Assessment of Current Training Program and Its Effectiveness in

Hotels of Bhutan

Dorji Wangchuk

A Thesis Submitted in Partial Fulfillment of the Requirement for the Degree of

Master of Business Administration in Hospitality and Tourism Management.

(International Program)

Prince of Songkla University

2018

Thesis Title   Assessment of Current Training program and its Effectiveness in Hotels of Bhutan

Author   Mr. Dorji Wangchuk

Major program Hospitality and Tourism Management (International program)

Major Advisor	**Examining Committee**

……………….................   ....Chairperson

 (Dr. Prateep Wetprasit)   (Asst. Prof. Dr. Ranee Issichaikul)

…………….………………..Committee

(Dr. Pornpisanu Promsivapallop)

………………………………..Committee

(Dr. Prateep Wetprasit)

        The Graduate School, Prince of Songkla University, has approved this thesis as partial of the requirements for the Master of Business Administration Degree in Hospitality and Tourism (International Program)

………………………………………

(Prof. Dr. Damrongsak Faroongsarng)

Dean of Graduate School

This is to certify that the work here submitted is the result of the candidate's own investigations.
Due acknowledgement has been made of any assistance received.

....Signature

(Dr. Prateep Wetprasit)

Major Advisor

....Signature

(Mr. Dorji Wangchuk)

Candidate

I hereby certify that this work has not already been accepted in substance for any degree, and is not being concurrently submitted in candidature for any degree.

....Signature

(Mr. Dorji Wangchuk)

Candidate

ชื่อวิทยานิพนธ์   การประเมินการฝึกอบรมและประสิทธิภาพของโรงแรม ในประเทศภูฏาน

ผู้เขียน   นายดอลจิก วังซุก

สาขาวิชา   การจัดการการการบริการและท่องเที่ยว (หลักสูตรานาชาติ)

ปีการศึกษา   2560

บทคัดย่อ

ภูฏานได้มีความเจริญเติบโตอย่างมากทางด้านการท่องเที่ยวในช่วงหลายปีที่ผ่าน มาก็ด้วยจำนวนนักท่องเที่ยวที่เพิ่มขึ้นอย่างต่อเนื่อง จึงเป็นเหตุให้เกิดความต้องการอย่างมากในด้าน โรงแรมที่มีคุณภาพ พนักงานที่ผ่านการฝึกอบรมและมีทักษะอย่างดีที่จะรองรับการบริการและ เป็นไปตามความคาดหวังของลูกค้า ด้วยเหตุนี้การฝึกอบรมจึงเป็นเครื่องมือที่สำคัญสำหรับการ บริหารทรัพยากรบุคคล ซึ่งมีส่วนสำคัญอย่างมากในการพัฒนาทักษะและความรู้ของพนักงาน เพื่อ เตรียมพร้อมสำหรับการบริการที่มีคุณภาพให้กับผู้มาพัก

วิทยานิพนธ์นี้มีวัตถุประสงค์เพื่อ 1) สำรวจรูปแบบของการฝึกอบรมในธุรกิจ โรงแรม2) ประเมินการรับรู้ของพนักงานโรงแรมเกี่ยวกับช่องว่างระหว่างระดับความสำคัญกับ ระดับความพึงพอใจในรูปแบบของการฝึกอบรม และ 3) ตรวจสอบปัจจัยที่มีผลต่อประสิทธิภาพ ของการฝึกอบรมในปัจจุบันของอุตสาหกรรมโรงแรมของภูฏาน ทั้งนี้โดยใช้ โมเดลของ Baldwin และ Ford ในการประเมินประสิทธิภาพของการฝึกอบรม ซึ่งมีการใช้วิธีการวิจัยแบบเชิงปริมาณ โดยใช้แบบสอบถามกับพนักงานโรงแรม จำนวน 366 คน ในเขตสองเมืองหลัก และได้มีการ เปรียบเทียบปัจจัยหลักของการฝึกอบรม (สภาพแวดล้อม) และประสิทธิภาพการฝึกอบรม (ประสิทธิภาพในการเรียนรู้ และการถ่ายทอดความรู้)

ผลการศึกษาพบว่า มีความสัมพันธ์ในเชิงบวกของปัจจัยที่สร้างขึ้นระหว่างปัจจัย ของการฝึกอบรมกับประสิทธิภาพของการฝึกอบรม โดยพบช่องว่าง ระหว่างความสำคัญกับความ พึงพอใจของการฝึกอบรมในด้านรูปแบบการฝึกอบรม มีค่าเป็นลบ นอกจากนี้ยังพบว่า ปัจจัยของ การฝึกอบรมด้านสภาพแวดล้อม มีอิทธิพลระดับสูงต่อประสิทธิภาพในการเรียนรู้ และการถ่ายทอด ความรู้ของพนักงานโรงแรม

คำสำคัญ: การฝึกอบรม ลักษณะของผู้เข้าอบรม รูปแบบการฝึกอบรม สภาพแวดล้อม ประสิทธิภาพ ของการฝึกอบรม

Thesis Tittle: Assessment of Current Training Program and its effectiveness in hotels of Bhutan

Author: Mr. Dorji Wangchuk

Major Program: Hospitality and Tourism Management (International Program)

Academic Year: 2017

ABSTRACT

The increasing number of tourist has contributed to the rapid growth of tourism in recent years in Bhutan. This demands for more high quality hotels, trained and skilled human resources to meet the expectations of guests. Therefore training is one of the important tool of human resource management, which plays an important role in developing the skills and knowledge of employees in order to provide high quality service to guests.

The objectives of this study were to investigate, what kind of trainings are provided in the Bhutanese hotel industry. Secondly, to evaluate the gap in importance and satisfaction level of training design through employee's perceptions. And to examine the training factors affecting the training effectiveness of the current training programs in Bhutanese hotel industry. Baldwin and Ford's model, transfer of training was used to measure the effectiveness of the training. Quantitative method was used to gather responses of hotel employees in this study which included 366 respondents from two regions of the country. Furthermore, comparisons were made between 3-star and 4-star hotels on the training factors (work environment) and training effectiveness (learning and transfer performance).

The result of study showed positive relationship between the training factor constructs and training effectiveness constructs. Training gap showed negative score between the importance and satisfaction level of hotel employees on training design. According to the result, among the training factor constructs work environment demonstrated high influence on the learning and transfer performance of employees.

Keywords: Training, Trainee Characteristics, Training Design, Work Environment, Training Effectiveness.

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

TABLE OF CONTENTS (Continued)

TABLE OF CONTENTS (Continued)

LIST OF TABLE

LIST OF TABLE (Continued)

LIST OF FIGURES

LIST OF ABBREVIATIONS

DOT   Department of Tourism

TCB   Tourism Council of Bhutan

RGOB   Royal Government of Bhutan

BTM   Bhutan Tourism Monitor

RITH   Royal Institute for Tourism and Hospitality

BHIST   Bhutan International School of Hospitality and Tourism

YIHM   Yarab Institute for Hospitality Management

BIHT   Bongde Institute of Hospitality and Tourism

HRAB   Hotel and Restaurant Association of Bhutan

RSPN   Royal Society for Protection of Nature

ABTO   Association of Bhutanese Tour Operators

MoEA   Ministry of Economic Affairs

CHAPTER 1

INTRODUCTION

1.1 Importance of Training in Hospitality Industry

The present situation of tourism and hospitality is well known by individuals, global organizations and by all the governments as a source of revenue to increase the economic development of a country.The hospitality industry has emerged to be the largest industry globally in this past decade.As people have enough time for travelling and spending leisure time which led to more demand for lodging, foodservice, transportation and entertainment services. As a result hospitality industry started seeing the growth in service industry due to high demand from customers which led to competition among themselves in providing the best services according to customer's demand (Martínez-Ros & Orfila-Sintes, 2012). Many studies on hospitality put emphasis on the on importance of trainings in hotels and restaurants. In the hospitality industry, organization's success depends on their employee's knowledge, skills and behaviors to gain competitive advantage. So therefore relevant training programs is one of the major factor to be focused on. (Pozas & Jauregui, 2012).

Furthermore, the changing setting of hospitality industry leads organization to be more competitive and be well organized through constant training, which reveals the importance of training. The changing role of human resources created requirement for higher level of new knowledge and ability to handle multiple duty. So the importance on training is stressed on learning new skills which has developed over the period. And also the role of training got wider in enhancing the skills in employee to be more fruitful, creative and innovative. Eventually, these characteristics of training helps organization to achieve their goals and they consider training as most important resource (ILO, 2009; Ubeda-Garcia et al., 2013; Breuer and Kampkotter, 2013; Delgado Ferraz & Gallardo-Vázquez, 2016).

The service sector is becoming one of the most important sector in developing the economy of country and also providing employment opportunities. However, the human resources and training programs needs to be implemented appropriately to achieve the goals (Lopez-Cabrales et al., 2006; Martínez-Ros & Orfila-Sintes, 2012).Tourism and hospitality all over the global intents to provide the same purpose while providing service and product. The

hospitality and tourism should fulfil the guest's satisfaction by providing the best product and services related to the different destination (Caruntu & Ditoiu, 2014), in which trainings of hospitality employees performs very important role in ensuring the provision of services and product.

Training is the one of the methods to increase the productivity of employees and help understands the objectives of firm to its new staffs and it is also aimed to fulfill the gap between firm and individual's goals. Which is done by changing the behavior of employees in a positive way. Depending to needs of organization training is termed as short-term process, where trainees are provided important and precise knowledge to meet the changing work environment. However, some organization believes that training is long-term investment with systematic process to help employees enhance its skills and proficiency for the job, present and future. Nonetheless, both of methods are to yield benefits of training from trainee, as they transfer the learning to the work (Wen & Lin, 2014).

1.2 Tourism in Bhutan

Bhutan known as the Land of thunder Dragon is one of the top ranked destination among tourists who are interested in biodiversity. Gross National Happiness (GNH) is the key policy to measure the happiness of the people in the country. According to NSB (2016), the total population is 757,042 with 1.3% growth rate and total land area of 38,394 sq.km. Bhutan has won leadership awards in conservation and champion of the earth award. Therefore, tourist think Bhutan as a country with unique culture and traditions not influenced by western culture (Dem, 2007).

The Tourism industry in Bhutan started to promote in the year 1974 after the Royal Coronation of the Fourth king.After the celebration of the Royal Coronation, the hotels used for the accommodations for the guests was commercialized as tourist hotels that's when the hotel business started to operate. The first hotel known as Olathang Hotel, was built in 1974 (Dem, 2007). Since then Bhutan maintained the strategy of "High Value, Low Volume" but later on replaced to "High Value, Low Impact" which aims for sustainability, meaning that tourism must protect the environment, ecological, culture and should be economically helpful to the people of the country. According to TCB (2015), Hospitality and Tourism generates high revenue by earning foreign currency and is an important sub-sector within tertiary sector in Bhutan. The

Royal Government of Bhutan considers tourism a global sensation and it plays vital part in developing economic of country by generating revenue especially in a developing country like Bhutan. It is also believed, Tourism encourages tourist to understand and learn the culture and traditions of different people that helps in having better understanding and respect for each other's cultures rather than seeing it only as a chance to travel (Tshering, 2016).

Gross National Happiness (GNH) is policy of country to measure wealth of country through the happiness of people rather than Gross Domestics Products, which also guides the government in monitoring and developing the tourism industry. This unique philosophy draws many interest among the tourist to visit this small Himalayan kingdom which has protected its rich culture, traditions and heritage. All the tourist has to pay minimum daily tariff of $250 in high season and $200 in low season for a package. It includes lodging in 3-star hotels, 3 meals a day, a guide and transportation.

Total tourist arrival is 54,600 in 2106 which is increased by 11.9% comparing to the arrival of previous year, 2015. International tourist fell by 15.77% in 2015 to 48,880 persons when comparing with the tourist arrival in 2014, 57,935.

Majority of travelers, which is 98% came to Bhutan for the first time. Japanese tourists topped in the international tourist figures due to promotional offer through Bhutan-Japan friendship program and the least observed among Germany and France (BTM, 2016).

Figure 1 .1 Total international leisure arrivals over the past five years
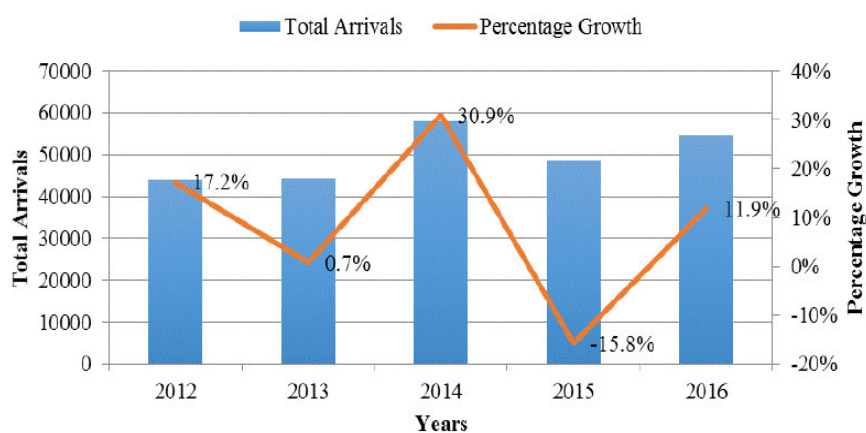
Source: Bhutan Tourism Monitor (2017)

Bhutan began to consider tourism as one of the most important source of economic growth. The tourism industry in Bhutan is second highest revenue earner for the government after hydropower. Bhutan with its limited natural resource and small consumer market, tourism has been identified as a major area for development and is future of the country's economy along with providing employment opportunities. While the number of tourist is targeted to reach 100,000 by 2020 there is a demand for more hotel rooms leading to increase in demand of trained manpower.

Although the size of the population in Bhutan is very small but economic development has been increasing and economic growth is developing fast. In 1974, Bhutan open its door to tourism industry for the first time. From the time it started, tourism Industry kept growing and has been identified as one of the important source of revenue for government and income source for people by generating many jobs and business opportunities. Even remote villages have been made known to tourism industry so they can earn the benefits however still protecting the traditions, culture and natural environment. Thus trainings for hotel employees have become major concern for management around the world in hospitality industry and it is also important for Bhutanese hotels to adopt and implement proper training modules and programs for their staffs.

1.3 Hotels in Bhutan

The success of business in hotel industry depends on the high-quality of service they can offer to customers only with efficient well-trained staffs (Altarawneh & AL-Kilani, 2010). Organizations need have effective human resources to continue their competitive advantage over other firms. The most important asset of an organization is its human capital, with proper investment in human capital the organization can increase its performance which results in sustaining competitive advantage. Investment in Professional development is one way to enhance the employee performance (Cromwell & Kolb, 2004). Training is one of the ways to that involves in professional development. However, Kirwan & Birchall (2006) states that although huge amount of capital is invested in training, only 10 and 20% of the learning from training is transferred to actual job.

Yang (2008) mentioned that organization in hotel industry values highly experienced employees and puts in effort to train them. If the firms in the hotel trains their

employee, they can render high quality service to the customers with skills they acquired from training hence achieving better customer satisfaction. Thus, the important job for the Bhutanese hotel industry is to provide timely trainings to its employees, finding ways to motivate its employee to learn in training and guiding in transferring the learned information to workplace. In this way the employees can offer high service quality to customer and firms can achieve maximum training effectiveness.

The hotel industry is very important part of tourism industry because of its huge investment in the sector and creating lots of job opportunities. Tourism Council of Bhutan (2016) mentioned that 112 hotels registered with them provides 2,813 rooms per night more than tourist occupancy. The amount invested in hotel industry is said to be Nu. 10. Billion And the industry has currently employed huge number of educated youths more than 4,200 including restaurants too.

According to Bhutan Tourism Monitor (2016), there are 112 hotels currently registered with Tourism council of Bhutan and this number is expected to grow with increase number of tourist every year. Many hotels can be found all over the country according to your choice of stay from small, authentic and reasonable local hotels to expensive deluxe resorts for all the travelers. All the tourist traveling to Bhutan through Tour Operators, they must keep their guest in not below than 3 star hotels as per the requirement by the TCB. Theses 3 star hotels are equipped with all the necessary facilities to make the guest comfortable like Television, Room service, Gym rooms, spas and Wi-Fi. Hotels in Bhutan are rated according to a national 5 star rating system under the classification of farm house, home stays, resorts, guesthouses and hotels (TCB, 2016). The government has approved many international chains and brands of hospitality to establish in near future. The hotel industry in Bhutan is growing rapidly with the increasing number of tourist every year which demands proper, appropriate and sophisticated HR management strategies. Training is very important part of HR management to increase the productivity of the employees.

One of the leading luxury brand Six Sense is scheduled to open in n spring 2017, with five luxury lodges in Bhutan, creating a "Six Senses Journey" through Thimphu, Gangtey, Punakha, Bumthang and Paro. Built in a style taking in consideration to the country's policy, the Six Senses Bhutan lodges will offer guests total intimacy, with a about 82 suites across all five

lodges. Six Senses' keynote features - eco-friendly design, personal service and wellness - will of course characterize the new Six Senses Bhutan product, and we at Remote Lands look forward to offering these new properties to our clients(Anon, 2016). This transformation and up gradation of hotel industry will require more trained and skilled human resource in the hospitality industry.

Training strategy is considered as an important function of human resource management used in hotel industry according the past studies done. The main motive of an organization to train their staffs is to increase organizational performance because many research paper shows positive effect of training programs on employee's performance (Úbeda-García, Claver Cortés, Marco-Lajara, & Zaragoza-Sáez, 2014). HR management and trainings of international brands are conducted and carried out as per the requirement of their head office or parent organization and these trainings are developed as per the international standards. However, there are lots of doubt about the training provided to employees of the national rated hotels in Bhutan (HRAB, 2015)

This study will find out the current training programs used in hotels in Bhutan and its benefits. Clearly there is a lot of opportunity for those who want to pursue a career in the industry as well as a wide range of employment opportunities. More over the rigorous training in the hospitality sector grooms you to be potential, articulate, dynamic, flexible and charismatic individuals who are ready to face any challenges.

