment

Table 4.4 provides the mean and standard deviation of the work environment factors (social support, opportunity to perform, reward system, and social culture) which influence the effectiveness of training programme in the hotels, and shows trainees' perceptions and opinions regarding these factors by using frequencies and percentage to analyze these perceptions.

As indicated in the Table, the participants gave highly satisfied responses for all work environment variables (M= 3.96; SD=.493). The four variables indicated high

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responses though the social support gave the response (M= 3.99; SD=.645), opportunity to perform (M=3.97; SD= .539), reward system (M=3.98; SD=.760), and organization culture (M= 3.92; SD=.661).

In addition, the Table shows the responses for each item in the social support group. All items indicated highly satisfied responses, as reported for the three items regarding the social support which refers to forms of support that the trainees received. Data reveals that the largest percentage of trainees agreed that: "the supervisor encourages and expects the trainees to improve their skills and apply it in work place" (p=45.6%; n= 120), "the employees in hotels receive the new skills" (p= 66.2%; n= 174), and "the trainees got support from supervisor to acquire new skills" (p=54.4%; n=143).

In addition, the responses for each items in the opportunity to perform indicated highly satisfied responses, and from four items regarding the opportunity to perform, the trainee could apply the new knowledge and skills obtained from the training programme. The data also revealed that largest percentage of trainees agreed that: "they were encouraged to try new techniques after training" (p=55.5%; n=146), "they have adequate equipment and enough time to perform the new skills" (p=51%; n=134 and p= 53.2%; n=140), and "they intend to use the new knowledge and skills in work place" (p=56.7%; n=149).

Also, the responses for each item in the reward system indicated highly satisfied responses, and from three items regarding the reward system which is the system of compensation that the organization adopted to encourage the trainees to acquire more skills from training programme. Data also revealed that the largest percentage of trainees agreed that: "when they attend training programme, their chances to be

promoted increased" (p=42.2%; n=111), "they are praised when they effectively applied the new skills through training programme" (p=49.8%; n=131), and perception varied to some extent between "strongly agree" (p=32.7%; n=86) and "agree" (p=37.3%; n=98) that "they get incentives from management when they applied the new skills in work place".

Finally, the responses for each item in the social culture showed highly satisfied responses, and from five items regarding the social culture which refers to the policies of organization in dealing with training programmes strategies. Data also revealed that the largest percentage of trainees agreed that: "the management encourages the trainees to acquire skills during training" (p=50.2%; n=132), "the management discusses the problems that face them in work place" (p=51.7%; n=136), "the management requests reports from the trainees regarding their applications toward the training programmes" (p=46%; n=121), and "the management provides both positive and constructive feedback to subordinates about their job performance" (p=52.1%; n=137).

Individual Factors

Table 4.5: Means, Standard Deviation, and Frequencies of Items for Individual Factors

Item	S.agree 5		Agree 4		Neural 3		D.agree2		s.d.agree1		Mean	SD
	F	%	F	%	F	%	F	%	F	%		
Ability											3.98	.625
I feel confident that my skills exceed those of my colleagues	63	24.0	137	52.1	52	19.8	5	1.9	6	2.3	3.94	0.847
I am sure I can apply the skills from the training programme to my job	58	22.1	153	58.2	43	16.3	6	2.3	3	1.1	3.98	0.761
I feel confident in my ability to acquire new skills from the training programme	59	22.4	147	55.9	47	17.9	7	2.7	3	1.1	3.96	0.783
I retain confident even if I failed to use the training skills on my job	77	29.3	136	51.7	36	13.7	9	3.4	5	1.9	4.03	0.86
Attitude											3.94	.706

	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)	Mean	SD
Most of the materials in the training programme I have attended has been relevant to skills I hope to develop	74	28.1	91	34.6	73	27.8	23	8.7	2	.8	3.81	0.971
I have opportunities to practice the skills emphasized from the training to my job	67	25.5	149	56.7	37	14.1	6	2.3	4	1.5	4.02	0.791
Training can help me reach my career goals	78	29.7	126	47.9	45	17.1	10	3.8	4	1.5	4	0.872
Motivation											4.01	.630
I am motivated to learn the skills emphasized in the training programme	73	27.8	145	55.1	35	13.3	8	3.0	2	.8	4.06	0.774
I want to improve my skills in the training programme	73	27.8	144	54.8	38	14.4	3	1.1	5	1.9	4.05	0.799
I volunteered for the training programme	96	36.5	110	41.8	40	15.2	11	4.2	6	2.3	4.06	0.943
The experience I gained in the training programme may advance my career	74	28.1	132	50.2	44	16.7	6	2.3	7	2.7	3.99	0.884
The reason I decided to attend the training programme was to learn how I can improve my skills	75	28.5	108	41.1	64	24.3	13	4.9	3	1.1	3.91	0.908
Individual											3.98	.539

F= frequency; (%) = percent; N= 263

Table 4.5 provides the mean and standard deviation of the individual factors (ability, attitude, and motivation) which influence the effectiveness of training programme in the hotels, and shows trainees' perceptions and opinions regarding the these factors by using frequencies and percentage to analyze these perception

The respondents generally perceived that they have high perception (M= 3.96; SD=.493). In some cases, the three variables indicated high responses through ability (M=3.98; SD=.625), attitude (M=3.94; SD=.706), and motivation (M=4.01; SD=.630).

The Table showed the responses for each items in the ability which indicated highly satisfied responses as reported from the four items regarding the ability which refers to trainees' beliefs in capability to get more knowledge, acquire new skills, and self-confidence. Data revealed that the largest percentage of trainees agreed that: "they feel confident that their skills exceed their colleagues" (p=52.1%; n=137), "they can

apply the skills from the training programme to their job" (p=58.2%; n=153), "feel confident in their ability to acquire new skills from the training programme" (p=55.9%; n=147), and "retain confidence even if they failed to use the training skills on their job" (p=51.7%; n=136).

In addition, the responses for each item in the attitude indicated high responses, and from three items regarding the attitude which refers to extent to what they expect from training programme. Data revealed that the largest percentage of trainees agreed that: "materials in the training programme are relevant to skills they hope to develop" (p=34.6%; n=91), "have opportunities to practice the skills emphasized from the training to their job" (p=56.7%; n=149), and "training can help them to reach their career goals" (p=47.9%; n=126).

Also, the responses for each item in the motivation indicated high responses, and from three items regarding the motivation and enthusiasm to attend and acquire the skills from training programme. Data revealed that the largest percentage of trainees agreed that: "they were motivated to learn the skills emphasized in the training programme" (p=55.1%; n=145), "they want to improve their skills in the training programme" (p=54.8%; n=144), and the perception varied to some extent between "strongly agree" (p=36.5%; n=96) and "agree" (p=41.8%; n=110) that "they volunteered for the training programme", "The experience they gained in the training programme may advance their career" (p=50.2%; n=132), and "the reason they decided to attend the training programme was to learn how they can improve their skills" (p=41.1%; n=108).

Training process

Table 4.6 provides the mean and standard deviation of the training process (training needs and training design) which influences the effectiveness of training programme in the hotels, and shows trainees' perceptions and opinions regarding these factors by using frequencies and percentage to analyze these perceptions.

Table 4.6: Means, Standard Deviation, and Frequencies of Items for Training Process Factors

Item	S.agree 5		Agree 4		Neural 3		D.agree2		s.d.agree1		Mean	SD
	F	%	F	%	F	%	F	%	F	%		
Training needs											3.94	.595
New skills is very important in accomplish my job task	62	23.6	144	54.8	40	15.2	12	4.6	5	1.9	3.94	0.86
Training programme appropriately provide content based on the needs of the task in work situation	64	24.3	141	53.6	53	20.2	5	1.9	0	0	4	0.723
Selection of trainees was properly based on the needs of the work situation	60	22.8	136	51.7	60	22.8	6	2.3	1	.4	3.94	0.762
The training programme was based on the employee needs	60	22.8	124	47.1	66	25.1	11	4.2	2	.8	3.87	0.837
Training design											4.06	.626
The design of each course in the training programme was appropriate	59	22.4	131	49.8	60	22.8	12	4.6	1	.4	3.89	0.813
The training programme adopted an appropriate educational method	73	27.8	156	59.3	26	9.9	5	1.9	3	1.1	4.11	0.739
The trainer has positive attitude toward the trainees	87	33.1	132	50.2	34	12.9	7	2.7	3	1.1	4.11	0.812
The training activity involves trainees in the training process	84	31.9	134	51.0	38	14.4	4	1.5	3	1.1	4.11	0.786
Training process											4.01	.522

F= frequency; (%) = percent; N= 263

In Table 4.6, the respondent's perception toward training process gave high responses (M=4.01; SD=.522) through training design (M=4.06; SD=.626), and training needs (M=3.94; SD=.595). Also, the responses for each items in the factors showed high responses.

In addition, the Table showed the responses for each items in the training needs which indicated highly satisfied by respondents as reported from the four items regarding the training needs which indicated the training courses depend on the real needs of work and employees. Data revealed that the largest percentage of trainees agreed that: "the skills they acquire from training courses help them to accomplish job task" (p=54.8%; n=144), "the content of programme is based on the needs of work" (p=53.6%; n=143), "selection of trainees was properly based on the needs of the work situation" (p=51.7%; n=135), and "the training programme was based on the employee needs" (p=47.1%; n=124).

Also, the responses for each item in the training design indicated high responses, and from four items regarding the training design which refers to the way of conduct and method of learning in training courses. Data revealed that the largest percentage of trainees agreed that: "design of each course in the training programme was appropriate" (p=49.8%; n=131), "the training programme adopted an appropriate educational method" (p=59.3%; n=156), "the trainer had positive attitude toward the trainees" (p=50.2%; n=132), and "the training activity involved trainees in the training process" (p=51%; n=134). Table 4.7 represents the mean and standard deviation for the variables in the study.

Table 4.7: Mean and Standard Deviation for the Study Variables

Factor	Mean	Standard Deviation
Training Effectiveness	3.98	0.406
Work Environment	3.96	0.493
Social Support	3.99	0.645
Opprtunity To Perform	3.97	0.539
Reward System	3.98	0.760
Social Culture	3.92	0.661
Individual	3.98	0.539
Ability	3.98	0.625
Attitude	3.94	0.706
Motivation	4.01	0.630
Training Process	4.01	0.522
Training Needs	3.94	0.595
Training Design	4.06	0.626

4.2.3 Hypotheses Testing

Based on research problem, 9 hypotheses were proposed. Hypotheses 1, 2, and 3 were tested using linear multiple regression while hypotheses 4 to 9 were tested using correlation.

Hypotheses 1- 3

In order to answer research questions 1-3, three main hypotheses were developed including nine sub-hypotheses to test the influence of variables on training effectiveness in this study, Standard multiple regressions were used to address these questions. In other words, multiple regressions aim to explore the nature of differential influence of the independent variables on the dependent variable. The result of test

indicated that the model tested the effect at the full scales level (work environment, individual, and training process). Also, result of test indicated that the model tested the effect at the sub-scales level (social support, opportunity to perform, reward system, organizational culture, ability, attitude, motivation, training needs, and training design).

Multiple regression is one of the statistical techniques require a number of assumptions to ensure that the data do not violated, such as multicollinearity and normality as following.

• **Multicollinearity**

The term collinearity implies that two variables are near perfect linear combinations of the other. When more than two variables are involved, it is often called multicollinearity. The primary concern is that as the degree of multicollinearity increases, the regression model estimates of the coefficients become unstable and the standard errors for the coefficient can get widely inflated. In this section, the researcher explored some multiple regression command that helped to detect the multicollinearity (Pallant, 2007).

Tolerance is an indicator of how much of the variability of the specified independent is not explained by the other independent variable. In other words, it is used to determine how much the independent variables are linearily related to one another (multicollinearity). If this value is less than (.10), it indicates the possibility of multicollinearity. The other value given is the VIF (variance inflation factor) which is just the inverse of tolerance value. VIF values above (10) would be of concern here, indicating multicollinearity (Pallant, 2007).

In this study, as shown in Table 4.6, the value of tolerance for each independent variable is more than (.10), and this is supported by the VIF value which is for every independent variable below the cut-off (10). This implies there is no collinearity problem in the data.

Table 4.8: Collinearity Statistics

Variable	Collinearity statistics	
	Tolerance	VIF
Social Support	.672	1.489
Opportunity to Perform	.645	1.550
Rewards System,	.622	1.608
Organizational Culture	.528	1.895
Ability	.500	1.999
Attitude	.557	1.795
Motivation	.518	1.932
Training Needs	.675	1.482
Design	.691	1.448

- **Normality**

Since the regression is very sensitive to abnormal distribution, Pallant (2007) suggested that it is important to examine normal curve, probability plot and scatter plot first. P-P plot and scatter plot were used to check whether normality assumption is violated or not; if the result of the P-P plot shows that residuals reasonably is straight diagonal line from the bottom left to top right, and follow the 45 degree line, this indicates that the normality assumption is obtained. The normal plot (scatter plot) or regression standardized residual for dependent variable is normal distribution with most of the scores concentrated in the center (along the (0) point).

As shown in Figures 4.1 and 4.2, the researcher suggests that the normality

assumption is obtained though the result shows no major deviations for the normality.

Normal P-P Plot of Regression Standardized Residual

Dependent Variable: effectiveness
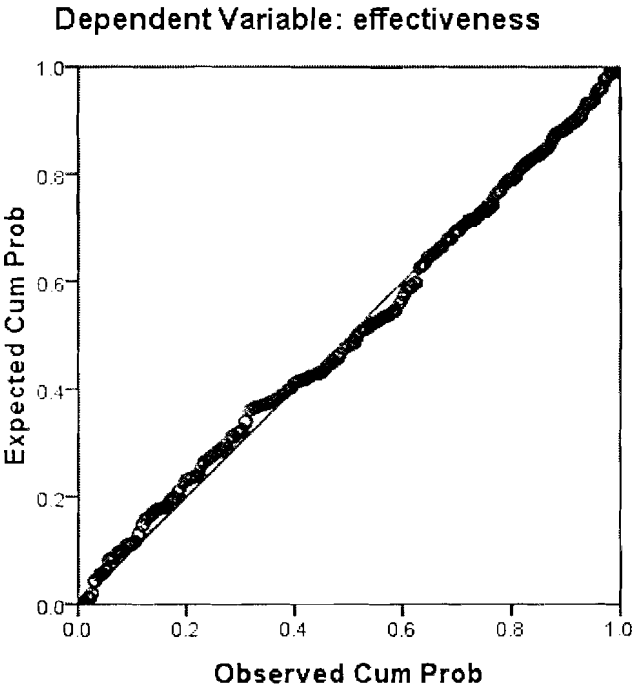
Figure 4.1: P-P Plot of Regression Standardized Residual

Scatterplot

Dependent Variable: effectiveness
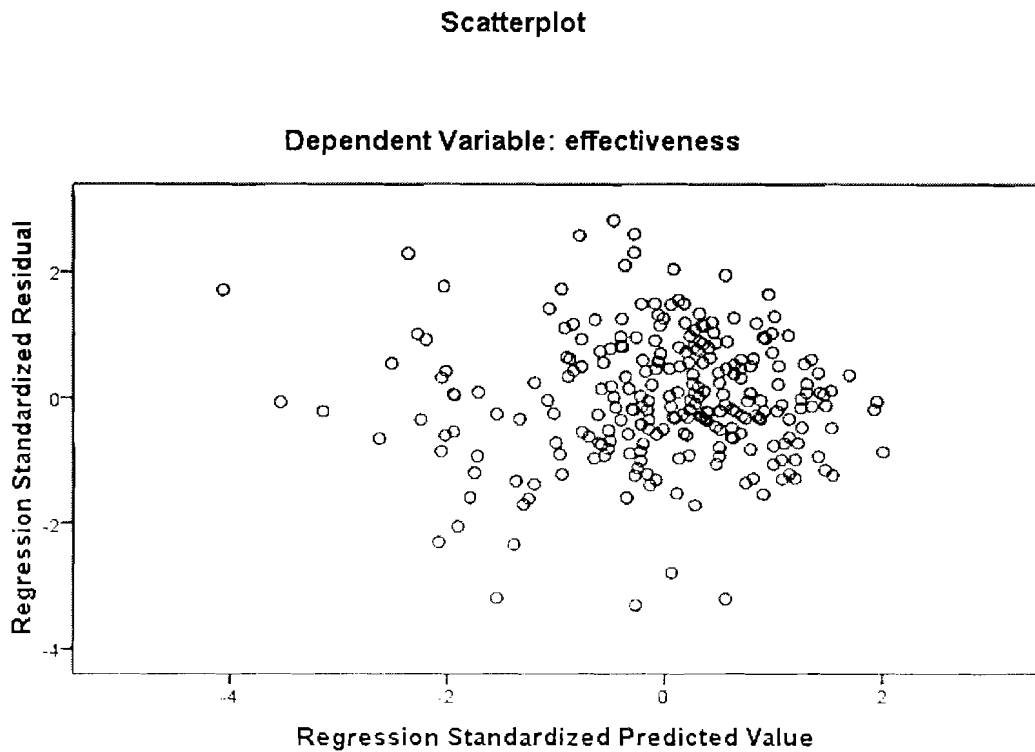
Figure 4.2: Normal Plot (Scatter Plot) of Regression Standardized Residual

• **Regression Result at Full Scales Level**

After entering the predictor variables into regression model, the multiple (R) showed substantial correlation between the major factors and training effectiveness (R=.732(a)). R square value indicated the portion of variance percentage accounted by the predictor variables which is (.536); this value means those factors explained the training effectiveness by (53.6%). In other words, 53.6% of the predictor variables have an effect on the training effectiveness. That indicates there are other factors that affect the dependent variable not considered in this study. The ANOVA table shows that the (F) value is (99.605) and it is significant at (.001), and this indicates that 53.6% of the

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variance in training effectiveness has been significantly explained by predictor variables determined in this study. (appendix D).

• **Regression Result at Sub-Scales Level**

As a result of regression model the sub-factors (social support, opportunity to perform, reward system, organizational culture, ability, attitude, motivation, training needs, and training design) and training effectiveness was significant ($F=36.925$; $P<0.001$) with R square of (56.8%) explained by the sub-scales.(Appendix E).

In order to assess hypotheses which positively influence the predictor variables on criterion variable, the beta value helped the investigator to indicate the amount of change to be expected by the change in independent variables, and which of the factors are important in explaining and have greater effect on the training effectiveness with the strength of each predictor.

