



**Addis Ababa University
College of Business and Economics
Department of Management**

**The Relationship between Training and Employee Performance:
The Case of Five Star Hotels in Addis Ababa**

By:

Eskinder Habte Dessee

**June, 2016
Addis Ababa**

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The Case of Five Star Hotels in Addis Ababa**

**A research project paper submitted to the School of Graduate Studies of
Addis Ababa University in partial fulfillment of the requirements for the
Degree of Masters of Business Administration (MBA)**

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Approved By Board of Examiners

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Declaration

I, Eskinder Habte Dessee, declare that this study entitled as **“The Relationship between Training and Employee Performance: The Case of Five Star Hotels in Addis Ababa”**, is my own work. I have carried out the research work independently with the guidance and support of the research advisor. This study had not been submitted to any degree/diploma in this or any other institution. It is done in partial fulfillment of MBA Degree in Business Administration.

Name of student: _____ Signature: _____

Place: _____ Date: _____

Certification

This is to certify that Eskinder Habte Dessee has done a study on the topic “**The Relationship between Training and Employee Performance: The Case of Five Star Hotels in Addis Ababa**”. This study is of his original work and all the sources of materials used for the research had been duly acknowledged.

Advisor’s Name: _____

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Abbreviations and Acronyms

T&D	Training and Development
HR	Human Resources
HRD	Human Resources Development
KSAOs	knowledge, Skills, Abilities, and Other characteristics
MoCT	Ministry of Culture and Tourism
KSA	knowledge, skills and abilities
OJT	On- the Job Training
Key word:	Training

Abstract

This study intended to investigate the relationship between training and employee performance in the five star hotels in Addis Ababa. The specific objectives were to investigate whether training content, training delivery mode, and training delivery frequency affects the performance of the employees. The study is explanatory and quantitative research method was employed to undertake the study. Questionnaire was the instrument used to gather data from primary sources. The number of sample respondents was 289 from 1543 population. The study made use of descriptive and inferential statistics to analyze the data. The study found out that the three variables of training investigated were keys in determining employee performance. Three Hypotheses are developed to see the relationship of all the independent variables with the Employee Performance. The finding reveals that the relationship between Training Practice, Delivery Mode, and Delivery Frequency and employee performance is positive and significant. The research has confirmed that training has a relationship with employee performance.

Keywords: Training, Employee Performance, On the Job Training, Off the job Training, Training Practice, Delivery Mode, Delivery Frequency

Chapter One: Introduction

1.1 Background the Study

The hotel industry, from which hotels are a main part, is service intensive and consequently relies heavily on its human resources. For a whole hotel to operate smoothly, it needs the involvement of staff of all departments: from the departments directly dealing with guests like Front Office, Housekeeping, Food and Beverages to back-office departments such as Accounting or Engineering. How their works is managed directly impacts to the service, thus to the guests' satisfaction (Hayes & Ninemeier, 2009).

The world is changing rapidly in everyday life and in order to be able to catch up the paces, we have to make the best use of the personnel's abilities became of tremendous significance in the businesses (Christina, 2009). Due to fast pace global and technological development the firms are now facing new changes as well as challenges. Technological advancements have molded the need of capabilities and competencies required to perform a particular tasks. Thus, to cope with these challenges, more improved and effective training programs are required by all corporate. Effective training programs helps in constructing a more conducive learning environment for the workforce and train them to cope with the upcoming challenges more easily and in time (Tai, 2006).

Moreover, it is important to not ignore the prevailing evidence on growth of knowledge in the business corporate world in the last decade. This growth has not only been brought about by improvements in technology nor a combination of factors of production but increased efforts towards development of organizational human resources. As is evident that employees are a crucial resource, it is important to optimize the contribution of employees to the company aims and goals as a means of sustaining effective performance. This therefore calls for managers to ensure an adequate supply of staff that is technically and socially competent and capable of career development into specialist departments or management positions (Afshan, Sobia, Kamran & Nasir, 2012). The companies aimed at gaining the competitive advantage realized the

importance of training in improving the employee's performance. Past researches provide the evidence regarding the positive affect of training programs on both employee and organizational performance. On one hand previous work in the field proved that effective training programs leads to superior return on investment while the other researches mentioned the positive role of training in attaining the supreme levels of employee retention (Colarelli & Montei, 1996; Becker, 1993).

Therefore, the role of human resource department is to improve the organization's effectiveness by providing employees with knowledge, skills and attitudes that will improve their current or future job performance (Goldstein & Ford, 2002). Training is an essential and inseparable part of the human resources management, especially in this industry. Though an employee once recruited into a specific position is expected to best suit the job description, it is unlikely that he possesses all the skills and knowledge required and immediately becomes fully functioning (Decenzo & Robbins, 2007).

1.2 Problem Statement

The hotel industry has been rapidly increasing during the last decades in Ethiopia. Because of this industry growth numbers of star hotels were built in Addis Ababa. These hotels need more competent human resources to present their services in a way that will win more customers and sustain profitability (Bruh, 2014). Human resource department has a role to improve the organization's effectiveness by providing employees with knowledge, skills and attitudes that will improve their current or future job performance (Goldstein & Ford, 2002).

However, these hotels are forced to hire non trained employees in their organizations because there are not enough universities and institutes in the country that provide skilled people to the growing industry to fulfill their employees demand (Kalkidan, 2014). Poor performance often results when employees do not know exactly what they are supposed to do, how to do their jobs or why they need to work a certain way. It is important to deal with the effects of the changing business world, because of globalization, technology changes, workforce diversity, and changing

skill requirements. When either one of the above changes in the working process, it could change the whole business operation (Christina, 2009).

Moreover, formal Education, do not necessarily impart specific knowledge for specific job positions in organizations. As a result of that, there are few people in the workforce with the right skills, knowledge and competencies that are needed for particular positions in the job market. Therefore, these few people are also in need of specific training that they do not face before to improve and to contribute to the productivity of organizations. Organizations need to be aware of face more realistically towards keeping their human resources up-to-date (Briscoe, 1995). **In this respect, this study went on to identify the relationship between training and employee performance in the five stars hotels in Addis Ababa.**

1.3 Research Questions

- a) What is the nature of training practice used in Five Star Hotels in Addis Ababa?
- b) What is the relationship between training practice and employee performance in the Five Star Hotels in Addis Ababa?
- c) What is the relationship between training delivered mode and employee performance in the Five Star Hotels in Addis Ababa?
- d) Does frequency of training delivery affect training outcome?

1.4 Objectives of the study

1.4.1 General Objective

The general objective of the study is to examine the relationship between training and employee performance within the Five Star Hotels in Addis Ababa.

1.4.2 Specific Objectives

- a) To examines the nature of training practice used in Five Star Hotels in Addis Ababa.
- b) To examine the relationship between training practice and employee performance in the Five Star Hotels in Addis Ababa.
- c) To determine the relationship between delivery mode and employee performance in the Five Star Hotels in Addis Ababa.
- d) To examine how frequency of training delivery affect training outcome.

1.5 Hypothesis

H1: There is a relationship between training practice and employee performance in Five Star Hotels in Addis Ababa.

H2: There is relationship between training mode and employee performance in the Five Star Hotels in Addis Ababa.

H3: There is relationship between frequency of training delivery and training outcome in the Five Star Hotels in Addis.

1.6 Significance of the Study

It is expected that the findings of this study will help highlight the ways in which human resource training can be beneficial not only to the organizations but also to the career development of its employees. All in all, the results pave way of improving human resources needed for the competitive performance of organizations operating in the same line of business as the sample companies in Addis Ababa.