The Royal Government of Bhutan has a very strong guidelines for hotel owners in managing hotel with standard protocols. According to the rules and regulations only three star hotels and above can host tariff-paying tourist. The two star hotels was given a year to improve the infrastructure and facilities in their hotel to promote themselves into three star hotel, for those who have failed to receive three star in recent assessment. The assessment was carried out by group of organization Bhutan Chamber of Commerce and Industry (BCCI), Tourism Council of Bhutan (TCB), Hotels Association of Bhutan and an overseas professional from Australia, Dr Raffling. According to TCB, the guidelines for rating the hotels were incorporated form international best practices adjusted to Bhutanese needs, local culture and combination of eco-friendly features (Drukasia.com).

1.4 The research problem

The international tourism considers Bhutan, the land of happiness as one of the most beautiful country with its unique and beautiful culture that it has to display for world to see. Every year the number of hotels in the country are increasing with the rising number of tourist. The growing hotel industry draws many people to invest in hotels which leads to many competitors in the business. However, a lot of hotelier recruits untrained staff with less or no experience thinking that it's a faster and cheapest way to start their hotel business. But in long run its does more harm than benefits, as the services offered by untrained staff will not be good enough compared to trained staffs, which may lead a good property to lose its capacity to be good hotel and negative effects on financial of the company (robinwangdi.com).

According to Norbu and Chaisawat, (2011), the study conducted to standardize the classification of hotels showed many problems related to requirement of training to employees in the field of food and beverages, guest greetings, and communication. Thus there is a need to specifically find out which trainings are provided to the current employees and what kind of trainings would be appropriate. The study also reports that trainings programs provided to the employees enhance the knowledge and skills which later determines the standards of the establishment.

The research intends to finds out the current training programs by the hotels for their employees and its effectiveness. Many studies (Norbu and Chaisawat, 2011 and Zangmo, Liampreecha, & Chemsripong,2014) on Bhutanese hospitality reports about poor service quality. There are some studies doneon HRM practices used in hotels of Bhutan but not particularly in training programs of human resource management of hotels in Bhutan.

The increasing numbers of tourist visiting in the country every year is the main reason for rising numbers of hotels in Bhutan with better services. Although there are lots of local hotels in Bhutan but most of western tourist opt to stay in international brand resorts and hotels. This leads to question the service quality of local hotels compared to international hotels and resorts. The study of training programs in local hotels in Bhutan will help understand its benefits, shortcomings and overcome these drawbacks. It will help hotel to provide the necessary training programs and number of trainings required for its employees.

1.5 The objectives of the study

Since the importance of hotel industry is growing rapidly in Bhutan, many international brands have shown interest which is a threat to the national hotels under Tourism Council of Bhutan. Thus the objectives of the study aims to improve the current training programs and suggest in designing training programs to let the hotels develop and provide better service in the fast growing small hospitality of Bhutan.

Therefore the main objectives of this study are to;

1   Assess the current training programs in the hotels of Bhutan.

2   Evaluate the gap of the training design of current training programs in hotels of Bhutan and,

3   To examine how training factors (trainee characteristics, training design and work environment) affect the Training effectiveness (learning and Transfer performance).

1.6 Research Questions

The purpose of the study is to find out the effectiveness oftrainings provided to employees of hotels in Bhutan through perception of employees. The study will use employee's perception to answer the following research questions;

I.   What kinds of training are provided to employees of hotels in Bhutan?

II.   What are the gaps of training design of current training programs?

III.   Are the trainings factors (trainee characteristics, training design and work environment) influencing the training effectiveness (learning and transfer performance) of current training programs?

1.7 Conceptual Framework

The study of assessment of current training programs and its effectiveness was researched by many past studies. This study linked with many past studies done on transfer of training and evaluation of training effectiveness. A model of the transfer process developed by Baldwin and Ford (1988) was adapted and modified by many researchers to measure the learning and transfer performance of training (Lim, H., Lee, S., & Nam, K's 2007; Li, Y., &Wiriyakitjar, R. 2016; Ma, C., & Chang, H. 2013).

The researcher also adopted the conceptual framework of Baldwin and Ford (1988), a model of transfer process, was modified to align with this study. The model consist of

three training factors affecting the transfer of training. In this study, trainee characteristics, training design and work environment three constructs of training factors was used as independent variable influencing the training effectiveness. Training effectiveness was used as dependent variable of the study.

Figure 1.2 Proposed Conceptual Frameworks

Training factors affecting Training effectiveness
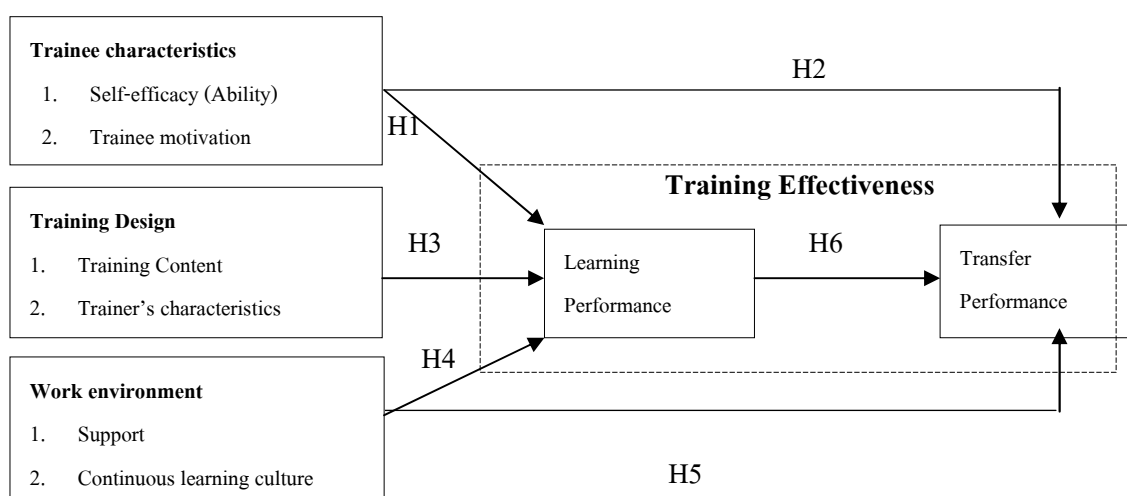
1.8 Significance of the study

Government and non-government organization help hospitality firms in Bhutan with financial and professional manpower to provide required trainings (TCB, 2016). Tourism council of Bhutan is the leading fund provider for such training to develop man power followed by other agencies such as Royal Society for Protection of Nature (RSPN), Association of Bhutanese Tour Operators (ABTO), Ministry of Economic Affairs (MoEA).

The results of this study is important for following reasons:

This study is important because there is no study done on training programs of hotels in Bhutan according to the researcher's knowledge and this study could fill the literature gap in Bhutanese hotel industry.

The findings of the study can help identify the factors affecting the training effectiveness in Bhutanese hotel industry, help human resource management.

The study will guide hotel management to design appropriate and suitable training programs according to needs of employees for the hotels in Bhutan.

The study could provide broader perspective on training importance to the hotel owners/management and motivate them to invest in training programs.

1.9 Hypothesis

After reviewing many past literature related to training factors affecting training effectiveness few hypothesis were generated to fulfill the objectives of the study. And the study aims to investigate the following hypothesis:

H1: Trainee characteristics significantly influences learning performance.

H2: Trainee characteristics significantly influences transfer performance.

H3: Training Design significantly influences learning performance.

H4: Work Environment significantly influences learning performance

H5: Work Environment significantly influences transfer performance.

H6: Learning performance significantly influences transfer performance

1.10 Definition of Key Terms

Training: Organized activity intended at imparting information or instruction to increase the trainee's performance or to help the trainees to acquire required knowledge and skill.

Trainee characteristics: The trainee's performance, self-efficacy and learner readiness

Training Design: It is the blueprint for the development of instruction which contains the content of trainings.

Work Environment: The settings, situations, conditions and circumstances under which people work.

Training Effectiveness: It is process of evaluation of training carried out through systematic process of collecting data and information to see if the training objectives were achieved.

Learning Performance: The extent to which the training increased the growth in abilities, knowledges, attitudes and skills of a trainee is known as learning performance

Transfer Performance: the degree to which the trainee achieved the knowledge and skills from training used in their work over certain period of time is known as transfer performance.

CHAPTER 2

RELATED CONCEPTS, THEORY AND LITERATURE

2.1 An Overview of the Training and Development in Hotel Industry

All the hotel management considers training and development vital for achieving success in their hotels. Human Resource Development considers training as a key utility. Training and development is a method to update the knowledge and skills of current and fresh employees to do their job in hotels (Rajeev et al.2009; Dessler, 2005; Cosh, Farajad, 2012). Studies found that training programs reduces employee turnover and helps accelerate employee performance, self-esteem and satisfaction on their job.

However, Farajad (2012) and Cheng & Ho (2001), states that many organization think training and development is waste of resources as they are not clear about the benefits of training and development due to lack proper of evaluation of training. So they think it is only an expenditure rather than investment. When training is not provided, Ryan (2008) claims that staffs cannot offer the customer high service quality the way they should, the customer will not be happy with the employee's service and finally staffs will be unhappy with hotel management which will result in poor performance.

According to Daniels (2008) states that organizations should not ignore the importance of training by cutting the training expense. Hotels should provide training as training help increase self-confidence and loyalty of employees because they feel esteemed and vital resource. Hence, trained employees with good self-esteem can provide high service quality to customers, making them brand loyalty and help increase the performance of hotels (Nischithaa & Narasimha Rao, 2014). Hotels have to understand the how training and development is incorporated with policy of the firm and to ensure the training and development actions are in effect. The four levels to tap training effectiveness are: reaction, learning, behavior and results.

2.2 Training Importance in Hotel Industry

The important function of HRM is training and its effectiveness in the HR management in hospitality around the globe. It's also to gain competitive advantage from its employees, HRM uses training as tool in business and it mentions that it helps employees to understand their method of working and ways to increase their level of performance, especially in

hotels (Sezer, 2009). Furthermore Yeung, (2006); Martínez-Ros & Orfila-Sintes,(2012), states that to achieve competitive advantage we have to improve the service quality and efficiency through training and development programs in hospitality industry.Training is to undergo to upgrade the current skills which make the trainee perform better at the particular task or job that refers to its responsibility. It is also an important factor that has direct effect in quality of services received by customer especially in hospitality industry where services are perceived as a products which helps the organizations to be different from each other. Training is well organized effort of an organization to enable its staffs to learn about job-related skills. Noe (2002), sates staff training is becoming more important to firms to improve service quality, minimize the labor cost, maximize the productivity and profitability, and to efficiently take care of the labor force diversity.

Many theories on human capital defines training is an investment aimed to improve the worker's skills and output, that benefits employee to get higher salaries with increased output (Hara, 2014). Pratten & Curtis (2002),states training has positive effect on the goodwill of organization and in profit maximization as it increases the quality of services offered and the performance of employees who directly interact with customer.

According to Clark, Hartline, & Jones (2009), training for hotels employees are considered very important and it has been proved that proper training helps employees to overcome difficult task and fulfils higher expectations of guest. So every organization allocates certain portion of their budget to training as it is most important and often used activity to develop human resource (Lee-kelley & Blackman, 2012; Owens, 2006). However according to Nanda (2009) and Medina et al. (2015),suggest that to achieve best result of training depends on how good the organizations emphasize on training and methods.

The effect of training can be noticed on person's character, behavior, ethics and attitude. According to Weber (2007) Paauwe (2009) and Wrigth and McMahan (2011) found out that training definitely helps to develop and increase their capabilities, manners and attitudes displayed by employee. This practices gives an advantage to employees to minimize the gap between the tasks demanded by their job and competences of the employees (Mata et al., 2006; Delgado Ferraz & Gallardo-Vázquez, 2016). The new advanced method shows that there is connection between employee's values and training which gives sense to the job they are doing

and easy to adjust with the organizations rather than just improving skills and knowledge (Ubeda-garcia et al. 2013; Delgado Ferraz & Gallardo-Vázquez, 2016). Such approach continues to deliver the effectiveness in productivity throughout the process as staffs requires to obtain skills continuously to improve their performance.

In the study of Horng & Lin, (2013), states that the needs for different human resources are managed according to demand of current the situation in hospitality industry but it is difficult to invest in training by hotels due to high rate of turnover. Furthermore, Small hotels and organizations doesn't focus much on activities that can improve their business like training and development. In addition Johnson (2002), Patton and Marlow (2002), statessmall organizations reasonably neglects the idea of emphasis on training activities due to fear of high rate of employee turnover so they feel it's a waste of time and money. It was found that small organizations considers the importance of training programs and management development as they have seen growth in their business with these programs. Organizations achieve higher level of success through training only if they select the right candidate with potential and keen interest to learn, it should focus on employee retention, see potential within organizations for vacant post and encouraging more staffs to participate (Úbeda-García, Claver Cortés, Marco-Lajara, & Zaragoza-Sáez, 2014).

Employees with higher education tends to participate more in training than less educated employees which results positive effect in employment stability, income and job position (Frazis et al., 2000; Lynch, 1991). Employees working under smaller organizations with minimal position are less likely to get training as compared to employees in higher job position and those working in bigger organizations (B. Bills & Hodson, 2007)

The gender equality in receiving job training has always been in doubt but with modern education development, it has been noticed that more women are participating and gain access to training. In this gender divided labor markets one should not underestimate the capability of trainees based on their gender and age (Bills DB & Hodson R, 2007). However few studies argues that trainings undergone by women are specially designed for them which shows clearly that there is gender inequality. Furthermore, men seems to get trainings that are financially rewarding where as in the case of women it's not clear if they are offered this type of trainings. This proves that there is gender inequality in various job positions and all over countries when it

comes to receiving training programs. Huge differences has been seen in training rates according to the job positon employees are in, employees in higher position are likely to get more opportunity for training that result increase in their income but it's difficult to see if they are able to transfer knowledge and skills in their work. Bassi et al. (2000) and B. Bills & Hodson (2007), found that the organizations doesn't make an effort to see if their investment in training its employees is paying off and many employees feels that training opportunities is part of their job.

The level of service quality provided to guests can be increased and lessen the chances of service failures by training the staffs in job specific training programs and quality training. Although many organizations are interested to train only in job specific skills but they ignore the quality training due to limited resources and time. With limited resources for training, the fear of employee turnover and time limitations are factors that discourage organizations to invest in job specific and quality-related skills. Thus every service organizations around the globe face the difficulty in making decision to invest in training, Bhutanese local hotels have to deal with lots of challenges in making decision (W.Mackelprang, Jayaram, & Xu, 2014).

The more focus on organization's results and lack of proper utilization of resources is the reason for the problem in developing professionalism in employees (Gallardo-V_azquez and Castilla Polo, 2005; Collier et al., 2011; Gallardo-V_azquez et al., 2013b; Delgado Ferraz & Gallardo-Vázquez, 2016). According to Danvila and Sastre (2005) and Delgado Ferraz & Gallardo-Vázquez (2016), this problem started when employees cannot increase their knowledge and skills with time so Úbeda-García et al. (2013), suggest that training should include continuous process to develop employees capabilities, bigger audience comparing with previous one and all important elements.In order to sustain competitive advantage over its competitors, well-trained labor is very important in the organization. However there is strong proof in past papers stating that training doesn't have much effect on the employee's performance in real time situation despite spending lots of money and time in employee training. In addition, Mollahoseini & Farjad (2012), agrees that the resources used for training is useless with very less economic return as transfer of knowledge and skills obtained from training to their works is as low as 10%-15%. ()

The benefits of training are usually measured by the performance of employee in context with how efficiently they perform in their job.(McDermott, Haslam, Clemes, Williams, &

Haslam, 2012). The education, training, and development received by hotel employees enhances their knowledge and skills. However it depends on employee's attitude to transfer the knowledge and skills to their job.(Martínez-Ros & Orfila-Sintes, 2012). According to Kemper and Martin (2010) and Scherer and Palazzo (2011), training has a positive effect on the organization growth and also considered a vital role in boosting global economics, by preparing to face the difficulties in business situation and catastrophes.

Training Program

Training program should contain clear objectives, effective training assessments, training needs, making good evaluation criteria, observing training improvement and good method to acquire feedback. Training needs assessments (TNA) is very important for the managers and trainers, it helps in guiding them to develop the objectives and contents additionally TNA makes sure the training program is effective and can be applied on the employee's job(Horng, J. & Lin, L, 2013). The effective way of enhancing the performance of employees in their work-related knowledge and skills is through well-organized training and development programs (Tabassi & Bakar, 2009).

According to lopez-Cablrales et al., (2006), good training program helps employees to become more skilled and motivated as a result they perform better in their work in giving good services(Martínez-Ros & Orfila-Sintes, 2012). However Pozas & Jauregui (2012), states that the reason for training for employees is to learn the necessary skills, behaviors and knowledge and use them in their work. In addition Dhar R, (2015), suggest that employee gains higher level of job satisfaction perform better, if given an opportunity to learn through training. It has also been mentioned that employee shows high interest in attending training if they are given opportunities.The organization's investment in effective training programs for the employees influences the employee's attitude towards their work in higher level of performance (Dhar R, 2015).

2.3 Factors influencing the Effectiveness of Training

2.3.1 Trainee Characteristics

Every organization feels important to know if trainees transfer the learned knowledge and skills they acquired from training program and can apply on their work (Nazli, Sipon, Zumrah, & Abdullah, 2015). The effectiveness of the training is reaction of a trainee after

getting a training which ultimately results in benefits of training. Trainees with optimistic attitude and more willingness to undertake the training are the ones who practice the skills they got from training on their job (Lim & Nowell, 2014). The past studies mentioned that trainee characteristics' attributes that effects training progression are self-efficacy, motivation and capability and self-confidence.

H1: Trainee characteristics significantly influences learning performance.

H2: Trainee characteristics significantly influences transfer performance.