In order to answer research question one "how the work environment factors influence the effectiveness of the human resource training programmes", one main hypothesis which included four sub-hypotheses were developed.

HA1: **The work environment factors positively influence the effectiveness of human resource training programmes.**

HA1-1: The social support factors positively influence the effectiveness of human resource training programmes.

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HA1-2: The opportunity to perform factor positively influences the effectiveness of human resource training programmes.

HA1-3: The reward system factor positively influences the effectiveness of human resource training programmes.

HA1-4: The organization culture factor positively influences the effectiveness of human resource training programmes.

Table 4.9 presents the findings of hypotheses 1, 1-1, 1-2, 1-3, and 1-4.

Table 4.9: Regression Result of Work Environment Factors

	Beta	T	Significance
Constant		7.419	.000
Environment	.373	7.208	.000
Constant		6.248	.000
Social support	.257	5.102	.000
Opportunity to Perform	.160	3.116	.002
Reward System	.148	2.821	.005
Organizational Culture	.015	2.821	.788

Dependent Variable: Training Effectiveness

The contribution for each work environment variables, social support (HA 1-1), opportunity to perform (HA 1-2), reward system (HA 1-3), and organizational culture (HA 1-4) toward the training effectiveness were investigated using standard multiple regression. The result demonstrated that the work environment on a full scale was statistically positive and significantly contribute to predict of training effectiveness (*beta*= .373; *p*<.001). Of the four sub-scales variables, social support makes the largest

positive and significant unique contribution (*beta*= .257; *p*<.001), although opportunity

to perform also made statistically significant contribution (*beta*= .160; *p*<.01), followed

by reward system (*beta*= .148; *p*<.01), while the organization culture made positive, but

failed to provide significant contribution to predict the training effectiveness

(*beta*=.015; *p*= .788). Based on these analyses, hypotheses 1, 1-1, 1-2, and 1-3 are

supported. However, hypothesis 1-4 fails to support.

In order to test hypothesis two. One main hypothesis which included three sub-

hypotheses were developed.

HA2: The individual factors positively influence the effectiveness of human

resource training programmes.

HA2-1: The ability factor positively influences the effectiveness of human resource

training programmes.

HA2-2: The attitude factor positively influences the effectiveness of human resource

training programmes.

HA2-3: The motivation factor positively influences the effectiveness of human resource

training programmes.

Table 4.10 presents the findings of hypotheses 2, 2-1, 2-2, and 2-3.

Table 4.10: Regression Result of Individual Factors

	Beta	T	Significance
Constant		7.419	.000
Individual	.327	5.901	.000
Constant		6.248	.000
Ability	.127	2.178	.030
Attitude	.049	.893	.372
Motivation	.118	2.058	.041

Dependent Variable: Training Effectiveness

The contribution for each individual variables, ability (HA 2-1), attitude (HA 2-2), and motivation (HA 2-3) demonstrated that the individual factors on a full scale was statistically positive and significantly contribute to predict training effectiveness (*beta*= .327; *p*<.001). Of the three sub-scales variables, ability makes the largest positive and significant unique contribution (*beta*= .127; p<.05), although motivation also made statistically significant contribution (*beta*= .118; *p*<.05), while attitude made positive, but failed to provide significant contribution to prediction of training effectiveness (*beta*= .049; *p*= 372). Based on these analyses, hypotheses 2, 2-1, and 2-2 are supported. However, hypothesis 2-3 fails to support.

In order to test hypothesis three. One main hypothesis which included two sub-hypotheses were developed.

HA3: **The training process factors positively influence the effectiveness of human resource training programmes.**

HA3-1: The training needs factor positively influences the effectiveness of human resource training programmes.

HA3-2: The training design factor positively influences the effectiveness of human resource training programmes.

Table 4.11 presents the findings of hypotheses 3, 3-1, 3-2.

Table 4.11: Regression Result of Training Process Factors

	Beta	T	Significance
Constant		7.419	.000
Training Process	.182	3.547	.000
Constant		6.248	.000
Training Needs	.158	3.143	.002
Training Design	.105	2.104	.036

Dependent Variable: Training Effectiveness

The contribution for each training process variables, training needs (HA 3-1) and training design (HA 3-2) demonstrated that the training process factors on a full scale was statistically positive and significantly contribute to predict training effectiveness (*beta*= .182; *p*<.001). Of the two sub-scales variables, the training needs made the largest positive and significant unique contribution (*beta*= .158; *p*<.05), although training design also made statistically significant contribution *(beta*= .105; *p*<.05). Based on these analyses, hypotheses 3, 3-1, and 3-2 are supported.

Hypothesis 4-6

In order to test hypotheses that was derived to answer research question two, Person correlation analysis was used to assess the nature of the relationship among the independent variables (work environment, individual, and training process) factors. Correlation helps the researcher to know how the variables are related and the nature of this relation through direction, strength, and significance. The correlation between variables may be perfect positive represented by 1.0, or may be perfect negative -1.0. On the other hand, the value 0.0 indicates no relation between variables. The size of value between -1.0 to 1.0 provides the strength of the relation, however to interpret values between 0.0 to ±1.0, Pallant's (2007) suggestion was used as follows:

1.   Small   r = .10 to .29

2.   Medium   r = .30 to .49

3.   Large   r = .50 to 1.0

Table 4.12 presents the findings for hypotheses 4 – 6.

Table 4.12: Correlation between Work Environment, Individual and Training Process Factors

Variable	Work Environment	Individual	Training Process
Work environment	1		
Individual	.555**	1	
Training process	.431**	.539**	1

**correlation is significant at the 0.01(2 tailed)
   N= 263

HA4: There is a positive relationship between the work environment factors and the individual factors that influence the effectiveness of human resource training programmes.

The result demonstrated a positive and significant relationship between work environment and individual factors with large correlation ($r=.555$; $p< .01$). Based on this analysis, hypothesis 4 is supported.

HA5: There is a positive relationship between the work environment factors and the training process factors that influence the effectiveness of human resource training programmes.

The result demonstrated a positive and significant relationship between work environment and training process factors with medium correlation ($r=.431$; $p< .01$). Based on this analysis, hypothesis 5 is supported.

HA6: There is a positive relationship between the individual factors and the training process factors that influence the effectiveness of human resource training programmes.

The result demonstrated a positive and significant relationship between individual and training process factors with large correlation ($r=.539$; $p< .01$). Based on this analysis, hypothesis 6 is supported.

Hypothesis 7-9

In order to test hypotheses that were derived to answer research question three "what is the relationship among these factors and the effectiveness of the human resource training programmes", three main hypotheses were developed including nine sub-hypotheses. Person correlation analysis was used to assess the nature of the relationship among the independent variables and the training effectiveness. Table 4.13 presents the findings of hypotheses 7, 7-1, 7-2, 7-3, 7-4.

HA7:   There is a positive relationship among the work environment factors and effectiveness of human resource training programmes.

HA7-1: There is a positive relationship among the social support factors and effectiveness of human resource training programmes.

HA7-2: There is a positive relationship among the opportunity to perform factor and effectiveness of human resource training programmes.

HA7-3: There is a positive relationship among the reward system factors and effectiveness of human resource training programmes.

HA7-4: There is a positive relationship among the organization culture factor and effectiveness of human resource training programmes.

Table 4.13: Correlation between Work Environment Factors andTraining Effectiveness

	Training effectiveness	Social Support	Opportunity to Perform	Rewards System	Organization Culture	Environment
Pearson Correlation	1	.553**	.492**	.459**	.452**	.631**
Sig.(2taile)		0	0	0	0	0
N	263	263	263	263	263	263

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

The result demonstrated positive and significant relationship between the variables with large correlation ($r= .631$; $p<.01$). The sub-scales of social support (HA 7-1), opportunity to perform (HA 7-2), reward system (HA 7-3), and organizational culture (HA 7-4) were also demonstrated positively with significant correlation to training effectiveness when analyzed separately from the full scale. Of the four sub-scales, social support indicated a large correlation with training effectiveness ($r= .553$; $p<.01$), followed by opportunity to perform with medium correlation ($r= .492$; $p<.01$), and reward system which indicated medium correlation ($r= .459$; $p<.01$). In addition, organizational culture had the smallest value in correlation with training effectiveness with medium value ($r= .452$; $p<.01$). Based on these analyses, hypothesis four is fully supported.

HA8: There is a positive relationship among the individual factors and effectiveness of human resource training programmes.

HA8-1: There is a positive relationship among the ability factor and effectiveness of human resource training programmes.

HA8-2: There is a positive relationship among the attitude factor and effectiveness of human resource training programmes.

HA8-3: There is a positive relationship among the motivation factor and effectiveness of human resource training programmes.

Table 4.14 presents the findings of hypotheses 8, 8-1, 8-2, 8-3.

Table 4.14:Correlation Between Individual Factors And Training Effectiveness

	Training effectiveness	Ability	Attitude	Motivation	Individual
Pearson Correlation	1	.536*	.492**	.538**	.631**
Sig.(2-tailed)		.000	.000	.000	.000
N	263	263	263	263	263

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

The result demonstrated a positive and significant relationship between two variables with large correlation ($r=$ .631; $p<.01$). Also, the sub-scales of ability (HA 8-1), attitude (HA 8-2), and motivation (HA 8-3) were demonstrated as positive with significant correlation to training effectiveness. Of the three sub-scales, motivation ($r=$ .538; $p<.01$) followed by ability ($r=$ .536; $p<.01$) indicated a large correlation. In addition, attitude indicated medium correlation with training effectiveness ($r=$ .492; $p<.01$). Based on these analyses, hypothesis five is fully supported.

HA9: **There is a positive relationship among the training process factors and effectiveness of human resource training programmes.**

HA9-1: There is a positive relationship among the training needs factor and effectiveness of human resource training programmes.

HA9-2: There is a positive relationship among the training design factor and effectiveness of human resource training programmes.Table 4.15 presents the findings of hypotheses 9, 9-1, 9-2.

Table 4.15: Correlation Between Training Process Factors and Training Effectivenness

	Effectiveness	Training needs	Training design	Training process
Pearson Correlation		.434**	.447**	.519**
Sig.(2-tailed)	1	.000	.000	.000
N	263	263	263	263

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

The result demonstrated a positive and significant relationship between two variables with large correlation (r= .519; p<.01). The sub-scales of training needs (HA 9-1) and training design (HA 9-2) were also demonstrated positively with significant correlation to training effectiveness. Both the sub-scales of training design (r= .447; p<.01) and training needs (r= .434; p<.01) indicated medium correlation with training effectiveness. Based on these analyses, hypothesis nine is fully supported. Based on the findings of current study, Table 4.16 summarized the findings of the hypotheses tested. Also, a revised conceptual framework is presented in Figure: 4.3

Table 4. 16: Summary of the Hypotheses Findings

Objective	Hyp. No	Result
Investigate the influence of work environment, individual and training process factors on the effectiveness of the human resource training programmes in the hotel sector in ASEZA.	HA 1-1	Beta= .257 & social support contributing significantly and positively in training effectivenes.
	HA1-2	Beta= .160 & opportunity to perform contributing significantly and positively in training effectivenes
	HA1-3	Beta= .148 & reward system contributing significantly and positively in training effectivenes.
	HA1-4	Beta= 015 & culture contributing positively but not significant to training effectivenes
	HA2-1	Beta= .127 & ability contributing significantly and positively in training effectivenes
	HA2-2	Beta= .049 & attitude contributing positively but not significant to training effectivenes
	HA2-3	Beta= .118 & motivation contributing significantly and positively in training effectivenes
	HA3-1	Beta= .158 & training needs motivation contributing significantly and positively in training effectivenes
	HA3-2	Beta= .105 training design & motivation contributing significantly and positively in training effectivenes
Investigate the relationships between work environment, individual and training process factors that influence the effectiveness of the human resource training programmes in the hotel sector in ASEZA.	HA4	"r" = .555 work environment associated with individual factors in large postive relation
	HA5	"r"= .431 work environment associated with training process factors in medium postive relation
	HA6	"r"= .539 individual associated with training process factors in large postive relation
Investigate the relationships among work environment, individual and training process factors and the effectiveness of the human resource training programmes in the hotel sector in ASEZA.	HA7-1	"r"= .553 social support associated with training effectiveness in large relation, positively, and significanltly
	HA7-2	"r"= .492 opprtunity associated with training effectiveness in medium relation, positively, and significanltly
	HA7-3	"r"= .459 reward associated with training effectiveness in medium relation, positively, and significanltly
	HA7-4	"r"= .452 culture associated with training effectiveness in medium relation, positively, and significanltly
	HA8-1	"r"= .536 ability associated with training effectiveness in large relation, positively, and significanltly
	HA8-2	"r"= .492 attitude associated with training effectiveness in medium relation, positively, and

		significanltly
	HA8-3	"r"= .538 motivation associated with training effectiveness in large relation, positively, and significanltly
	HA9-1	"r"= .434 needs associated with training effectiveness in medium relation, positively, and significanltly
	HA9-2	"r"= .447 design associated with training effectiveness in medium relation, positively, and significanltly

Work environment factors

- Social support

- Opportunity to perform

- Reward system

Individual factors

- Trainee ability

- Trainee motivations

Training process factors

- Training needs

- Training design

Effectiveness of training programme
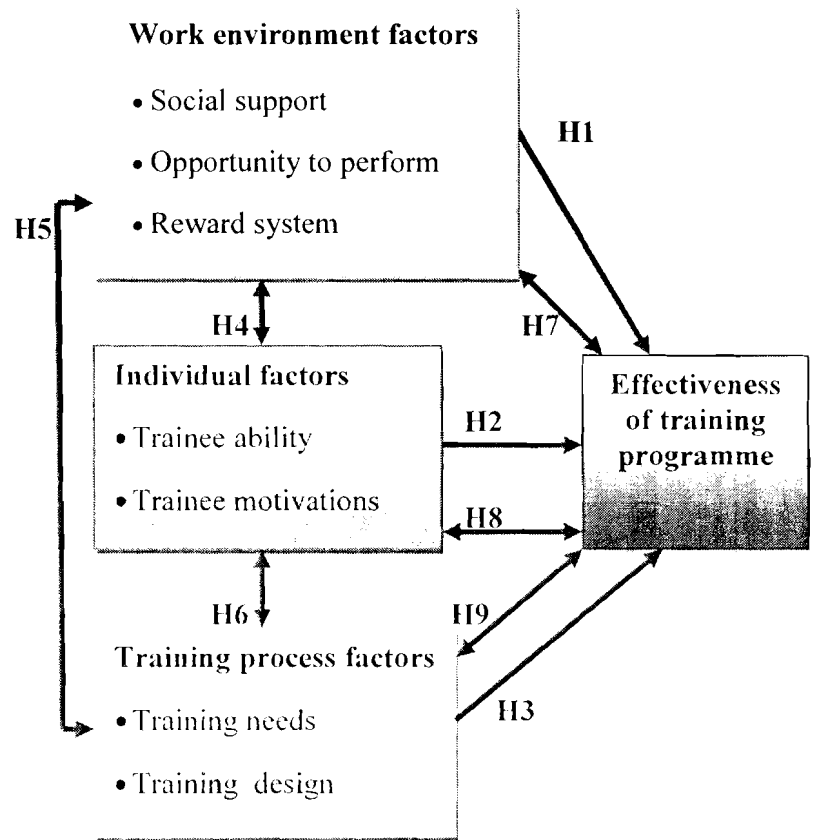
◄─────► : Correlation

─────► : Regression

Figure 4.3: Revised Conceptual Framework

4.3   FINDINGS OF QUALITATIVE METHOD

The overall purpose of analyzing qualitative data is to understand the phenomenon being studied and to support the result that emerged from quantitative method. The primary objective of the interview is to gather more specific information about how the factors derived their importance in achieving the effectiveness of training programme in hotel sector. The questions were designed to get information on the possible reason of the training programme's role in helping the trainee acquire skills, and the hotel management achieve training goals. Twelve respondents are requested to answer the nine interview questions. Table 4.12 shows the respondent profile for qualitative analysis in the five and four stars hotel in Aqaba city.

4.3.1   Respondent Profiles

Respondents interviewed encompass the human resource managers and training coordinators in five and four star hotels in Aqaba city. Table 4.17 shows the respondents characteristics of the current study.

Table 4. 17: Qualitative Respondent Profiles

RESPONDENT	POSITION	LOCATION	HOTEL CLASSIFYING
Participant 1	HRM	Aqaba	5 Stars
Participant 2	HRM	Aqaba	5 Stars
Participant 3	HRM	Aqaba	5 Stars
Participant 4	HRM	Aqaba	5 Stars
Participant 5	HRM	Aqaba	4 Stars
Participant 6	HRM	Aqaba	4 Stars
Participant 7	HRM	Aqaba	4 Stars
Participant 8	TC	Aqaba	5 stars
Participant 9	TC	Aqaba	5 stars
Participant 10	TC	Aqaba	5 stars
Participant 11	TC	Aqaba	5 stars
Participant 12	TC	Aqaba	4 stars

HRM: human resorce manager; TC: training coordinator

4.3.2 Questions and Themes

Themes refer "to similar codes aggregated together to form a major idea in database" (Creswell, 2008, pg 648). These themes emerge from raw data through coding process which is the process of segmenting and labeling text to form descriptions, and broad themes in the data (Creswell, 2008, pg 251). Coding data can take the form of names, initials or numbers, it does not matter as long as the code is succinct and it is used systematically to link bits of data to an idea related to the analysis.

The process of emerged themes and sub-themes in this study is derived from Creswell (2008); these include: first, identifying text segments, which includes assigning a word or phrase that accurately describes the meaning of the text segment. These text segments were the actual words used by participants, and/or it is sometimes worded alternatively. Second, listing code words; these codes are grouped according to

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meaning where sentences seem to fit are grouped together. Third, combining similar word groups, and putting them into sub-themes that describe the main ideas (reduce the codes to small number of themes). Table 4.18 indicated summary of the themes obtained from the interviews analysis.

The themes and sub-themes were determined depending on the answers of the participants; these indicate various aspects of importance for the research factors in achieving training effectiveness. Also, themes were named and developed based on several past literatures which indicated their importance in many actions and procedures to ensure training effectiveness.