This study also has influence to understand hotel employees training contribution to the hospitality industry and it may also have an impact for future researchers. This research paper has its own share in assisting the researcher to contribute to the growth of training in the hotel industry and the development of tourism in Ethiopia, the paper identified problems related to the subject matter and also provides information to concerned bodies like policy makers, tourism planners, private investors and academicians to take appropriate decisions. This study helps existed and incoming star hotels to review and evaluate their level of employee performance and their contribution to the development of appropriate training, more over this research expected to extend its significance to the hospitality industry at large and plays a pivotal role in the development of training system to the industry.

1.7 Scope of the study

Throughout this research the training system in the Five Star hotel examined and appropriate recommendations for a more effective training system is given where is appropriate. Staff Training and the importance of staff training is a very essential part of human resources

management in the hospitality industry, and at the same time, a research was conducted on staff training in the case hotels. In the research opinions about staff training in the hotels from employees in different positions obtained from kitchen, front line staff, supervisor, manager etc. In the conclusion part I briefly went through the whole thesis study, discussed about the research study results and according to the results got from the research study, comments and suggestions about the employees attitude towards the staff training and how could the Human Resource Department do to improve the trainings.

This study focused on hotels in Addis Ababa, specifically the study emphasized five star hotels located in Addis Ababa, and the study area concerned on training and employee performance through five star hotels and assessed the impact of training on performance of employee in the hotel industry in Addis Ababa.

1.8 Limitations of the Study

There will be notable contributions from this study especially for on which training activities to focus on in order to develop employee performance, the significance of this study need to be viewed and acknowledged in lights of its limitation. The attempt to assess the impact of training on employee performance from the hospitality industry could not be enough to reflect only analyzing the five star hotels in Addis Ababa. Researcher only focus on training, hence, other HRM actives like recruitment, selection, etc. which may have a great contribution have not been considered. On the other hand the study required a determinant time and voluntary response from target group and the researcher did his best to attain the optimum result.

1.9 Organization of the Study

The thesis is divided into six main chapters with recommendation and conclusion. The first chapter is the thesis general introduction part, providing readers with background, problem statement, research questions, objectives of the study, hypothesis, significance of the study, scope of the study, limitations of the study and structure of thesis. In the second chapter literature

review: introduction, defining of training, benefits of training, training methods, methods of developing training programs, employee performance, the relationship between training and employees performance, measurements of training models. In the third chapter, explains the research methodology, including quantitative research, the paths of data collection. The empirical part is exhibited in chapter four, which consists of the presentation of the results and analysis of them, the display of data. The fifth chapter is a about the research findings. Finally, chapter six includes the conclusion of this thesis and recommendations that can be made for the trainings of the case hotels and for staff training in extreme situations.

Chapter Two: Review of Literature

2.1 Introduction

In the fast pace changing world of business and environmental uncertainty, organizations realize its limitation of dealing with new challenges (Tai, 2006). Effective training is beneficial for the firm in variety of ways, such as, it plays a vital role in building and maintaining capabilities, both on individual and organizational level, and thus participates in the process of organizational change (Valle et.al. 2000). Moreover, it enhances the retention capacity of talented workforce, hence decreasing the unintentional job rotation of the workers (Jones and Wright, 1992; Shaw et al., 1998). Furthermore, it indicates the firm's long-term commitment towards its workers and increases the employee's motivational level (Pfeffer, 1994). All these contributions lead to achieving competitive advantage (Youndt et. al., 1996) and to an enhancement in employee performance and organizational productivity (Bartel, 1994).

Akinyele (2007) opined that training has a high positive impact on employee and reduces the nature of hazards on the job in the accomplishment of corporate objectives. Thus, effective training leads to acquisition of skills and knowledge required for employee to perform effectively on the job. Further, the importance of training practices has also been emphasized by both academics and practitioners (Chand and Ambardar, 2010; Heraty and Morlay, 1997; Beaver and Hutchings 2005; Garci'a 2005).

2.2 Concept of Employee Training

2.2.1 Training

Training is 'a planned process to modify attitude, knowledge or skill behavior through learning experience to achieve effective performance in an activity or range of activities. Its purpose, in the work situation, is to develop the abilities of the individual and to satisfy the current and future manpower needs of the organization (Armstrong, 1999).

Training is a process that provides new and currently employed staff with the short - and longer - term knowledge and skills required to perform successfully on the job. Hospitality managers are

busy, and numerous responsibilities and tasks demand their ongoing attention. Those responsible for training are confronted with a dilemma: should nice - to - know or, alternatively, only need - to – know information and skills be emphasized? This question is best addressed by remembering that effective training is performance - based. It should be planned and delivered systematically to help trainees become more competent in the tasks that are essential for on - job performance.

Then the success of training can be demonstrated by considering the extent to which knowledge and skills improve as a result of the training. Training must also be cost effective: the improved performance gained as a result of training must be greater than the costs of training. Typically, performance - based training is best delivered at the job site in one - on – one interaction between the trainer and trainee. Conceptually, this is much better than group training. Why? The trainer can focus on what the individual must learn, feedback can be immediate, and training can be delivered at the best pace for the individual trainee (David & Jack2009).

2.2.2 Training Benefit

McKenna and Beech (2002) suggest a number of benefits generally stemming from training, including:

- Helps employees learn jobs more quickly and effectively.
- Improves work performance of existing employees and keeps them up to date in specialist skills.
- Leads to a greater volume of work resulting from fewer mistakes and greater rapidity.
- Frees management time, less of which is spent rectifying errors, also reduces wastage.
- Can help to reduce turnover among new and established staff.
- Incorporating safety training can help reduce accidents.
- Can help to attract good workers.
- A precondition for flexible working.

- Creates an attitude more receptive to coping with change.
- Operationalizing certain management techniques, for example Total Quality Management (TQM) and empowerment

Dennis (2007) stated that whether organizations accept the arguments for the benefits of training might reflect whether they are one of two types of organizations, who are characterized as having extreme training positions – the road to failure or the road to success.

The road to failure:

- A failure to recognize or implement management practices designed to meet, not only existing, but future skills needs.
- An unrealistic reliance by managers upon national and local labor markets to satisfy company skills at whatever level.
- A willingness to regard the practice of poaching the skilled labor of others as the chief response to skill pressures, regardless of the consequences at company level and in pay in inflation terms.

The road to success:

- Progress through the sharing of a common vision, from top management through every level of the organization.
- High status being accorded training and development practices based upon results and their relevance to the needs of the organization.
- Company structures which allow for the development of individuals and encourages the acquisition of skills to meet business goals.
- Business systems flexible enough to accommodate investment in people, with agreed budgets and clear targets subject to regular evaluation.

If we consider which one of these archetypes tends to describe tourism and hospitality industry as a whole then it may well be that the balance of evidence suggests the road to failure best describes the industry. Lucas (2004), for example, argues that the industry remains relatively unqualified and access to training tends to be restricted to those in large multi-establishment

organizations. That said, there are, of course, examples of sophisticated and systematic training and development programs in some companies.

There is also the further point that the structure of the industry in terms of firm size. With the predominance of small firms there is greater likelihood of informal proprietor and on-the-job training (OJT). Moreover, training incidence is at its lowest in non-standard forms of employment, for example workers who are numerically flexible are likely to get little or no training. The success model views training as an integral part of core organizational strategy, rather than an ad hoc operational issue. Moreover, this notion would seem to be a precondition for any claims to be an HRM organization which is practicing soft HRM (Dennis 2007). Ultimately, then there may be those organizations who see training as an investment and those who pay lip service to the idea of training and in the good times spend money on training and in the bad times spend less or hardly anything on training. Consequently, a lot of organizations will, in times of skill or labor shortages, recruit from other organizations rather than invest in their existing employees, something that has certainly been apparent in tourism and hospitality.

2.2.3 Training System

Go et al. (1996) advocate the need for a systematic approach as outlined in their nine-step approach to developing training within the organization.