Trainee Motivation

The willingness, direction and consistency to learn related to training contexts is known as motivation (p. 678; Wen & Lin 2014; Sitzmann & Weinhardt, 2017).According Noorizan, Afzan, Norfazlina G. & Akma, (2016), motivation is the interest of trainee to learn and apply the learning on work acquired during training. Training motivation is also referred to what extent the learner is keen to work hard to increase their performance on training and job (Lim, Lee & Nam, 2007) or trainee's interest to learn content of the training. Motivation of an individual is vital attribute which can lead to achieve high or low training effectiveness according to motivation level of trainee. Although the trainee may be capable to receive training but might not succeed in getting benefits from training because of low training motivation. As it is an important attribute of individual to learn, for participation and to be consistent in training activities. Hence motivation of trainee is important as it impacts the enthusiasm to undertake the training, to give full participations towards training and apply the training in the work (Wen & Lin, 2014).

The study carried out by Mathieu, Tannenbaum, and Salas (1992) and Lim, Lee & Nam, (2007), found out that the trainee with higher motivation has higher degree of learning and can achieve higher transference of skills and knowledge to their job from training resulting in better work performance.

H1-1: Trainee motivation significantly influences learning performance

H2-1: Trainee motivation significantly influences transfer performance

Self-efficacy

Self-efficacy is belief of an individual in their ability to perform a particular assignment (Burke & Hutchins, 2007). It is also referred as trainee's belief that the trainee fulfills the training requirements and learn training contents (Tziner, Fisher, Senior & Weisberg, 2007). Many studies found self-efficacy has positive relationship with learning and transfer performance. The ability of trainee to absorb the knowledge while training and recollect it after the training is important for the transfer process.

Many research identified that the effect on service system performance depends on the self-efficacy of employee. The employee with good talent, capability and willingness to solve problem seems to give more satisfaction to customer (Koufteros, 2008). Organization's success is achieved through advanced training programs and employees with good attitude towards training, those organizations seems to include training as a part of their policy that is practical to apply in work not just theory.

The trainees with higher self-efficacy believes in their ability to increase their performance as they can transfer learning on the job.

H1-2: Trainee self-efficacy significantly influences learning performance.

H2-2: Trainee self-efficacy significantly influences transfer performance

2.3.2 Training Design

The training design plays important role in training effectiveness of training and it also effects to the learning and retention of trainee (Robin A. Cheramie, 2010). The main motive of training provided to employee is to increase their productivity. The success of training relies on the training design which includes the good method of teaching the training programs. However regardless of the training elements, it depends on the trainee's attitude towards the training which affects the learning process.

Most importantly, the design of training program should focus on fulfilling the objectives of the organization and its employees. Training helps leader and it is the most common practice in organization to help its employee to bring out the added value with skills they acquired through training (Waris, 2015).

The standard of the employees can be enhanced by providing job related training and development programs. Since, the capabilities, skills, and knowledge of the talented employees are the most important factors in all markets around the world. Therefore to develop such capabilities, knowledge and skills of employees, training programs plays vital role in developing these factors to help them perform better. The training programs for employees should provide required information, acquisition of new skills and abilities to help in the professional development of employees in achieving organizational goals and objectives (Hanaysha J, 2016). In addition to that, few researchers in hospitality mentioned that training should be more educative in teaching, use innovative methods and good use of technology to be more efficient in training.

There won't be a high quality of knowledge and skills received by trainees unless the training programs are made appropriate to the needs of small organizations and good method of delivering the ideas (Butcher, Sparks, & McColl-Kennedy, 2009).

H3: Training Design significantly influences learning performance.

Training Content

The contents of training design of any organization has huge effect on trainee's degree of learning and in transferring that learning in their work. Past studies mentioned that the training content should be reviewed whether it is related to the work of trainee. After reviewing, the outcome will help in redesigning the contents of training program more relevant to their actual work. Following   this technique, they said that trainee's motivation level can be increased to make better learning performance (Lim, Lee & Nam, 2007).

The training programs should include important materials and content, clear objectives, skilled trainers, suitable environment and opportunities to use the training skills acquired and feedback. These conditions ensures learning to take place in training programs.

H3-1: Training content significantly influences learning performance.

Trainers' Characteristics

Broad & Newstrom, (1992) defines trainer as a professional instructor in developing human resource, either within or from outside the organization, who examines the obstacles hindering the performance of trainee and designs and provides, manages, assists training in many ways. Trainer's achievement can be regarded as the degree to which manager support

and emphasize the use of learning from training in the work place. The studies conducted in the past suggest that the support from supervisor helps the trainee to apply the learning from training in the work (Raquel Velada, 2007).

Trainer's qualifications and experience in method of delivering the training is very important for the success of training program. A trainer must have the required knowledge and skills relevant to the hotel training to make the training more effective. Hence higher the trainer's support better the trainee can learn.

H3-2: Trainer's characteristics significantly influences learning performance.

2.3.3 Work Environment

The work environment should have favorable atmosphere in order to make sure that there is support between supervisor and peer. According to Cheng & Hampson (2008), mentioned that support from manager, colleague and management which helps in gaining benefits from training. The past results shows that support from peer results in gaining successful outcome from training. The support from organization should be given consistently, should encourage and motivate the employees to increase the effectiveness of training. It is also important that the supervisor shows his support and encouragement to boost the interest of the employees to perform better and this leads to transfer of training which results in positive effect in effectiveness of training.

Although the training design is the very important for the achievement of training outcomes but organizational support also plays an essential part in obtaining high training effectiveness. Noe (1986) and Baldwin & Ford (1988), insisted that communications and sharing of knowledge and skills between supervisor and employees has positive influence in their work performance. Without the organizational support, even well trained employee cannot apply their abilities and information learned from training in the wokrplace. Hence the work environment should be supportive and encouraging towards their employee to maximize training effectiveness. The participants should be capable to use the knowledge, skills and talents acquired from training to their job (Abozed, Melaine & Saci, 2009; Noorizan, Afzan, Norfazlina G. & Akma, 2016).

H4: Work Environment significantly influences learning performance

H5: Work Environment significantly influences transfer performance.

Support

The degree to which manager and colleagues support and encourage to practice learning of training in their work place is called support (Noorizan, Afzan, Norfazlina G. & Akma, 2016). Hutchins (2009), states that supervisor support and peer support has big impact in learning and transfer performance of employees has been shown in many past studies. The past literature suggest that, participants supported by manager or supervisor to transfer the training in the work is termed as supervisors support (LeClaire et al., 2007). Many past literature review found out that manager's encouragement is the most important to learn from training and applying of the training (Scott, 2010; Leclaire et al., 2007, Noorizan, Afzan, Norfazlina G. & Akma, 2016). Since transfer of training can happen only with support from supervisor, which helps employees to apply the exact knowledge and skills required by the job (Scott, 2010).

Moral support among the co-worker plays vital role in encouraging the employees to work harder and cooperation between co-workers benefits themselves, by using the knowledge from training in their job which is profitable to both organization and workers (Nazli, Sipon, Zumrah, & Abdullah, 2015). In case if it is a challenging task to apply what you learned in training to your work then the employees should support each other. The motivation provided by organization increases the enthusiasm of workers to apply the knowledge and skills in their performance and increases the employee commitment towards organization.

H4-1: Support from work environment significantly influences learning performance.

H5-1: Support from work environment significantly influences transfer performance.

Continuous Learning Culture

Tracey, Tannenbaum ,Kavanagh (1995) defined continuous learning cultures as creating a stimulating work program to improve the employee's potential, encouraging the self-development by compensation and focus on developing and bettering the working environment of an organization. Hence the working environment effects the training effectiveness (learning and transfer performance) of training program in hotels.

Raquel Velada (2007), mentioned continuous learning culture in an organization plays essential part in transferring the skills and knowledge from employees to their job after the training.

H4-2: Continuous learning culture significantly influences learning performance.

H5-2: Continuous learning culture significantly influences transfer performance.

2.4 Training Effectiveness

Training effectiveness is evaluation of training carried out through organized procedure of gathering information to check if the training was successful (Farjad, 2012). According to Brinkerhoff (2005), effectiveness is the most important outcome of training and development program of an organization, delivering the knowledge and skills to staffs to work more effectively.

Training effectiveness is an instrument to show if the training programs was good enough to achieve its objectives. Training evaluation is an essential part of analyzing, designing, developing and implementing training program effectively. The evaluation of training effectiveness finds the weak spot of training part that requires further development and gives idea for improvement.

The training effectiveness can be theorized as the training achievement and transfer of training. Transfer of training also indicates the effectiveness of the training by showing changes of employee behavior in the work (Tracey et al., 2001; Farajad, 2012).The main reason for carrying out assessment on training is to find a technique for measuring and reporting training outcome thus, results can help improve training programs and training activities.

The skills and knowledge learned from the training will be transferred to the work if the training is effective. According to Huang (2001), many studies done on training effectiveness reveals that the most important effort was made on the Relation among Training design or influences (trainee and work environment) on effectiveness of training program.

Many studies done in the past related to the evaluation of training effectiveness shows focus on assessing trainee reactions and the degree of learning from the training program. Trainee's attitude towards the contents of training program i.e., trainer, methods of training is

considered as reaction to the training while improvement in knowledge, skills and attitudes of trainee is knowns as degree of learning. (Lim, Lee & Nam, 2007).

If employee can utilize the knowledge and skills learnt from the training provided in their work then it shows the effectiveness of training. And it has strong influential technique to increase the productivity and performance of an individual (Gupta and Bostrom, 2006).And the basic purpose of all the training programs is to improve organization performance.

Learning Performance

The progressive continuing development in knowledge and skills is a result of taking part in training is referred as learning (Sitzmann & Weinhardt, 2017). The extent to which the training increased the growth in abilities, knowledges, attitudes and skills of a trainee is known as learning performance (Lim, Lee & Nam, 2007). So when trainee learns better and there is better chance of transferring learned knowledge and skill to their job. Learning performance directly affects the transfer performance.

H6: Learning performance significantly influences transfer performance

Transfer Performance

According to Blume et al., (2010) andSitzmann & Weinhardt(2017), the degree to which the trainee achieved the knowledge and skills from training used in their work over certain period of time is known as transfer performance.

The trainee's capability of using new knowledge and skills learned from different setting and able to use in new environment is called transfer performance (Noorizan, Afzan, Norfazlina G. & Akma, 2016). It can also be referred to the extent how much the training has influenced their knowledge, skills, behavior and attitudes as results of training. Many researchers defined transfer performance as to the amount of output achieved from training in terms of knowledge, skills and talents that are efficaciously used on their work and retained after training program.

2.5 Transfer process model by T. BALDWIN, & FORD (1988)

Baldwin and Ford (1988) proposed a conceptual framework to measure the process of learning and transfer. The theory states that trainee's characteristics (personality) and work environment in organization affects the learning and transfer performance, but however the

training design have effect only on learning performance. And hence the learning performance affects the transfer performance (Lim, Lee & Nam, 2007).

Figure 2.1 Framework of Transfer process.
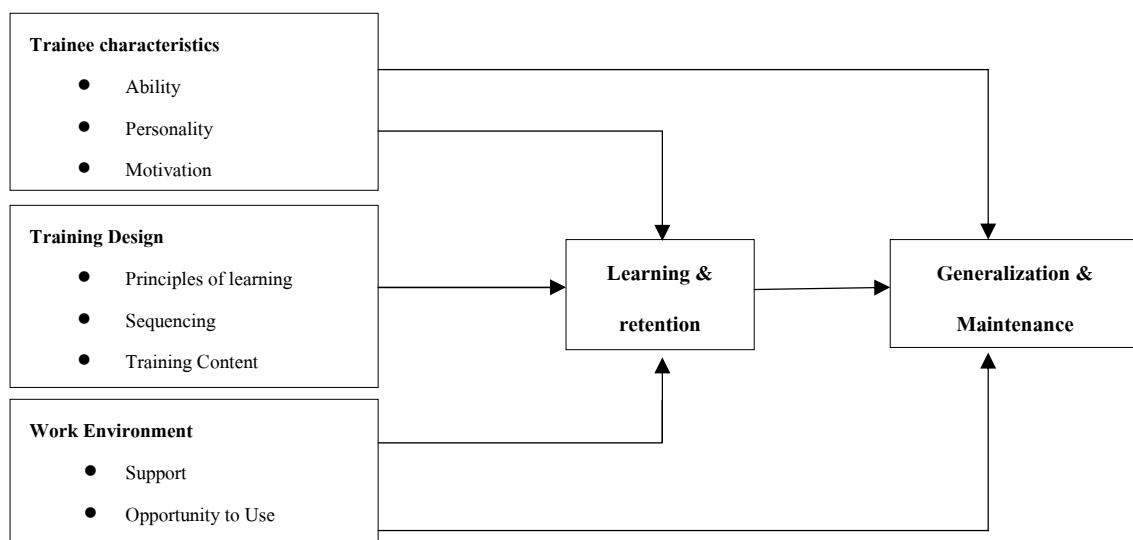
2.6 Proposed Conceptual Framework of training effectiveness

Training factors influencing Training effectiveness

Figure 2.2 Proposed conceptual framework.
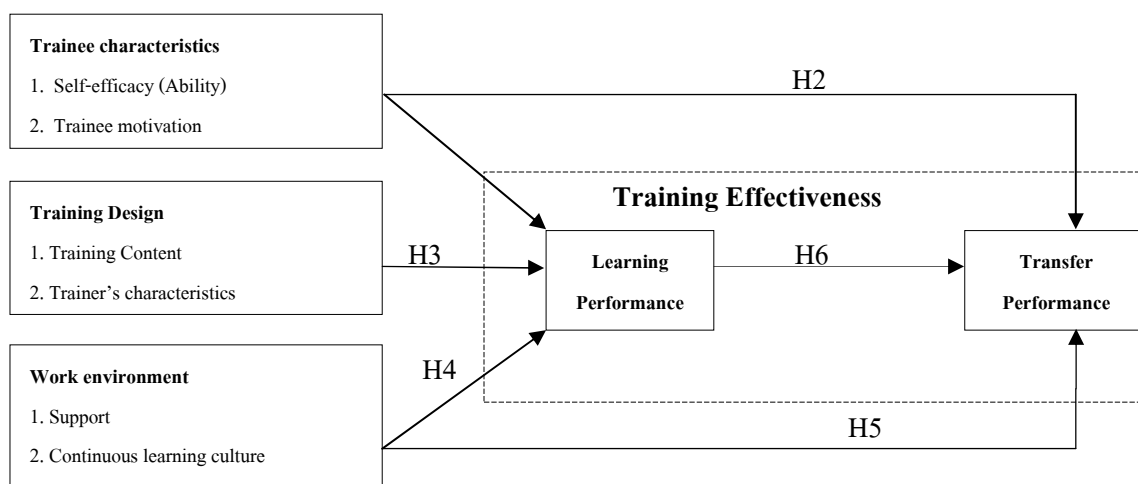
From above conceptual framework following hypothesis are generated:

H1: Trainee characteristics significantly influences learning performance.

H2: Trainee characteristics significantly influences transfer performance.

H3: Training Design significantly influences learning performance.

H4: Work Environment significantly influences learning performance

H5: Work Environment significantly influences transfer performance.

H6: Learning performance significantly influences transfer performance

2.7 Importance and Performance Analysis

Importance-performance analysis was introduced by Martilla and James (1977) for calculating the quality based on the performance and importance, and it has been used by many organizations after it was presented. The two features are integrated to form a matrix which helps the organization to recognize the most suitable technique to increase competitiveness (Lai & Hitchcock, 2015). The main purpose of IPA is to identify the strength and weaknesses of product or services to guide the management where should they concentrate more to achieve success (Sever, 2015). IPA has been used in many areas in numerous industries like tourism, hotel, healthcare, education and administration though IPA was primarily developed for marketing.

Figure 2.3 IPA Matrix

	I Concentrate here	II Keep up the good work
	III Low priority	IV Possible overkill

High — **Importance** — **Low**

Low ⟶ **Perfromance** ⟶ **High**
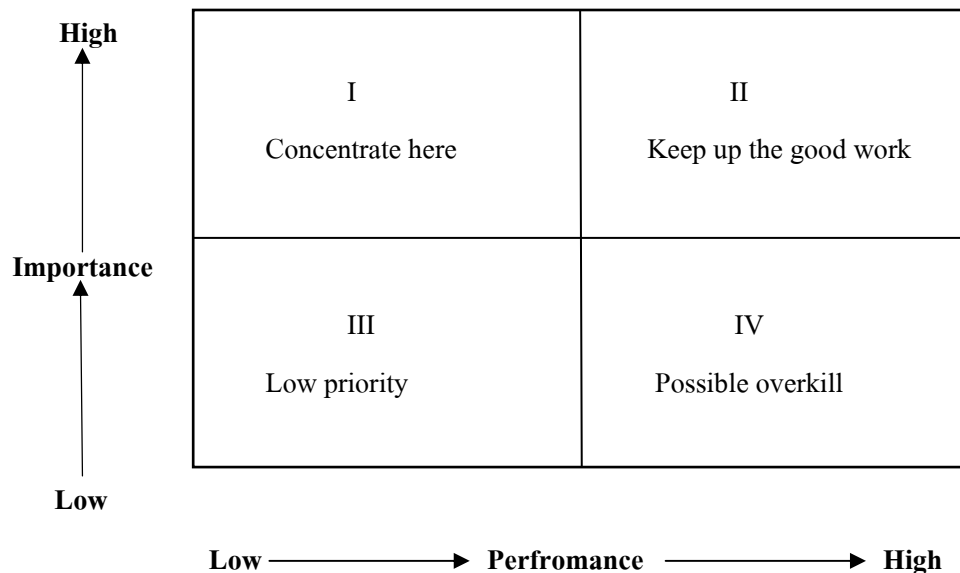
Quadrant I has items with high importance but low satisfaction hence it is called as *concentrate here.* The items in this quadrant are highly important to the respondents but was unsatisfied so they should focus more here (Levenburg & Magal, 2005; Martilla & James, 1977).