The importance of social support indicated several sub-themes. The first is motivating staff which is adapted from many studies such as Elangovan and Karakowsky (1999), who indicated that the social support offered to the trainees takes the form of encouragement to attend, acquiring, and applying the newly skills. Also, Clarke (2002) and Bushe (2007) mentioned that the importance of support could be achieved through motivating the trainee to apply the new skills on the job. The second theme is resolving problem which is adapted from Tracey and Tews (1995), who mentioned that understanding the trainees and knowing the actual work conditions and obstacles that may face them are important to understand the social support actions. These two sub-themes are linked to the trainee and focused on the skills of trainees. Thus, the main theme adapted to suite these features is named importance through staff.

The third sub-theme is providing support. This sub-theme is adapted from Mathieu et al. (1992) who mentioned several features that may inhibit the transfer of learning, for example, lack of materials and time allowed to complete tasks. The forth sub-theme is optimal environment which is adapted from Rouiller and Goldstein (1993) who believed

that the positive work conditions in the workplace is at least as important in order for transfer of learning to occur. The third and forth sub-themes is linked to the management and their actions to facilitate the transfer of training. Hence, one major theme named to indicate these sub-themes is importance through management.

The importance of opportunity to perform indicated several sub-themes. The first theme is development of skills. This theme is adapted from Tracey and Tews (1995), who believed that applying of the learned skills will refine and improve these skills specially after training programmes. The second theme is reducing skill gap which is derived from Clarke (2002) who indicated that the workload and time pressure may undermine the effectiveness of training, which means that the weakness in applying these skills will decrease the efficiency of skills at workplace. Training is cost is considered the third theme, which is adapted from Zhao et al. (2004), who indicated that training is cost for the organization, and the management needs to see these cost as benefits in form of professional employees.

The reward system importance includes two sub-themes which are staff loyalty and staff satisfaction. These sub-themes are adapted from Chiang et al. (2005) who emphasized that attending training programmes and receiving recognitions from management increase the employee's loyalty to organization, and satisfaction. These two sub-themes are combined in the main theme which is staff loyalty. If the trainee feels satisfied s/he will be more loyal to the hotels, which decreases the hotel turnover. The second theme is encouragement of trainee. This theme is adopted from Elangovan and Karakowsky (1999) who indicated that when the organization explicitly recognize and reward the application of newly acquired skills, the employee will be motivated to effectively transfer these skills.

The importance of organization culture has several sub-themes. The first sub-theme is innovation which is adopted from Tracey and Tews (1995) who believed that the importance of organizational characteristics is emphasized by innovation and competitions, both within and outside the organization context. The second sub-theme is organization development, also adopted from Tracey and Tews (1995), who emphasized that the organization should have a developed formal system that provides reinforcement to the trainee, as well as resources and opportunities which are necessary to acquire and apply the skills. These two sub-themes are advantageous to the hotel's market competition. Hence a major theme is named competition. The second theme is organizational policy which is also adopted from Tracey and Tews (1995) who indicated that the importance of the organization culture can be adopted through clear policies regarding the activity development in the organization.

Ability importance is also divided into several sub-themes. The first theme is acquiring skills. This theme is adapted from Tracey and Tews (1995) who stated that when trainees have the ability to learn and acquire skills, they can be relatively quick and efficient in achieve training transfer. The second theme is trainee development. This theme is adopted from Chuang et al. (2005) who stated that the employees who feel efficacious may set high goal for themselves.

In regard to the importance of attitude in training effectiveness, two themes emerge from the data. The first theme is trainee's commitment. This theme is determined depending on Tracey and Tews (1995) who indicated that if the trainees possess high degree of commitment to their works and organization, it is likely that they will view training as worthwhile and will be committed to opportunity to acquire new knowledge, skills, and apply these skills on the job. The second theme is image. This

theme is adapted from Ford and Noe (1987) who indicated that a positive perception on training value would indicate a higher need for training. Also, Cheng and Ho (1998) believed that, if trainees think that a programme content can help them to improve job performance, they would try to acquire and apply the learned skills on the job.

The motivation importance has two themes which are derived from the raw data. The first is trainee attendance. This theme is adopted from Tracey and Tews (1995) who mentioned that the trainee who is motivated to improve his performance, he is more likely to attend, learn, and apply the newly acquired skill. The second theme is training result; this theme is adapted from Cheng and Ho (1998) who mentioned that the trainee with a high level of motivation can improve task performance. Thus, training motivation may be influential factor in affecting transfer outcome.

The training need importance also has two themes which are derived from the answers of participants. The first theme is managers' goals, which is adopted from Tannenbaum and Yuki (1992) who mentioned that training courses should support the strategic direction of the organization, and training objectives should be aligned with organizational goals. The second theme is training subject; this theme is adopted from Tannenbaum and Yuki (1992) who mentioned that increasingly rapid technology changes can modify the required knowledge and skills, which in turn can influence KSA requirement to determine the objectives, content, target group, and desired outcome.

The training design importance has two themes which emerged from the raw data. The first theme is design needs which is adapted from Tannenbaum and Yuki (1992) who believed that designing a training programme should take into account learning objective, trainee characteristics, learning process, methods, cost, and benefits.

The second theme is design practice which is adopted from Baldwin and Ford (1988) who mentioned that the learning principles consist of identical element, stimulus variability, and conditions of practices.

Table 4.18: Summary of the Questions and Themes

QUESTIONS	THEMES
"Why does the management believe that social support is important to achieve training effectiveness which reflects on performance of employees in the hotel?"	1. Important through staff - Motivating the staff - Resolving problem 2. Important through management - Providing support - Optimal environment
"Why does the management believe that the opportunity to perform is important to achieve training effectiveness which reflects on performance of employees in the hotel?"	1- Development of Skills 2- Reducing Skills Gap. 1- Training is Cost.
"Why does the management believe that the social support is important to achieve training effectiveness which reflects on performance of employees in the hotel?"	1- Staff Loyalty: - Staff Satisfaction, - Loyalty to Hotel. 2- Encouragement of Trainee.
"Why does the management believe that the social culture is important to achieve training effectiveness which reflects on performance of employees in the hotel?"	1- Competition: - Innovation - Organizational Development. 2- Organizational Policy.
"Why does the management choose the employees whom own ability to attend training programme?"	1- Acquiring Skills. 2- Trainee Development.
"Why does the management choose the employees whom own attitude to attend training programme?"	1- Trainee Commitment. 2- The Image.
"Why does the management choose the employees whom own motivation to attend training programme?"	1- Training Attendance. 2- Training Result.

"What is the importance of the training needs analysis?"	1- Managers Goals. 2-training Subject.
"What is the importance of the training design in achieved training goals?"	1- Design Needs 2-Design Practice

FIRST QUESTION

"why does the management believe that social support is important to achieve training effectiveness which reflects on performance of employees in the hotel?"

All participants agreed that social support is important in training and other activities in the hotels. One of them stated,

"Yes, the hotel management considers social support as a key factor affecing employee behavior in the hotels as evidenced by their dealings with individuals, and the dissemination of team spirit, resulting from the management's facilitation of a second home for the staff" (Participant 1).

The analysis of interviews indicated that two themes have emerged from the text which answers the first question, The two themes are: importance through the staff, and importance through management.

First Theme: Importance Through Staff

All twelve participants emphasized the management believes staff support is necessary to achieve the training goals firstly, and the hotel goals ultimately as humans are the main key to produce and deliver the service. This support is important in two ways: motivating the staff, and resolving problems.

(1)   Motivating the staff

Majority of the participants believe that the importance of social support can be achieved through motivation of the staff to participate in the training programmes, and inducing them to be a part of the training sessions. For example, one of the participants who is a human resource manager in a five star hotel stated that,

"It is very imperative that employees feel management's concern about them, and looks forward to their development by providing them information regarding benefits in both personal and working-level. This generates the conviction of staff's participation in training programmes" (Participant 5).

Also, the participants stated that the importance of support lies in encouraging the trainees to acquire new skill and knowledge, and to take advantage of these programmes as evidenced by one of their statements below,

"The role of management is to facilitate a climate that encourages the trainee to acquire the skills of the training programme provided by the company in order to keep up with new development in the hotel services, and to be assisted in completing the work requirements in the hotel industry in the long run" (Participant 2).

In addition, motivation of staff can be by encouraging the trainees to apply these new skills in the work place. One of the participants stated that,

"Management support is not only required in the training process but also in the application process. Therefore, management needs to provide a working environment that helps employees improve and develop these skills through their repeated application of the skills in the workplace" (Participant 10).

(2)   Resolving Problems

The second sub-theme extracted from the interviews is resolving the problem that the trainees may face in training sessions and work place. Many participants believed that support is also called for in resolving the obstacles and problems trainees face in applying and developing their skills gained from the training programme. According to one of the training coordinators in these hotels,

"It is evident that management can show their support by helping the trainee in applying skills acquired from the training programme in various ways including, securing the application, removing obstacles preventing the application of these skills particularly new skills, providing psychological support to staff and encouragement, and providing all the elements contributing to the employee's professionalism and in the application of skills and services for guests" (Participant 6).

Also, participants emphasized that the management plays an important role by keeping the state of open communication between staff and upper manager for resolution of staff's problems. Participants pointed out that,

"Communication and communication channels between staff and management play a crucial role in determining the pros and cons that employees may face in the workplace.

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Management's acknowledgement of staff observation of barriers and issues is also important" (Participant 8).

Second Theme: Importance Through Management

The participants also emphasized the importance of management support in different levels of management to achieve the training goals. This importance appears in two ways: providing support and providing optimal environment.

(1)   Providing support

The participants emphasized that the importance of social support can be through providing support in different forms. One of these forms is provision of the equipment for training programmes. Many participants indicated the need for this type of support. For example, one participant described that,

"In my opinion, management should consider the provision of equipments in the training programme, particularly with regards to programmes related to the executive branches. In addition, management should see to it that the necessary equipments in the workplace are provided"(Participant 7).

In addition, many participants believed that the important thing in social support is the financial support for conducting new training programmes, and the encouragement of trainees to attend these programmes. The participants noted that,

"An employee needs more than moral support, and here I mean, of course, financial support like funding organizational training programmes"(Participant 7).

Another participant stated,

"Support and funding comes in the form of encouragement and financial incentives to the trainee"(Participant 11).

Also, many participants suggested that the support is necessary in giving enough time to trainees to engage in training session, and to apply the skills in the work place is important. For example, one of the participants summarized that,

"Support is multi-faceted and the most important is management support in the form of providing sufficient time for trainees to join the training programmes and encouraging them to apply these skills in the workplace. Management support is superior to the other types of support whether they are financial, moral or support in the form of provision of equipments"(Participant 4).

(2)   Optimal environment

On another aspect of social support, the participants believe that it is necessary to create a positive environment for the staff on one hand, and to create a positive environment between staff and management on the other. For example,

"It is imperative for management to create a positive environment in the work place and to encourage cooperation and mutual respect among staff which leads to effective and efficient completion of work tasks"(Participant 9).

Another participant also stated that,

"Success factors of effective management includes notifying the employees of their concern regarding employee comfort and providng all the necessary elements in the work place. In addition, management and employese are the key elements in a hotel's

success, which are interlinked. While management facilitates a good working environment, employees work their best at completing their tasks"(Participant 3).

SECOND QUESTION

"why does the management believe that opportunity to perform is important to achieve training effectiveness which reflects on performance of employees in the hotel?"

A close examination of the interviews indicated that participants emphasized the importance of opportunity to perform not just in achieving training goals, but also in the work place. One of the participants argued that.

"My experience of the matter convinced me of the importance of opportunity to perform in within the training as well as in the workplace. This encourages the development of staff's skills and knowledge. The opportunity is provided not necessarily to do things right at the first try but to make mistakes and learn from them and avoid them in the future"(Participant 3).

This importance comes in three themes: development of skills, reducing gap skills, and training cost.

First Theme: Development Of Skills

All participants said that the opportunity to perform is necessary to develop the knowledge and skills of the trainees in the hotel by linking the skills given in training programme with actual work place requirement which in turn, reflects the the

achievement of the training programme goals. According to one of the training coordinators,

"We have a hand in organization training programmes for various reasons including the development of existing skills, and provision of new ones. We need our employees to keep abreast of the developments in the hotel industry. A training programme that does not consider the reasons behind it is useless. We provide training so employees can make use of the practical side in the hotel. In other words, the concept of training and labor market should be intertwined in training"(Participant 8).

In addition, all participants believed that the importance of opportunity to perform is derived from developing the competencies of trainees, and to ensure the sustainability of these competencies in meeting the different needs of the guests through what the trainees had learned from the training programme. One of the prticipants stated that,

"Employees should be given the opportunity to practice what they have learned from the training programmes because that is the core purpose of these programmes. The employees newly acquired skills are for the benefit of the hotel; so they can serve the guests in the best possible way. This is the reason why there needs to be a continuous efficiency check and balance following the training programmes so the skills become permanent and staff can cope with the changes in the hotel industry"(Participant 6).

Also, many participants think the opportunity to perform is important to develop and strengthen the existing skills of the trainees which is reflected in the work place. For example, one of the participants summarized that,

"Providing the employees the opportunity to apply the learned skills in actual environment will not only enhance the skills but it will lead to innovation and

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professional performance in the basic role of hotels which is providing service to guests in an effective and efficient way possible " (Participant 11).

Second Theme: Reducing The Skills Gap

The participants also emphasized the importance of the opportunity to perform's role in reducing the weakness in application of the skills and raising the trainees skills after training programme. Many participants stated the importance of reducing the gap in skills of trainees especially after training sessions, and gaining confidence in dealing with guests. For example, one of them mentioned that,

"The application of employees' skills in the workplace significantly contributes to the efficient running of hotel business" (Participant 5).

In addition, the participants believed that the repetition of performing the skills in the work place after training programme leads to professionalism in servicing guests. One participant summarized that,

"Weakness in employee's application of skills specifically those skills gained from the training programmes need to be addressed and solved by providing the employee with the opportunity to practice these skills in the workplace on a daily basis. This would not only lead to the improvement of the individual or the hotel but also the achievement of the purpose behind training programmes in multiple levels – in hotel functionality or employee performance" (Participant 2).

Also, the participants mentioned that the application of skills is very necessary to achieve the desired performance, especially in dealing with some of the difficult and

complex skills and tasks obtained from the training programme as evidenced by one of their statements below,

"Frequent application of skills in the workplace particularly those that are recently acquired will lead to mastering the skills and achieving goals" (Participant 7).

Many participants regarded the opportunity to perform as important because management can pinpoint the deficiencies in the application of the skills of the employee after the training programme and induce the employees to improve their skills. For example, one of the human resource managres inthese hotels pointed out that,

"The application of trainee's skills gained in the training programme and the constant application in actual environment coupled with manager's supervision will highlight the employee's shortcomings and weaknesses and help determine the source of defects and its rectification" (Participant 4).

Third Theme: Training is Cost

The participants also emphasized the importance of the opportunity to perform comes from training itself and is a financial cost to the hotel. The management wanted to see this cost as results and profits in the form of increasing trainee skills evidenced by their application in the work place such as one of the participants described,

"It is evident that the training programme involves expenses that are paid by the hotel enterprise providing the training and these expenses indirectly comes from the hotel profits – profits can only manifest if the hotel has regular guests who primarily come for excellent employee service"(Participant 9).

Another participant noted that,

"Training programmes in general, need to be financed by the hotel who is desirous of improving employee skills. However, the fact that the hotel has to spend a huge amount of money does not escape most establishments. What they are counting on is the advantage they can eke out of these expensive programmes in the long run in the form of profits which is possible only if the employees acquire and hone their service skills through the programmes and serve guests in a way that benefits the performance of the hotel" (Participant 1).

THIRD QUESTION

"why does the management believe that reward system is important to achieve training effectiveness which reflects on performance of employees in the hotel?"

The third question in the interviews attempted to highlight the importance of the reward system in achieving the training programme effectiveness, and its role in achieving the overall hotel goals. All participants agreed that the reward system is necessary in training and other activities in the hotels. For example one of them argued that,

"It is definitely important as the hotel's reward system should cater to its employees to encourage them in carrying out and achieving hotel goals. It is important to note that the rewards provided to the trainee in any form – whether material or moral, should instill a moral obligation in the trainee to perform his duties the best way management and the training programmes have taught him how" (Participant 4).

The analysis of interview data indicated that two themes emerged which the researcher derived from the participants. The two themes are: loyalty, and encouragement of trainees.

First Theme: Staff Loyalty

All twelve participants emphasized that the management believes that trainee loyalty is necessary to accomplish what the management aims from the training programme through the reward system in two ways: staff satisfaction, and loyalty to the hotel.

(1)   Staff satisfaction

Majority of the participants think that the importance of the reward system can lead to trainee loyalty in the job and to the completion and satisfaction of the requirements of training. According to the participants,

"The core reason behind incentives is employee satisfaction and eventually, employee loyalty and the feeling of belonging in the hotel. This would encourage him to take his responsibility seriously and perform his tasks in a skillful way particularly after he has had training" (Participant 12).

In addition, many participants believed that the reward system is necessary to create a feeling of safety in the employees when they are within the hotel organization. One of the participants stated that,

"The reward system should be designed by the hotel management to cater to the employee and to create a spark of interest in him in carrying out his tasks and a feeling of security in his job in the hotel. Management will be aware of this when the employee reflects it in the way he carries out his tasks in the training programmes and in his work"(Participant 5).

Also, many participants emohasized tha the reward system creates competition between the trainees to acquire the skills and perform these skills in the work place. The participants pointed out that,

"Incentive can be provided for a healthy competition among the employees which will encourage them to prove themselves at work and to prove their loyalty to the hotel by their outstanding performance"(Participant 1).

(2) Loyalty to Hotel

Also, eleven of the participants consider the reward system as a key factor in inducing the trainee to feel a sense of belonging to the hotel through the reward system that can help them in their career development as evidenced by one of their staements below,

"Incentives are generally created by the hotel administration to encourage hotel employees to constantly provide guests with good service, show good performance and maintain their loyalty to the hotel. The training programmes are provided to hone employees' skills in order that they may service the guests and benefit the hotel indirectly. Incentives also have a big role in employee retention " (Participant 2).

According to many participants, the reward system is important to make the employee perform his duties in a professional and honest way which is reflected in his dealings with the guests. For example, one participants summarized,

"Incentives encourage the trainee to acquire new skills and knowledge from the training programme and to apply these skills in completing his tasks. This will in turn be reflected in the hotel guests' satisfaction which results in management satisfaction and employee's good image" (Participant 3).

In addition, the participants believed that the importance of reward system is not depicted in mere financial incentives, but also through the types of appreciation and respect and a sense of prestige to the trainee bestowed by the management as one of the training coordinators argued,

"When an employee feels respected and appreciated by management, this significantly contributes to his positive performance both in the training programme and the workplace" (Participant 8).