Step 1: Assessing training needs

Analyzing training needs is a crucial part of HRD as the identification of needed skills and active management of employee learning is integral to developing corporate and business strategies. Many would argue that for training to be effective it is necessary to discern not only the training needs of the individual and the group, but also how their needs fit the overall organizational objectives. Essentially then training needs analysis allow for an appreciation of the need to ensure that there is a fit between training and the company culture, strategy and objectives. Equally, the training needs of the individual needs to be reconciled with those of the organization. In terms of developing a training needs analysis aspects such as job descriptions, job analysis, person specifications or whether performance objectives agreed at appraisals have been met may all potentially be useful indicators.

Step 2: Preparing the training plan

The training plan is concerned with outlining what needs to be done based on the training needs of individuals, departments and the organization as a whole. In effect the training plan provides an outline sketch of what the training should address, as well as considering practical aspects such as the method, time and location of the training.

Step 3: Specifying the training objectives

A key question to be asked before the training is operationalized is: what are the training objectives? It is important when employees are undertaking training that they understand what they should be able to accomplish when the training program has been completed.

Step 4: Designing the training program

Go et al. (1996) suggest a number of issues need to be considered in designing the training program, including:

- Program duration.
- Program structure.
- Instructional methods.
- Support resources (e.g. a training facility) and the selection of training materials (e.g. videos).
- Training location or environment, which may also be determined by the task, for example, whether it involves practical skills.
- Instructor and instructor's experience.
- Origin of the training program.
- Criteria and methods for assessing participants learning and achievement.
- Criteria and methods for evaluating the program.

Step 5: Selecting the instruction methods

There are a multitude of methods that organizations can use to train and develop staff. All of these various methods will have both strengths and weaknesses and in that sense there is no one 'best' training method. Rather, there is a need for organizations to adopt a contingent approach to

training in developing training methods. Although there are a great variety of training methods, generally most writers broadly categorize them into three different types of training, in-company on-the-job, in-company off-the job and external off-the-job, all of which are now briefly considered.

Step 6: Completing the training plan

With the establishment of the main design features and the methods which are to be used, the training plan can now be completed. Go et al. note that a complete training plan will have details about the target group (e.g. all service staff), the topic to be considered (e.g. customer handling), method(s) to be adopted (e.g. role play), time (e.g. two hours) and location (e.g. conference centre).

Step 7: Conducting the training

Go et al. suggest that if other aspects of the nine-step approach are adhered to the training activity/program should be effectively delivered. Though rather like Marchington and Wilkinson they do also recognize a number of factors that might impact on the training, such as participant selection, ensuring the group feels comfortable physiologically and psychologically and ensuring the person delivering the training is properly prepared and has the right skills.

Step 8: Evaluating the training

The penultimate stage of the nine-step approach is to evaluate the training in order to glean feedback from the trainees. There are a number of methods of evaluating training, as identified by Holden (2004):

- Questionnaires or so-called ‘happiness sheets’ are a useful way to elicit trainees’ responses to courses and programs.
- Tests or examinations are common in more formal training courses and are useful for checking the progress of trainees.
- Projects can be useful in providing useful information for instructors.

- Structured exercises and case studies allow for trainees to apply their learned skills and techniques under observation.
- Tutor reports allow for instructors to offer an assessment of the utility of the training.
- Interviews of trainees can be formal or informal, individual or group, or by telephone.
- Observation of courses by those responsible for devising training strategies can be very useful in the development of future training.
- Participation and discussion during the training, though this requires a highly skilled facilitator.
- Appraisal allows for the line manager and trainee to consider the success or otherwise of training that has been undertaken during performance reviews. Of course a combination of these methods can be used in evaluating training and it is likely to be important to incorporate both trainee and trainer feedback in assessing the success or otherwise of training interventions.

Step 9: Planning further training

After the training and its evaluation, training has, in effect, come full circle and the planning process can begin again.

2.2.4 Training Methods

1. In-company, on-the-job training

This type of training is enduringly popular and accounts for about half of all the training delivered across all industries and sectors. OJT training involves learning through watching and observing somebody with greater experience performs a task. OJT is a very popular method of training where new skills and methods are taught to employees. The advantages of OJT is that it is cheap, the trainees get the opportunity to practice immediately, trainees get immediate feedback and it can also help in integrating trainees into existing teams. Equally, there may be some drawbacks from this type of training. Employee may not be trained himself/ herself in skills and methods of training, which will often lead to training being rather piecemeal or not properly planned. Equally, employee may also pass on bad habits, although increasingly

organizations may use the idea of training the trainer to ensure a more professional approach (Dennis 2007).

Another variant of OJT is mentoring, wherein a senior experienced member of staff takes responsibility for the development and progression of selected individuals. Ordinarily this process of mentoring would be for managerial staff and the selected individual will often be somebody who has aspirations to reach senior management levels. This type of relationship is more like father–son or mother–daughter than that of traditional master–apprentice. The trainee, or mentoree, will observe the skills displayed by the mentor and learn from their experience. Mentoring can also be a useful two-way process in terms of the mentor becoming more reflective about their own job and being forced to think about ways of improving their own performance (Dennis 2007).

In a similar vein, shadowing allows employees the chance to see different part of the organization in other departments. Finally, under the broader heading of OJT is the idea of job rotation. In this approach those undergoing the training are placed into a job without any prior training, when they have learnt that job they move on to another job and so on, this may also eventually lead to multi-skilling or functional flexibility(Dennis 2007).

2. In-company, off-the-job training

In contrast to OJT, off-the-job training takes place outside of the employee’s normal place of work. Off-the job training will often involve a training intervention run by a specialized training department. This type of training could be relatively straightforward or be concerned with achieving proficiency in more advanced skills. There is a wide array of other methods that come under the broad heading of off-the-job training. In a relatively passive sense lectures can be good for the transmission of information to a relatively large number of trainees. Indeed, it is likely that most of us in our student, organizational or professional life will have sat through a lecture. Often the quality of a lecture will be dependent on the individual who is delivering it. Notwithstanding this point it is generally recognized that the maximum concentration span of most individuals is typically less than twenty minutes. In a rather more active vein there are a number of other methods which will involve greater interactivity. For example, case studies, role

plays and simulations may all be usefully used by tourism and hospitality organizations, particularly in developing customer service skills (Dennis 2007).

3. External, off-the-job training

The final aspect of training is that which again undertaken off-the-job, though in this instance it is external to the organization. In an era of continuing professional development employees may be encouraged to undertake formal study to enhance their careers, for example taking courses such as the Chartered Institute of Personnel and Development's courses for personnel/HRM managers or in a more general sense a Master in Business Administration (MBA). A further aspect of external off-the-job training is what is termed outward bound courses. Outdoor training ordinarily consists of a series of exercises which act as an opportunity for team building, problem solving or leadership skills to be developed outside of an employee's or manager's 'comfort zone' (Trotter, 2005).

2.2.5 Delivery style

The methods used to deliver learning should be appropriate to the purpose of the course and to the characteristics of participants – their jobs, learning needs, previous experience, level of knowledge and skills, and how receptive they are to being taught (motivated to learn). A blended learning approach should be adopted. Account must be taken of how people learn. Every opportunity should be taken to embed learning at work. It is particularly important in management, supervisory and interpersonal skills training to provide ample time for participation and active learning through discussion, case studies and simulations. Lectures should form a minor part of the course. The design of the program or event should take account of the principles of teach (Armstrong, 2010).

2.2.6 Measuring the effectiveness of training

Since organizations have started investing in training, evaluation became an essential part of the process. It seems vital for a business to evaluate its training efforts. A company can have numerous benefits through the evaluation of training effectiveness. For instance, it can be used as a diagnostic method in order to meet certain goals and objectives. Measuring the training

effectiveness should be an important asset for the organizations. There are some criteria for measuring the success of training; direct cost, indirect cost, efficiency, performance to schedule, reactions, learning, behavior change, performance change (Sheppard, 1999).