- Quadrant II known as *keep up the good work* which indicates high importance and high satisfaction because the respondents in this quadrant is highly satisfied.

- Quadrant III indicates low importance and low satisfaction in called as *Lower priority.* In this area the items are not important to the firms and they don't have to focus here anymore.

- Quadrant IV includes items with low importance and high satisfaction. This quadrant is known as *possible overkill* as the items are not important to respondents but are highly satisfied. So it is waste of time and resources to in this quadrant so rather reallocate to some other areas (Levenburg & Magal, 2005; Martilla & James, 1977).

CHAPTER 3

METHODOLOGY

This chapter provides details about the population and sampling size, method of data collection and research instruments measures, and the data analysis processes. The research used quantitative method to gather information on training from the employees of registered hotels in Bhutan. The purpose research was to inspect the relationship among training and training effectiveness in 3-star and 4-star hotels in two province of Bhutan (i.e. Thimphu and Paro). Therefore, the research focused on quantitative study approach. In the following sections population, sample size, research types, research instruments, and data analysis method are explained.

3.1 Variables of study

The study took trainee characteristics, training design and work environment as an independent variables that are influencing training effectiveness (dependent variable). The research intends to examine the relationship between training factorsaffecting training effectiveness. The study also aims to find the training effectiveness of current training programs in enhancing the knowledge and skills of hotel employees.

3.2 Target Population

The target population of the study was currently employed employees of registered hotels in Bhutan. According to Bhutan Tourism Monitor (2016), there are 112 hotels currently registered with Tourism council of Bhutan. The total number of employees is 4200 including all the hotels as per the record of Hotel and Restaurant Association of Bhutan (HRAB).Hence, the respondents for the study was decided according to the number of employees registered with HRAB. According the rule and regulations of Tourism Council of Bhutan it is compulsory to accommodate tourist in 3-star and above, so this study excluded the unrated hotels.

In this study the researcher focused on two regions to generalize the all hotels in the country, Thimphu is the capital city and Paro, where only international airport is located. As per the Bhutan Tourism Monitor (2016), Thimphu has 32 numbers 3-star hotels and 3 numbers 4-star hotels where as Paro has 19 number of 3-star hotels and 2 numbers of 4-star hotels. The data

was collected from five departments which included of Front office, Reservation, Food & Beverage, Housekeeping and Administration. Thimphu being the capital city of Bhutan, it has the highest number of population living and many big Government offices. Thimphu and Paro is well known for many sightseeing's, religious places and cultural festivals among tourists, this two places are mostly marketed by travel agents. Hence this draws lots of tourists and it led to establishment of many hotels in this two places. Thus the researcher nominated this two regions as source of data for the study.

Table 3.1 Total number of hotels and employees in Bhutan

Dzongkhag/Province	5 Star	4 Star	3 Star	Total
Thimphu	3	3	32	38
Paro	4	2	19	25
Punakha	2	3	6	11
Wangdi Phodrang	1	1	7	9
Trongsa			1	1
Bumthang	1		15	16
Mongar			2	2
Phuenthsoling			6	6
Samdrup Jongkhar			1	1
Trashigang			3	3
Total	11	9	92	**112**
Total number of hotels employees				**4200**

The table above shows the total number of hotels (112) and total number of hotel employees (4200) registered with Tourism council of Bhutan. As shown in the above table, Thimphu has highest number of hotels followed by Paro, 38 and 25 respectively. Thimphu is the capital city of Bhutan which provides the highest number of hotels and only international airport in Bhutan is located in Paro, so that is the reason why most of hotels are located in this two provinces.

3.3 Sample Size

        The sampling size of the study was based on Taro Yamane's calculation with 95% confidence level. The sampling size of this study was total number of **366** respondents. The questionnaire were personally distributed, administered and collected by the researcher from 3-star and 4-satr hotels. Quota sampling was used to collect data for the study from two regions, Thimphu and Paro. Total of 405 questionnaires was distributed in two regions of the country. 251 samples of questionnaire was collected from Thimphu which included both 3-star and 4-star hotels, 176 and 75 respectively. From Paro, 154 questionnaire were collected which consisted of 50 samples from 4-star and 104 samples from 3-star hotels. In each 4-star hotels 25 questionnaires were distributed and 8 questionnaires were distributed in each 3-star hotels. The data was collected from five departments which included of Front office, Reservation, Food & Beverage, Housekeeping and Administration. However, only 366 samples were completed and valid used for data analysis. The following two region was used as the source of the data.

- Thimphu
- Paro

Table 3.2 Sampling

Regions	4-star	3-star	Total Respondents
Thimphu	3*25=75	22*8=176	251
Paro	2*25=50	13*8=104	154
Total	125	280	405

$$n = \frac{N}{1 + N(e)^2}$$

n= the sample size

N= the population size

e= the acceptable sampling error

$$n = \frac{4200}{1 + 4200(0.5)^2}$$

= 366 respondents

3.4 Research Instrument

        This research used quantitative method to investigate and to fulfill the research objectives of the study. 5 point Likert scale survey questionnaires were developed and personally

distributed and collected from the employees of hotels in Bhutan. The questionnaire in the study was structured for the purpose to determine the effect of trainee characteristics, training design and work environment towards training effectiveness. All the questionnaires were written and distributed in English language.

3.5 Definition of variables and statements

3.5.1 Trainee characteristics

3.5.1.1 Trainee Motivation

Trainee Motivation to learn is the interest or willingness of a trainee to absorb the knowledge and skills from the training program (Lim, H., Lee, S., & Nam, K, 2007). The items to measure the trainee motivation to learn was taken from Lim, H., Lee, S., & Nam, K's (2007) and Ma & Chang, (2013). "I feel the training was a good opportunity to improve my ability" and "I actively participated in training courses", were used to measure the level of agreement of hotel employees on a 5 point of likert scale.

3.5.1.2 Self-efficacy

The confidence or ability of a trainee to perform their work effectively and to handle any kind of problems related to the work is self-efficacy. To measure the self-efficacy of participants on five-point likert scale, "This training helped me boost my self-confidence" and "I am very confident in my capability to receive this training", items were taken and aligned from Compeau and Higgins (1995) and Lim, H., Lee, S., & Nam, K's (2007).

3.5.2 Training Design

3.5.2.1 Training content

The training content is the program learnt by the trainee in the course of the training. Most importantly, the design of training program should focus on fulfilling the objectives of the organization and its employees (Waris, 2015). In this research, the training content was investigated by inquiring the hotel employees concerning the relevancy of training to their job, frequency of job training and how helpful was content of training in improving their performance. "The training focused on relevant job skills", "The training was flexible enough to meet my needs" and "I get training frequently on job", these statements were borrowed from Lim, H., Lee, S., & Nam, K's (2007). These items were modified according to the research question

and was measured on five-point of likert scale based on level of importance before the training and their perception after the training.

3.5.2.1 Trainer's characteristics

Trainer's qualifications and experience in method of delivering the training is very important for the success of training program. A trainer must have required information and expertise relevant to training in hotel to make the training more effective (Lim, Lee & Nam, 2007). The items to measure the trainer's characteristics, "I feel trainer has good qualification, experience and method of delivery" and "I feel trainer was friendly, helpful and resourceful person", all these statement were taken from Lim, H., Lee, S., & Nam, K's (2007).

3.5.3 Work Environment

3.5.3.1 Support

According to Cheng & Hampson (2008), mentioned that there are three types of support supervisor support, colleague support and organizational support which helps in gaining benefits from training. The hotel employees can apply the skills and knowledge learnt from training with the support from the supervisor and colleagues. The following items was used to capture if the supervisor and colleagues provided the necessary support and guidance on how to apply the knowledge and skills on their job. "Colleagues in my hotel supports to join training and use of skills from training in the work" and "My supervisor helps me to understand the objectives of training", were adopted from Wen & Lin (2014) and Tracey et al.'s (1995) and measured on 5 point likert scale.

3.5.3.2 Continuous learning culture

Continuous learning cultures defined as creating a stimulating work program to improve the employee's potential, encouraging the self-development by compensation and focus on developing and bettering the working environment of an organization. The items to measure continuous learning culture, "My hotel management encourages to undertake training programs" and "My supervisor helps me to understand the objectives of training" were adopted and slightly modified from Lim, H., Lee, S., & Nam, K's (2007) and Ma & Chang, (2013).

3.5.4 Training effectiveness

3.5.4.1 Learning performance

Learning is an important aspect of training effectiveness, its shows how much did a trainee learn and increase his knowledge, skills and attitude for the job from the training provided. The questionnaire items from lee (1995) and Lim, H., Lee, S., & Nam, K's (2007) such as "I have improved my skills and knowledge through this training program" and "I learned about management to help me work more efficiently" were used to measure the perceptions of participants on 5-point likert scale.

3.5.4.2 Transfer Performance

Transfer of training is another aspects of training effectiveness, transfer performance refers how well the employees applied the skills and knowledge learned from training on their job. Statements such as "I am using the new ways, skills and knowledge I obtained from training" and "My work performance and quality of my work increased", from Wen & Lin (2014) and Ma & Chang, (2013) were used to measure the transfer performance on 5-point likert scale.

3.6 Questionnaire

The questionnaire for the survey of hotel employees consists of the following parts;

3.6.1 Personal and work Information

1. Age
2. Gender
3. Year of Service
4. Level and type of Education
5. Type of hotel (3 star and 4 star)
6. Department and Position at the work place

3.6.2 Current Training Information

1. What kind of trainings?
2. How often the trainings are provided?
3. Who provided the training?

3.6.3 Perception on current training programs

1. Trainee characteristics
2. Work environment

3. Training design

4. Learning performance

5. Transfer performance

Table 3.3 Statements of Training Factors

Training Factors	Items	Statements
	1.	I feel the training was a good opportunity to improve my ability
Trainee Characteristics	2.	I put 100% effort to learn from training
	3.	This training helped me boost my self confidence
	4.	I am very confident in my capability to receive this training
	5.	I actively participated in training courses
	6.	My hotel gives me suitable work and role
	7.	I feel my hotel values the staff self-development and improvement
Work Environment	8.	My hotel management encourages to undertake training programs
	9.	Colleagues in my hotel supports to join training and use of skills from training in the work
	10.	My supervisor helps me to understand the objectives of training
	11.	Supervisors provides opportunities to attend training programs
	12.	I have learned different methods to use in my work from this training course
	13.	I have improved my skills and knowledge through this training program.
Learning Performance	14.	I learned to work with people as a team.
	15.	I learned about management to help me work more efficiently
	16.	Training helped me to further improve my current knowledge and skills through.
	17.	I am using the new ways, skills and knowledge I obtained from training
Transfer Performance	18.	I feel that I'm able to apply new skills and expertise in everyday job routine
	19.	My work performance and quality of my work increased
	20.	Training increased my participation in decision making
	21.	The training focused on relevant job skills
	22.	I feel trainer has good qualification, experience and method of delivery
	23.	I feel trainer was friendly, helpful and resourceful person

Table 3.3 Continued

Training Factors	Items	Statements
Training Design	24.	The training included the most recent knowledge, information and skills on hotel industry
	25.	I feel the training system was very good
	26.	Training was helpful in improving job task achievement
	27.	The training was flexible enough to meet my needs.
	28.	I get training frequently on job

3.6.4 Comments and suggestions

1. What problems do you face with regard to current training practices within your hotel? Please comment below.

2. Please specify any suggestions you think can improve future trainings in your hotel.

3.7 Pretest of Questionnaire

The validity test of the questionnaire was done by meeting the professors, face to face and taking feedbacks, comments and suggestions. The questionnaire was further modified and corrected. Then distributed in 3-star and 4-star hotel to check reliability of the scale. Total of 30 sample questionnaire, 15 from 3-star and 15 from 4-star was collected and used for reliability test.

3.8 Reliability Test

Reliability is to ensure that the scale of questionnaires are reliable to give error free results and checks the consistency of the output (Bahadori, Mousavi, Sadeghifar & Haghi, 2013). Cronbach's alpha values indicates internal uniformity, which refers to the extent to which the items in a test measure the similar construct (Rurkkhum& Bartlett, 2012). The reliability of statements in the questionnaire are checked with the help of Cronbach's alpha. The result of Cronbach alpha is acceptable if the reliability coefficient is near to 1.0 and reliability coefficients value below .60 are considered poor and not acceptable (Bahadori et al., 2013). In table 4 below demonstrates all variables scored above the .60 which means the statements of variables are reliable as well as stable.

Table 3.4 Reliability Statistics

Variables	Number of Items	Cronbach Alpha
Trainee Characteristics	5	0.94
Work Environment	6	0.81
Training Design	8	0.75
Learning Performance	5	0.88
Transfer Performance	4	0.79

3.9 Data Collection

This study used the quantitative research method to measure the training effectiveness of training program through the perception of the hotel employees. The data was personally distributed and collected by the researcher from the hotels employees in Bhutan. The researcher went personally to all the hotels to distribute and brief the employees on filling up the questionnaires and to collect the data. The questionnaire were adopted and modified from past research papers. The questionnaire were distributed in two region of the country, Paro and Thimphu. As most of the hotels are located in this two regions. Total of 405 questionnaire were distributed among 3-star and 4-star hotels of Thimphu and Paro, considering the invalid and incomplete questionnaire would exists.

3.10 Data Analysis-Statistics

The Statistical Package for Social and Science (IBM SPSS Statistics 21) was used to analyze and conclude the results. Out of 405 questionnaires, 366 were completed and valid for used for data analyze.

3.10.1 Part One and Part Two: General Information and Current training information.

Descriptive statistics was used to analyze the demographic characteristics of the participants such as gender, age, income, type of hotel, education, work experience and monthly income with percentage, mean and standard deviation. The part two consists of current training information like, frequency of training, training provider, types of training and training method.

3.10.2 Part Three and Part Four: Perception of hotel employees on the current training program.

The comparison were between genders and type of hotels to see the differences using independent t-test. The t-test was conducted to see the difference between genders on the level of perception on training effectiveness through learning and transfer performance. The same test was done to compare the work environment, learning and transfer performance between the 3-star and 4-star hotels.

The Pearson's correlation test was used to examine correlation of training factors with training effectiveness. Trainee characteristics, training design and work environment as an independent variables and training effectiveness as the dependent variable. The relationship among the variables were examined using Pearson's product moment correlation. The value of mean in data analysis were calculated using highest subtracted by lowest value and divided by the highest value.

Calculations is done below:

$$\text{Interval level} \quad = \frac{Max - Min}{n}$$

$$= \frac{5-1}{5}$$

$$= 0.80$$

Hence, the value each items in the results are interpreted according to the following table,

Table 3.5 Intervals of scale

Mean Score	Agreement Level	Importance Level	Satisfaction Level
1.00-1.80	Strongly disagree	Not at all important	Very dissatisfied
1.81-2.60	Disagree	Least important	Dissatisfied
2.61-3.40	Agree	Important	Satisfied
3.41-4.20	Moderately agree	More important	Mildly Satisfied
4.21-5.00	Strongly agree	Extremely important	Very satisfied

Regression analysis was investigated to test the hypothesis. Regression is a systematic technique of SPSS to examine the relationship among the variables and predict the effect of each variable while still allowing additional factors to enter into the analysis. Hence,

multiple regression analysis was performed for the objectives of the study to see if the potential explanatory variables (trainee characteristics, training design and work environment) explained a significant proportion of the variance in learning and training performance.

Based on the results of regression analysis as well as ANOVA analysis, the hypothesis were tested. The regression analysis results exhibited the value of R, R squared, adjusted R squared, and standard error. Seemingly, the value of R shows correlation between factors and training effectiveness. The relationship path between the variables is indicated by plus (+) and minus (−) sign and also how strong is the relationship. The range of r square 0 to 1 signifies the competence of the analysis among the respondents. The variation in the independent variable explains the percentage of variation in the values of dependent variables as measured by R square. To check the correctness of respondent's model adjusted R square tries to change the R square by replicating (Long &Perumal, 2014). The analysis of the result performed 5% level of significance; in which the value of p $\leq$ .05 was considered significant and p $\leq$ .01 as highly significant.

The gap between the importance and satisfaction of training design through the perception of employees were analyzed to understand which items are important to the hotel employees. And how they were satisfied with the delivery of training design in current training programs. The IPA matrix was modified to align with the current study by replacing performance with satisfaction as did by many past researchers related to hospitality and tourism.

Figure 3.1 Importance Satisfaction Matrix

Importance

High	**Quadrant I**	**Quadrant II**
	Concentrate here keep up the Good Work	

Satisfaction

	Quadrant III	**Quadrant IV**
	Low Priority	*Possible Overkill*

Low   **High**
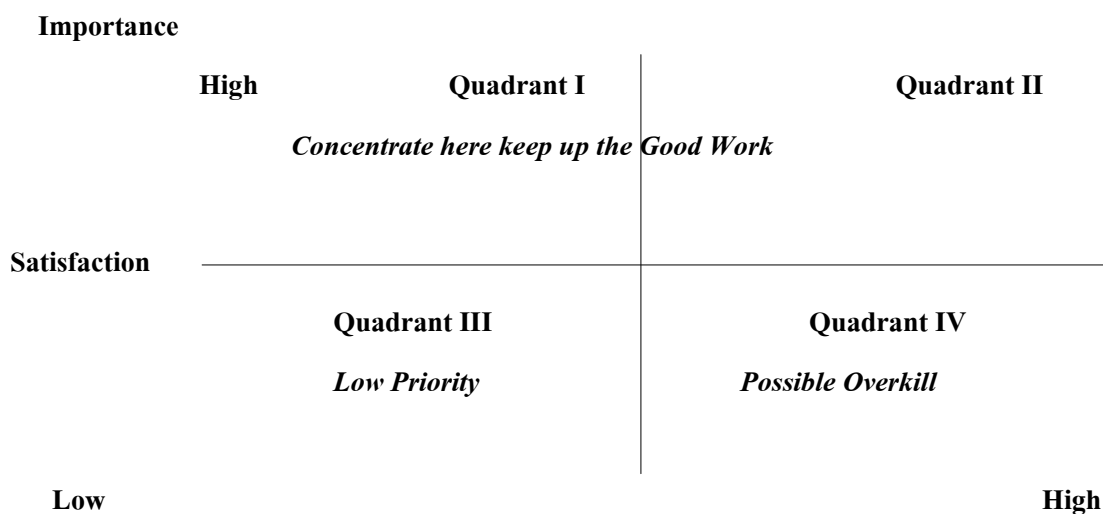
Source: (Martilla and James, 1977)

CHAPTER 4

RESULTS

The study used quantitative method for data collection and SPSS version 21 for data analysis. The primary aim of the research is to assess the benefits and drawbacks of current training programs in hotels of Bhutan through perception of hotel employees. The chapter is discussed in more detail in following parts:

Part 1 Demographic characteristics of respondent

Part 2 Work characteristics of respondents

Part 3 Current training information

Part 4 Perception on current training programs

Part 5 Importance and Perception on Training design

Part 6 Hypothesis testing and examining the relationship between training factors affecting training effectiveness.