Second Theme: Encouragement of Trainee

Many participants consider the reward system as very important to inducing trainee attendance in the training prograom, and to motivate employees to gain knowledge from the programmes. One of the participants stated that,

"Incentives play a great role in encouraging trainees and in inciting motivation in them to take part in the training programmes particularly after knowing the beneficial aspects that it represents" (Participant 7).

Also, the participants believe that the reward system is important in making the trainees look for optimal skills and knowledge. For example,

"The main reason behind incentives is to have the trainee take advantage of the training programme in terms of acquisition of knowledge and skills and translate it into better service to guests"(Participant 9).

FOURTH QUESTION

"why does the management believe that organizational culture is important to achieve training effectiveness which reflects on performance of employees in the hotel?"

The analysis of interviews indicated that two themes have emerged from the text which answers the fourth question. All participants agreed that social culture is important in training and other activities in the hotels. One of the participants stated that,

"Yes, I am convinced of organizational culture's role in achieving training effectiveness because organizational culture is considered as the hotel's competitive advantage in a sense that it encompasses the hotel's unique management style and procedures. Through the hotel's culture, management can build on its relationship with staff and develop standards of conduct and expectations"(Participant 8).

The researcher derived two themes: competition and organization policy.

First Theme: Competition

All twelve participants believed that management culture plays an important role in adopting strategies that make the training effective, and achieving overall organizational success. This importance comes in two ways: Innovation and organizational development.

(1)   Innovation

Majority of the participants think the importance of organizational culture in emphasizing the training programme to create hotel uniqueness through staff innovation and in delivering the hotel services as evidenced by one of their statements below.

"The competitive advantage of the hotel comes from its provision of unique services and innovation to guests and this can only materialize through management's conviction and focus on the employees' welfare, skills and knowledge to bring about the necessary innovation for distinction and excellence. Training necessary for this comes from training programmes sponsored by hotel administration" (Participant 2).

In addition, the participants considered the importance of culture lies in creating good values, and rewarding motivated staff. One of them summarized,

"In my point of view, management style is crucial in the adoption of policies and strategies that encourage employee's self-development. These strategies and policies should cater to employee's motivation to participate in the development of performance and work in the organization. This can only be possible through the facilitation of the right culture and environment in the hotel"(Participant 4).

(2)   Organizational Development

The second sub-theme extracted from the interviews the trend of hotel development characterizing management aims from the training programme. The participants believe that social culture also plays a necessary role in developing the staff as part of the organization and a key factor for hotel sustainability. For example, one of the training coordinators pointed out that,

"The organization's culture regarding employee's importance is one of the key elements that leads to the provision of excellent services to guests. Culture also provides the incentive to acquire more knowledge through training programmes to satisfy future needs"(Participant 6).

Also, participants believed that it is important for management to establish appropriate systems to identify the training needs, and appropriate training programmes to achieve these needs. According to one of the participants,

"Judging from hotels having open cultures, it is evident they are capable of keeping abreast of the developments in the world of hotel industry. Management in this type of culture, is constantly looking for improvements and eradication of deficiencies and resolving them with the help of training programmes"(Participant 3).

In addition, participants believed that it is necessary to achieve the development in all hotel departments by providing equal training opportunities for staff according to the functions assigned to them. One of the participants argued that,

"Leadership styles and organizational culture are both core elements to successful running of hotels. Organizational culture and development is what makes the training programmes attractive to all levels of administrative and executive staff in the hotel. As

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a consequence, hotel management is not biased in its provision of these training but includes all the levels of staff's participation" (Participant 7).

Second Theme: Organizational Policy

The participants also emphasized that organizational culture is important in determining the functional behavior of staff in the hotels and levels of performance that comes through the training programme, and therefore, in helping the achievement of the goals and aspirations of the hotel through adoption of behaviors and norms. For example,

"Policies of the hotel are imperative in determining staff performance standards based on a sound theory which assists in the hotel's excellent services. Through continuous training, staff will be able to provide the right kind of service that commensurates with the hotel's standards"(Participant 5).

In addition, the participants believed that organizational culture can play a very important role to increase the sense of staff loyalty to the organization and cooperation with staff within the organization. One of them described that,

"Organizational culture plays an important role in fostering cooperation between management and staff and among staff. It opens channels of communication between them, increase their interdependence and facilitates an environment of security and comfort"(Participant 10).

FIFTH QUESTION

"why does the management choose the employees who possess the ability to attend training programmes?"

A close examination of the interviews was conducted to answer the fifth question. The data indicated that participants emphasized the importance of the ability to achieve training effectiveness. This importance appears in two themes: acquiring skills, and trainee development.

First Theme: Acquiring Skills

All the participants consider trainee abilities to help determine the effectiveness of training programmes, and this emerged from the capability of the trainee to acquire skills. In other words, a trainee who can acquire suitable skills from the training programme, can be successful in achieving the objectives of this programme. One of the participapnts stated that,

"We make it a point to choose trainees having the capability to absorb and comprehend knowledge and acquire skills. The trainee's abilities facilitate the process of achieving the objectives of the training programme "(Participant 5).

Also, participants emphasized that a suitable trainee has the ability to absorb the skills and information gained from the training programme as evidenced by one of their statements below,

"The training programme is designed on a specific sequence of information and skills and therefore, management often looks for trainees who are mentally and physically

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capable of acquiring these knowledge and skills in the training programme. In other words, management chooses the best trainee to avail from what the programme has to offer "(Participant 1).

In addition, the participants consider the trainees ability to help in the effective acquision of new skills to be used to reduce errors at work as with one praticipant who pointed out that.

"We attract suitable trainees who possess the ability to make the most of the training programme in many ways. Eventually, this will be reflected in their ability to handle cases and reduce mistakes done during the job after receiving training" (Participant 9).

Second Theme: Trainee Development

Majority of the participants consider trainee ability important in enhancing his knowledge and skills, and to keep up with the developments in the world of hotel industry (the ability to acquire new skills). One of the participants summarized,

"The main point behind the training programme is to develop trainee skills and knowledge. A suitable trainee for the programme possesses the flexibility and ability to develop himself through these programmes in light of service delivery" (Participant 2).

In addition, many participants believed that ability makes the trainee improve the status of his career through promotions. According to one of the training coordinators,

"The trainee is not only judged through his ability to gain skills but also to apply them and to develop himself during his tenure at the hotel. This indicates that the training programmes are effective and has achieved the desired results"(Participant 12).

Moreover, the participants consider the importance of ability in the trainee's creativity and innovation through the acquisition of new skils and knowledge. For example,one of the participants who is human resource manager noted that,

"Trainees who are capable of acquiring new skills are also capable of using them in a positive and useful way in their service at the hotel. It can be said that these skills can lead to the encouragement of creativity in the workplace"(Participant 3).

SIXTH QUESTION

"why does the management choose the employees who possess the attitude to attend training programme?"

The sixth question in the interviews attempted to highlight the importance of the attitude in achieving the training programme effectiveness, and the trainee's acquisition of skills and knowledge. The findings are in contrast to the one in the qualitative where all the participants agreed that attitude is necessary in training. One of the participants stated that,

"I agree that a positive attitude and the desire to learn is important in being an apprentice. Trainees who lack the desire to develop themselves and generate attention and those who lack the drive and conviction may not be able to benefit from these training programmes on both professional and personal levels"(Participant 2).

The researcher derived themes from the participants to the interview. The two themes are: trainee commitment, and the image of programme.

First Theme: Trainee Commitment

The participants emphasized the importance of attitude in liking the programme and enjoy attending it, thus creating the desire to do so. Many participants stated that the trainee who has the desire will try his best to gain skills as evidenced by one of the participant's statement below.

"I believe that orientation and desire are both necessary for the trainee. That is why we here at the hotel are always finding ways to strengthen the trainees' positive inclination to attend training programmes offered by the establishment. Features and benefits of the programmes are always explained in a clear manner to all prospective trainees. These benefits include skills development and increased opportunities for career development "(Participant 1).

Also, the participants believed that attitude helps the trainee to be more committed to attending the training programme. One of them argued that,

"An employee characterized by his desire to attend the orientation and training programme, will be prepared for the process of acquiring skills, and will take full advantage of the programme to his success, the programme's and the hotel's " (Participant 9).

In addition, the participants think the importance of attitude in igniting the trainee's interest to possess the skills and new information from the training programme as with one of participants who ponited out,

"Choosing the trainee with the right attitude could be for the benefit of both trainee and management. Management generally looks for trainees who work hard to achieve the objectives of the programme through his willingness to acquire new skills or enhance existing ones. In other words, the trainee's inclination to learn, will lead to his acquisition of knowledge and skill that are necessary to have him qualified for work"(Participant 5).

Second Theme: The Image

Most participants pointed out that attitude is important through the trainee's perception toward the programme and what he can acquire from the programme. Participants stated that the trainee gives value to the training programme by being interested in this programme if he expects benefits. For instance, one of the participants described,

"In my opinion, this is a very important decision on the part of management as the training's value is only reflected through a trainee who fully concentrates on the training programme from the acquisition of skills and knowledge, to eventual real practice"(Participant 8).

Also, participants believed that attitude can play a vital role in achieving the programme goals by making the trainee look forward to satisfying the managers in the hotel. For example,

"Trainee attendance is governed by certain conditions including the trainee's willingness to create a good image for himself with hotel management and his inclination to please his superiors which will encourage him to acquire information and skills, and apply them and hence, reflecting the achievement of programme goals"(Participant 12).

SEVENTH QUESTION

"why does the management choose the employees who are motivated to attend training programme?"

A close examination of the interview answers the seventh question. The data indicated that participants emphasized the importance of motivation and considered it as a key factor in pushing the trainee to attend and acquire the knowledge and skills from training programmes. According to one of the participants,

"The trainee's drive is important in the acquisition of knowledge and skills from the programme as it is directly related to the goals of the organization"(Participant 7).

This importance comes from two themes: training attendance, and training result.

First Theme: Training Attendance

All twelve participants believed that motivation plays a very important role in achieving the effectiveness of training through providing the trainee the motivation to develop his capability to service the guest. According to many participants, motivation is important because it makes the trainee look forward to improve the skills from the

training programme and benefits from other programmes. One of the participants summarized,

"I am confident to say that we look for motivation and drive in the suitable trainee; someone who looks forward to developing his skills and applying them, and who has the desire to achieve the objectives of training" (Participant 8).

In addition, many participants believed that motivation makes the trainee look forward to taking advantage of the training programmes on a professional level as with one of the paticipants who argued that,

"Trainees who possess motivation in the development of skills, a sense of confidence and sophistication in the hotel industry, who aim to provide service in a professional manner, and who are interested in career development, are suitable for the training programme" (Participant 3).

Also, participants believed that motivation is important because a trainee who is motivated to attend the training programme, will have inclination to apply these skills on the ground which will be reflected in the level of service provided to guests. For instance, one of them noted that,

"We in management look forward to choosing trainees possessing motivation to attend the training programmes. This ensures excitement to acquire skills and application of these skills to the work site and hence, improving the level of service provided to guests" (Participant 10).

Also, the participants believed that motivation helps the trainee to be more committed and punctual in the training sessions as evidenced by one of their statements below,

"A trainee that has the desire to develop his self discipline and acquire skills through the training programmes manifest commitment to the programme's features and effectiveness" (Participant 4).

Second Theme: Training Result

The participants also emphasized the importance of motivation which can be seen through the acquisition of skills and achieving the goals of the programme. Many participants gave motivation importance because a motivated person has the ambition to acquire the skill and apply them; this is what is required from an employee, i.e. to apply quality standards. For example, one participant descirbed that,

"Management always tries to keep abreast of the developments of thehotel sector through the provision of training programmes to facilitate constant employee and organization development and the application of international quality standards in its services. Having said that, not all trainees are suitable for training, only those that are motivated to acquire and apply skills, and who are ready to contribute in the application of international standards"(Participant 9).

Also, the participants believed that motivation is important in instilling responsibility in the trainee regarding the success of the training process and the results of these programmes. One of the participants stated that,

"To maximize acquisition and application of skills and successful training programme, it is important that the search for highly motivated trainees is concentrated upon. "(Participant 11).

In addition, the participants think the importance of motivation in making the achievement of the training programme's goals easy. One of them noted that,

"In the management's viewpoint, a trainee with the right motive is a prime candidate to the training programme. Based on this motive, the trainee will be chosen for the programme to satisfy his needs and to develop his skills"(Participant 5).

Also, participants consider motivation important in achieving the goals of the organization through the effective use of skills in servicing guests. For example,

"The department works hard to ensure successful training programmes and attain positive results. Management offers the type of programmes comprising of various features to cater to suitable trainees who have the motivation to learn and apply skills"(Participant 12).

EIGHTH QUESTION

"What is the importance of training needs analysis?"

A close examination of the interview answers the eighth question whcih participants emphasized the importance of the training needs to achieve training effectiveness. All participants were of the consensus that the training needs is the spine of training. For example, one of the participants who is a human resource manager stated that,

"I can honestly say that training needs are the basis of training as they highlight shortcomings and weaknesses that are practiced in the workplace. In addition, they also pinpoint the knowledge and skills that need to be developed and the suitable method to use in their development"(Participant 5).

The researcher derived with two themes as stated by participants in the interviews: manager's goals, and the organization policy.

First Theme: Manager's Goals

Majority of the participants suggested that the importance of training needs comes from what it can achieve on the management level, and what the managers want from this programme. The participants stated that the importance of training needs include saving time, effort and money as evidenced by one of the their statements below,

"In my opinion, proper identification of training needs is necessary as its incorrect or inaccurate identification leads to an unsuccessful programme design and process. In other words, the programme will just be a waste of effort because the specific skills it offers does not coincide with what the trainees need. It would also be a waste of money and time" (Participant 3).

In addition, the participants believed that training needs play a very important role in determining the goals of the training programme through precise determination of the needs of the trainee. For instance, one of them argued that,

"The process of needs identification based on a sound scientific theory can lead to the clarity of objectives of the training programme which in turn, will work to improve the effectiveness and efficiency of training" (Participant 8).

Also, many participants believed that training needs is important due to its consideration of the real factors to increase the efficiency of the trainee in performing the tasks in the work place. One of the participants stated that,

"Identification of training needs is very crucial to the training effectiveness. Prior to the training programme, the requirements and the sector to be developed within the hotel have to be identified" (Participant 10).

Second Theme: Training Subject

All twelve participants emphasized that management believes that training needs always determine what the programme includes. Many participants stated that the importance of training needs is the key element that determines the training programme and its content, and its activities, and skills and information that will be given. For example, one of the participants who is a training coordinator stated that,

"Identification of the training needs determines the training subject. It clarifies the type of skills and knowledge required both at the administrative and the operational levels" (Participant 6).

Also, the participants believed that the training needs help to determine the target group and their needs. According one of them,

"I would like to clarify that the identification of the trainees' weaknesses should be carried out prior to the training programme. This will also help in identifying the trainees who are suitable for the programme "(Participant 11).

In addition, many participants consider that training needs play a very important role in determining the kind of training programme required. This is done by identifying the knowledge and skills that need developing. For example,

"In my opinion, the type of training offered should commensurate with the trainees' needs. The features of the training programmes should identify with the needs of the trainees and their lack of skills "(Participant 9).

NINTH QUESTION

"What is the importance of the training design in achieving training goals?"

The analysis of interviews indicated that two themes have emerged from the text which answers the ninth question. All participants agreed that the training design is important in training and their activities. The researcher derived themes with two as stated by participants: design needs, and design practice.

First Theme: Design Needs

All twelve participants emphasized management's belief of the training design's necessity in achieving training goals. The importance of design lies in estimating the financial cost of the training programme that will be conducted, which includes the

necessary equipments and means to conduct the training programme. For instance, one of the participants who is a human resource managre pointed out that,

"I believe that training design plays a crucial role particularly in the estimation of the costs of training. We always try to choose the type of training programmes that are extensive and support the principles and rules of hotel policy"(Participant 4).

The participants also consider design as important because it comprises of a document containing all the procedures of the training programme in the hotel as evidenced by one of their statements below.

"The concept design of a training programme comprises of the plan of action, lectures and training workshops, names of trainees and trainers, and the time and place of training, and all documents regarding hotel activities training"(Participant 3).

The participants also emphasized the importance of training design which can be seen in the process of selecting methods and techniques that will be used in the programme, so that it suits the training objectives and determines the appropriate way to use it. One of the participants described that,

"The design is the key to a successful training programme because it determines the complete aspect of the programme including job training, training plan, how to manage the programme, and how to provide information, and techniques for trainee skill transfer"(Participant 7).

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Second Theme: Design Practice

All twelve participants emphasized management's belief of the training design's importance especially through the activities in the programme, so that the trainee feels interested and not bored during the programme. The training can stimulate the trainees' attention and participation, which increases the chances the training programme's success. One of the participants stated that,

"The training design contains a logical sequence of the components of the training programme including training objectives, diversity in training methods and the creation of an attractive learning environment"(Participant 5).

In addition, many participants believe that the training design plays a very important role in increasing the chances of achieving programme goals by choosing the optimal type of training and the means for it. For instance, one participant summarized,

"The importance of training programme design lies in its alignment to the nature of the hotel needs, employees' needs and management needs"(Participant 8).

The participants also emphasized the importance of design which can see be seen through the creation of training conditions which are similar or very close to the reality of work. For example,

"Training design facilitates a suitable environment for training, equipments, tools, and techniques similar to the work environment. For the employees to take full advantage of the training programme, the training design should commensurate with the working conditions"(Participant 6).

4.4 CROSS-CHECKING FINDINGS OF QUANTITATIVE AND QUALITATIVE

The purpose behind the use of mixed method in the study is to supplement the findings obtained from the quantitative method by the findings obtained from the interview method.

The findings of the quantitative method revealed that social support positively and significantly contributes and relates to training effectiveness. The findings of qualitative method support and explain the importance of the supervisor's role in encouraging the participation of the staff in the training session. It also includes their application of new skills in the work place, in troubleshooting any problem that arises in the training session or in the actual workplace. Managers are also encouraged to employ open communication with their employees, provide them with the needed support in different ways; for instance, financial support for their training programmes, and emotional support for a positive workplace environment.