2.2.7 Measurement Model

2.2.7.1 Kirkpatrick's Four Levels Approach

Beginning with World War II, evaluation research has developed as a result of substantive support by the U.S. federal government in training and evaluation activities. It provides answers to the questions of do we implement or repeat a program or not?" and "if so, what modifications should be made (Stone and Watson, 1999). In order to classify areas of evaluation, the first one would be Kirkpatrick Four Levels of Evaluation. It was created by Donald Kirkpatrick in 1959, at the time; he was a professor of marketing at the University of Wisconsin. It is still one of the most widely used approaches.

Kirkpatrick model is now nearly 45 years old. Its elegant simplicity has caused it to be the most widely used methods of evaluation training programs. ASTD's (American Society for Training Development) survey, which reports feedback from almost 300 human resource executives and managers, revealed that 67% of organizations that conduct evaluations use the Kirkpatrick model (Stone and Watson, 1999).

2.2.7.2 Kirkpatrick Four Levels of Evaluation:

His four level of evaluation are: **reaction** - a measure of satisfaction, **learning** - a measure of learning, **behavior** - a measure of behavior change and **results**- a measure of results. **Reaction** evaluation is how the delegates felt, and their personal reactions to the training or learning experience, for example: Did the trainees like and enjoy the training? Did they consider the training relevant? Learning evaluation is the measurement of the increase in knowledge or intellectual capability from before to after the learning experience: Did the trainees learn what intended to be taught? Did the trainee experience what was intended for them to experience? **Behavior** evaluation is the extent to which the trainees applied the learning and changed their behavior, and this can be immediately and several months after the training, depending on the

situation: Did the trainees put their learning into effect when back on the job? **Results** evaluation is the effect on the business or environment resulting from the improved performance of the trainee - it is the acid test. Measures would typically be business or organizational key performance indicators, such as: Volumes, values, percentages, timescales, return on investment, and other quantifiable aspects of organizational performance, for instance; numbers of complaints, staff turnover, attrition, failures, and wastage (Phillips J, 1997)

2.2.8 Employee performance

Performance can be separates to organizational performance and employees' performance. Employees' performance is known also as job performance. However: it seems that employees' performance is commonly objectively measured in organizations and it will appear that there are few alternative options (Otley, 1999). Performance in organizations is reliant on the performance of employees' and other sides such as the environment of the organization, The difference between organizational and employees' performance is apparent, Therefore, organizations that are doing well is one that is successfully attain objectives (Otley 1999), in other words, Effective implementing and developing appropriate strategy and employees' performance is the single result of an employees' work (Hunter, 1986).

According to Ramlall, (2008) the good employee performance is required for organizations, since an organization's success reliant on the employee's creativity commitment and training. Moreover, Good employee's performance is important in stabilizing the organizational economy by improving living standards and higher salaries, an increase in goods accessible for consumption, Therefore: individual employee performance is important to society in general (Griffin et al, 1981).

According to Pincus, (1986) the general performance is linked to efficiency or perception oriented terms, According to Hunter and Hunter (1984) vital role in a high employees' performance is the skill of the employee himself then the employee must be capable to deliver good outcomes. Hunter and Hunter (1984) also discuss that this is something the organization can know in front and they can select employees with the required skills or they can recruit those

employees themselves. Absolutely the last is more time consuming, but can achieve superior results in the end. According to Kostiuk and Follmann (1989) in most organizations, performance is measured by supervisory rating; however these data are not very valuable since they are highly subjective. According to Bishop (1989) the consistency of worker performance is greatest when conditions of work are stable, but in the work practice conditions never are stable. This makes it even harder to measure performances objectively. According to Perry and Porter (1982) the employees' performance will be measured despite the lack of availability of generally accepted criteria.

Breaugh (1981) states in his study that there are four different performance dimensions on which employees are measured, named: quantity, quality, dependability and knowledge. This theory shared with Griffin et al. (1981). And the theory results in the work of, Hunter (1986) stated in their literature review that there are few correct objectives to measure employees' performance, one alternative is used in the study, namely: employee performance as the average numbers of units produced per hour for one day are called productivity.

According to Griffin et al. (1981) specified that there are some other options to measure employees' performance accurately, but they have more to do with productivity, for example: employees' performance knowing as the number of units produced divided by total time per minute. And the five job features are (skill variety, task identity, task significance, autonomy and feedback) can bring the employee to three critical psychological states, namely: experienced of the work, experienced responsibility for the results of work and knowledge of the actual results of the work activities

According to Favara (2009) employee performance the degree to which an individual has completed the requirements of his or her job description. Furthermore employee performance is the successful completion of tasks by a selected individual or individuals, as set and measured by a supervisor or organization, to pre-defined acceptable standards while efficiently and effectively utilizing available resources within a changing environment. Performance is associated with quantity of output, quality of output, timeliness of output, attendance on the job, efficiency of the work, and effectiveness of work completed (Mathis & Jackson 2009). However, for the purpose

of this study, the researcher defines the ability both (physical and psychological) to execute a specific task in specific manner by focusing on three variables as: quantity of work, quality of work and speed of work achievement.

2.2.9 The relationship between Training and employees performance

Most of the previous studies provide the evidence that there is a strong positive relationship between human resource management practices and organizational performance (Purcell et al., 2000). According to Guest (1997) mentioned in his study that training and development programs , as one of the vital human resource management practice, positively affects the quality of the workers knowledge, skills and capability and thus results in higher employee performance on job. This relation ultimately contributes to supreme organizational performance.

As depicted by the work of Harrison (2000), learning through training influence the organizational performance by greater employee performance, and is said to be a key factor in the achievement of corporate goals. However, implementing training programs as a solution to covering performance issues such as filling the gap between the standard and the actual performance is an effective way of improving employee performance (Swart et al., 2005).

According to Swart et al., (2005), bridging the performance gap refers to implementing a relevant training intervention for the sake of developing particular skills and abilities of the workers and enhancing employee performance. He further elaborate the concept by stating that training facilitate organization to recognize that its workers are not performing well and a thus their knowledge, skills and attitudes needs to be molded according to the firm needs. There might be various reasons for poor performance of the employees such as workers may not feel motivated anymore to use their competencies, or may be not confident enough on their capabilities, or they may be facing work- life conflict. All the above aspects must be considered by the firm while selecting most appropriate training intervention that helps organization to solve all problems and enhance employee motivational level to participate and meet firm expectations by showing desired performance. As mentioned by Swart et al.(2005) this employee superior performance occur only because of good quality training program that leads to employee motivation and their needs fulfillment.

According to Wright and Geroy (2001), employee competencies change through effective training programs. It not only improves the overall performance of the employees to effectively perform the current job but also enhance the knowledge, skills an attitude of the workers necessary for the future job, thus contributing to superior organizational performance. Through training the employee competencies are developed and enable them to implement the job related work efficiently, and achieve firm objectives in a competitive manner.

However, employee performance is also affected by some environmental factors such as corporate culture, organizational structure, job design, performance appraisal systems, power and politics prevailing in the firm and the group dynamics. If the above mentioned problems exist in the firm, employee performance decreases not due to lack of relevant knowledge, skills and attitude, but because of above mentioned hurdles. To make training effective and to ensure positive effect of training on employee performance these elements should be taken into consideration Wright and Geroy (2001). Besides, Eisenberger et al. (1986) stated that workers feel more committed to the firm, when they feel organizational commitment towards them and thus show higher performance.