4.1 Demographic Characteristics of Respondent

Data were collected from the 3 star and 4 star hotels in Bhutan, total of 405 questionnaires were distributed considering the invalid questionnaires may exist. So 366 questionnaires completed and valid were used for analyzing with descriptive analysis. The details of demographics characteristics contains gender, age, sex, education level and background as shown in table.

According to the result that majority of the employees working in hospitality industry in Bhutan is female (65.6 %) comparing to male (34.4%). This clearly shows that hotel industry in Bhutan is dominated by female employees.

Table 4.1 Demographic Characteristics of Respondents

Variables	Description	N=366	
		Frequency	Percentage
Gender	Male	126	34.4
	Female	240	65.6
	Below 20 years	43	11.7
	21-25	211	57.7
Age	26-30	81	22.1
	31-35	24	6.6
	36-40	7	1.9
	High school or lower	279	76.2
Education Level	Diploma	52	14.2
	Bachelor Degree	23	6.3
	Master Degree	12	3.3
Education Course	Hospitality and Tourism	110	30.1
	Others	256	69.9
Total		**366**	**100%**

The table shows that highest number of respondents are in the age group of 21-25 years and 26-30 years with 57.7% and 22.1% respectively. In terms of education level, the respondents has the following education level: highest number of respondents have their education till high school or lower with 76.2%, followed by Diploma with 14.2% and Bachelor degree with 6.3% respectively. And the respondents with Master degree is the lowest with 3.3% only. The result in the table shows that out of 366 survey only 30.1 % has their education background in hospitality and tourism while the majority of survey i.e. 60.9% is from other various study background.

4.2 Work Characteristics of Respondents

The table below shows that 68.3% of the respondents works in 3 star hotel while 31.7% of the respondent works in 4 star hotel. This figure shows that local owned hotels are more of three star than four star hotels in Bhutan. In terms of total years of experience in hospitality

industry the survey found out, 65.6% of respondents has experience between 1-2 years and followed by 16.4% of respondents has 3-4 years of experience. Only 5.2% of the respondents has 7-8 years of experience.

Table 4.2 Work Characteristics of Respondents

Variables	Description	N=366	
		Frequency	Percentage
Type of hotel	3 star	250	68.3
	4 star	116	31.7
Total years of experience in Hospitality Industry	1-2 years	240	65.6
	3-4 years	60	16.4
	5-6 years	26	7.1
	7-8 years	15	4.2
	Above 8 years	25	6.8
Department	Food and beverage	133	36.3
	House keeping	99	27.0
	Front Office	82	22.4
	Reservations	20	5.5
	Administration	32	8.7
Years of service in current Job	1-2 years	289	79
	3-4 years	45	12.6
	5-6 years	13	3.6
	7-8 years	6	1.6
	Above 8 years	13	3.6
Monthly Salary	Less than Nu. 15000	323	88.3
	Nu. 15,001 - 20,000	26	7.1
	Nu. 20,001 - 25,000	9	2.5
	Above Nu. 25,000	8	2.2
Total		**366**	**100**

Food and Beverage department has majority of the respondent with 36.3%, House Keeping with 27% and Front Office with 22.4% respectively. The department with the least respondents are Reservation and Administration with 5.5% and 8.7% respectively. The

result clearly shows maximum number of respondents has 1-2 years of experience in current job with 88.3% while the least number of respondents has 7-8 years of experience with 1.6%. According to the table only 2.2% of the employees receive monthly income above Nu. 25,000 and 88.3% of the employees only receive Monthly income less than Nu. 15,000.

4.3 Current training information

Table4.3 Current training information

Variables	Description	Frequency	Percentage
How often your hotel does provides training?	Quarterly	34	9.3
	half yearly	64	17.5
	once a year	175	47.8
	once in every two years	93	25.2
Total		**366**	**100%**
Who provides training to your hotel?	Training by hotel management	196	52.0
	Royal institute for tourism and hospitality	69	18.3
	Yarab institute for hospitality management	53	14.1
	Bhutan International school for hospitality and tourism	52	13.8
	Bongde institute of hospitality and tourism	7	1.9
Total		**377**	**100%**
Types of training provided by your hotel?	Job training	128	23.9
	Internship training	123	23.0
	Orientation or Induction Training	77	14.4
	Refresher training	76	14.2
	safety training	70	13.1
	promotional training	31	5.8
	remedial training (specific job skills)	30	5.6
Total		**407**	**100%**

Table4.3 Continued

Variables	Description	Frequency	Percentage
Training method used	lectures and conferences	185	49.7
	Job rotation	131	35.2
	Coaching	49	13.2
	Apprenticeship	7	1.9
Total		**372**	**100%**

The table above shows most of the hotels in Bhutan provides training once a year 47.8% followed by 25.2% once in every two years and half yearly 17.5% as reported by survey. As shown in the result 52% of the respondent were trained by hotel itself (training by hotel management), by Royal institute for tourism and hospitality 18.3% and by Yarab institute for hospitality management 14.1%. The top three types of trainings provided by the hotels are job training, internship training and orientation/induction training (with 23.9%, 23% and 14.4% respectively).As presented in the table 8 highest training method used is lectures and conferences followed by job rotation 49.7% and coaching 35.2% respectively.

4.4 Perception on current training programs

Table 4.4 Perception level on Trainee characteristics of hotel employees in Bhutan.

Trainee characteristics	Mean	S.D	Agreement level
I actively participated in training course	4.39	0.88	Strongly agree
I put 100% effort to learn from training	4.37	1.03	Strongly agree
I am very confident in my capability to receive this training	4.21	0.89	Strongly agree
This training helped me boost my self confidence	4.16	1.00	Moderately agree
I feel the training was a good opportunity to improve my ability	4.14	1.16	Moderately agree

Table 4.4 shows the result of the trainee's characteristics, out of five attributes the top three are "I actively participated in this training course", "I put 100% effort to learn from training" and "I am very confident in my capability to receive this training", (with mean 4.39,

4.37 and 4.21, and Std. Deviation 0.88, 1.03 and 0.89 respectively). This clearly shows that trainees are highly interested in taking part in trainings.

Table 4.5 Perception level on Work environment.

Work environment	Mean	S.D	Agreement level
Colleagues support the use of learning on the job	3.91	1.18	Moderately agree
My hotel management encourages to undertake training programs	3.84	1.07	Moderately agree
My hotel gives me suitable work and role	3.71	1.14	Moderately agree
I feel my hotel values the staff self-development and improvement	3.54	1.13	Moderately agree
My supervisor helps me to understand the objectives of training	3.45	1.27	Moderately agree
Supervisors provides opportunities to attend training programs	3.43	1.33	Moderately agree

The above table 4.5 shows the mean and SD perceptions of respondent for the work environment statements. Out of six statements, "Colleagues support the use of learning on the job" scored the highest (Mean=3.91, SD=1.18), followed by "My hotel management encourages to undertake training programs", (Mean=3.84, SD=1.07) and "I feel my hotel values the staff self-development and improvement", (Mean=3.71, SD=1.14).

Perception level on Training Effectiveness

Learning Performance

In terms of learning performance, the respondent rated "I have learned different methods to use in my work from this training course", (Mean=4.14, SD=1.05) the highest followed by "I have improved my skills and knowledge through this training program", (Mean=4.05, SD=0.93) and "Training helped me to further improve my current knowledge and skills through" (Mean=3.76, SD=1.07).

Table 4.6 Learning Performance

Learning Performance	Mean	S.D	Agreement level
I have learned different methods to use in my work from this training course	4.14	1.05	Moderately agree
I have improved my skills and knowledge through this training program.	4.05	0.93	Moderately agree
Training helped me to further improve my current knowledge and skills through.	3.76	1.07	Moderately agree
I learned to work with people as a team.	3.61	1.18	Moderately agree
I learned about management to help me work more efficiently	3.45	1.21	Moderately agree

Transfer Performance

Table 4.7 Transfer performance

Transfer Performance	Mean	S.D	Agreement level
I feel that I'm able to apply new skills and expertise in everyday job routine	4.03	0.93	Moderately agree
My work performance and quality of my work increased	3.96	0.92	Moderately agree
Training increased my participation in decision making	3.74	1.05	Moderately agree
I am using the new ways, skills and knowledge I obtained from training	3.67	0.98	Moderately agree

In terms of transfer performance, the respondent rated "I feel that I'm able to apply new skills and expertise in everyday job routine" (Mean=4.03, SD=0.98) the highest followed by "My work performance and quality of my work increased", (Mean=3.96, SD=0.92) and "Training increased my participation in decision making" (Mean=3.74, SD=1.05).

4.5 Importance and Perception of hotel employees on Training design of training Program.

Table 4.8 Importance level of hotel employees on the training design

Importance on the training design	Mean	S.D	Importance level
Training was helpful in improving job task achievement	4.26	0.92	Extremely important
The training included the most recent knowledge, information and skills on hotel industry	4.20	0.89	More important

Table 4.8 Continued

Importance on the training design	Mean	S.D	Importance level
I feel trainer has good qualification, experience and method of delivery	4.18	0.94	More important
The training was flexible enough to meet my needs.	4.16	0.92	More important
I get training frequently on job	4.11	1.05	More important
The training focused on relevant job skills	4.08	0.93	More important
I feel the training system was very good	4.06	0.94	More important
I feel trainer was friendly, helpful and resourceful person	3.99	0.85	More important

The table 4.8 Shows the result of importance on training design, according to the survey "Training was helpful in improving job task achievement", seemed to be the most important factor with (Mean=4.26, SD=0.92), second most important factor is "The training included the most recent knowledge, information and skills on hotel industry", with (Mean=4.20, 0.89) and in third is "I feel trainer has good qualification, experience and method of delivery", with (Mean=4.18, SD=0.94).

Table4.9 Perception on the training design

Perception on the training design	Mean	S.D	Satisfaction level
I feel trainer has good qualification, experience and method of delivery	3.60	0.96	Mildly satisfied
The training was flexible enough to meet my needs.	3.55	1.03	Mildly satisfied
The training included the most recent knowledge, information and skills on hotel industry	3.54	0.98	Mildly satisfied
Training was helpful in improving job task achievement	3.39	0.97	Satisfied
The training focused on relevant job skills	3.34	1.16	Satisfied
I feel trainer was friendly, helpful and resourceful person	3.34	0.97	Satisfied
I feel the training system was very good	3.30	1.08	Satisfied
I get training frequently on job	3.12	1.12	Satisfied

Table 4.9 shows the respondent's perception on the 8 statements of the training design. The respondents were most satisfied with the items "I feel trainer has good qualification,

experience and method of delivery", (Mean=3.60, SD=0.96), followed by "The training was flexible enough to meet my needs", (Mean=3.55, SD=1.03) and "The training included the most recent knowledge, information and skills on hotel industry", (Mean=3.54, SD=0.98). "I get training frequently on job", was the least satisfied item with (Mean=3.12, SD=1.12).

Table 4.10 Training Gaps between Importance and Perception on training design of training program.

Items	Perception (Mean)	Importance (Mean)	Gap
I feel trainer has good qualification, experience and method of delivery	3.60	4.18	-0.58
The training was flexible enough to meet my needs.	3.55	4.16	-0.61
I feel trainer was friendly, helpful and resourceful person	3.34	3.99	-0.65
The training included the most recent knowledge, information and skills on hotel industry	3.54	4.20	-0.66
The training focused on relevant job skills	3.34	4.08	-0.74
I feel the training system was very good	3.30	4.06	-0.76
Training was helpful in improving job task achievement	3.39	4.26	-0.87
I get training frequently on job	3.12	4.11	-0.99
Grand Mean of Perception and Importance	**3.40**	**4.13**	**-0.73**

The above table 4.10 shows the training gap between the perception and importance of training design on training programs from the hotel employees of Bhutan. The overall mean difference between perception and importance as shown above is -0.73, which indicates that the importance of the respondent were not satisfied. The training design was not able to deliver according to the importance level of hotel employees.

Figure 4.1 IPA Graph showing the Importance and Satisfaction on Training Design
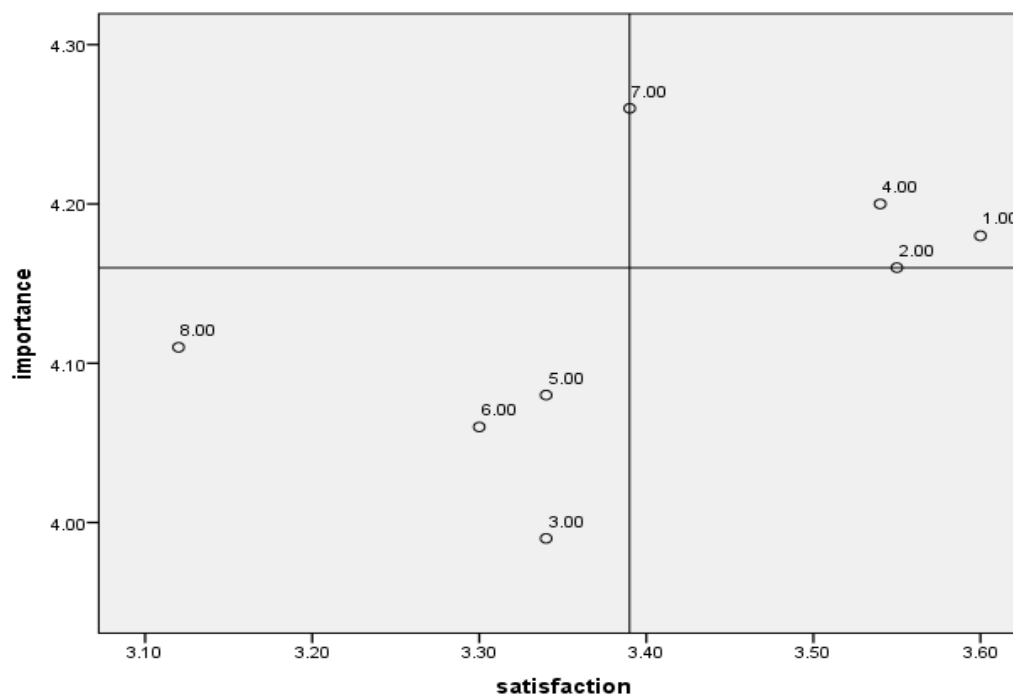
Table 4.11 Results of Items in IPA quadrants

Quadrant I	Quadrant II	Quadrant III	Quadrant IV
Concentrate here	Keep up the Good work	Low Priority	Possible Overkill
	(7)Training was helpful in improving job task achievement	(8) I get training frequently on job	
	(4) The training included the most recent knowledge, information and skills on hotel industry	(5) The training focused on relevant job skills	
	(1) I feel trainer has good qualification, experience and method of delivery	(6) I feel the training system was very good	
	(2) The training was flexible enough to meet my needs.	(3) I feel trainer was friendly, helpful and resourceful person	

The above table shows four items in keep up the good work quadrant, Training was helpful in improving job task achievement, training included the most recent knowledge, information and skills on hotel industry, and I feel trainer has good qualification, experience and method of delivery and flexibility of training. The four items that falls in the quadrant of low priority are I get training frequently on job, training focused on relevant job skills, I feel the training system was very good and I feel trainer was friendly, helpful and resourceful person.

4.6 Relationship between Training factors and Training effectiveness

Table4.12 Correlation between overall training factors with learning performance and transfer
performance.

	LP	TP	TC	WE	TD
LP	1				
TP	.796**	1			
TC	.634**	.521**	1		
WE	.651**	.589**	.525**	1	
TD	.417**	.383**	.310**	.398**	1

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

LP= Learning Performance, TP= Transfer performance, TC= Trainee characteristics

WE= Work environment, TD= Training design

To find out the relationship between training factors and training effectiveness correlation coefficient was conducted as presented in table 4.12. The results indicates positive relationship between overall training factors and overall training effectiveness (learning and transfer performance). The highest scores is between the transfer performance and learning performance, r=.796**, n=366, p>0.01. Among the training factors, work environment has highest correlation with learning performance and transfer performance, r=.651**, n=366 and r=.589** respectively, p>0.01.

Correlation between training effectiveness and variables of training factors.

Table 4.13 Correlation between training effectiveness (leaning and transfer performance) and

variables of training factors (trainee motivation, self-efficacy, training design,

trainer's characteristics, continuous learning culture and support).

	LP	TP	TM	SE	S	CLC	TC	TRC
LP	1							
TP	.796**	1						
TM	.592**	.491**	1					
SE	.629**	.509**	.822**	1				
S	.487**	.483**	.345**	.347**	1			
CLC	.635**	.530**	.542**	.483**	.482**	1		
TC	.443**	.417**	.279**	.308**	.258**	.434**	1	
TRC	.300**	.260**	.251**	.260**	.227**	.325**	.721**	1

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

LP=Learning performance, TP=Transfer performance, TM=Trainee motivation

SE=Self-efficacy, S=Support, CLC=Continuous learning culture,

TC=Training content, TRC=Trainer's characteristics.