In addition, findings of the survey showed that opportunity to perform significantly has positive association with training effectiveness. This finding is consistent with the interviews interpretation. It emphasizes on the role of opportunity to perform in linking the skills learned from the training programme to actual tasks, developing the trainees' competencies, strengthening their existing skills, and reducing their weakness. Furthermore, performance repetition can hone these skills which will result in professional dealings with the guests, and the existence of weaknesses will highlight the deficiencies of the application of the learned skills.

Additionally, in the quantitative survey, the reward system was also found to be significantly and positively related to training effectiveness. This finding is consistently

supported by the findings of the qualitative survey. It was concluded from the interview that the reward system is related to the increase of trainee loyalty to the job, created a feeling of safety in the hotel, and competition between trainees which will urge them to acquire new skills. The reward system may also assist employees in developing their career, performing good tasks, attending training programmes and acquiring optimal skills and knowledge.

Moreover, the quantitative survey indicated that the ability is significantly and positively related to training effectiveness. The interview refines this findings and explains the importance of trainees' capabilities to acquire skills from the training programmes, methods in choosing the trainees to attend the training programmes, and the ability of trainees to reduce mistakes at work. The importance can also be seen in the enhancement of the trainee knowledge and skills to keep abreast with the developments, and in their creativity and innovation.

Furthermore, motivation factor showed to be the main factor that contributes significanty and positively to training effectiveness in the quantitative survey. This findings is also supported by the qualitative findings. It is indicated the motivation could enhance the effectiveness by facilitating the trainee's desire to develop capabilities in servicing guests. It could also encourage the trainee's to look forward to the training programmes, take advantage of obtaining knowledge, and encourage the trainees to apply their skills on actual work. In addition, motivation helps to make trainees more committed to attend the training sessions, increase the sense of responsibility in trainees, encourages them to achieve programme goals and the overall organizational goals through the use of skills.

Additionally, in the quantitative survey, the training needs was also found to be significantly and positively related to training effectiveness. This finding is consistently supported by the finding of the qualitative survey. Training need also assists in determining the training programme and its contents and activities. Besides, it identifies the target group of trainees and their needs, the type of training programme needed, and the knowledge and skills that need developing.

Finally, the quantitative survey revealed that training design is also contributed significantly and positively to training effectiveness. Findings of the interview survey fully supported this findings. It explains how the training design can help in achieving training objectives by assisting in the estimation of financial costs of the programme, and the documentation of all the procedures of training. In addition, the result indicated that the training design is important to select methods and techniques that are used in the programme. Furthermore, it increases the chances of achieving programme goals through the provision of optimal type of training and the effective training conductions which is akin to actual work environment.

4.5   CONCLUSION

The research questions and hypotheses of the quantitative method guided the research study. Multiple regression and bivariate correlation were used to test the proposed relationship in the framework. The research findings did not fully support the proposed model of factors and training effectiveness, as summarized in below:

Regression

- The work environment factors had positive effect on training effectiveness.

- The social support, opportunity to perform, reward system factors had positive effect on training effectiveness.

- Organizational culture factor had positive effect on training effectiveness but not significant.

- The individual factors had positive effect on training effectiveness.

- The ability and motivation factors had positive effect on training effectiveness.

- Attitude factor had positive effect on training effectiveness but not significant.

- The training process factors had positive effect on training effectiveness.

- The training needs and training design factors had positive effect on training effectiveness

Correlation

- There are large positive correlations between work environment factors with individual factors.

- There are medium positive correlations between work environment factors with training process factors.

- There are large positive correlation between individual factors and training process factors.

- There are large positive correlations between work environment factors with training effectiveness.

- There are large positive correlations between social support factor with training effectiveness.

- There are medium positive correlations between reward system and organizational culture factors with training effectiveness.

• There are large positive correlations between individual factors with training effectiveness.

- There are large positive correlations between ability and motivation factors with training effectiveness.

- There are medium positive correlations between attitude factor with training effectiveness.

• There are large positive correlations between training process factors with training effectiveness.

• There are medium positive correlations between training needs and training design factors with training effectiveness.

As for the qualitative method, the findings explained how the factors can influence the training effectiveness in hotels sector in ASEZA, and why every factor is necessary to make the trainees acquire knowledge and skills in training sessions, and facilitate the behavior change in the work place. This chapter also highlighted the importance of these factors in the actual work place. The result of interviews with the research participants supported most of the quantitative results in chapter four in order to varified the quantitative findings and indicated the various aspects of how these factors can be associated and increase the chances to achieve training effectiveness which in turn achieve training goals.

CHAPTER FIVE: DISCUSSION OF FINDINGS

5.1   INTRODUCTION

This research examines the relationship among work environment factors (social support, opportunity to perform, reward system, and organizational culture), individual factors (ability, attitude, and motivation), and training process factors (training needs and training design) in order to gain better understanding of training effectiveness. In order to determine the relationship and impact of the suggested factors on training effectiveness, the study intend to fulfill three key objectives; these objectives established the foundation of the study's framework, hypotheses, literature review, and research design. The research objectives were as follows:

1-   To investigate the influence of work environment, individual and training process factors on the effectiveness of the human resource training programmes in the hotel sector in ASEZA.

2-   To investigate the relationships between the work environment, individual, and training process factors that influence the effectiveness of the human resource training programmes in the hotel sector in ASEZA.

3-   To investigate the relationships among work environment, individual and training process factors and the effectiveness of the human resource training programmes in the hotel sector in ASEZA.

5.2   RESEARCH OBJECTIVE ONE

'to investigate the influence of work environment, individual and training process factors on the effectiveness of the human resource training programmes in the hotel sector in ASEZA'

Research question one was developed in order to answer the first objective of the study - "How do the work environment, individual and training process factors influence the effectiveness of the human resource training programmes in the hotel sector in ASEZA?" The result provided strong support for the hypothesis 1 where indicated as a factors influencing the effectiveness of the training programme, social support, opportunity to perform, reward system. Surprisingly, hypothesis 1-4 was not supported, which indicated that the organizational culture was not a factor significantly influence of the effectiveness of the training programme.

The result also showed that the work environment factors (full scale) in the framework demonstrated significant contribution to training effectiveness. This could be because the trainees may consider these factors as creating the conditions for improving employee's knowledge and skills, and promoting the transfer of training on the job. However, social support was the highest factor that contributed to the effectiveness of training programme. It may be because the trainees recognize the senior managers and supervisors can inhibit or exhibit the trainees to attend programmes and transfer skills learned, and perhaps the trainees believe that the supervisors have strongest effect on their transfer behavior.

Some previous findings support the empirical data, as with the finding of Lim et al. (2007) which indicated that social support was an ingredient of effective training,

because it not only enhanced self-commitment in employee, but also made possible the transfer of knowledge and skills. Findings of the qualitative survey also supported this aspect where majority of the respondents reported that social support has an important role in training effectiveness through taking care of staff by motivating them and resolving the problems they may face in work. In fact, the importance of employee support from various dimensions for the achievement of training effectiveness and the inadequacy of merely creating motives and conditions in the training programme should be reinforced by management.

In taking account the importance of social support in achieving training effectiveness, Elangovan and Karakowsky (1999) revealed that the application of new skills to the job can only occur in a supportive work environment. In addition, Tracey et al. (2001) suggested that support plays an important role in an individual's willingness to attend, learn, acquire, and use new skills in the work place. Yet, some authors' findings indicated that the positive transfer climate encouraged transfer of behavior in an on-the-job setting (Tracey et al., 1995; Rouiller and Goldstein, 1993). Other studies showed that support from supervisors and peers moderately affected pre-training motivation (Facteau et al., 1995) but significantly affected the perceived transfer of training (Xiao, 1996). In contrast, Casper (2005) indicated that negative effect of social support on transfer learning, while Green (2002) showed that social support did not have a significant effect on motivation to transfer.

Also, the study revealed that the opportunity to perform had positive and significant contribution to training effectiveness. This could be because the trainee may believe that the application of trained skills gives the training its value. It is recommended in the qualitative findings that the development of trainee's skills should

include provision of time and the necessary equipment during the application of the trainee's learned skills. Trainees skills are enhanced and consequently able to provide professional service to guests. According to management, training is costly and therefore, a positive and effective outcome is naturally expected from the costs spent. This outcome is manifested in the trainee's newly acquired skills in practice.

This finding is consistent with Noe and Wilks (1993) and Ford et al. (1992) revealed that even if individuals successfully learn the training material, it may not likely be transferred to the job if they are not given opportunity to perform such skills. Moreover, Jackson and Bushe (2007) found that if people are comfortable using skills, they will create opportunities to transfer training. On the other hand, Cheng and Ho (1998) showed that opportunity to transfer was positive but not significantly related to transfer outcome. In addition, Xiao (1996) reported that the organizational factor that encourages the application of knowledge and skills are perceived by employees as important in promoting training effectiveness, and this supports the idea that management follow-up is necessary to improve productivity through training. Also, Clarke (2002) stated that to achieve training effectiveness, the management must resolve the heavy workload and time pressure to ensure that skills learned is applied in the work place.

In addition, reward system showed significant contribution to training effectiveness. This result is supported by Elangovan and Karakowsky (1999) revealed that the reward system can play a major role in transfer of training to the workplace. Tracey et al. (1995) and Rouiller and Goldstein (1993) found that the reward (both intrinsic and extrinsic) had effect on post training behavior. This finding is contrary to Cheng and Ho (1998) and Xiao (1996) who indicated the reward system did not

demonstrate a significant influence on the transfer outcome. Findings in the qualitative survey indicated that reward system encourages the trainees to reciprocate the organization's efforts in training them by providing guests with excellent service, and this in turn implies that rewards sytem should ensure that it instills the moral responsibility in the trainees to be loyal through their hard work and their excellent service to guests.

Baldwin et al. (1991) found that when trainees understood they would be accountable for learning, they reported greater intentions to use their learned skills on the job. In addition, this suggests the use of formal procedures to account for newly acquired knowledge and skills, and if individuals believe there is a link between training and reward system, then it is likely they will be enthusiastic about training and be willing to make more effort to acquire knowledge and skills.

Surprisingly, organizational culture did not appear to be significantly contributing to training effectiveness in this study. This could be because the trainees recognize that the management did not share with them the perception and expectation about training programme, or perhaps the trainee are not in a situation to judge the validity of policies and strategies concerning training programmes. This finding is contrary to Tracey et al. (1995) who found that the learning culture is related to the application of behavior gained from a specific training course. Elangovan and Karakowsky (1999) indicated that the training transfer is directly related to continuous learning culture engaged in training and development and encouraged employee improvement and initiative.

Based on the responses of interviewees from the qualitative survey, the organization culture shows its importance through competitive advantage that is

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achieved by adopting employee innovation and helping them to develop their skills. Hence, it is imperative for management to facilitate an environment that will encourage staff to adopt certain organizational behaviors fostering their skills development and in turn, they will effectively service guests to the fullest. In fact, management is convinced that the development and growth of the hotel depends on the development of its employees and this comes through the conviction of the importance of management training programmes that caters to the needs of all stakeholders. Generally, some previous research emphasized the role of organizational culture in achieving training effectiveness (Cheng and Ho, 2001; Jackson and Bushe, 2007; Tracey and Tews, 1995).

The results of the individual factors in this study influence the effectiveness of the human resource training programme. The result provided strong support for the hypothesis 2 which are ability and motivation. Surprisingly, hypothesis 2-3 was not supported where attitude was proved not significantly as a factor influence training effectiveness. Additionally, this study revealed that the individual variables (full scale) in the framework had demonstrated significant contribution to training effectiveness. This could be because the employees in hotels always look for and need to develop their knowledge and skills about their work.

However, from the individual variables, ability is the highest factor that contributed to effectiveness of training programme. This could be because the trainees may have the interest to benefit from the course content to the maximum extent possible because that will in turn benefit them in their future work in the hotel industry, besides qualifying and preparing them for their work. This can also reflect positively on them. Findings from the qualitative survey supported this fact where a trainee who is confident and able would know how to take advantage of the training programmes and

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would be eager to apply the learned skills from the programme because he would be aware of the programme's value in his tranformation into a mentally and physically mature employee. The importance of ability comes from the ability of the managers to develop the right job situation and status for the trainee. In other words, ability is imperative in developing the trainee's capability as well as in making sure that managers appoint the right capable individuals for the job.

In taking into account the importance of ability in supporting the effectiveness of training, Casper (2005), and Mathieu et al. (1992) suggested that self-efficacy is a critical component of the learning process. Also, many studies contended that ability enhances an individual's motivation to learn and transfer learning (Mathieu et al., 1992; Noe, 1986; Quinones, 1986; Tannenbaum and Yuki, 1992). Some of the previous findings support the importance of ability as with Elangovan and Karakowsky (1999), Tracey and Tews (1995), and Zhao et al. (2004). Moreover, Noe and Schmitt (1986) found that the trainee with high confidence will be more motivated to learn and achieve better training performance. Chuang et al. (2005) noted that if the employees are confident and committed to learn, this will lead to successful training. This finding is contrary to the study by Lim et al. (2007) which indicated that the trainee ability and self-efficacy were not statistically significant with regards to transfer performance.

Also, motivation in this study indicated a significant contribution to training effectiveness. This may be because the trainee needs to possess new knowledge and skills he does not yet possess, or perhaps the trainee's goals are to keep up with developments in the hotel industry. Generally, the finding of this study is consistent with previous research (Chuang et al., 2005; Facteau et al., 1995; Lim et al., 2007; Tracey and Tews, 1995). In fact, studies have shown association between training

motivation and training effectiveness as with studies by Mathieu et al. (1992), Noe and Wilks (1993), and Tai (2006) which indicated that motivation was a significant predictor of training outcome. However, Cheng and Ho (1998) found that motivation was outside the factors that influence the transfer outcome.

On the other hand, a small number of respondents from the qualitative survey reported that the importance of motivation is reflected through having some loyalty towards attending the training programmes as it helps in carrying out a successful training programme through increased trainees' discipline and attendance. Taking into account the importance of motivation to achieve training effectiveness, Casper (2005) stated that the learning transfer will not likely occur if the individual becomes unmotivated during any learning process stage. In addition, the learners' readiness toward training and their perception regarding the credibility of the training programme will likely impact their enthusiasm towards learning (Baldwin & Ford, 1988; Facteau et al., 1995)

Surprisingly, attitude in this study did not demonstrate significant contribution to training effectiveness. That may be due to mandating or requiring individuals to attend training programme, or not informing managers or supervisors about the training programme's advantages and attributes, or the trainee may undermine the purposes of training that may reduce employees' motivation to learn from it. This finding is contrary to findings by Cheng and Ho (1998) which found that only the attitude factor among the six factors significantly affected transfer outcome. Moreover, Noe and Wilks (1993) showed that attitude had significant unique effect on development activity. In general, some previous research indicated positive impact of attitude on training effectiveness (Tracey and Tews, 1995; Lim et al., 2007).

According to a participant from the qualitative survey, management is forever hoping that the trainees possess the desire to learn and grow and to encourage this desire. So, management clarifies the benefits of the programme on a personal as well as a professional level. This desire is very important for management and trainees because it is pertinent to solving problems and this is positively reflected by training effectiveness. Few respondents realized the importance of attitude is reflected by the trainee seeking to show some commitment to make the managers take notice and thus, although some trainees are not as enthusiastic about joining the training programmes as others, they still want management to consider its importance to the hotel. With regards to the importance of attitude to achieve the effectiveness of training, Baldwin and Ford (1988) suggested that the individuals would likely become more motivated during the learning process if they were shown the value of the outcomes that will most likely occur as a result of training. Furthermore, some researchers discovered that those individuals with higher commitment perceived learning as useful and are more motivated to learn (Mathieu et al., 1992; Tannenbaum et al., 1991).

As for the training process factors in this study, the result provided strong support for the hypothesis 3 which are training needs and training design. The study revealed that the training process variables (full scale) in the framework had the lowest but significant variables that contributed to training effectiveness. This could be because the trainees were less concerned about the training needs and design of training programme, and maybe the trainees considered themselves not in the position to actually evaluate the needs and design due to their not being in a position to evaluate this.

However, training needs was the highest factor that contributed to the achievement of the effectiveness of training programme. May the trainees agree with assessment of their skills weakness, and believe that the training content may depend on their skills needs or weaknesses. This finding is consistent with Zhao et al. (2004), Lim et al. (2007), Tracey and Tews (1995), and Chen et al. (2007) which found that training needs are important in providing effective training, and is closely interrelated to effectiveness of training.

In addition, training design in this study showed significant contribution to training effectiveness. This could be because the content and method grab the attention of trainees and make them interested in the training course. Some previous research supports the empirical data, as with Chen et al. (2007) which noted that a high level of course relevant to job requirement hints at high level of training effectiveness, and vice versa. Xiao (1996) found that matching knowledge, skills, and attitude with work design is a significant factor to promote transfer behavior.

This findings are also supported with the findings of qualitative survey. It is believed that the training needs is a crucial element in determining the effectiveness of training by studying the actual factors that can tell us how the training programme should be. The training design depends on the type and the needs of the trainees. Moreover, the training needs are scientifically measured by considering the needs of the staff and not merely designed through trial and error. On the other hand, a small number of respondents reported that the importance of training needs lies in making an assessment of the trainees' needs, which reflects the actual relationship between training and work place. As such, the human resource management often conducts studies

pertining to training needs as they constitute the major factor in the successful programme or training activity.

The respondents also believed that the importance of training design lies in the cost, and this expense must be able to achieve profits. This is owing to the fact that the training design is developed to suit management's desires as they will be the one's accountable for spending the hotel's expenses. thus, it is important that the training provided will be highly advanced as it needs to be be fruitful in the long run. On the other hand. a small number of respondents reported that the importance of training design lies in knowing and supporting the equipment that will be used in the training programme. In other words, the training programme's design is important as it includes the necessary equipment and tools for the development of trainees' skills. With regards to this result. Chen et al. (2007) suggested that when training participants feel that what is being taught to them will be helpful in their jobs, they participate more actively and pay more attention during the training class.

5.3   RESEARCH OBJECTIVE TWO

'to investigate the relationships between work environment, individual and training process factors that influence the effectiveness of the human resource training programmes in the hotel sector in ASEZA'

Research question two was developed in order to answer the second objective of the study - "What are the relationships between work environment, individual and training process factors? The result indicated strong support for the hypotheses 4, 5, and

6 which indicated that work environment, individual and training process variables had positive relationship with each other.

This result indicated medium to large significant positive relationship between the four dimensions of work environment (social support, opportunity to perform, reward system, and organizational culture) to individual factors (ability, attitude, and motivation). This result means that trainees tended to attend more training programme and acquire knowledge and skills when they perceived that organization induce them and facilitate the circumstances to join training programmes. In addition, the trainee also paid more attention to the extent to which the management support the training programme.