Bartel (1994), reports that there is a positive correlation between effective training program and employee productivity, however to make it possible, (Swart et al., 2005), it is the responsibility of the managers to identify the factors that hinders training program effectiveness and should take necessary measures to neutralize their effect on employee performance. In addition, Ahmad and Bakar (2003) concluded that high level of employee commitment is achieved if training achieves learning outcomes and improves the performance, both on individual and organizational level. These findings are also consistent with the results of Kim (2006) research work. Generally, it can be debated that the effect of training program on employee outcomes such as motivation, job satisfaction and organizational commitment, did not received much attention so far. Rare work was done to test whether firms can affect their workers attitude, through proper training interventions. According to Lang (1992) training should be planned in such a way that it results in organizational commitment. On the other hand Gaertner and Nollen (1989) proposed that employees' commitment is a result of some human resource practices, that is, succession planning and promotions, career development and training opportunities. All these practices, when achieved results in greater employee performance. Moreover, Meyer and Smith (2000),

investigate the link between Human Resource Management practices and organizational commitment, so as to discover the causes of effective employee performance.

Although the above literature provides the evidences regarding the benefits of training and its positive influence on employee performance, Cheramieet al. (2007), argued that, management, mostly feel hesitant while investing in its human resource due to various reasons. Sometime, in spite of receiving effective and timely training programs, employee are intended to cash it for the sake of their own market value and employment opportunity , or willing to change job just because of higher salaries, and thus, firm investment in training results as a cost rather than profit. It is also observed that due to the resistance of the organization towards offering training, propels individuals to invest themselves for their career development and greater performance (Baruch, 2006).

As mentioned by Arnoff (1971), training sessions accelerate the initiative ability and creativity of the workforce and facilitate to avoid human resource obsolescence that may occur because of demographic factors such as age, attitude or the inability to cope with the technological changes. Obisi (2001) reported that training is a systematic process of enhancing the knowledge, skills and attitude, hence leads to satisfactory performance by the employees at job. He further mentioned that the need and objectives of the training program should be identified before offering it to the employees.

2.3 The Review of Related Literatures

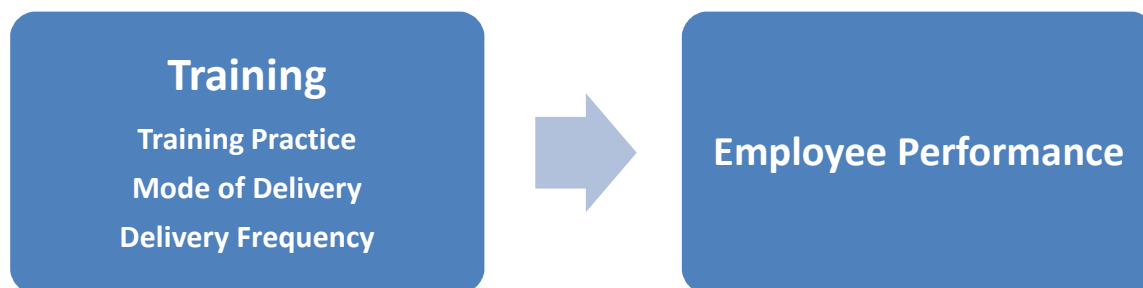
Accordingly, training refers to the methods used to give new or present employees the skills that they need to perform their jobs (Gary, 2007). Additionally, the focus of training is performance improvement, which is directed towards maintaining and improving current job performance (Blanchard and Tracker, 2006.)

Hence training is the important function that directly contributes to the development of human resources (Uday and Venkateswara 1999). Training is an essential part of the organization since technology develops continuously at a faster rate. Systems and practices get out- dated soon due to new discoveries in technology. These include technical, managerial and behavioral aspects. Organizations, which do not develop a system, to catch up with use the growing technologies

which soon become stale. However, developing individuals in the organization can contribute towards effectiveness of the organization. A good training sub-system would greatly help in monitoring the directions in which employees should develop in the best interests of the organization. A good training system also ensures that employees develop in directions congruent with their career plans ((Uday and Venkateswara 1999).

2.4 Conceptual Framework the Study

The following theoretical framework has been formulated to depict a relationship between training and employee performance. In the literature review, it has been observed that training has an impact on Employee Performance. Organizational performance ultimately depends upon employee performance and training is a tool to improve employee performance.



Source: Developed based on the objective and literatures reviewed

Chapter Three: Research Design and Methodology

3.1 Introduction

The purpose of this chapter is to explain the research methodology and the specific methods used in this study, the sampling procedures, data collection method, the way in which the data is going to be analyzed. As explained in the statement of the problem the main-aim of- this research is to examine the relationship between training and employee performance in five star hotels in Addis Ababa. The research is a descriptive type research. Keeping this research objective in view, the researchers choose to undertake a survey by using questionnaires, so that quantitative method appeared more appropriate than the qualitative. The rationale of choosing this method has been analyzed based on advantages of qualitative and quantitative research.

3.2 Research Design

The research design for this study was the Cross-sectional field survey method to examine the effect of training on employee performance five star hotels in Addis Ababa. In cross-sectional field surveys, independent and dependent variables are measured at the same point in time using a single questionnaire (Anol Bhattacharjee, 2012).

In addition the study is also said to be co relational in design because there is intent to establish the relationship between dependent and independent variable of the study. Co relational research aims to ascertain if there is a significant association between two variables (Reid, 1987). This study will use a quantitative design to analyze and describe elements contributing to employee performance.

3.2.1 Quantitative research

This study attempted to measure factors that was identified as contributing to employee performance in Five Star Hotels. Quantitative data can be transposed into numbers, in a formal, objective, systematic process to obtain information and describe variables and their relationships (Brink & Wood 1998:5; Burns & Grove 1993:26).

3.4 Research Methods

A survey is a method of collecting data in which people were asked to answer a number of questions (usually in the form of a questionnaire). The reliability of a survey's results depends on whether the sample of people from which the information has been collected is free from bias and sufficiently large. According to Leary (2004), the major advantages of questionnaires are that they can be administered to groups of people simultaneously, and they are less costly and less time-consuming than other measuring instruments. For this study, survey research method has chosen where the questionnaire used to collect the information.

3.4.1 Population

It is not feasible to collect data for the entire statistical population, a sample, which is a representative of the population, was drawn from the employees of the Five Star Hotels in Addis Ababa. These participants who were randomly selected range from entry-level employees to senior management.

3.4.2 Sampling

Questionnaires were distributed by the researcher in different department, before distribute the questionnaires the relevant department was consulted by having appointment with the manager and supervisors. Stratified sampling technique was applied to examine training practices of the five star hotels. This enabled to gather different data from various departments that have different responsibilities in the hotels. The population divided into sub-groups on the basis of core operational functions of the hotels: the head chef, bar manager, banquet manager, housekeeping manager and maintenance supervisor and so on consisting of a total population of 1543 employees (Hotel Profile, 2016).

After dividing the population into the above stratum, all the managers were considered; and a proportionate random sampling from each department was taken for non manager employees. Accordingly, using sample size determining formula on 5% error margin and 95% confidence interval (Robert & Daryle, 1970) a total of 307 employees were selected as a sample which is 20.8 % of the total population.

Table 3.1

No	Name of the hotel	Male	Female	Total
1	Capital Hotel	70	80	150
2	Ellele International Hotel	162	138	300
3	Radison Blue Hotel	203	95	298
4	Sheraton Addis Hotel	576	219	795
Total numbers of employees=				1543

Source: Hotel Profile, 2016.

Sample Size Determination

$$S = x^2 NP(1 - P) \div d^2(N - 1) + x^2 P(1 - P)$$

S= required sample size

$x^2=3.841$ (the table value of chi-square for one degree of freedom)

N= the population size

P= 0.5(the population proportion)

d=0.05(the degree of accuracy expressed as proportion)

$$S=3.841 \times 1543 \times 0.5 \times 0.5 \div 0.05^2 \times 1542 + 3.841 \times 0.5 \times 0.5 = 307$$

3.4.3 Data Collection

In this study, questionnaires were used to obtain data relevant to the study's objectives and research questions. The researcher approached about 21% of employees who work in the hotels to participate in the study.