The above correlation matrix is result of Pearson product-moment correlation coefficient conduct as shown in Table 4.13. The table shows positive correlation between the variables of training factor and training effectiveness. The variables from trainee characteristics, self-efficacy higher scores than trainee motivation, both in learning performance and transfer performance, r=.629**, n=366 and r=.509**, n=366 respectively, p<0.01. In the work environment dimension, continuous learning culture has higher learning performance and transfer performance score, r=.635**, n-366 and r=.530**, n=366 respectively, p<0.01. And finally in the case of training design, training content is highly correlated with both the learning performance and transfer performance, r=443**, n=366 and r=417*, n-366 respectively, p<0.01.

4.7 Multiple Regression between training factors and training effectiveness

Hypothesis testing on learning performance

H1: Trainee characteristics significantly influences learning performance.

H1-1: Trainee motivation significantly influences learning

performance

H1-2: Trainee self-efficacy significantly influences learning

performance.

H3: Training Design significantly influences learning performance.

H3-1: Training content significantly influences learning performance.

H3-2: Trainer's characteristics significantly influences learning

performance.

H4: Work Environment significantly influences learning performance

H4-1: Support from work environment significantly influences

learning   performance.

H4-2: Continuous learning culture significantly influences learning

performance.

Table4.14 Summary Output of multiple regression between learning performance and training

factors.

Hypothesis	Model	R	R Square	Adjusted R Square	Standardized Coefficients Beta	F	P-value
(LP on TC)	1	.629[a]	.395	.394	.233	237.912	.000
	2	.643[b]	.413	.410	.437	127.601	.000
(LP on TD)	1	.443[c]	.196	.194	.443	88.864	.000
(LP on WE)	1	.635[d]	.403	.401	.521	245.837	.000
	2	.668[e]	.446	.443	.235	145.912	.000

1.   Trainee Characteristics (TC)

a.   Predictors: (Constant), self-efficacy

Predictors: (Constant), self-efficacy, Trainee motivation

2.   Training Design (TD)

b.   Predictors: (Constant), Training content

3.   Work Environment (WE)

c.   Predictors: (Constant), continuous learning culture

d.   Predictors: (Constant), continuous learning culture, Support

4. Dependent Variable: learning performance (LP)

The table above shows the results of multiple regression conducted to predict learning performance from trainee motivation, trainee self-efficacy, training content, trainer's characteristics, supervisor's support and continuous learning culture. First multiple regression analysis was conducted to test if the trainee motivation and trainee self-efficacy significantly predicted respondents learning performance. The variables statistically significantly predicted learning performance, but model 2 of LP on TC was chosen due to its best goodness of fit, F (2, 363) = 127.601, p < .0005, R^2 = .413. Both variables significantly predicts the outcome, p < .05.

Similarly, second multiple regression was conducted to forecast learning performance from training content and trainer's characteristics. But the trainer's characteristics was removed in this model. The training content statistically significantly predicted learning performance, F (1, 364) = 88.864, p < .0005, R^2 = .196. Only one variable that is training content added statistically significantly to the prediction, p < .05.

To test if the continuous learning culture and support from supervisor and colleague significantly predicted participants' learning performance multiple regression analysis was conducted. The results of the regression indicated the two predictors explained 44.6% of the variance (R^2=.446, F (2, 364) =145.912, p<.01).

The above table shows the value of T-test, each predictor makes sense (p<0.05). Between the two factors of trainee characteristics, self-efficacy is the strong variable influencing the learning performance than trainee motivation (0.437>0.233). It shows positive relationship between learning performance and trainee characteristics (trainee motivation and self-efficacy) (B>0). In training design, training content has positive effect on the learning performance (0.443) while the trainer's characteristics was rejected. The continuous learning culture and support from supervisor and colleague in work environment dimension has positive effect on learning performance that is 0.521 and 0.235 respectively.

Hypothesis Testing on Transfer performance

H2: Trainee characteristics significantly influences transfer performance.

H2-1: Trainee motivation significantly influences transfer performance

H2-2: Trainee self-efficacy significantly influences transfer

performance

H5: Work Environment significantly influences transfer performance.

H5-1: Support from work environment significantly influences transfer performance.

H5-2: Continuous learning culture significantly influences transfer performance.

H6: Learning performance significantly influences transfer performance

Table 4.15 Summary Output of multiple regression of transfer performance with training factors and learning performance.

Hypothesis	Model	R	R Square	Adjusted R Square	Standardized Coefficients Beta	F	P-value
(TP on TC)	1	.509[a]	.259	.257	.326	127.554	.000
	2	.525[b]	.276	.272	.223	69.056	.000
(TP on WE)	1	.530[c]	.281	.279	.387	142.383	.000
	2	.590[d]	.349	.345	.296	97.122	.000
(TP on LP)	1	.769	.634	.633	.796	629.660	.000

1. Trainee Characteristics (TC)

  a. Predictors: (Constant), self-efficacy

  b. Predictors: (Constant), self-efficacy, Trainee motivation

2. Work Environment (WE)

  c. Predictors: (Constant), continuous learning culture

  d. Predictors: (Constant), continuous learning culture, Support

3. Learning Performance

  e. Predictors: (Constant), Learning performance

4.   Dependent Variable: Transfer performance (TP)

A multiple regression was conducted to predict transfer performance from trainee motivation and trainee self-efficacy. These variables of trainee characteristics significantly predicted learning performance, $F_{(2, 363)} = 69.056, p < .0005, R^2 = .276$. Both variables significantly influences the transfer performance, $p < .05$.

In the work environment (WE) dimension, multiple regression was executed to predict transfer performance with continuous learning culture and supervisor's support. And the

result of variables shows statistically significant to learning performance, $F (2, 363) = 97.122$, $p <$ .0005, $R^2 = .349$. Hence both variables added statistically significantly to the prediction, $p < .05$.

The multiple regression result shows statistically significant between transfer performance and learning performance, $F (1, 364) = 629.66$o, $p < .0005$, $R^2 = .634$. The variable significantly predicts the outcome, $p < .05$.

The value of T-test from multiple regression conducted on the transfer performance from trainee motivation, self-efficacy, continuous learning culture, support and learning performance. All the predictors show positive relationship to the transfer performance (p<0.05). Among all these variables, the learning performance (LP) has the highest effect on transfer performance, (i.e. B= 0.796). The two variables of trainee characteristics, which are self-efficacy (SE) and trainee motivation (TM) has positive influence on transfer performance. But the results show self-efficacy being more important than trainee motivation (0.326>0.223). While in the case of work environment, the continuous learning culture (CLC) has strong influence on transfer performance than support from supervisor and colleague (S) (0.387>0.296).

4.8 Comparisons of perceptions on effectiveness of the training programs between genders

Table 4.16 Comparison between genders on their perception level on learning performance

Items Gender		N	Mean	Std. Deviation	t-value
I have learned different methods to use in my work from this training course	Male	126	4.16	0.92	.233, p=.826
	Female	240	4.13	1.10	
I have improved my skills and knowledge through this training program.	Male	126	3.97	0.92	-1.282, p=.201
	Female	240	4.10	0.94	
I learned to work with people as a team.	Male	126	3.42	1.14	-2.331, p=.02*
	Female	240	3.71	1.18	
I learned about management to help me work more efficiently	Male	126	3.48	1.13	.382, p=.702
	Female	240	3.43	1.25	
Training helped me to further improve my current knowledge and skills through.	Male	126	3.67	1.06	-1.139, p=.256
	Female	240	3.81	1.07	

The comparison was made on five statements from learning performance using t-test analysis between male and female respondents. Table 4.16 shows result of t-test indicating no

significant differences in the score of four items among genders p>0.05. However, there is significant difference in one of the item, that is "I learned to work with people as a team", between male (Mean=3.42, SD =1.14) and female (Mean=3.71, SD= 1.18), (t (366) = -2.331, p < 0.05).

Table4.17 Comparison between genders on their perception level on transfer performance

Items Gender		N	Mean	Std. Deviation	t-value
I am using the new ways, skills and	Male	126	3.60	0.91	-.933, p=.351
knowledge I obtained from training	Female	240	3.70	1.02	
I feel that I'm able to apply new skills	Male	126	3.90	0.83	-1.871, p=.062
and expertise in everyday job routine	Female	240	4.10	0.97	
My work performance and quality of my	Male	126	3.89	0.79	-1.144, p=.253
work increased	Female	240	4.00	0.97	
Training increased my participation in	Male	126	3.61	0.98	-1.716, p=.087
decision making	Female	240	3.81	1.08	

The result of an independent-samples t-test was run to compare the perceptions level on transfer performance with four statements between male and female respondents. However the results exhibits no significant difference in the score between the female and male respondents (p<0.05).

4.9 Comparison of the employee's perceptions on training factors and effectiveness of training between 4-star and 3-star hotels

Table 4.18 Comparison of work environment between 4-star and 3-star hotels.

Items	Hotel Type	N	Mean	Std. Deviation	t-value
My hotel gives me suitable work and role	3 star	250	3.82	1.05	2.484, p=.014
	4 star	116	3.48	1.28	
I feel my hotel values the staff self-	3 star	250	3.68	1.02	3.263, p=.001
development and improvement	4 star	116	3.23	1.29	

Table 4.18 Continued

Items	Hotel Type	N	Mean	Std. Deviation	t-value
My hotel management encourages to undertake training programs	3 star	250	3.98	0.96	3.286, p=.001
	4 star	116	3.55	1.23	
Colleagues in my hotel supports to join training and use of skills from training in the work	3 star	250	3.99	1.10	1.772, p=.078
	4 star	116	3.74	1.33	
My supervisor helps me to understand the objectives of training	3 star	250	3.52	1.27	1.560, p=.120
	4 star	116	3.29	1.27	
Supervisors provides opportunities to attend training programs	3 star	250	3.53	1.32	2.098, p=.037
	4 star	116	3.22	1.34	

An independent-sample t-test was conducted to compare the work environment scores for 3 star and 4 star hotel employees. There was significant difference between 3 star and 4 star hotel employees in four items of work environment. That are "My hotel gives me suitable work and role", "I feel my hotel values the staff self-development and improvement", "My hotel management encourages to undertake training programs" and "Supervisors provides opportunities to attend training programs", (t (366) = -2.484, 3.263, 3.286 and 2.098 respectively, p < 0.05)

Table 4.19 Comparison of learning performance between 4 star and 3 star hotels.

Items	Hotel Type	N	Mean	Std. Deviation	t-value
I have learned different methods to use in my work from this training course	3 star	250	4.21	1.03	1.886, p=.060
	4 star	116	3.99	1.08	
I have improved my skills and knowledge through this training program.	3 star	250	4.19	0.84	3.877, p=.000
	4 star	116	3.76	1.06	
I learned to work with people as a team.	3 star	250	3.79	1.01	3.899, p=.000
	4 star	116	3.22	1.40	
I learned about management to help me work more efficiently	3 star	250	3.52	1.14	1.533, p=.127
	4 star	116	3.30	1.32	
Training helped me to further improve my current knowledge and skills through.	3 star	250	3.92	0.93	3.692, p=.000
	4 star	116	3.43	1.27	

Table 4.19 shows an independent-samples t-test conducted to compare perception level on learning performance with five statements between 3 star and 4 star hotel respondents. It was found that there was significant difference in three items between 3 star (mean=4.19(.84), mean=3.79(1.01), mean=3.92(.93)) and 4 star hotel respondents (mean=3.76(1.06), mean=3.22(1.40), mean=3.43(1.27)), (t (366) = 3.877, 3.899 and 3.692 respectively, p < 0.05). The items are "I have improved my skills and knowledge through this training program", "I learned to work with people as a team" and "Training helped me to further improve my current knowledge and skills through".

Table 4.20 Comparison of transfer performance between 4-star and 3-star hotels.

Items	Hotel Type	N	Mean	Std. Deviation	t-value
I am using the new ways, skills and knowledge I obtained from training	3 star	250	3.78	0.86	.2.759, p=.006
	4 star	116	3.44	1.17	
I feel that I'm able to apply new skills and expertise in everyday job routine	3 star	250	4.16	0.83	3.538, p=.001
	4 star	116	3.76	1.07	
	4 star	116	3.75	1.03	
My work performance and quality of my work increased	3 star	250	4.06	0.84	2.870, p=.005
Training increased my participation in decision making	3 star	250	3.88	0.93	3.571 p=.000
	4 star	116	3.43	1.21	

Table 4.20shows an independent-samples t-test conducted to compare transfer performance scores for 3 star and 4 star hotel employees. There was a significant difference in scores in all the items of transfer performance. The most difference is in this two items i.e. "I feel that I'm able to apply new skills and expertise in everyday job routine", (3 star=4.16(.83), 4 star=3.76(1.07)), t (366) =3.538 and "Training increased my participation in decision making", (3 star=3.88(.93), 4 star=3.43(1.21), t (366) =3.571 respectively, p<0.05.

Table 4.21 Comparison of training design between 4 star and 3 star hotels.

Items	Hotel Type	N	Mean	Std. Deviation	t-value
The training focused on relevant job skills	3 star	250	3.44	1.13	2.496, p=.013
	4 star	116	3.12	1.21	
I feel trainer has good qualification, experience and method of delivery	3 star	250	3.62	0.81	.545, p=.587
	4 star	116	3.55	1.23	
I feel trainer was friendly, helpful and resourceful person	3 star	250	3.26	0.84	-2.150, p=.033
	4 star	116	3.52	1.18	
The training included the most recent knowledge, information and skills on hotel industry	3 star	250	3.48	0.87	-1.403,p=.162
	4 star	116	3.66	1.17	
I feel the training system was very good	3 star	250	3.26	1.02	-1.051,p=.294
	4 star	116	3.40	1.21	
The training was flexible enough to meet my needs.	3 star	250	3.54	1.00	-.433p=.665
	4 star	116	3.59	1.10	
Training was helpful in improving job task achievement	3 star	250	3.35	0.88	-1.095,p=.275
	4 star	116	3.48	1.14	
I get training frequently on job	3 star	250	3.12	0.96	-.093,p=.926
	4 star	116	3.13	1.41	

The table above shows an independent t-test conducted to compare the training design scores between 3-star and 4-star hotel. There was a significant difference in scores for two items from training design for 3-star and 4-star hotel. "The training focused on relevant job skills", 3-star=3.44(1.13), 4-star=3.12(1.21), t (366) =-2.150 and "I feel trainer was friendly, helpful and resourceful person", 3 star=3.26(.84), 4 star=3.52(1.18), t (366) =2.496 respectively, p<0.05.

CHAPTER 5

CONCLUSION AND DISCUSSION

This study was conducted to measure the training effectiveness of current training programs of hotels in Bhutan. The two aspects of training effectiveness, learning performance and transfer performance was measured thorough the perception of current hotel employees of 3-star and 4-star hotels of Bhutan with following objectives;

I. Assess the training effectiveness of current training programs in the hotels of Bhutan.

II. Evaluate the gap of the training design of current training programs in hotels of Bhutan and,

III. To examine how training factors (trainee characteristics, training design and work environment) affect the Training effectiveness (learning and Transfer performance).

This chapter consists of the conclusions, discussion, recommendations and limitation and suggestions for the future. Almost all the recommendations are based on the findings of this study which is related to current training programs of hotels.

Additionally, the chapter also contains recommendations and suggestions for the hotel owners and hotel management.

5.1 Conclusion

This study used quantitative method to achieve the research objectives of the study. The methodology used in this research was developed from the past studies and theories. This study is particularly based on the two studies done on the training programs. Many studies adapted the model of the transfer process developed by T. BALDWIN, & FORD (1988) and further modified according to the research objectives. The questionnaires were distributed in two regions, Thimphu and Paro which included 3-star and 4-star hotels. The researcher took two months, May and June for the data collection due to the busy schedule of employees to fill up the questionnaires. The questionnaire were distributed in five department of hotels, food & beverage, Housekeeping, Administrative, Reservation and Front office. 366 questionnaires completed and valid were used for the data analysis to achieve the research objectives and SPSS version 21 was used for analyzing the data. The 5-point likert scale questionnaire was used

measure the perception of the hotels employees on the factors and effectiveness of current training programs of the hotels in Bhutan.

5.2 Summary of Key Findings

5.2.1 Current Training Information

According to the results 47.8% of the hotels in Bhutan provides training to its employees once in every two years. And majority of the respondents mentioned that they receive training from the hotel management that's is mostly done by hotel managers. The top three trainings provided in hotels are job training, internship training and orientation training. Lectures and conferences was the methods mostly used in training by hotels.

5.2.2 Socio-Demographic Characteristics

The result shows that hotel industry in Bhutan has the more female employees than male employees that is 65.5% and 34.4% respectively. It seems that hotel industry is female led industry. Housekeeping and f&b departments are where females are required more than male and these are the major part of the hotel in generating revenue. The highest numbers of respondent working in hotel industry are in range of 21-25 years in terms of age. Most of the hotel employees have their education level till high school or lower (76.2%). Many of these staffs are untrained and the hotels owners find easy and affordable to recruit them where as trained jobseekers ask for higher pay compared to them. The results shows majority of the employees in hotels are not from hospitality background. This mainly because of the working environment and salary of the employees in hotels of Bhutan. The work load in hotel industry is so heavy compared to the salary they receives. So many hospitality graduates decides to work either in 5-star hotel or outside the countries, like India and Thailand.

Out of 366 respondents, the result shows that most of the respondent works in 3-star hotel (68.3%). The majority of the respondents are from the food and beverage department (36.3%) and 88.3% of the respondents has 1-2 years of experience in their current job. Most of the hotel employees receives monthly income less than Nu. 15,000 (US $ 238).

5.2.3 Perception on Current training Programs

Out of five statements from trainee's characteristics, most of the respondents rated "I actively participated in this training course" the highest. In terms of the work environment, from the six statements, "colleagues support the use of learning on the job" scored

the highest. "I developed the skills and knowledge expected from this training" has the maximum respondents responded to this statements from five statements in learning performance. In the case of transfer performance, the highest mean score was scored by "I feel that I am able to apply new skills and expertise in my daily work" out of four statements.