Also, the four dimensions of work environment had small to large significant positive relationship to the training process factors (training needs and training design). This result means that when the trainees perceived the management believe in creating appropriate conditions for trainees (support, incentives, facilitate, etc.), it will also work on determining the appropriate skills needed and make the training course more satisfying for the trainee.

In addition, the three dimensions of individual factors (ability, attitude, and motivation) had medium to large significant positive relationship to the training process factors (training needs and training design). This result means that when the trainees have good feeling and expectation toward the training programme, they will be more familiar with training process and enthusiastic to learn more skills. They will not feel burdened with the training courses content. (Prior research studies investigating the relationship between the factors (as it was defined in this study) and training

effectiveness have not been conducted, so it is not obvious whether these findings are to be expected).

5.4 RESEARCH OBJECTIVE THREE

'to investigate the relationships among work environment, individual and training process factors and the effectiveness of the human resource training programmes in the hotel sector in ASEZA'

Research question three was developed in order to answer the third objective of the study - "What are the relationships among work environment, individual and training process factors and the effectiveness of the human resource training programmes in the hotel sector in ASEZA?" This question related to the relationship between factors as independent variables with training effectiveness which represents the dependent variable. The result provided strong relationship for the the work enveironment factors (social support, opportunity to perform, reward system, organizational culture), individual factors (ability, attitude, and motivation), and training process factors (training needs and training design) with training effectiveness as hypothesized.

In some detail, the result showed that the work environment factors (full scale) in the framework demonstrated significant and positive relationship with training effectiveness. This means that trainees tend to acquire more knowledge and skills from training programme when they perceived that the management facilitates the work conditions before, within, and after the training programme. In detail, the clients system

in the organization is a key factor in providing and adopting training strategies to make the training programme successful. Some previous findings support the empirical data, such as the Cheng and Ho (1998), Zhao et al. (2004), and Kontoghiorghes (2001) which suggested that work environment is important to training effectiveness.

Among the work environment factors, social support is the highest value correlated to training effectiveness. This indicated that the trainee is inclined to acquire more knowledge and skills from training programme and apply learned skills on the job when they perceived that the management and supervisors encouraged, motivated, directed and controlled them in work place. This result is consistent with previous literature which asserted the same finding (Facteau et al., 1995; Kontoghiorghes. 2001; Tracey et al., 1995). The trainee may look up to the organization initiative as this appears as more than mere support for trainees; it is required for the training programme to succeed. In contrast, Green (2002) indicated that the social support is positive but not significantly correlated with training transfer similar to finding from Jackson and Bushe (2007), and Wilks and Noe (1993).

In addition, this study found that the opportunity to perform has the second highest correlation with training effectiveness. This is supported by Cheng and Ho (1998) who noted that the greater opportunity to perform is associated with greater overall transfer outcome which in turn is related to effectiveness. This implies that the trainees using learned skills when they were comfortable at work place. This explains the association between enough time and equipment to perform and training effectiveness by giving the trainees a chance to apply and develop their skills after the training programme. This result is consistent with previous studies such as Facteau et al. (1995), and Jackson and Bushe (2007).

The study also, as expected from previous research Tracey and Tews (1995), and Elangovan and Karakowsky (1999) they found that the reward system had a positive correlation with training effectiveness. This implies that the trainees were more satisfied and tend to attend and apply knowledge and skills obtained from the course more often when they perceived that they will receive some incentives and appreciation from the organization. This result is asserted by Cheng and Ho (1998), and Kontoghiorghes (2001). In addition, organizational culture in this study also had positive correlation with training effectiveness. This indicated that the trainee who perceived that the organization adopted strategies and policies to develop the employee and raise their work levels, was more satisfied to join training and acquire new skills from the training programme. This result is consistent with (Tracey and Tews. 1995: Elangovan and Karakowsky. 1999).

Moreover, the study also revealed that the individual factors (full scale) had demonstrated significant and positive relationship with training effectiveness. This result indicated that the perception of employees toward training programme is very important in achieving training effectiveness. In other words, this result explains that the employees in hotels always need and seek to develop their skills, therefore they are keen to acquire knowledge and skills from the training programme which lead to the achievement of training goals.

However, among the individual factors, motivation showed the highest correlation value with training effectiveness. This indicated that when trainees are provided with realistic information regarding the features and benefits of training programme, which are related to the actual performance in their current job or are provided with future advancement, they will be more inclined to attend training

programme and use skills on the job. Some previous findings support the current findings such as (Elangovan and Karakowsky, 1999; Mathieu et al., 1992; Tai, 2006; Tracey and Tews, 1995).

This study also found that ability had positive correlation with training effectiveness. The result indicated that trainees who feel confident in acquiring and using skills learned in training programmes tend to use skills on the job. The training courses increase the capability and confidence to apply the skills, and develop capacity to use new skills. This implies the trainee's psychological and physical features can explain the high association with training effectiveness. This result is consistent with previous literature by Chen et al. (2007), Elangovan and Karakowsky (1999), Ford et al. (1992). Tai (2006), and Zhao et al. (2004).

As expected from previous research such as Cheng and Ho (1998). Facteau et al. (1995), Park and Wentling (2007), and Tracey et al. (1995) attitude indicated positive correlation with training effectiveness. This implies that the trainees may look to training as activity for personal development as long as they believe they can gain something from the training programme. This explains the relation between employee and organization through high degree of commitment to the job and the organization.

Finally, the findings of this study showed that the training process factors (full scale) demonstrated significant and positive relationship with training effectiveness. This result could be because the trainees perceived the process of training through the kind of knowledge and skills they learned in the course and the methods used in training are related to their work. If this perception is accurate, they will be satisfied with the training programme. This can explain the association between process and effectiveness

in this study whcih consistent with previous literature by Kontoghiorghes (2001), and Zhao et al. (2004).

Have be seen that among the training process factors, training design had the highest correlation value with training effectiveness. Perhaps, the trainees tendto use more knowledge and skills for their job when they perceived that it was easy to become familiar with training course actions and its methods are more clear and readable. In turn, the training design will enable them to get the learning done without feeling that training is a burden, and they become more satisfied with training content. This result is similar to the previous literature such as Chen et al. (2007), Kontoghiorghes (2001), and Zhao et al. (2004).

As indicated in previous studies (Chen et al., 2007; Kontoghiorghes, 2001; Zhao et al., 2004) study also found that a positive correlation between the training needs and training effectiveness. This implies that without the needs assessment, the hotel would not be able to offer the right courses to the right employees and would therefore fail to offer effective training. This relationship confirmed that training helps the trainees to improve their work performance because their needs were assessed before the training was conducted and therefore made the training models relevant to their job.

5.5   CONCLUSION

The findings of the study are consistent to the previous literature which indicated that organization culture and attitude factors did not significantly contributed on the training effectiveness. This result is inconsistent with the most literature which indicated that these factors play main role in achieving training effectiveness which in

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turn expand the literature regarding this topic. Also, the study investigated the association between work environment, individual, and training process factors. The findings (as defined in the study) of this investigation may be considered as one of the first studies in the literatures that indicated this relations which extend the literature in this area.

This study have different findings with the previous studies in training area. This vary in findings could be to various reasons that affect the perception of the current study sample. For example, one of the main features of this study was focused on the perception of employees toward various training programmes that attended in the last year in their workplace. This perception may different regarding one training programmes to another. These programmes were different in goals, skills intend to learn, implementation, the trainers that provide knowledge and skills, and place of training programme (inside or outside hotel). In addition, this study was conducted in hotels sector in ASEZA, which mean different sample and population compared to the past studies. This sample follow certain community which differ in culture, beliefs, traditional, features, and even organization culture which in turn could be affected on the findings of current study. Morever, the work conditions and the nature of jobs for hotels industry was vary with the other organizations and industries in terms of products os services.

In conclusion, the following Table 5.1 summarizes the results of the hypotheses testing accompany with the results of previous studies that was consistant and inconsistant with the results of the current study.

Table 5.1: Result of Hypotheses Testing Accompany with Previous Studies

	Findings	Supported	Not Supported
Objective 1			
HA 1-1	Sig	Lim et al. (2007); Tracey et al. (1995); Rouiller & Goldstein (1993); Xiao (1996).	Green (2002); Casper (2005)
HA1-2	Sig	Ford et al. (1992); Noe & Wilks (1993); Jackson & Bushe (2007)	Cheng & Ho (1998).
HA1-3	Sig	Elangovan & Karakowsky (1999); Tracy et al. (1995); Rouiller & Goldstein (1993).	Cheng &Ho (1998); Xiao (1996)
HA1-4	Not Sig		Tracy et al. (1995); Tracy & Tews (1995); Jackson & Bushe (2007); Tracy & Tews (1995).
HA2-1	Sig	Elangovan & Karakowsky (1999); Zhao et al. (2004); Noe & Schmitt (1986); Chuang et al. (2005).	Lim et al. (2007)
HA2-2	Not Sig		Cheng &Ho (1998); Noe & Wilks (1993); Lim et al. (2007).
HA2-3	Sig	Chuang et al. (2005); Facteau et al.(1995); Lim et al. (2007); Tracy & Tews (1995).	Cheng &Ho (1998)
HA3-1	Sig	Zhao et al. (2004); Chen et al. (2007); lim et al. (2007); Tracey & Tews (1995).	
HA3-2	Sig	Chen et al.(2007); Xiao (1996)	
Objective 2			
HA 4	Sig		
HA 5	Sig		
HA 6	Sig		

Objective 3			
HA7-1	Sig	Facteau et al. (1995); Tracy et al. (1995)	Green (2002); Jackson & Bushe (2007)
HA7-2	Sig	Facteau et al. (1995); Jackson & Bushe (2007)	
HA7-3	Sig	Elangovan & Karakowsky (1999); Tracy & Tews (1995).	
HA7-4	Sig	Elangovan & Karakowsky (1999); Tracy & Tews (1995)	
HA8-1	Sig	Chen et al. (2007); Ford et al. (1992)	
HA8-2	Sig	Park & Wentling (2007); Tracy et al. (1995); Factteau et al. (1995)	
HA8-3	Sig	Tai (2006); Mathieu et al. (1992)	
HA9-1	Sig	Zhao et al. (2004); Chen et al.(2007)	
HA9-2	Sig	Chen et al. (2007); Kontoghiorghes (2001)	

CHAPTER SIX: CONCLUSION

6.1   INTRODUCTION

` The present study aims to investigate and determine the factors that have the probability to affect training effectiveness in the hotel sector. In the past, training was not considered to be an activity that assists hotels in creating value and that deals successfully with competitors' challenges. However, recently, this view has made a complete turn around and hotels now utilize innovative training and development activities that are likely to result in better financial performance compared to competitors. In addition, training also helps in meeting competitive challenges. Therefore, hotels have to continue depending on efficient and effective training practices to strengthen and increase employees' skills for the improvement of products and services.

The present study is also motivated by the necessity to provide statistical evidence indicating the effect of these factors and their relationship to training effectiveness in light of the previous research concerning achievement of training goals. These factors are: work environment factors (social support, opportunity to perform, reward system, and organizational culture), individual factors (ability, attitude, and motivation), and training process (training needs and training design).

The present study identified a framework of factors and training effectiveness and tested the hypothesized relations within this framework. The study comprised three main hypotheses to assess the impact of work environment, individual and training process factors upon training effectiveness and an additional three hypotheses to determine the relationship among these factors and training effectiveness.

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The work environment in the present study comprised 15 items: three items for social support, four items for opportunity to perform, three items for reward system, and five items for organizational culture. For the purpose of achieving the objective, the study made use of the primary method, a quantitative exploratory design and standard multiple regression linear analysis. The findings revealed that work environment is a key factor having a significant contribution to the training effectiveness and sub-factors including social support, opportunity to perform, and reward system also significantly contributed. Meanwhile, organizational culture did not reveal significant contribution to training effectiveness.

The individual factors comprised 12 items: four items for ability, three items for attitude, and five items for motivation. The objective was fulfilled through the use of standard multiple regressions. The results of the analysis implied that individual factors are main factors that significantly contribute to the training effectiveness. In addition, ability and motivation as sub-factors were found to significantly contribute to the effectiveness of training while attitude did not.

With regards to the training process, the aim of the research was achieved by assessing a total of eight items: three for training needs and five for training design. The findings revealed training process as well as both sub-factors (training needs and training design) influenced training effectiveness. The study also made use of the correlation analysis in the analysis to determine the relation between the independent variables. The findings revealed a positive and significant relation between factors and they differed in values.

The study objective was also achieved through the utilization of correlation among the work environment, individual and training process factors with training

effectiveness and the findings revealed that the factors are significantly and positively related with training effectiveness. Moreover, to further reinforce the above quantitative design findings, and to deeply understand the nature of the factors and explain its importance in the achievement of training effectiveness, a qualitative design technique in the form of interviews with human resource managers and training coordinators was carried out in five and four star hotels. Nine questions were developed to gauge the importance of these factors to the management of hotels in training activities.

Firstly, the importance of social support is highlighted to have originated from the motivation of the staff to attend and to be encouraged into training. Secondly, the problems and obstacles faced by the staff in the work place are resolved. Thirdly, support is provided in various forms like equipment, financial support, and time to engage in training. Fourthly, a positive environment is created in both the training session and the work place.

Next is the importance of increased opportunity to perform which firstly, originates from development of skills by intertwining the acquired skills during training with actual work, by maintaining their sustainability to meet various needs of clients and to develop the existing skills of the staff. Secondly, this also decreases the weakness in skills application particularly after the training programme when they perform repetitions of the skills in the work place, and later, they acquire difficult and complex skills and tasks. In turn, management will be aware of the deficiencies of the application. Thirdly, there are the training costs that have to be considered by the management as investments in workforce and beneficial to the hotel in the long run.

Following the increased opportunity to perform is the reward system which is crucial in various ways. Firstly, the staff becomes satisfied through rewards and they

feel a sense of belonging to the hotel. It also creates a feeling of safety and healthy competition between staff. Secondly, it makes staff more related to the hotel through career development, reduced turnover, professional dealings with clients and honesty. Thirdly, it encourages the trainee to attend the training programme for acquisition of knowledge and optimal skills.

Also, the importance of the manager's point of view in light of employee's ability before and after training is important because firstly, the training enables the trainee to acquire skills and knowledge and to absorb a substantial amount of skills. This also helps in reducing errors in task performance. Secondly, the trainee develops easily and improves his knowledge and skills. and elevates his position in the hotel. This will also provide him with the capability to innovate.

Next is motivation which is important for trainees in various ways. Firstly, it encourages the trainee to develop capabilities, take advantage of training, and improve his commitment to the training programme. Secondly, it helps the trainee to become ambitious and to follow a quality of standard in work performance. It teaches him accountability of his actions. Motivation also results in achievement of organization's skills via employees' skills.

Training needs is also an important factor because: firstly, managers' goals are directed to time and cost reduction and the determination of trainees' needs. Secondly, training determines the trainee's skills and knowledge, what needs to be improved and it determines the level of training to be administered to particular groups.

Finally, training design is an imperative factor because: firstly, the training design requires an estimate of the financial cost required. It requires the determination of

methods and techniques to be used in training. Secondly, it requires the development and choosing of the programmes incorporated in training that will make the trainee enthusiastic and which captures their attention. An optimal training design should be developed and replicated in the actual work place.

6.2   CONTRIBUTION OF THE STUDY

The present study has notable contributions with theoretical and practical implications.

6.2.1   Theoretical Contribution

From the theoretical standpoint, the results gained from this study were consistent with most of the previous literature which support the role of work environment, individual, and training process factors to achieve training effectiveness. This study contributes to the body of knowledge by investigating most of the main factors considered in literature as having the most possibility of impacting training effectiveness, which are work environment (social support, opportunity to perform, reward system, and organization culture), individual factors (ability, attitude, and motivation), and training process factors (training needs and training design). The study shed light on training effectiveness through understanding the impact of these factors and revealed a true picture.

In general, for the majority of the studies regarding this topic, the focus is almost always on training outcome, transfer of training, and training effectiveness with an

emphasis on the identification of the characteristics of training programmes by investigating the training needs for hotel employees. This is considered as a unique factor related to training effectiveness. Other studies investigated individual factors and work environment factors and their affect on training effectiveness. These studies' findings are scattered through many studies and thereby many factors are ignored; factors that help in the determination of the training effectiveness. Some factors are considered while others, which may have strong impact on training effectiveness, are not. In light of this fact, the present study attempted to investigate most of the main factors considered in literature as having the most possibility of impacting training effectiveness which were: work environment, individual factors, and training process. This study aimed to highlight the impact of these factors and to reveal a true picture of the affect.

In addition, this study has extended the literature and research beyond training effectiveness in hotel organizations in Jordan. This study can be considered as one of the first studies that has been conducted in studying the factors influencing the human resource training effectiveness in hotels in Jordan. This study could be a base for the upcoming researches in this area in Jordan and could provide awareness and guidelines for researches regarding training in the service sector.

The current study contributes to the body of literature by investigating the issues and factors influencing training outcome; it gives indication of how these factors can explain the effectiveness. For the first hypothesis which is about the effect of work environment factors (social support, opportunity to perform, reward system, and organization culture), this study provided empirical evidence to support most literature as with social support (Facteau et al., 1995; Lim et al., 2007; Rouiller & Goldstein,

1993; Tracey et al., 1995; Xiao, 1996), opportunity to perform (Ford et al., 1992; Jackson & Bushe 2007; Noe & Wilks 1993), and reward system (Elangovan & Karakowsky 1999; Rouiller & Goldstein, 1993; Tracey et al., 1995) which emphasized the role of management in creating positive conditions in order to achieve the desired training outcomes. According to the finding of the current study, the organization culture did not contribute to training effectiveness. This is inconsistent with previous studies that this factor plays an important role in training effectiveness.

For the second hypothesis that addressed the effect of individual factors (ability, attitude, and motivation), the study provided confirmation of the previous studies regarding the trainees' ability as with Chuang et al. (2005), Elangovan and Karakowsky (1999), and Noe and Schmitt (1986), and motivation (Chuang et al., 2005; Facteau et al., 1995; Lim et al., 2007; Tracey & Tews, 1995) as main trainee features which can play a role in training programmes attended, the acquiring of KAS and applying it in the workplace. Furthermore, based on the qualitative survey, this study added new construct to literature which is attitude of trainee toward training programme is not significant as a factor that can influence training effectiveness.