3.4.4 Data collection instrument

Questionnaires were administered personally; the instrument to be used in this study was a closed-ended questionnaire developed through the adaptation and modification of a questionnaire from previous study. The questionnaires were adopted and modified from (Ahammad, 2013) to gather information about employees. The first part related to the demographic and background information of the respondents, the second part was with effectiveness of training programs held in the hotels and the third part represented the respondent's general feelings about the training. Primary data were collected from the participants using survey questionnaire.

3.4.5 Data Analysis

The main-aim of- this research is to examine the relationship between training and employee performance in five star hotels in Addis Ababa. Quantitative data were collected using questionnaires and secondary data, being information from company data. Data analysis was done to establish how the units cover in the research counter to the items under investigation. In this research, data were analyzed using descriptive-inferential statistics using SPSS Computer systems. Descriptive statistical indexes like frequency distribution, percentage, mean and standard deviation were calculated and used for analyzing. Simple random sampling was applied to guarantee that specific groups within a population are adequately represented in the sample and the efficiency is improved by gaining greater control on the composition of the sample. The target population for this study comprised of kitchen, front line staff, supervisor, manager etc and treated using different questioners serving in the case facilities within the five star hotels.

CHAPTER FOUR: Data Presentation, Analysis and Interpretation

4.1 Introduction

This chapter explains the results of the demographic variables analysis as well as the statistical analysis of the data collection for study questions and hypotheses. The following tables present the demographic variables of the study which includes (gender, age, academic status, respondent experience, length of working in the current company). As per the sample size determined, a total of 307 questionnaires were distributed. However, a response rate of 94.5% (290) was observed because of the lack of completion of a portion of the questionnaires; only respondents who filled out the entire questionnaire were used for the data analysis.

4.1.1 GENDER OF RESPONDENTS

It is assumed that sex plays an important role in some occupations like the Hotel Industry among others. In this wise, the study found it appropriate to find out the sex distribution of the employees in Five Star Hotel. In all 307 questionnaires were distributed to employees. By virtue of gender, there were 188 males and 101 females. This data indicated that both sexes were represented. However, majority of the respondents were males, which formed 65.05% of the total respondents with females representing 34.95%. Table 4.1 below shows the sex distribution of the respondents who were reached by the questionnaire.

Table 4.1.1 Gender distribution of respondent

Gender	Non Manager		Manager		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Male	158	64.2	30	67.4	188	65.05
Female	88	35.8	13	32.6	101	34.95
Total	246	100	44	100	289	100

Source: Field work May, 2016

4.1.2 AGE OF RESPONDENTS

Secondly, there was the need to know the workers age in order to be able to find some relationship between age group and trainings. The table below gives clarification of the age groups. 48 respondents out of the 289 respondents were between the ages of 18 – 25. The table illustrates that the dominant are ages 26 – 35 which has 149 respondents and the remaining 77 and 15 respondents are in the age of 36 – 45 and above 46 respectively.

Table 4.1.2 Age distribution of respondent

	Non Manager		Manager		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
18-25	44	17.9	4	9.3	48	16.6
26-35	139	56.5	10	23.3	149	51.6
36-45	49	19.9	28	65.1	77	26.6
Above 46	14	5.7	1	2.3	15	5.2
Total	246	100.0	43	100.0	289	100

Source: Field work May, 2016

Hotels business stands in a competitive and fast changing environment, however, young employees from 18–25 are too small as compared to age 26-35 recruited to work in the industry. The young employees are able to adjust to new environment quickly and easily especially in this technological era of business. In that respect it is ideal that the Human Resource department considers the age groups when conducting training. Experience and observations show that young workers do not like theory aspects too much but rather more interesting information is accepted by them; whereas employees between ages of 26–36 years old can easily accept both.

4.1.3 EDUCATION STATUS OF RESPONDENTS

As can be seen from table 4.3, the majority 63.8% of the respondents have college diploma followed by 27.6% first degree holders. Only 7 respondents are below twelve grades; and there are 14 second degree and one PhD holders.

Table 4.1.3 Education Status distribution of respondent

	Non Manager		Manager		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Below 12 grade	7	2.8	1	2.3	8	2.76
Diploma	157	63.6	9	20.9	166	57.44
First degree	68	27.5	22	51.2	90	31.14
Second degree	14	5.7	11	25.6	25	8.66
Doctorate degree	0	0	0	0	0	0
Total	246	100.0	43	100	289	100

Source: Field work May, 2016

4.1.4 WORK EXPERIENCE OF RESPONDENT

Work experience will help to find out employees' previous related working experience in the industry. The purpose of this question is to investigate the need of training according to their related working experience. The table below gives a clear reflection of employees work experience. The figure below shows that majority of the working respondents have 3 – 5 and 6-10years of related working experience which is above 33%, 49 respondents have 0-2 years working experience and the rest 32 have above10 years working experience. It is clear thus, that these majority employees really need more training to become more skillful and competent.

4.1.4 WORK EXPERIENCE OF RESPONDENT

	Non Manager		Manager		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
0-2 years	49	19.9	4	9.3	53	18.3
3-5 years	83	33.7	3	7.0	86	29.7
6-10 years	82	33.3	7	16.3	89	30.6
>10 years	32	13.0	29	67.4	61	21.4
Total	246	100.0	43	100.0	289	100

Source: Field work May, 2016

4.1.5 Length of Respondents Work In the Current Hotel

This is a question asking about employees' time of stay in this hotel. Employees' started to attend trainings organized by the hotel soon after they have started working, the longer they work in the hotel, the more trainings they have to participate. This question helps us to know about the connection between employees' length of employment and their received trainings.

With regard to work experience in the current hotel (table 4.5), the largest group of the respondents (51.3%) served the company for more than 1 years. The second group (21.2%) has a working experience of more than 10 years; and 17.2% of the respondents worked for 6-10 years. The remaining 10.3% have served for 3 – 12 month.

Table 4.1.5 Respondents distribution of Work in the Current Hotel

	Non Manager		Manager		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
3-12 month	27	11.0	3	7.0	30	10.3
1-5 years	141	57.3	8	18.6	149	51.3
6-10 years	46	18.7	4	9.3	50	17.2
>10 years	32	13.0	29	65.1	61	21.2
Total	246	100.0	43	100.0	289	100

Source: Field work May, 2016

4.2 Reliability of the data

Reliability refers to the extent to which the items measure accurately and consistently what they intend to measure. The instrument for this study contains 16 items that are in a Likert scale type. Table 4.2.1 shows that instrument used in this study was reliable with Cronbach's alpha value of 1st independent variable (Training System) 0.820, with Cronbach's alpha value of 2nd independent variable (Training Mode) 0.813, with Cronbach's alpha value of 3rd independent variable (Training Delivery Frequency) 0.849.

Table 4.2 illustrates the reliability of the independent and dependent variables based on the results presented in this table, it can be concluded that all the scales used in the study were reliable. Thus, they can be used to measure the variables under study.

Table 4.2: Reliability coefficients

scale	Crombach Alpha Coefficient	Item
Training System	0.820	5
Training Mode	0.813	7
Training Delivery Frequency	0.845	4

Source: Field work May, 2016

4.3 Data Analysis Techniques:

Two techniques are used to extract the results that are:

- Correlation
- Regression

Correlation: Table 4.3.2 shows that association between all variables is positive except one. Significant relationship is also found among many variables. Training system has a positive and strong correlation with delivery frequency and employee Performance at 0.000 significant levels but it has no strong correlation with delivery mode. Delivery mode has a positive and strong correlation with training delivery frequency and employee performance at 0.00 significant levels.

Training delivery frequency has a positive and strong correlation with training system, delivery mode and employee performance at 0.00 significant levels. From table 4.3.1 it is possible to see the mean of each variable are above neutral this shows that all are significant.