In the case of training design, eight statements with 5-point likert scale was rated by the respondents on how important they feel about each statements and how much were they satisfied with these statements, based on importance level and perceptions level. In the importance level of training design "training was helpful in improving job task achievement" was rated as the most important. However, in case of the perception level of training design respondent was mostly satisfied with the "I feel trainer has good qualification, experience and method of delivery". The gap between the importance and perception level in the training design is -.73 according the results.

5.2.4 Relationship between training factors and training effectiveness.

The relationship among trainee characteristics, work environment, training design, learning performance and transfer performance. Transfer performance and learning performance has the highest score with strong relationship between each other. The three factors of training factors further sub-divided in two more factors trainee characteristics (trainee motivation and self-efficacy), work environment (support and continuous learning culture) and training design (training content and trainer's characteristics). These six factors was tested its relationship with two aspects of training effectiveness, learning and transfer performance using correlation coefficient. Continuous learning culture from work environment factor has the strongest relationship with learning performance and transfer performance among the six factors.

The result of multiple regression shows that the factors of the training factors significantly predicted the learning performance. Learning performance on the trainee characteristics has the best goodness of fit. In the case of learning performance from training content and trainer's characteristics. The training content significantly predicted the learning performance but however the trainer's characteristics was removed in this model. Both factors of work environment, continuous learning culture and support significantly predicted the learning performance. The results of the multiple regression between the six sub-factors of training factors

trainee motivation, self-efficacy, training content, continuous learning culture and support shows continuous learning culture has high effect on learning performance with 0.521.

The multiple regression of transfer performance with training factors and learning performance results shows learning performance is highest predictor of the transfer performance.

5.2.5 Comparison of perceptions on effectiveness of the training programs between genders

There was statistical significant difference between female and male comparing on the learning performance. From the five statements of learning performance, "I learned to work with people as a team" showed differences, male seems to agree more than female. In the case of the transfer performance, it is observed that there is no statistical difference between female and male respondents.

5.2.6 Comparison of the employee's perceptions on training factors and effectiveness of the training between 4-star and 3-star hotels

When comparing the work environment between 3-star and 4-satr hotels, there was a significant difference. The result showed difference in four statements out of six from the work environment, 3-star seems to agree to these statements more than 4-star hotels. There was significant difference between 3-star and 4-star hotels for the learning performance. The differences were observed in three items of the learning performance, are "I developed the skills and knowledge expected from this training", "I learned to work with people as a team" and "I identified ways to build on my current knowledge and skills".

There was a statistical significant difference in transfer performance between 3-star and 4-star hotels employees. According to the result all items from transfer performances showed difference between the hotel employees of 3-star and 4-star hotels. 3-star hotel employees agrees to have higher transfer performance than 4-star hotel employees. The result showed difference in two items of training design between 3-star and 4-star hotel employees, i.e., "The training focused on relevant job skills" and "I feel trainer was friendly, helpful and resourceful person".

5.3 Discussion

5.3.1 Current Training information

Objective 1: Assess the current training programs in the hotels of Bhutan.

The most of hotels in Bhutan provides training to their employees once a year as per the survey questionnaire. Most of the 3-star hotels owners think that to invest in employee training is waste of money and time. Hotels owners hardly give any training to its employees which results in poor service quality for customer. And by cutting the training program cost they focus only on profit maximization but however in long run it will hamper their business. The second reason is due to the lack of time for training program. The regional tourists from India and Bangladesh visits Bhutan throughout the year, all most all the regional tourist stays in 3-star and 4-star hotels. Where as in case of 5-star hotels in off-season they have less customer compared to 3-star and 4-star hotels. They give the necessary training in this two low season. Only the tariff tourist stays in most of the 5-star hotels and resort. The hotel owners and management fears employee retention, after training its employees and with some year experience in hotel industry might look for new hotels to work.

Most of the hotel employees responded that training provided to them was by hotel management itself. The hotel owner and management practices this kind of training to save their budget through cost cutting. Many 3-star hotels in Bhutan is small and medium size business run among family. And many of these hotels have less number of staffs and to conduct training it would cost the hotel huge amount of resources. Also the employees find very difficult to attend training as they don't have other employees to work in their place. To hire a trainer, firstly they have to allocate certain budget for training and pay the fees of the trainer. Although some hotels hire professional trainer to train their employees knowing that this will help improve employee performance and hotel business in long run.

Job training is practiced in most of the hotels in Bhutan as the training provider in most of the hotels are hotel management itself. Due lack of time and budget job training is best method to train employees. Internship training is also practiced in lots of hotels, the students who do internship in particular hotel continues to work there. This is the reason for lots of employees responded to internship training as the hotel doesn't have to train them again like new staffs. Only few hotels provide job specific skills, the reason may be difficult to find trainer in that particular skills and time management for hotel employees.

Training method used is lectures and conferences in training program of the hotels. It is most convenient method of training using the help of information technology and

employees from every department can. Furthermore, Small hotels and organizations doesn't focus much on activities that can improve their business like training and development. In addition Johnson (2002), Patton and Marlow (2002), states small organizations reasonably neglects the idea of emphasis on training activities due to fear of high rate of employee turnover so they feel it's a waste of time and money. After giving training to its employees, employee retention is one of the problem face by Bhutanese hotels.

5.3.2 Importance and Perception of hotel employees on training design of training Program.

Objective 2: Evaluate the gap of the training design of current training programs in hotels of Bhutan.

Training should be helpful in improving job task achievement was rated as very important item in importance of training design. As the main objective of training is to improve the skills and knowledge of employees to enhance their performance. However the employees were not satisfied with the actual training delivered, it showed gap of -0.87 between the importance and perception. Most of the staffs recruited in hotels are untrained so they feel training will help them in their job if this training aimed at improving job task achievement.

Hotel employees also feels that the training should include the most recent knowledge, information and skills on hotel industry. In this modern era, technology is developing so fast and most of work in hotels are done using advanced technology, like booking, payment etc... And the most of hotel staffs studied only till high school so they feel need to learn about these recent information technology and skill on hotel industry so they can work smoothly in hotel.

The qualities of trainer, qualification, experience and method of delivery is the third most important item in training design as per the respondents. It is very important to have a good trainer who can interact, have good communications skills and ability to make the trainee understand and learn what is being taught. If the trainer has all these qualities it is easy for the trainee to understand and catch up in the training period and help in retention.

While in case of perceptions of training design, the hotel employees was most satisfied with, "I feel trainer, experience and method of delivery". As most of the hotels are trained by either hotel manager or hotel management so this maybe the reason they are highly satisfied with the trainer. The respondents seems least satisfied with the frequency of the training

they receive on their job. As mentioned earlier most of hotels in Bhutan provides training only once per year. The result also shows that the employees are not satisfied with the training system of the hotels. Some of the employees has mentioned in suggestion that the hotel needs to hire professional trainers to train the staffs.

The above table shows four items in keep up the good work quadrant, Training was helpful in improving job task achievement, training included the most recent knowledge, information and skills on hotel industry, I feel trainer has good qualification, experience and method of delivery and training was flexible enough to meet my needs. The four items that falls in the quadrant of low priority are I get training frequently on job, training focused on relevant job skills, I feel the training system was very good and I feel trainer was friendly, helpful and resourceful person.

Finally when comparing the Importance and perceptions on the training design, the result shows that none of items could be satisfied according to the level of importance the employees rated. It shows gaps in all the items of training design remains unfulfilled. The highest gap is scored on getting the frequency of training as most of hotels only provide training once a year while employees feel they should receive training more frequently. Many 3-star hotels are run by family business so they don't much invest in training rather focus on making profit only. Therefore the overall importance of training design remains unsatisfied with -0.73.

5.3.3 Relationship between training factors and training effectiveness.

Objective 3: To examine how training factors affect the training effectiveness.

The research findings showed positive relationship between training factors and training effectiveness. As mentioned in many past studies this study also proved that all the variables significantly relate with each other. From the three main factors of training, work environment has the strongest relationship with the training effectiveness as per the results.

Trainee characteristics

Trainee characteristics showed a positive relationship with the training effectiveness as expected as mentioned in the theory developed by the T. Baldwin & Ford (1988), a model of the transfer of process. Many studies support this idea of trainee characteristics being one the factors affecting training effectiveness of training program as this study does. Trainee motivation and self-efficacy of trainee are the two major characteristics of trainee discussed in

this study. When compared to each other self- efficacy has the higher positive uphill relationship with learning performance and transfer performance than trainee motivation.

Frist hypothesis, Trainee motivation significantly influences the learning performance and transfer performance according to the finding in this study. Trainee's motivation is very important variable learning performance and transfer performance as showed in the results. Most of the employees strongly agrees that they actively participated in training and gave 100% effort to learn as much as possible in training. As per the result more than the half of hotels provide training once a year so employees utilize this opportunity to learn as much as possible since most of them aren't trained professionally before they joined the work. One of the main reason is training is very important for learning new skills, improving your skills further and gets new knowledge on your current job. The findings support the study done by Lim, H., Lee, S., & Nam, K's (2007), higher the trainee motivation, the better the learning performance and transfer performance. When the trainees are entirely motivated in receiving training, they are willing to participate fully and learn as much as possible which leads to achievement of goals of training programs (Punia and Saurabh, 2013). Training motivation is relatively significant factor influencing the training effectiveness (Hyochang et al., 2006; Punia and Kant, 2013; Hamid et al., 2012; Homklin et al., 2013), this study supports too.

Second hypothesis, trainee self-efficacy significantly influences learning performance and transfer performance. Self-efficacy of trainee is relatively important variable in training effectiveness according to the finding in this study. In order to receive training the employees should have positive attitude and self-efficacy towards training to have positive affect to training effectiveness. Bhutanese hotel employees believe in their ability to receive the training and are confident that the training will help increase their self-esteem and confidence. As most of them have are working and they feel this training could further help them in building their career which leads to have a positive attitudes towards the training provided. The items from the self-efficacy, I feel confident in my ability to receive training was perceived higher than others. After working in hotel industry and learning the job makes them confident for the training. Hence the self-efficacy of trainee influences the learning performance and transfer performance of training according to Compeau and Higgins (1995), Lee, Choi and Lee (2004) and Lim, H., Lee, S., & Nam, K's (2007), which is supported by this study.

Training Design

Results indicates only the training content of training design factor has significant influence in the learning performance of training effectiveness from the perception of the Bhutanese hotel employees. Training design was assessed by training objectives, relevant to job, frequency of training, improving job task, training system, training methods, flexibility of training and trainer's qualities. Although these items received moderate degree of response in satisfaction level but result showed influencing the learning performance of a trainee. In the past research, numerous training design variables were found to influence the training effectiveness, between learning and job-setting. This study supports that training content has positive effect on the learning performance and achievement of the skills (Hyochang et al., 2006; Vasiliki, 2012). The training should be helpful in improving task has high degree of response on importance level but moderate level of satisfaction. As mentioned by the respondents on comment section, most of the trainings provided in hotels are not focused on the relevant job skills. Although the content of the training could not satisfy the expectations of employees but it has significant influence in learning performance. Iqbal (2010) found that training methods, trainer qualities, training management and training environment have high influence on response to training and learning. However, the results of this study disagrees that trainer's qualities have influence in the learning performance of trainee. The result may be due to the practice of training by hotel management itself or by hotel manager, the trainees doesn't see them as a professional trainer. So this may be the reason for trainer's characteristics not influencing the learning performance. If they hire a professional trainer from the hospitality institute with lots of experiences and good training resources than it could have positive affect on learning performance. The results of hypothesis that trainer significantly predicted the learning performance of trainee has been supported by Baldwin & Ford (1988), Lance et al., (2002) and Tracey et al., (1995) but however this paper doesn't support. So it seems that there exists some literature gap regarding the specific trainer factors that influence the learning performance.

Work Environment

Study results showed that receiving support from colleagues on the use of learning on the job has received high response, which indicates that support from colleagues play significant role in transfer performance. The support from supervisor to attend training and

discussing about training objectives influences the trainee to have higher degree of learning as per the results. Tun-chun (2001) found that there is a strong relationship between support from work environment and training effectiveness which also supported by this study. In the study done by Birdi and Kamal (2005) and Hyochang et al., (2006) they found support from supervisor significantly relates to transfer performance, but supports from colleagues in work environment increases the learning performance (Xinyuan et al., 2004).

Items related to continuous learning culture like encouragement from hotel to undertake training, providing appropriate job and valuing its employee's worth has received moderate response from hotel employees. Encouragement from hotel to join the training programs and valuing the self-development and progressive innovation strongly influences the learning performance and providing appropriate job helps trainee in transferring the learning on the job. Continuous learning culture has significant influences on training effectiveness and this study more highlighted on the positive influence.

The variables of work environment, continuous learning culture and support significantly influences the learning performance and transfer performance according to the results of this study which was found in the past studies done by Baldwin and Ford (1988), mentioned that support from supervisor influences the learning performance. However,Lim, H., Lee, S., & Nam, K's (2007) found that support and continuous learning culture doesn't have effect on learning performance, but they affect the transfer performance in the study done on online training. It is also mentioned that sustaining continuous learning culture doesn't have much important with transfer performance, nonetheless relatively significant with learning. Another study of online training it was found that consistent learning environment and support from supervisors only influences the learning performance, but not transfer performance (Hyochang et al., 2006). Nurhazani and Issam (2012) states that employee appraisal system and support from colleagues and management leads to significant impact on the training effectiveness. In many past researches it was found that organizational environment significantly influences the training effectiveness as found in this study too.

Table 5.1 Summary of the hypothesis test results

Item	Hypothesis	Results
H1	H1-1 Trainee motivation significantly influences learning performance.	Accepted
	H1-2 Trainee self-efficacy significantly influences learning performance.	Accepted
H2	H2-1 Trainee motivation significantly influences transfer performance.	Accepted
	H2-2 Trainee self-efficacy significantly influences transfer performance.	Accepted
H3	H3-1 Training content significantly influences learning performance.	Accepted
	H3-2 Trainer's characteristics significantly influences learning performance.	Rejected
H4	H4-1 Support from work environment significantly influences learning performance.	Accepted
	H4-2 Continuous learning culture significantly influences learning performance.	Accepted
H5	H5-1 Support from work environment significantly influences transfer performance.	Accepted
	H5-2 Continuous learning culture significantly influences transfer performance.	Accepted
H6	Learning performance significantly influences transfer performance	Accepted

5.3.4 Comparison of perceptions on effectiveness of training programs between genders

There is a significant difference between male and female in the item I learned to work with people as team. Female respondent tends to agree more to work with people as team than male, maybe because many higher position in Bhutanese hotel industry is male dominated. And they need to work with many responsibilities and nature of their job is busy which makes them difficult to interact with people whereas female tend to work mostly as a team due to nature of the job. Although the hotel industry in Bhutan is female dominated but most of them are working in lower position such as housekeeping, room attendant and food and beverage attendant so they have good opportunity to interact with each other to work as a team. Both the genders strongly agrees that they learned new techniques from the training program. There isn't much difference in the item I learned to plan and manage my work more efficiently. However when it comes to identifying ways to build on current knowledge and skills female tends to have higher response than male. But in overall female respondents tends to have higher learning performance compared to the male maybe because as mentioned earlier hotel industry in Bhutan has higher number of female employees.

There is no statistically significant difference between genders in the transfer performance of training. Both genders feel that they are able to apply new skills and expertise in their daily work after training since they agreed with higher response compared to other items in transfer performance. The results also shows that female tends agree more than male respondents as most of respondents are female. However both female and male agrees that training helps them improve their work performance.

5.3.5 Comparisons of employee's perceptions on the training factors and effectiveness of training between 4-star and 3-star hotels.

The results showed significant difference in work environment between 3-star and 4-star hotels. Hotel employees of 3-star agrees that its hotels provides with an appropriate job and role compared to 4-star hotel employees. This may be due to many responsibilities 4-star hotel employees carry, as 4-star hotels are bigger than 3-stars hotels. Shortage of skilled employees in 4-star hotels lead to multitasking of employees to work in many areas. With small number of employees in 3-star hotels and small management system, staffs feels more valued by management for self-development and progressive innovation. The 3-star hotels with small number of employees maintains well organized management system. Most of the 4-star hotels are opened a year ago so management system takes time get full organized with the environment. However both the hotels agrees that their colleagues support the use of learning on the job which is very important for the transfer of training.

The result showed significant difference in three items of learning performance comparing between 3-star and 4-star hotels. The difference was found in development of skills and knowledge, to work with people as a team and to build up current knowledge and skills. Hotel employees of 3-star has higher learning performance than 4-star hotel employees. In the case on transfer performance, the result shows significant difference in all items between 3-star and 4-star hotels. It was found in earlier result that work environment is better in 3-star than 4-star hotels. So this may be the reason 3-star hotels have higher response in learning performance and transfer performance. There is significant difference only in two items of the training design between 3-star and 4-star hotels.

5.4 Recommendations

Based on the study results, following recommendations are made by researcher:

Training

The result showed that majority of the hotels provide training once a year. The hotel owner or management should provide training half-yearly as suggested by the respondents in questionnaire. Hotel employees are highly motivated to receive the training so if training is provided frequently it will benefit both hotel and employee itself. This will also help employees in retention of learning from past training and in transfer or applying on the job. Most important it will make the employee well organized and prepared to do their duty in serving the guest.

Support

Hotels should encourage their staffs to be more confident in their ability to learn new things and be able to apply the new knowledge and skills in their work. By showing trainees that the staffs who undertook the training have productively enhanced their work performance hence further motivating the trainees to gain new knowledge and skills expected from the training and to have positive attitudes towards training making them realize how to conceptualize that training can be put to practical work rather than just a theory. It is essential for the hotels to create conducive environment to upkeep learning and most importantly transfer of training by new trainees. The results indicates the impact of support and employee's relationship with supervisor and colleagues in achievement of training effectiveness. Hotel management have to support the learning with employees making them participate more in defining training initiatives.