The third hypothesis focuses on training process (training needs and training design). This study supported the previous literature which claims the necessity of training needs as with Chen et al. (2007), Lim et al. (2007), Tracey and Tews (1995), and Zhao et al. (2004), and training design (Chen et al., 2007; Xiao 1996) to make the knowledge and skills related to actual workplace, and choosing the best manner in delivering it.

With regards to the fourth, fifth, and sixth hypotheses which were about the relationship between work environment, individual factors, and training process factors,

the current study expanded the research regarding training effectiveness, and determined the relationship between these factors. In fact, these factors had shown positive and significant correlation with each other. It gave detailed indication that the trainees pay more attention when they perceived that the management motived them, created better circumstances, adopted strategies in order to create better conditions, and created good expectation toward training programme. The trainees will then pay more attention to attend training programme, acquire and apply the trained skills.

For the seventh, eighth, and ninth hypotheses which addressed the relationship among the work environment, individual factors, and training process factors with training effectiveness, this study confirmed the majority of the literature that indicated that these factors positively related to training effectiveness with different values.

6.2.2 Practical Contribution

For practical contribution, this study expanded understanding of the effect of work environment, individual factors, and training process factors in achieving behavior change for trainees in the workplace. The data gleaned from this study was used to describe how these factors can help in acquiring knowledge and skills from training programme, and the extent to which these KSA are applied on the job. The current study was an opportunity for the hotel organizations in Jordan to think carefully about the importance of the factors that influence the training effectiveness in order to increase performance level in the hotels.

The current findings can be taken into consideration by hotel management in Aqaba city to achieve training effectiveness. For instance, by keeping the factors

impacting training effectiveness in mind, the management can provide an effective training programme to its employees which will eventually result in improved services by employees and the overall enhancement of hotel performance. In addition, it can improve and increase the probability of obtaining knowledge, skills and attitudes and applying it in actual workplace through the adoption of strategies that improve workplace conditions including: building positive relation with employees, adopting reward system to motive attendance, acquisition of knowledge and application of new skills, provide the trainees the opportunity to apply the skills in the workplace.

Management must also be aware of their crucial role of providing equipment and sufficient time for trainee to be trained in operating them. Moreover, both the intrinsic and extrinsic rewards motivating the trainee should be kept in mind and management should be discerning in their selection of trainees to attend the training programme; they should only choose those with the ability to obtain and apply skills and those that are confident in the features and the advantages of the programme.

Furthermore, the training needs determine the actual KSA requirements in order to improve it, through training programme. Thus, it is imperative to conduct the needs assessment in an efficient way and not depend on the experience of managers or supervisors to determine these needs. Also, training programme sessions must be supplied with adequate equipment and methods to suit the nature of knowledge and skills.

Finally, the training programme's effectiveness is achieved when it becomes the center of the learning process; a process that involves activities before, during and after the training programme. These activities are the factors facilitating transfer of training. Therefore, a training programme is not a one-time event but a complex operation

comprising encouragement of individuals in improving their orientation towards the programme, provision of positive environment in the work place, and supporting all the needs of the training sessions. Hence, all the factors have to be taken into consideration by management, and not merely focus on one activity, as they, in their entirety, represent training effectiveness.

6.3   IMPLICATIONS OF THE STUDY

The challenge of achieving training effectiveness becomes more arduous with the necessity of understanding the importance of factors that impact training and the management's role in improving such training in the context of ASEZA. These factors are the training programme's dimensions that determine the programme's success or failure and the degree of alignment between management and trainees' expectations.

This study indicated several factors that influence training effectiveness. These factors included the internal factors such as the training needs and training design, and the external factors which are environment and individual factors. Therefore, the evaluation should not be limited to the training process such as: needs, design, training methods, the environment of training sessions, and trainers but rather than to the other factors that could impact on training effectiveness and outside the training process. This evaluation can determine the real weakness in the factors which need to improve, develop, and resolve whether in the process or in the work environment, and even in the trainees characteristics.

Another implication of this study, is that the training effectiveness is a shared responsibility. No matter how hard the provider of training work, it can not produce

effectiveness training alone. The hotel management is also major partner to achieve training effectiveness, their action and behavior can enhance or hinder training effectiveness. Therefore, the management should do more that just send the employees for training, but have to provide favorable work conditions for training. A favorable training conditions includes, shared belief in the importance and usefulness of training, supplying equipment and enough time to use the learned skills specially after training programme. Also, management can adopt policies that encourage and reward individuals who participates in training and apply the learned skills on the job. The management of hotels also have responsibility to make sure that only employees who have need and want to improve the way they perform their jobs by improving their knowledge and skills are nominated.

Even the trainees have able to attend and apply learned skills, and have the motivation to use these skills in workplace. The management can impact positively or negatively on trainees abilities and motivation. Therefore, managers should be awared of trainees characteristics and expectations of attending training programmes beyond the requirement to attend by managers. Hence, understanding the trainees for attending training, can help to identify those factors that may be perceived to either facilitate or inhibit the use of learned skills.

One of the main implications of this study, is that the individual factors were very important, and also major partner in achieving training effectiveness. These factors explained the characteristics of trainees, as the training was conducted to them, and improve their knowledge and skills. The trainees as the main element in servicing the guests in the hotels, should be able to perform their duties, have the capability to improve themselves, and forward to acquire new skills from development activities in

hotel. These characteristics were required for every hotel staff, and necessary to achieve hotel goals. Hotel managers can benefits from these features and work on develop these features in trainees at workplace and training. Hotel management should know the capability of the employees and what are they looking for in their work. These informations have impact on choosing the employees who will attend training programme, and achieve training goals. Also management can facilitate or inhibit these features in workplace by the degree of supplying the employees, encourage them, and understand them.

Finally, training process was indicated essential element in training. This comes from the training session which was the actual procedures for gaining knowledge and skills acquisition. These processes have impact of how the training will be. For example, the process determine the knowledge and skills required, determine who will attend training sessions (target group), and choosing suitable methods to deliver the skills. Therefore, the process has unique impact on the success of training programmes. Hence, the training process should be related to the workplace requirements and needs, also build these needs on scientifically bases and do not depend on the management experiences in this area.

6.4   LIMITATIONS OF THE STUDY

As with all studies, the present study has limitations. From a methodological view point, the present study only included five and four star hotels in Aqaba city which is the limited data pool within one region and hence, the result may have confined the generalization to the other areas of Jordan. This study concentrated only on the five and

four star hotels in ASEZA. Concentrating on these hotels allows us to control for variation across other classified and unclassified hotels. In addition, these hotels are usually large and follow hotel chains. Thus, the factors that influences training effectiveness and the nature of training programmes may not be same in other classified and small hotels. The other limitation is that this study concentrated on the hotel sector. Every tourism sector has different structures, features, and the nature of delivering the services which may not be generalized to other tourism sectors. Finally, this study utilized trainees' perceptions about the factors that influence training effectiveness instead of actual transfer performance data. An actual measurement of effectiveness would provide a much stronger measure than one based on perception.

This study determined and investigated the internal factors which inside the hotels organizations that can controlling and dominating on these factors in ceate better work conditions, induce trainees, and preparing training programmes. These factors are affecting individuals, communities, business, and society. To survive hotels must address these factors in working and development (Noe, 2010; pg 10). For example of these factors, law and regulations, globalization, national culture, changing demographic and diversity of the work force, new technology, and economic cycle.

6.5 RECOMMENDATIONS

For future research, the researcher recommends further investigation into the topic. Given the current findings concerning training effectiveness, future studies should conduct an in-depth examination using different population to ascertain if the trend found in this study continues in other areas. Also, future studies should look into

Management can also provide varying degrees of support to training programs and be involved in the facilitation, design and delivery of training. The basic level of support from management is enabling their trainees to attend the program while the greatest level of support is to contribute services to training as an instructor. Manager-instructor may be able to provide the trainee with all the low-level support functions including the application of the newly acquired knowledge.

Finally, management in the hotel sector of Aqaba city can help achieve training effectiveness through the development and utilization of action plans; a written document including steps that trainees and managers should undertake to guarantee new skills application on the job. Finally, emphasis on evaluation should be made by management in terms of trainees' behavior change and improved performance particularly following the training program to highlight the strengths and the weaknesses of the employees' application of the newly acquired skills in the workplace.

6.6 CONCLUSION

The present study highlighted the relationship and the importance of the work environment, individual factors, and training process factors as a means to achieve training effectiveness in five and four star hotels in ASEZA. The study intends to contribute a formative study to expand the data gained from scholarly studies and associated literature related to training effectiveness. The rational for this research is to identify what was known about the effectiveness of training programmes in the hotel sector in ASEZA, what causes the learning gap, and the importance of continuing the study concerning training effectiveness. A problem identified prior to the study pertains

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to the question of why trainees often do not apply to the work place what they have learned during the training programmes. There are many causes for this gap between training event and on-the-job application and it falls into three categories: work environment, individual factors, and training process variables (Baldwin and Ford, 1988).

Early studies demonstrated that the training effectiveness is a mix of various factors in meaningful constructs including work environment, individual factors, and training process factors which motivated the researcher to determine the relationship and impact of the suggested factors on training effectiveness. The study investigated six key questions; these questions established the foundation of the study's framework, and hypotheses which include three main hypotheses containing nine sub-hypotheses to assess the influence of these factors on training effectiveness, three hypotheses to assess the relationship between these factors, three main hypotheses and nine sub-hypotheses to assess the relationship between the factors and training effectiveness. This study used mix research design and quantitative and qualitative methods to increase the validity and confirm the findings.

With regards to data collection, the quantitative method involved a total of 297 employees, who attended training programmes in seven hotels (four 5-star and three 4-star hotels), as the sample of this study. Due to different classification of hotels, stratified sampling was used in the survey research involving 247 respondents in five star hotels and 50 respondents in four star hotels. The questionnaire was distributed personally by the researcher between 14th July and 7th September. For the qualitative method, the researcher used face-to-face interview with 12 employees representing the total human resource managers and training coordinators in the related hotels.

Therefore, the present study used two instruments; the questionnaire and interviews. The questionnaire used a five point likert scale from (1) strongly disagree to (5) strongly agree, and the questions therein were divided into three sections; background questions, evaluation of the effectiveness of training, and measurement of the relationship between three factors (work environment, individual factors, and training process) and training effectiveness. A total of 60 items were adopted from previous studies that were validated by academic experts, and achieved reliability through a pilot study and Cronbachs Alpha Coefficient. In addition, personal face-to-face interviews with human resource managers and training coordinators in the five and four star hotels in ASEZA were carried out with every interview containing a set of nine questions regarding the importance of the work environment, individual factors, and training process factors.

Due the different methods used, the study carried out the quantitative analysis using Statistical Package for Social Sciences (SPSS-PC) version16.0 for Windows to determine the influence of independent factors (work environment, individual factors, and training process) on the dependent factor (training effectiveness) and to assess the correlation between these factors that may influence training effectiveness. As for qualitative analysis, the study used content analysis to identify the themes and sub-themes that emerged from the data.

A total of 263 questionnaires representing 88.5% was revised and completed out of a total of 297. The analysis of findings reported the sample demographic characteristics, and descriptive analysis showed the perception of the respondents regarding the training effectiveness as dependent variable and the factors as independent variables. Based on the research objectives and the hypotheses of the research, the study

used various methods to test the hypotheses. First, linear multiple regression was used to assess the influence of the independent variables (work environment, individual factors, and training process) on the dependent variable (training effectiveness). The result indicated that between these factors, organization culture and attitude did not demonstrate significant effect on training effectiveness. Second, the correlation analysis was conducted to assess the relationship among the independent variables, and between the independent variables and dependent variable. The result showed significant positive correlation between all these variables.

The qualitative analysis in the current study reported the answers of participants from the interviews. Nine questions investigated the importance of social support, opportunity to perform, reward system, organization culture, ability, attitude, motivation, training needs, and training design in facilitating the effectiveness of training in hotels in ASEZA. The results gathered in the main themes and sub-themes were supported by the participants' answers.

The results of the current study were classified according to the research questions which included full description of the findings for each question, and supported by previous literature that were consistent or contradictory with the findings of the study. Justifications were also presented for most of the results of the hypotheses.

In addition, the study reported the achievement of the study objectives, and notable theoretical, practical, and methodological contributions. Also, the implication of the study revealed the need for training practitioners in the hotel sector in ASEZA to take into account that training is not a one-time process but a group of activities ranging from activities prior to the training sessions and extends to change behavior of staff. There is a high probability for hotels to receive a better return on their training

investment and an increase in the inherent value of their work force by encouraging their staff to be inclined to training programmes, catering to their needs through these programmes, and providing them with a positive work environment, while ensuring that the activities and content of programme are realistic and presented in professional ways. In addition, the limitation of study was considered followed by future research suggestions.

Additionally, the present study highlighted the work environment, individual factors and training process factors as means to achieve training effectiveness in the five and four star hotels in ASEZA.

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APPENDIX A

Interview Questions

First question

why does the management believe the social support is important to achieve
training effectiveness which reflects on performance of employees in the hotel?

Second question

why does the management believe the opportunity to perform is important to
achieve training effectiveness which reflects on performance of employees in the
hotel?

Third question

why does the management believe the social support is important to achieve
training effectiveness which reflects on performance of employees in the hotel?

Fourth question

why does the management believe the social culture is important to achieve
training effectiveness which reflects on performance of employees in the hotel?

Fifth question

why does the management choose the employees whom own ability to
attend training programme?

Sixth question

why does the management choose the employees whom own attitude to attend
training programme?

Seventh question

why does the management choose the employees whom own motivation to attend training programme?

Eighth question

What is the importance of the training needs analysis?

Ninth question

What is the importance of the training design in achieved training goals?

Expert validation form

Dear expert

Please read each of the survey statements in the validation form. The survey statements 1-47 represent the evaluation of the training effectiveness, and the statement 48-113 represent the factors that may influence the training effectiveness.

To respond to these survey statements, the participant will use a four point likert scale that is ordered from strongly disagree (low) to strongly agree (high), and disagree or agree as midpoint.

Using the rating scale shown below, please indicate your support for including each statement in the survey; place your support rating column next to each survey statement. If you like to make recommendation for revisions, please add comment or suggestions in the column provided.

Rating scale description

1- The question is appropriate; retain the question
2- The question should be modified as suggested (please revised the question in the column located to the right of questions).
3- The question is irrelevant; delete the question.

Isam Mohammad Suleiman Al Makhadmah
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1- The question is appropriate the question. **2- The question should be modified as suggested.** **3- The question is Retain irrelevant delete the Question.**

Section 1: evaluation training effectiveness	Support rating	Comments
1- My impression of the training programme was "excellent"		
2- The training objectives were clearly stated in understandable terms		
3- The facility in the course met all needs of the training programme		
4- The equipment in the course met all needs of the training programme		
5- The course materials were easy to follow		
6- The course materials were useful		
7- The trainer presented information in an understandable manner		
8- The trainer presented information in a professional manner		
9- The amount of time scheduled exactly what was needed to meet the course objective		
10- I would recommend this course to other teammates		
11- I gained knowledge after the training programme		
12- I gained skills after the training programme		
13- The facilitate were suitable to learn		
14- The equipment were suitable to learn		
15- The knowledge gained through training are directly applicable to my job		
16- The skills gained through training are directly applicable to my job		
17- The exercises were realistic and true to my job		
18- The instructional methods (lectures, discussion, etc) were effective		
19- The knowledge I learned will help me perform my job better		

1- The question is appropriate question.	2- The question should be modified as suggested.	3- The question is irrelevant delete the question. Retain the
20- The skills I learned will help me perform my job better		
21- The trainer explained how each activity related to the job		
22- Am encouraged to participant in the training programme		
23- I used the knowledge and skills learned in my job		
24- I used skills learned in my job		
25- I perceive my job as an important part of my I identity		
26- I believe that knowledge learned in the training is useful in solving work related problems		
27- I believed that the skills learned in the training are useful in solving work related problems		
28- I could identify specific skills in such situations		
29- Applying the skills learned in the training programme led to positive outcomes for me		
30- My job performance will improve when I use new skills that learned in the training programme		
31- I attend training programme because it provide me with skills that will allow me to be more effective in my job		
32- I have capability to face problem in my job after the training programme		
33- I have capability to deal with different conditions in my job after the training programme		
34- I changed my behavior consistent with the skills I learned in the training programme		
35- I am able to influence my work environment		
36- The training help me to be more professional in servicing guest		

1- The question is appropriate the question.	2- The question should be modified as suggested.	3- The question is Retain irrelevan delete the question.
37- am look to guest as a benefits to the hotels		
38- I seek to achieve guest satisfaction		
39- I satisfied with my job		
40- I believe the teamwork in one entity in my job		
41- I try to make supervisor satisfied with my work		
42- I apply my experience when I do my job		
43- I apply the knowledge in dealing with guest		
44- I apply the skills in dealing with guest		
45- I use my skills in achieving high quality service		
46- I use my experience in achieving high quality service		
47- I feel the hotel as my second home		
Section2: factors influence training effectiveness (work environment factors)		
Social support		
48- Top management believe in the importance of training for supervisors and employees		
49- Top management is willing to spend money on training programme		
50- supervisor is supportive of my efforts to acquire new knowledge		
51- supervisor is supportive of my efforts to acquire new skills		
52- My peers encourage my efforts to incorporate new procedures that I have learned in the training programme result		
53- My subordinator are receptive my use of new skills from training programme		
54- supervisor expects me to apply knowledge I gained in the training programme		
55- supervisor expects me to apply the skills I gained in the training programme		

1- The question is appropriate question.	2- The question should be modified as suggested.	3- The question is Retain the irrelevan delete the question.
Opportunity to perform		
56- I am encouraged to try new techniques after the training programme		
57- I am encouraged to try new innovation after the training programme		
58- I have adequate equipment to perform new knowledge in my job		
59- I have adequate equipment to perform new skills in my job		
60- I have adequate time to perform new skills I have been trained		
61- I learned skills in the training programme that I intend to use in my everyday work		
62- The training was up-to-date with current condition on my job		
63- I have time in my job to strengthen my skills weaknesses		
Reward system		
64- If I use new skills learned from the training programme I can expect to receive some sort of recognition		
65- Attending the training programme increase my chance of getting a promotion		
66- I take training because it increases my job opportunities in the future		
67- The supervisor gives appraise to participants who demonstrate that they have effectively applied what was learned during the training programme		
68- The manager provides incentive for participants who apply what they have learned during the training programme		
Organization culture		
69- The management encourages employees during the training sessions		
70- The management understands the conditions that facilitate on the job training		
71- The management discuss the objectives of training programme that trainees had attended		