Table 4.3.1 Descriptive Statistics

	Mean	Std. Deviation	N
Training system	4.0879	.58443	289
Delivery mode	3.8922	.54239	289
Delivery Frequency	3.9369	1.00633	289
Employee Performance	4.4152	.63633	289

Source: Field work May, 2016

Table 4.3.2 Correlations

		Training system	Delivery mode	Delivery Frequency	Employee Performance
Training system	Pearson Correlation	1	.145*	.245**	.238**
	Sig. (2-tailed)		.013	.000	.000
	N	289	289	289	289
Delivery mode	Pearson Correlation	.145*	1	.486**	.350**
	Sig. (2-tailed)	.013		.000	.000
	N	289	289	289	289
Delivery Frequency	Pearson Correlation	.245**	.486**	1	.626**
	Sig. (2-tailed)	.000	.000		.000
	N	289	289	289	289
Employee Performance	Pearson Correlation	.238**	.350**	.626**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	289	289	289	289

*. Correlation is significant at the 0.05 level (2-tailed).

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

Source: Field work May, 2016

Regression: Regression table measures the amount of total variation in dependent variable due to independent variable. Table 4.3.2 shows the value of Adjusted R² is 0.610. This value indicates that there is almost 61% variation in dependent variable (Employee Performance) due to one unit change in independent variables. From table 4.3.3 the F value is 63.767 at 0.000 significant levels which show that the model is good as its value is less than 0.05.

Table 4.3.2 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.795a	.632	.610	.54287

a. Predictors: (Constant), Delivery Frequency, Training system, Delivery mode
Source: Field work May, 2016

Table 4.3.3 ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	46.838	3	15.613	63.767	.000b
Residual	69.779	285	.245		
Total	116.617	288			

a. Dependent Variable: Employee Performance
b. Predictors: (Constant), Delivery Frequency, Training system, Delivery mode
Source: Field work May, 2016

Table 4.3.4

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	-1.078	.545		-1.979	.049		
Training system	.518	.090	.323	5.784	.000	.938	1.066
Delivery mode	.433	.066	.386	6.588	.000	.853	1.172
Delivery frequency	.379	.060	.369	6.301	.000	.854	1.171

a. Dependent Variable: employees performance

Moving on the beta value table of independent variable (Training system) is .323 with t value 5.784 and significant level of 0.000. The beta value of independent variable (Delivery mode) is .386 with t value 6.588 and significant level of 000. The beta value independent variable (Delivery frequency) is .369 with t value 6.301 and significant level of 0.000. This beta value indicates the amount of change in the dependent variable (Employee Performance) due to changes in independent variables (Training system, delivery mode, and delivery frequency).

Next, multicollinearity was checked. Multicollinearity is a situation when a high correlation is detected between two or more predictor variable. Statisticians say that the greater the multicollinearity (higher than 0.70) between two variables, the less precise are the estimates of individual regression parameters (Pallant, 2011). This is because when two or more variables are highly correlated, they all convey essentially the same information.

As shown in Table4.3.4 the collinearity among all independent variables is below the recommended value. Multicollinearity can be also detected with tolerance values and variance Inflation Factor (VIF) for each independent variable. Multicollinearity exists when tolerance is below 0.10 and the average VIF is larger than 9. As sown in table 4.3.4, the tolerance and average VIF for all variables is less than 2. Thus, the model fits the requirement and collinearity is not a problem.

4.4. Hypothesis Testing

In the literature review, a model has been established and hypotheses were formulated. Here, the study examines the three hypotheses formulated regarding the relationship between the independent variables and the dependent one, which is training system toward employee performance. Correlation analysis was used to quantify the degree of association between the dependent and the independent variables and to determine whether the hypotheses are supported or not. Therefore, the following analysis verifies the hypotheses of the research (H1 to H3) and the strength & direction of the relationship between the independent variables and the dependent one using correlation coefficient.

Table 4.4.1

Variable	Correlation Coefficient	P-Value (Sig)
Training system	.238**	0.000
Delivery mode	.350**	0.000
Delivery frequency	.626**	0.000

Source: Field work May, 2016

The correlation analysis above clearly depicts that attitude towards employee performance is positively and significantly correlated to training system. An increase in training system leads to an increase in employee performance. The correlation coefficient (.238) is significant at the 0.00 level. It is also higher than the other variables. So, it is possible to deduce that the relationship between training system and employee performance is very significant. As a result the first hypothesis (H1) is **accepted**.

The correlation coefficient between training mode and employee performance equal .350 and the p-value (Sig.) equals 0.000. This indicates that there is a significant and positive relationship between training mode and employee performance. Accordingly the second hypothesis (H2) is also **accepted**.

The correlation coefficient between delivery frequency and employee performance equals .626 and the p-value (Sig.) equals .000. The p-value (Sig.) is less than 0.05, so the correlation coefficient shows that it is statistically significant at $\alpha = 0.05$. This indicates the existence of a significant relationship between delivery frequency and employee performance. Accordingly hypothesis three (H3) is **accepted**.

Chapter Summary

This chapter starts by a sample description, which is carried out for all the demographic variables, then testing the reliability of each variable. All the tested variables are reliable, this is followed by a hypothesis test of each variable in order to know whether the hypotheses are

supported or not. From the hypothesis testing, the researcher finds that all the variables are supported. Many previous studies supported this finding stating that the positive influence of training on employee performance. For instance, Abdul G. A. (2014) Tsang et al. (2004) found that there is a positive relationship between training and employee performance. In his research he identified that most of the employees were of the view that training was effective tool for employee success. Further confirmation to this finding was presented by Surinder B. S. and Preeti A. (2014) who stated that the present research study sheds light on the Effectiveness of Training & its Impact on Employee's Performance. Taking these two professors findings into consideration, it may propose that hotel owners and hotel managers should look at creating appropriate training programs

CHAPTER FIVE: Conclusion and Recommendations

5.1 Conclusion

This research the main-aim of- this research is to examine the impact of training on employee performance in five star hotels in Addis Ababa. Sets of hypotheses were developed based on relevant literatures. They were tested quantitatively through correlation and multiple regressions.

The major concluding remarks from the study are the following:

- The factors training practice, training delivery mode and delivery frequency positively influence the employees' performance.
- Training practice has no correlation with training delivery mode.
- The determinant variables (training practice, training mode and training delivery frequency) explain 63.2% of the variation on employee performance.
- In terms of the degree of correlation, training practice and training mode are the most related to employee performance. Minor change in these variables is likely to have the greatest impact on employee performance.

This study has examined the influence of professional training on performance of employees in the five star hotels in Addis Ababa. Organizational performance is significantly determined by training given to the employees or in other words, training is an important factor contributing to performance. Performance of an organization relies on the employee performance, which in turn, depends on the HR policy of training and development.

The study of the relationship between the employees' training and their performance is important for today's managers because the modern business trends demands more efficiency, accuracy and effectiveness in less time and cost and this can be achieved only through design, development and deployment of excellent training programs to the employees. Training is contributing factor in career development in a way that by introducing more training programs in the organization employees become interested to get more knowledge about their jobs that eventually helps them in getting promotions among their peer groups. Since training has significant influence on employee's work commitment and performance, it is important to

reinforce and implement training as part of organizational agendas to achieve organizational goals.

Recommendations

- ✚ It is recommended that all stakeholders, directors, senior managers, junior managers, supervisors, and employees should be involved in one way or the other in training as there is a positive relationship between training and employee performance to enhance employee knowledge, skills, ability, competencies and behavior. This also be done through support and involvement.
- ✚ The hotels should align their training delivery mode to match with their training system. This is because training delivery mode is part of well designed training system.
- ✚ Organizational performance is significantly determined by training given to the employees or in other words, training is an important factor contributing to performance. Performance of an organization relies on the employee performance, which in turn, depends on the HR policy of training and program. HR policy of training and Program should be given proper attention.
- ✚ The study of the relationship between the employees' training and their performance is important for today's managers because the modern business trends demands more efficiency, accuracy and effectiveness in less time and cost and this can be achieved only through appropriate training system.
- ✚ Based on the results of the study, the researcher recommends introducing more training programs for employees, which are more suitable to the skills needed at work, as well as giving employees equal opportunities for attending the training courses.