Training Design

The results indicates that the hotel employees were not satisfied with the training content of the training design according to their importance level. Hotels should focus on the needs of training according to employee's job, using relevant activities and exercises which is applicable on-the-job learning. The using of right method of training is very important in learning process of training and balance work load which affects ultimately in transfer of training. Designing training program is the most critical part of any training in organizations. While designing training several factors should be considered for effective program, work load of employees, timing, communication and direction, post training assessment, training resources, very relevant to the real work, selection of right candidate and good knowledge on training

design. As suggested by employees the hotel management should hire professional trainer with good communication skills, able to create good learning environment, transfer the knowledge to trainees and help trainees to apply training in real time. Training design should focus on all the training needs rather than giving same training to all employees regardless of their departments as mentioned by the Bhutanese hotel employees. Hence forth the hotel should focus more on the training on the core technical applications more related to work.

Training Assessment

After training hotels should carry out follow-up assessment to make sure, retention of the training content over certain period of time. The supervisor have to manage the time for employees to join the training and create suitable situation to use what the employees learned, and give necessary comment and suggestion for further improvement of training application. Most importantly hotel management should ask the feedback from its trainee regarding the current training for improving future training. It is important to assess the training through right method to find the exact training need precisely and resource the accurate content using suitable methodology in proper environment. It is the duty of hotel management to ensure that the training goes well in a favorable environment with the right trainer to implement the training.

Hotel and Restaurant Association of Bhutan (HRAB) should inspect the 3-stars and 4-star hotels frequently to make sure the customer service meets the standard quality of the hotel stars. They need to investigate on how often hotels provide trainings and what kind of training are provided. Few studies done on the hotel industry of Bhutan mentioned the poor quality of customer services like guest greeting, communicating with the guest and guest serving. This is due lack of training and untrained employees needs to get trained to be able to match up the service quality of3-star and 4-satr hotels.

Employee Welfare and Recognition

According to the suggestions and comments made by the respondents, most of them are not satisfied with salary they receive according to the work load they have. The hotel management should look into this matter and revise the salary, making necessary increments according to the economic situation of the country. There should be payment for over-time work the employees carry. The hotels should provide maternity leave of 3 months for female

employees with the basic pay according to the Bhutanese government but however this practices are not applied in hotel industry. Performance appraisal systems related to monetary rewards has found to be very effective in many past studies so this could apply to Bhutanese hotels too. This could further motivate employees to attend training and perform better in their daily work. The employees who are interested in taking challenging task should be recognized and appreciated by the management which encourages other employees to work hard and it also helps to develop continuous learning culture.

5.5 Limitations

Although a few researches done in past touched some part of trainings but this is first research which is fully concentrated on the training programs of hotels in Bhutan. The study only focused on the two regions of the country which limits the generalization. Large part of the questionnaire was distributed to hotels in Thimphu. The sampling group was drawn from five departments which leads to the question some of respondent's answers that needs further explanation. The researcher collected the data during the month of May, which is high tourist season in Bhutan so employees might not have enough time to think critically before answering. Open ended questions about trainings should be provided so the employees can explain more. Majority of the respondents was from 3-star hotels so the findings may not be fully related to 4-star hotels. Finally, validity of the study depends on respondent's honest answer to the questionnaire.

5.6 Future Researches

The findings of this study suggested following directions for future research;

1. Firstly the future study should cover the center region and eastern region of the country for better representations of the country.

2. Future researcher can use combination of qualitative and quantitative method, conduct more number of qualitative interviews with training staffs to get better results in hotel industry.

3. As the finding showed significant difference in training factors and training effectiveness between 3-star and 4-star hotels. So there should be study carried out on training with equal number of respondents from 3-star and 4-star hotels while comparing for reliable output.

4. Another future research can compare the training programs and training effectiveness, among 3-star, 4-star and 5-star hotels. The result can be utilized by 3-star and 4-star hotels to improve their training system from 5-stars hotels.

5. The findings from this study can guide future researcher to further explore on one of the training factors trainee characteristics, training design and work environment in Bhutanese hotel industry.

Bibliography

Accommodation (2016), Bhutan Retrieved Novemeber ,24 2016 from http://www.tourism.
gov.bt/plan/accommodation

Altarawneh, I., & Al-Kilani, M. H. (2010). Human resource management and turnover intention
in the Jordanian hotel sector. *Research and Practice in Human Resource Management*,
18, 46-59.

B. Bills, D. & Hodson, R. (2007). Worker training: A review, critique, and extension.
Research in Social Stratification and Mobility, 25 (2007) 258–272.

Bahadori. M., Mousavi. M.S., Sadeghifar. J. & Haghi. M. (2013). Reliability and Performance
of SERVQUAL Survey in Evaluating Quality of Medical Education services.
International Journal of Hospital Research, 2(1), 39-44.

Bhutan Tourism Monitor. (2016). *Annual report: Bhutan Tourism Monitor 2015.* Thimphu :
Tourism Council of Bhutan

Bhutan Tourism Monitor. (2017). *Annual report: Bhutan Tourism Monitor 2016.* Thimphu :
Tourism Council of Bhutan

Blume, B., Ford, J., Baldwin, T., & Huang, J. (2010). Transfer of training: A met analytic view.
Journal of Management, 36(4), 1065–1105.

Burke, L., & Hutchins, H. (2007). Training Transfer: An Integrative Literature Review. *Human
Resource Development Review,* 6(3), 263-296.

Butcher, K., Sparks, B., & McColl-Kennedy, J. (2009). Predictors of customer service training in
hospitality firms. *International Journal of Hospitality Management*, 28(3), 389-396.

Dem, D. and Chaisawat, M. (2007). Marketing strategies to Develop value-Added Product and
Services for Hotels in Bhutan. *A Thesis Submitted inPartial Fulfillment of the
Requirements for the Master of Business Administration in Hospitality and Tourism
Management (International Program) Prince of Songkla University.* Phuket : Prince of
Songkal University

Dhar, R. (2015). Service quality and the training of employees: The mediating role of
organizational commitment. *Tourism Management*, 46, 419-430.

Farjad, S. (2012). The Evaluation Effectiveness of Training Courses in University by Kirkpatrick
Model (Case Study: Islamshahr University). Procedia - *Social and Behavioral*

Sciences, 46, 2837-2841.

Hanaysha, J. (2016). Examining the Effects of Employee Empowerment, Teamwork, and
Employee Training on Organizational Commitment. Procedia - *Social and Behavioral Sciences*, 229, 298-306.

Harris, K. & Cannon, D. (1995). Opinions of training methods used in the hospitality industry: A call for review. *International Journal of Hospitality Management*, 14(1), 79-96.

Horng, J. & Lin, L. (2013). Training needs assessment in a hotel using 360 degree feedback to develop competency-based training programs. *Journal of Hospitality and Tourism Management*, 20, 61-67.

Hutchins, M. H. 2009. In the Trainer's Voice: A Study of Training Transfer Practice 22, 69-74.

Ioanna, S. & Maria, K. (2013). Information Transfer through Training in Franchising Enterprises. Procedia - Social and Behavioral Sciences, 73, 625-633.

Lai, I., & Hitchcock, M. (2016). A comparison of service quality attributes for stand-alone and resort-based luxury hotels in Macau: 3-Dimensional importance-performance analysis. *Tourism Management*, 55, 139-159.

Lai, I., & Hitchcock, M. (2015). Importance–performance analysis in tourism: A framework for researchers. *Tourism Management*, *48*, 242-267.

Levenburg, N. M., & Magal, S. R. (2005.) Applying importance-performance analysis to evaluate e-business strategies among small firms. *e-Service Journal, 3*(3), 29–48.

Lim, H., Lee, S., & Nam, K. (2007). Validating E-learning factors affecting training effectiveness. *International Journal of Information Management*, 27(1), 22-35.

Ma, C., & Chang, H. (2013). Training Transfer in the Taiwanese Hotel Industry: Factors and Outcomes. Social Behavior and Personality: *An International Journal*, 41(5), 761-776.

Martínez-Ros, E. & Orfila-Sintes, F. (2012). Training plans, manager's characteristics and innovation in the accommodation industry. *International Journal of   Hospitality Management,* 31(3), 686-694.

McDermott, H., Haslam, C., Clemes, S., Williams, C., & Haslam, R. (2012). Investigation of manual handling training practices in organizations and beliefs regarding effectiveness. *International Journal of Industrial Ergonomics*, 42(2), 206-211.

Medina, L., Acosta-Pérez, E., Velez, C., Martínez, G., Rivera, M., Sardiñas, L., & Pattatucci, A.

(2015). Training and capacity building evaluation: Maximizing resources and results with Success Case Method. *Evaluation and Program Planning,* 52, 126-132.

Nazli, N., Sipon, S., Zumrah, A., & Abdullah, S. (2015). The Factors that Influence the Transfer of Training in Disaster Preparedness Training: A Review. *Procedia - Social And Behavioral Sciences,* 192, 54-58.

Nazli, N., Sipon, S., Zumrah, A., & Abdullah, S. (2015). The Factors that Influence the Transfer of Training in Disaster Preparedness Training: A Review. *Procedia - Social And Behavioral Sciences,* 192, 54-58.

Nischithaa, P., & Narasimha Rao, M. (2014). THE IMPORTANCE OF TRAINING AND DEVELOPMENT PROGRAMMES IN HOTEL INDUSTRY. *International Journal Of Business And Administration Research Review*, l1(5), 50- 56.

Noorizan, M., Afzan, N., Norfazlina G., A., & Akma, A. (2016). The Moderating Effects of Motivation on Work Environment and Training Transfer: A Preliminary Analysis. *Procedia Economics And Finance,* 37, 158-163.

Norbu, K., & Chaisawat, M. (2011). Guidelines for Standardization and Classification of Hotels in Bhutan. *Journal of Tourism, Hospitality & Culinary Arts*, 3(2), 31-44.

Osman, S., Shariff, S., & Lajin, M. (2016). Does Innovation Contribute to Employee Performance? Procedia - Social and Behavioral Sciences, 219, 571-579.

Pozas, O. & Jauregui, K. (2012). A snapshot of training practices in Peru. Estudios Gerenciales, 28(124), 67-85.

Pratten, J. & Curtis, S. (2002). Attitudes towards training in UK licensed retail: an exploratory case study. *International Journal of Hospitality Management*, 21(4), 393-403.

Punia, B. K., & Asurabk, K. (2013). A review of factors affecting training effectiveness vis-à-vis managerial implications and future research direction. *International journal of advanced research in management and social sciences,* 2(1), 151-164

Remotelands. (2016). Six Senses Bhutan. Retrieved November 24, 2016 from http://www. remotelands.com/preferhotel/150923001_Six-Senses-Bhutan

Scott, L. (2010). A Study on the Relationship between Ability, Motivational, Work Environmental Influences and the Degree of the Transfer of Learning of New Trainers. Retrieved November 24, 2016 https://www.sciencedirect.com/science/article/pii/

S2212567 116301071

Sever, I. (2015). Importance-performance analysis: A valid management tool? *Tourism Management*, *48*, 43-53.

Sezer, C. (2009). An analysis on relations between implementation of training activities and HRM organization in service businesses: A sample in hotels. *Procedia - Social and Behavioral Sciences,* 1(1), 2385-2389.

Sitzmann, T., & Weinhardt, J. (2017). Approaching evaluation from a multilevel perspective: A comprehensive analysis of the indicators of training effectiveness. *Human Resource Management Review.* Retrieved November 24, 2016 from https://www.sciencedirect. com/science/article/pii/S1053482217300268?via%3Dihub

T. Baldwin, T., & Ford, J. (1988). Transfer of Training: a Review and Directions for Future research. *Personnel psychology,* (41).

Tourism Council of Bhutan. (2015). *Bhutan Tourism Monitor Annual Report.* Thimphu: Bhutan: Tourism Council of Bhutan

Tziner, A., Fisher, M., Senior, T., & Weisberg, J. (2007). Effects of Trainee Characteristics on Training Effectiveness. *International Journal Of Selection And Assessment*, 15(2), 167-174.

Úbeda-García, M., Claver Cortés, E., Marco-Lajara, B., & Zaragoza-Sáez, P. (2014). Strategy, training and performance fit. *International Journal of Hospitality Management,* 42, 100-116

Waris, A. (2015). Effect of Training, Competence and Discipline on Employee Performance in Company (Case Study in PT. Asuransi Bangun Askrida). *Procedia - Social and Behavioral Sciences,* 211, 1240-1251. Retrieved November 24, 2016 from https://ac.els- cdn.com/S1877042815055056/1-s2.0-S1877042815055056- main.pdf?_ tid=d8cce101-a563- 4644-beb3-271f0933343a&acdnat=1525071305_8ea065 bea4fe9946ed7c7052a6c32c6d

Wen, M., & Lin, D. (2014). How supportive Transfer Climate Affects Individual's Motivation to Training Transfer. *International Journal Of Learning And Development*, 4(1), 83.

Wen, M., & Lin, D. (2014). How supportive Transfer Climate Affects Individual's Motivation to Training Transfer. *International Journal Of Learning And Development,* 4(1), 83.

Yang, J.-T. (2008). Effect of newcomer socialization on organizational commitment, job

satisfaction,and turnover intention in the hotel industry. *The Service Industries Journal,*

28, 429-443.

Zangmo, M., Liampreecha, W., & Chemsripong, S. (2014). The Influence of Passenger

Perceived Service Quality on Passenger Satisfaction and Loyalty: Case of Druk Air

Royal Bhutan Airlines. *International Journal of Arts & Humanity Science,* 1(2), 66-74

Appendix

Appendix A: Questionnaire

Assessment of Current Training Program and its effectiveness in hotels of Bhutan

Research Questionnaire

Dear Respondents,

      I am an MBA student in Hospitality Management, Faculty of Hospitality and Tourism, Prince of Songkla University, Phuket Campus, Thailand. The purpose of this survey is to collect data for my thesis on "Assessment of Current Training Programs and its effectiveness in hotels of Bhutan".

I assure you that data collected will be used for academic purpose only and will be kept confidential.

Part One: Personal Information

      Please tick (✔) and fill up the following question in space provided:

1. Age: …….. Years

2. Gender: ☐ Male   ☐ Female

3. Years of experience: ………

4. Type of Hotel you work at: a. 4 Star   b. 3 Star

5. Department: ☐ Food & Beverage   ☐ House Keeping
         ☐ Front Office   ☐ Reservations   ☐ Administrative

6. Job position: …………………….

7. Years of service in current job…………….

8. Education level.

   a. High school or lower   d. Diploma

   b. Bachelor Degree   e. Master Degree

9. Education (Major/course).

   a.   Hospitality and Tourism

b. Others

10. Monthly Income

a. Less than Nu. 15,000

b. Nu. 15,001 – 20,000

c. Nu. 20,001 – 25,000

d. Above Nu. 25,001

Part Two: Current Training Information

11. How often does your Hotel provide training to its employees?

a. Quarterly   c. Once a year

b. Half yearly   d. Once in every two years

12. Who provides the trainings in your hotel? You can tick more than one.

a. RITH (Royal Institute for Tourism and Hospitality)

b. BISHT (Bhutan International School of Hospitality and Tourism)

c. YIHM (Yarab Institute for Hospitality Management)

d. BIHT (Bongde Institute of Hospitality and Tourism)

e. Other ……………………

13. Types of training provided by your hotels? You can tick more than one.

a. Orientation or Induction Training   e. Safety Training

b. Job Training   f. Remedial Training (specific job skills)

c. Promotional Training   g. Internship Training

d. Refresher Training

14. Training method used (you can tick more than one)

a. Coaching   c. Apprenticeship

b. Job rotation   d. Lectures and Conferences

Part Three: Perception on current training programs

15. Please tick (✔) in the space below which you best feel according to your perception on the trainings provided by your hotel.

Sl.#	Statements	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
	Trainee characteristics					
1	I feel the training was a good opportunity to improve my ability					
2	I put 100% effort to learn from training					
3	This training helped me boost my self confidence					
4	I amvery confident in my capability to receive this training					
5	I actively participated in training courses					
	Work environment					
6	My hotel gives me suitable work and role					
7	I feel my hotel values the staffself-development and improvement					
8	My hotel management encourages to undertake training programs					
9	Colleagues in my hotel supports to join training and use of skills from training in the work					
10	My supervisor helps me to understand the objectives of training					
11	Supervisors provides opportunities to attend training programs					

	Effectiveness of training	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
	Learning Performance					
12	I have learned different methods to use in my work from this training course					
13	I have improved my skills and knowledge throughthis training program.					
14	I learned to work with people as a team.					
15	I learned about management to help me work more efficiently					
16	Training helped me to further improve my current knowledge and skills through.					
	Transfer Performance					
17	I am using the new ways, skills and knowledge I obtained from training					
18	I feel that I'm able to apply new skills and expertise in everyday job routine					
19	My work performance and quality of my work increased					
20	Training increased my participation in decision making					

Part Four: Importance and Perception on training design of current training programs

16. Please tick (✔) in the space below which you best feel according to you is **Important** about the training design and your **Perception** on training design after the training was provided by your hotel.

Sl.#	Statements	Importance					Perception				
		Low ⟶ High					Unsatisfied ⟶ Satisfied				
		1	2	3	4	5	1	2	3	4	5
1.	The training focused on relevant job skills										
2.	I feel trainer has good qualification, experience and method of delivery										
3.	I feel trainer was friendly, helpful and resourceful person										
4.	The training included the most recent knowledge, information and skills on hotel industry										
5.	I feel the training system was very good										
6.	Training was helpful in improving job task achievement										
7.	The training was flexible enough to meet my needs.										
8.	I get training frequently on job										

17. What problems do you face with regard to current training practices within your hotel? Please comment below.

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

18.Please specify any suggestions you think can improve future trainings in your hotel.

……………………………………………………………………………………….

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

…………………….

VITAE

Name   Mr. Dorji Wangchuk

Student ID   5930121009

Educational Attainment

Degree	Name of Institution	Year of Graduation
Bachelor of Science in Information Technology	Sikkim Manipal University	2010

Scholarship Awards during Enrolment

Thailand's Education Hub for Southern Region of ASEAN Countries (TEH-AC)