	1- The question is appropriate question.	2- The question should be modified as suggested.	3- The question is Retain the irrelevant delete the question.
72- The management discuss with the trainees the unforeseen barriers to apply trained skills			
73- The management meet regularly with the trainees to discuss the action plan to apply the trained skills			
74- The management requests reports participants on how apply what they were learned in the training programme			
75- The management provide both positive and constructive feedback to subordinators about their job performance			
Section2: factors influence training effectiveness (individual factors)			
Ability			
76- I feel confident that my skills exceed those of my colleagues			
77- I feel confident that my capability exceed those of my colleagues			
78- I am usually a good judge of my own capabilities			
79- I am sure I can apply the knowledge from the training programme to my job			
80- I am sure I can apply the skills from the training programme to my job			
81- I feel confident in my ability to acquire new knowledge from the training programme			
82- I feel confident in my ability to acquire new skills from the training programme			
83- I retain myself confident even if I slipped in using the trained skills on my job			
Attitude			
84- The training programme I have attended is useful for my job development			
85- Most of the materials in the training programme I have attended has been relevant to skills I hope to develop			
86- The time spent away from my job to attend the training programmes has been worthwhile			

1- The question is appropriate question.	2- The question should be modified as suggested.	3- The question is Retain the irrelevant delete the question.
87- I have opportunities to practice the skills emphasized from the training to my job		
88- My peers feel there is a value in attending the training programme		
89- Training can help me reach my career goals		
Motivation		
90- I am motivated to learn the skills emphasized in the training programme)		
91- I will try to learn as much as I can from the training programme		
92- I want to improve my knowledge in the training programme		
93- I want to improve my skills in the training programme		
94- I volunteered for the training programme		
95- The knowledge I gained in the training programme may advance my career		
96- The experience I gained in the training programme may advance my career		
97- The reason I decided to attend the training programme was to learn how I can improve my knowledge		
98- The reason I decided to attend the training programme was to learn how I can improve my skills		
Section2: factors influence training effectiveness (training process)		
Training needs		
99- New knowledge is very important in accomplish my job task		
100- New skills is very important in accomplish my job task		
101- The training programme appropriately matched the needs of task in work situation		

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1- The question is appropriate question.	2- The question should be modified as suggested.	3- The question is Retain the irrelevant delete the question.
102- Training programme appropriately provide content based on the needs of the task in work situation		
103- Selection of trainees was properly based on the needs of the work situation		
104- The training programme was based on the employee needs		
Training design		
105- Physical facilitate for the training programme that I attend adequate		
106- The design of each course in the training programme was appropriate		
107- The training programme adopted an appropriate educational method		
108- The trainer has positive attitude toward the trainees		
109- I see the link between the training programme I participated and to career		
110- The training is believable where information is based upon knowledge		
111- The training is believable where information is based upon experience		
112- Training is entertaining where it engages trainees for their attention		
113- The training activity involves trainees in the training process		

114-   What are the benefits of the training programme to you?

115-   What are the benefits of the training programme to the hotels?

APPENDIX C

Final Questionnaire

Dear participant

This instrument is to measure "The Factors Influencing the Effectiveness of Human Resource Training Programme in Hotel Sector: A Study in the Aqaba Special Economic Zone Authority". This study is conducted to achieve the effectiveness of training through investigating the factors which influence the training programme.

Your participation in this study will help in explain these factors. The study will also propose guidelines to management in hotel as to take in to account these factors to ensure positive results from the training programme. Your participation in the questionnaire is voluntary, and your answer will be dealt confidentiality. Thank you for your interest and participation in this study. I genuinely appreciate your time.

Sincerely,

Isam Mohammad Suleiman Al Makhadmah

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University Utara Malaysia (UUM)
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I. DEMOGRAPHICS

1-Gender

Male	
Female	

2 – Educational level

High school	
Diploma	
Undergraduate	
Postgraduate	

3-Amount of experience working in the hotel

Under 5 years	
6 – 10 years	
11 – 15 years	
16 – 20 years	
21 years Or more	

4-Nationality:

Jordanian	
Non Jordanian	

5-How many times have you attended the training programme in a year

Under 5	
6 – 10	
11 or more	

II. EVALUATION OF TRAINING PROGRAMME

The following statement assess your evaluation in the training you attended. For each statement, please select the number from the scale that corresponds to your level of agreement.

No	Statement	Degree of agreement				
		Strongly disagree(1)	Disagree (2)	Neutral (3)	Agree (4)	strongly agree(5)
1	My impression of the training programme was "excellent"					
2	The training objectives were clearly stated in understandable terms					
3	The facility in the course met all needs of the training programme					
4	The equipment in the course met all needs of the training programme					
5	The course materials were easy to follow					
6	The trainer presented information in an understandable manner					
7	The trainer presented information in a professional manner					
8	I gained knowledge after the training programme					
9	I gained skills after the training programme					
10	The facilitate were suitable to learn					
11	The equipment were suitable to learn					
12	The skills gained through training are directly applicable to my job					
13	The exercises were realistic and true to my job					
14	The trainer explained how each activity related to the job					

No	Statement	Degree of agreement				
		Strongly disagree(1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree(5)
15	I used skills learned in my job					
16	I believed that the skills learned in the training are useful in solving work related problems					
17	My job performance will improve when I use new skills that learned in the training programme					
18	I attend training programme because it provide me with skills that will allow me to be more effective in my job					
19	I have capability to face problem in my job after the training programme					
20	I changed my behavior consistent with the skills I learned in the training programme					
21	The training help me to be more professional in servicing guest					
22	I apply my experience when I do my job					
23	I apply the knowledge in dealing with guest					
24	I use my skills in achieving high quality service					
25	I feel the hotel as my second home					

III. FACTORS INFLUENCING TRAINING EFFECTIVENESS

	The following statements assess your evaluation on work environment in relation to training. For each statement please select the number from the scale that correspond to your level of agreement					

No	Statement	Degree of agreement				
		Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree(5)
Social support						
26	supervisor is supportive of my efforts to acquire new skills					
27	My subordinates are receptive toward my use of new skills from the training programme					
28	supervisor expects me to apply the skills I gained in the training programme					
Opportunity to perform						
29	I am encouraged to try new techniques after the training programme					
30	I have adequate equipment to perform new skills in my job					
31	I have adequate time to perform new skills I have been trained					
32	I learned skills in the training programme that I intend to use in my everyday work					
Reward system						
33	Attending the training programme increase my chance of getting a promotion					
34	The supervisor gives appraise to participants who demonstrate that they have effectively applied what was learned during the training programme					
35	The manager provides incentive for participants who apply what they have learned during the training programme					

No	Statement	Degree of agreement				
		Strongly disagree(1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree(5)
Social culture						
36	The management encourages employees to participate during the training sessions					
37	The management discuss the objectives of training programme that trainees had attended					
38	The management discuss with the trainees the unforeseen barriers to apply trained skills					
39	The management requests reports from the participants regarding their applications toward the training programmes					
40	The management provide both positive and constructive feedback to subordinators about their job performance					

The following statements evaluate your perception the individual factors in relation to training. For each statement, please select the number from the scale that corresponds to your level of agreement.

No	Statement	Degree of agreement				
		Strongly disagree(1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree(5)
Ability						
41	I feel confident that my skills exceed those of my colleagues					
42	I am sure I can apply the skills from the training programme to my job					
43	I feel confident in my ability to acquire new skills from the training programme					
44	I retain confident even if I failed to use the training skills on my job					

No	Statement	Degree of agreement				
		Strongly disagree(1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree(5)
Attitude						
45	Most of the materials in the training programme I have attended has been relevant to skills I hope to develop					
46	I have opportunities to practice the skills emphasized from the training to my job					
47	Training can help me reach my career goals					
Motivation						
48	I am motivated to learn the skills emphasized in the training programme					
49	I want to improve my skills in the training programme					
50	I volunteered for the training programme					
51	The experience I gained in the training programme may advance my career					
52	The reason I decided to attend the training programme was to learn how I can improve my skills					

The following statements assess your perception of training prepare and process. For each statement, please select the number from the scale that corresponds to your level of agreement.

No	Statement	Degree of agreement				
		Strongly disagree(1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree(5)
Need analysis						
53	New skills is very important in accomplish my job task					
54	Training programme appropriately provide content based on the needs of the task in work situation					
55	Selection of trainees was properly based on the needs of the work situation					

No	Statement	Degree of agreement				
		Strongly disagree(1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree(5)
Training design						
56	The design of each course in the training programme was appropriate					
57	The training programme adopted an appropriate educational method					
58	The trainer has positive attitude toward the trainees					
59	The training activity involves trainees in the training process					
60	The training programme was based on the employee needs					

APPENDIX D

Regression Findings (Main Factors)

GET

 FILE='D:\spss file\isam data.sav'.

DATASET NAME DataSet0 WINDOW=FRONT.

REGRESSION

 /DESCRIPTIVES MEAN STDDEV CORR SIG N

 /MISSING PAIRWISE

 /STATISTICS COEFF OUTS R ANOVA COLLIN TOL ZPP

 /CRITERIA=PIN(.05) POUT(.10)

 /NOORIGIN

 /DEPENDENT a

 /METHOD=ENTER b c d

 /CASEWISE PLOT(ZRESID) OUTLIERS(3)

 /SAVE MAHAL COOK.

Regression

Notes

Output Created		03-Jul-2011 18:59:39
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	Weight	<none>
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	N of Rows in Working Data File	263
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Correlation coefficients for each pair of variables are based on all the cases with valid data for that pair. Regression statistics are based on these correlations.
Syntax		REGRESSION
		/DESCRIPTIVES MEAN STDDEV CORR SIG N
		/MISSING PAIRWISE
		/STATISTICS COEFF OUTS R ANOVA COLLIN TOL ZPP
		/CRITERIA=PIN(.05) POUT(.10)
		/NOORIGIN
		/DEPENDENT a
		/METHOD=ENTER b c d
		/CASEWISE PLOT(ZRESID) OUTLIERS(3)
		/SAVE MAHAL COOK.
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Variables Created or Modified	MAH_1	Mahalanobis Distance
	COO_1	Cook's Distance

[DataSet1] D:\spss file\isam data.sav

Descriptive Statistics

	Mean	Std. Deviation	N
effectivenss	3.98	.406	263
Environmental	3.96	.493	263
Individual	3.98	.539	263
Training process	4.01	.522	263

Correlations

		Evaluation	Environmental	Individual	Training process
Pearson Correlation	effectivenss	1.000	.631	.631	.519

		Environmental	.631	1.000	.552	.431
		Individual	.631	.552	1.000	.539
		Training process	.519	.431	.539	1.000
Sig. (1-tailed)		effectivenss	.	.000	.000	.000
		Environmental	.000	.	.000	.000
		Individual	.000	.000	.	.000
		Training process	.000	.000	.000	.
N		effectivenss	263	263	263	263
		Environmental	263	263	263	263
		Individual	263	263	263	263
		Training process	263	263	263	263

Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	Training process, Environmental, Individual[a]	.	Enter

a. All requested variables entered.

b. Dependent Variable: effectiveness

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.732[a]	.536	.530	.278

a. Predictors: (Constant), Training process, Environmental, Individual

b. Dependent Variable: effectiveness

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	23.164	3	7.721	99.605	.000[a]
	Residual	20.077	259	.078		
	Total	43.241	262			

a. Predictors: (Constant), Training process, Environmental, Individual

b. Dependent Variable: effectiveness

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations	Collinearity Statistics			
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
(Constant)	1.215	.164		7.419	.000					
Environmental	.307	.043	.373	7.208	.000	.631	.409	.305	.671	1.491
Individual	.246	.042	.327	5.901	.000	.631	.344	.250	.584	1.712
Training process	.142	.040	.182	3.547	.000	.519	.215	.150	.683	1.463

a. Dependent
   Variable:effectivenes
   s

Collinearity Diagnostics[a]

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions			
				(Constant)	Environmental	Individual	Training process
1	1	3.975	1.000	.00	.00	.00	.00
	2	.009	20.765	.27	.27	.10	.55

267

3	.009	21.102	.41	.16	.43	.21
4	.007	24.575	.32	.57	.47	.24

a. Dependent Variable: effectivenss

Casewise Diagnostics[a]

Case Number	Std. Residual	Evaluation	Predicted Value	Residual
3	-3.519	3	4.26	-.980
54	-3.179	3	3.53	-.885
58	3.059	5	3.75	.852
85	-3.276	3	3.91	-.912
90	3.292	4	3.52	.917

a.   Dependent Variable: effectivenss

Residuals Statistics[a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	2.72	4.61	3.98	.297	263
Std. Predicted Value	-4.227	2.117	.000	1.000	263

Standard Error of Predicted Value	.017	.141	.031	.014	263
Adjusted Predicted Value	2.56	4.61	3.98	.300	263
Residual	-.980	.917	.000	.277	263
Std. Residual	-3.519	3.292	.000	.994	263
Stud. Residual	-3.534	3.447	.001	1.007	263
Deleted Residual	-.988	1.005	.001	.284	263
Stud. Deleted Residual	-3.616	3.522	.001	1.014	263
Mahal. Distance	.009	66.152	2.989	5.401	263
Cook's Distance	.000	.341	.007	.032	263
Centered Leverage Value	.000	.252	.011	.021	263

a. Dependent Variable: Evaluation

APPENDIX E

Regression Findings (Sub Factors)

Regression

Notes

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	N of Rows in Working Data File	263
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Correlation coefficients for each pair of variables are based on all the cases with valid data for that pair. Regression statistics are based on these correlations.

Syntax		REGRESSION
		/DESCRIPTIVES MEAN STDDEV CORR SIG N
		/MISSING PAIRWISE
		/STATISTICS COEFF OUTS CI R ANOVA COLLIN TOL
		/CRITERIA=PIN(.05) POUT(.10)
		/NOORIGIN
		/DEPENDENT a
		/METHOD=ENTER sb1 sb2 sb3 sb4 sc1 sc2 sc3 sd1 sd2
		/SCATTERPLOT=(*ZRESID ,*ZPRED)
		/RESIDUALS HIST(ZRESID) NORM(ZRESID)
		/CASEWISE PLOT(ZRESID) OUTLIERS(3)
		/SAVE MAHAL COOK
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Variables Created or Modified	MAH_2	Mahalanobis Distance
	COO_1	Cook's Distance

[DataSet1] C:\Users\user\Desktop\isam data.sav

Descriptive Statistics

	Mean	Std. Deviation	N
effectiveness	3.98	.406	263
Social support	3.99	.645	263
Opportunity to perform	3.97	.539	263
Rewards system,	3.98	.760	263
Organization culture	3.92	.661	263
Ability	3.98	.625	263
Attitude	3.94	.706	263
Motivation	4.01	.630	263
Training needs	3.94	.595	263
Design	4.06	.626	263

Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	Design, Opportunity to perform, Ability, Rewards system,, Training needs, Social support, Attitude, Organization culture, Motivation[a]	.	Enter

272

Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	Design, Opportunity to perform, Ability, Rewards system,, Training needs, Social support, Attitude, Organization culture, Motivation[a]	.	Enter

a. All requested variables entered.

b. Dependent Variable: effectiveness

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.753[a]	.568	.552	.272

a. Predictors: (Constant), Design, Opportunity to perform, Ability, Rewards system,, Training needs, Social support, Attitude, Organization culture, Motivation

b. Dependent Variable: effectiveness

ANOVA[b]

Model	Sum of Squares	df	Mean Square	F	Sig.

′Regression	24.550	9	2.728	36.925	.000ª
Residual	18.690	253	.074		
Total	43.241	262			

a. Predictors: (Constant), Design, Opportunity to perform, Ability, Rewards system,, Training needs, Social support, Attitude, Organization culture, Motivation

b. Dependent Variable: effectiveness

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			95% Confidence Interval for B		Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	1.053	.169		6.248	.000	.721	1.385		
	Social support	.162	.032	.257	5.102	.000	.100	.225	672	1.489
	Opportunity to perform	.121	.039	.160	3.116	.002	.045	.197	.645	1.550
	Rewards system,	.079	.028	.148	2.821	.005	.024	.134	622	1.608
	Organization culture	.009	.035	.015	.269	.788	-.059	.078	.528	1.895
	Ability	.083	.038	.127	2.178	.030	.008	.157	.500	1.999
	Attitude	.028	.032	.049	.893	.372	-.034	.091	.557	1.795
	Motivation	.076	.037	.118	2.058	.041	.003	.149	.518	1.932
	Training needs	.108	.034	.158	3.143	.002	.040	.176	.675	1.482
	Design	.068	.032	.105	2.104	.036	.004	.131	.691	1.448

ANOVA[b]

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	24.550	9	2.728	36.925	.000[a]
Residual	18.690	253	.074		
Total	43.241	262			

a. Predictors: (Constant), Design, Opportunity to perform, Ability, Rewards system,, Training needs, Social support, Attitude, Organization culture, Motivation

a. Dependent Variable:

effectiveness

Casewise Diagnostics[a]

Case Number	Std. Residual	effectiveness	Predicted Value	Residual
3	-3.202	3	4.15	-.870
54	-3.190	3	3.51	-.867
85	-3.301	3	3.90	-.897

a. Dependent Variable: effectiveness

Residuals Statistics[a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	2.73	4.59	3.98	.306	263
Std. Predicted Value	-4.066	2.006	.000	1.000	263

Standard Error of Predicted Value	.017	.144	.050	.018	263
Adjusted Predicted Value	2.55	4.60	3.98	.308	263
Residual	-.897	.765	.000	.267	263
Std. Residual	-3.301	2.813	.000	.983	263
Stud. Residual	-3.440	2.989	.000	1.012	263
Deleted Residual	-1.008	.864	.000	.284	263
Stud. Deleted Residual	-3.516	3.038	.000	1.019	263
Mahal. Distance	.064	72.909	8.966	8.029	263
Cook's Distance	.000	.193	.007	.021	263
Centered Leverage Value	.000	.278	.034	.031	263

a. Dependent Variable: effectiveness

Charts

Histogram

Dependent Variable: effectiveness

Mean =-3.60E-15
Std. Dev. =0.983
N =263

Normal P-P Plot of Regression Standardized Residual

Dependent Variable: effectiveness

Scatterplot

Dependent Variable: effectiveness