Future Research

For future research it is recommended that same study can be conducted on other service sectors. In this research assessment is not carried out so one can assess the practice of training other star hotels. This research did not touch the impact of training on other variables such as employee satisfaction, employee motivation, employee retention and employee commitment etc.

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Appendix A

Research Questionnaire

To be filled by non-manager employees

The purpose of this questionnaire is to gather information on Training and its relationship with performance of employees in the Five Star Hotel. This questionnaire is solely for academic purpose and the confidentiality of the information you provide is very much assured. Your genuine response is highly valuable and very supportive for the study and there are no identified risks from participation in the survey. The survey is anonymous. Participation is completely voluntarily. It will take you approximately 15-20 minutes of your time to complete filling this questionnaire. Please answer all questions as truthfully and objectively as possible and return the questionnaires promptly to me. I would therefore be most grateful if you could answer the following questions. Please tick (√) or provide appropriate answers where applicable. Please tick (√) or provide appropriate answers where applicable

Thank you in advance for your kind cooperation and precious time.

Sincerely, Eskinder Habte

Part-1: Background of Staff

1. Gender: Female Male

2. Age: 18 – 25 26 – 35 36 – 45 >46

4. Academic Status

Below 12th grade College diploma First degree Second degree (Post graduate)
Doctorate (PhD)

5. Your Overall experience of working in hotel

0-2 year 3-5 years 6-10 years >10 years

6. How long have you been working in this hotel?

3- 12 months 1 – 5 years 6 – 10 years >10year

Part- 2: Training practice

1. Selection for training is based on supervisors' recommendation.

Strongly disagree Disagree Neutral Agree Strongly agree

2. Selection for training is based on Performance appraisal.

Strongly disagree Disagree Neutral Agree Strongly agree

3. Selection for training is mandatory for all non manager employees

Strongly disagree Disagree Neutral Agree Strongly agree

4. The training program/s for which you have participated is in good quality.

Strongly disagree Disagree Neutral Agree Strongly agree

5. Do you think the overall quality of training content design fits to your current carrier?

Strongly disagree Disagree Neutral Agree Strongly agree

Part- 3 Training Delivery Mode

1. The hotel use on-the –job training method to train employees

Strongly disagree Disagree Neutral Agree Strongly agree

2. The hotel use off-the –job training method to train employees

Strongly disagree Disagree Neutral Agree Strongly agree

3. Lecture is method of delivery mode at the training you have attended.

Strongly disagree Disagree Neutral Agree Strongly agree

4. Demonstration is method of delivery mode at the training you have attended.

Strongly disagree Disagree Neutral Agree Strongly agree

5. Discussion is method of delivery mode at the training you have attended.

Strongly disagree Disagree Neutral Agree Strongly agree

6. Presentation is method of delivery mode at the training you have attended

Strongly disagree Disagree Neutral Agree Strongly agree

7. Seminar is method of delivery mode at the training you have attended

Strongly disagree Disagree Neutral Agree Strongly agree

Part- 4: Training Frequency

1. The hotel undergoes training every three months.

Strongly disagree Disagree Neutral Agree Strongly agree

2. The hotel undergoes training every six months.

Strongly disagree Disagree Neutral Agree Strongly agree

3. The hotel undergoes training every one year.

Strongly disagree Disagree Neutral Agree Strongly agree

4. There is no specific schedule to undergo training.

Strongly disagree Disagree Neutral Agree Strongly agree

Part- 5: Effect of training on performance

1. Do the methods used during training have any effect on your skill?

Strongly disagree Disagree Neutral Agree Strongly agree

2. Do the methods used during training have any effect on your knowledge?

Strongly disagree Disagree Neutral Agree Strongly agree

3. Do the methods used during training have any effect on your attitude?

Strongly disagree Disagree Neutral Agree Strongly agree

4. Would you require further training to improve your performance?

Strongly disagree Disagree Neutral Agree Strongly agree

5. Did you find the training programs held in the Hotel useful?

Strongly disagree Disagree Neutral Agree Strongly agree

6. Do you plan to do anything directly as a result of training?

Strongly disagree Disagree Neutral Agree Strongly agree

Thanks for your time and response.

Appendix B

Research Questionnaire

To be filled by managers

The purpose of this questionnaire is to gather information on Training and its relationship with performance of employees in the Five Star Hotel. This questionnaire is solely for academic purpose and the confidentiality of the information you provide is very much assured

Your genuine response is highly valuable and very supportive for the study and there are no identified risks from participation in the survey. The survey is anonymous. Participation is completely voluntarily. It will take you approximately 15-20 minutes of your time to complete filling this questionnaire. Please answer all questions as truthfully and objectively as possible and return the questionnaires promptly to me. I would therefore be most grateful if you could answer the following questions. Please tick (✓) or provide appropriate answers where applicable.

Thank you in advance for your kind cooperation and precious time.

Sincerely, Eskinder Habte

Part-1: Background of Staff

1. **Gender:** Female Male

2. **Age:** 18 – 25 26 – 35 36 – 45 >46

3. **Academic Status**

Below 12th grade College diploma First degree Second degree (Post graduate)

Doctorate (PhD)

4. **Your Overall experience of working in hotel/hospitality**

0-2 year 3-5 years 6-10 years >10 years

5. **How long have you been working in this hotel?**

3- 12 months 1 – 5 years 6 – 10 years >10years

Part- 2: Training Practice

1. **Selection for training is based on supervisors' recommendation.**

Strongly disagree Disagree Neutral Agree Strongly agree

2. Selection for training is based on Performance appraisal.

Strongly disagree Disagree Neutral Agree Strongly agree

3. Selection for training is mandatory for all non manager employees

Strongly disagree Disagree Neutral Agree Strongly agree

4. The training program/s for which you have participated is in good quality?

Strongly disagree Disagree Neutral Agree Strongly agree

5. Do you think the overall quality of training content design appropriate to your specific work?

Strongly disagree Disagree Neutral Agree Strongly agree

Part- 3 Training Delivery Mode

1. The hotel use on-the –job training method to train employees

Strongly disagree Disagree Neutral Agree Strongly agree

2. The hotel use off-the –job training method to train employees

Strongly disagree Disagree Neutral Agree Strongly agree

3. Lecture is method of delivery mode at the training you have attended.

Strongly disagree Disagree Neutral Agree Strongly agree

4. Demonstration is method of delivery mode at the training you have attended.

Strongly disagree Disagree Neutral Agree Strongly agree

5. Discussion is method of delivery mode at the training you have attended.

Strongly disagree Disagree Neutral Agree Strongly agree

6. Presentation is method of delivery mode at the training you have attended

Strongly disagree Disagree Neutral Agree Strongly agree

7. Seminar is method of delivery mode at the training you have attended

Strongly disagree Disagree Neutral Agree Strongly agree

Part- 5: Effect of training on performance

1. Do the methods used during training have any effect on your skill?

Strongly disagree Disagree Neutral Agree Strongly agree

2. Do the methods used during training have any effect on your knowledge?

Strongly disagree Disagree Neutral Agree Strongly agree

3. Do the methods used during training have any effect on your attitude?

Strongly disagree Disagree Neutral Agree Strongly agree

4. Would you require further training to improve your performance?

Strongly disagree Disagree Neutral Agree Strongly agree

5. Did you find the training programs held in the Hotel useful?

Strongly disagree Disagree Neutral Agree Strongly agree

6. Do you plan to do anything directly as a result of training?

Strongly disagree Disagree Neutral Agree Strongly agree

Thanks for your time and response.