

Training Culture as a strategy for key organizational commitment: an analytical study of Hotel Industry in India

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ABSTRACT: *In an environment where the conditions of diminishability, rivalry, rejectability etc. are present, human resource (HR) is becoming a reliable source for corporate stability. Continuous learning and training is crucial to the growth and development of HR of an organization. The present study investigates the impact of training culture on organizational commitment of employees focusing on employees' affective commitment towards their organization. Training culture is conceptualized within a multidimensional framework consisting of training design, supervisor support for training, and trainee characteristics. Field research was conducted by distributing 1000 questionnaires to the employees in four- and five-star hotels operating in India. Confirmatory factor analyses were used to analyze the quality of the scales and multiple regression analyses were conducted to test the hypotheses of the study. The results revealed that all the sub-constructs of training culture positively effect organizational commitment of employees. Implications have been presented for both researchers and human resource practitioners as to how to utilize organizational training culture factors to boost the commitment of employees.*

KEYWORDS: *Commitment, hotel, supervisor, training,*

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I. INTRODUCTION

Hotel industry is one of the important elements of service industry, which functions as a provider of accommodation, catering and various additional services to its clients. The Indian Tourism and Hospitality industry is one of the fastest growing and most important segments in the earning of revenue and as well as employment (Mathur & Kumar, 2014). The tourism and hospitality sector is among the top 15 sectors in India to attract the highest Foreign Direct Investment (FDI). During the period April 2000-September 2015, the hotel and tourism sector attracted around US\$ 8.48 billion of FDI, according to the data released by Department of Industrial Policy and Promotion (DIPP) (IBEF, Sanpshot).

In a broad sense hotel industry of India is full of potential for growth and development. Indian hotel industry has registered considerable development with significant impact on growth of GDP; a spectacular rise in country's income, increase in per capita income and development of financial sector of India. Subsequently, this industry is expected to grow further in coming years. With more developed vision and infrastructure, it demands more skilled and updated HR. Nevertheless, pressure of international competition and market globalization are forcing Indian hotels to work much better, therefore there is an increasing realization that hotel industries need a culture that supports continuous training and development of employees within an organization. Subsequently, establishing a favourable training culture can be sometimes a panacea to this chaos (Hamid & Muzaffar, 2015).

Furthermore, in today's global scenario, when there are cut-throat competitions, those industries outlast that train the most crucial assets i.e. HR. Moreover, training has increased in importance in today's environment where jobs are complex and specifications of jobs change rapidly. Hotels that do not pay proper heed towards imparting new skills to employees, may find themselves on the back foot in rapidly changing competitive environment when talented employees leave in frustration and other employees would find it difficult to beat rivals. Subsequently, in the present study, it is theorized that an organization can influence work related attitude such as organizational commitment through the establishment of favourable training culture, which will help to reduce turnover intention and enhance effectiveness of employees. One of the most important keys to developing successful training programs in organizations is providing a favourable culture to it. Training culture can be viewed as a tool for eliciting and altering desired responses from employees, and organizational commitment is included in this (Bartel, 2000). Commitment is a sort of bond between an employee and the organization he is working for (Buchanan, 1974). The strength of this bond is dependent on various factors. This

study will try to find the relation of some of the training culture factors i.e. training design, supervisor support and trainee characteristics with organizational commitment in hotel industry of India.

Apart from the above-mentioned three antecedents, numerous other factors also affect organizational commitment significantly. But this study will focus, primarily, on training design, supervisor support in training and trainee characteristics; as the antecedents of organizational commitment. A lot of work has been done, over the world, on the antecedents of organizational commitment. But very few researches (Kwantes, 2009; Awasthy & Gupta, 2010; Messner, 2013; Tripathi, 2014; Kalidass & Bahron, 2015) have been made on the organizational commitment of employees in India. Moreover, hotel industry has been ignored mostly in this domain. The objective of this research is to get an insight into the impact of training culture (training design, supervisor support in training and trainee characteristics) on organizational commitment of employees working in hotel industry in India.

II. OBJECTIVES OF THE STUDY

The main objective of this paper is to evaluate TC as a means of incrementing organizational commitment of employees. In order to achieve the main objectives noted above, some research goals are developed like;

- To assess the impact of training design on organizational commitment of employees working in hotels under study.
- To assess the impact of supervisor support on organizational commitment of employees working in hotels under study.
- To assess the impact of trainee characteristics on organizational commitment of employees working in hotels under study.

III. DEFINING TERMS

3.1 Training Design

Design is the outline dictating fundamental characteristics of the training (Brown & Gerhardt, 2002). Wells and Schminke (2001) indites training design involves determining the specific content of training programs that can help alleviate diagnosed problems. Training design includes training schedule, material, source of trainer decisions, training methods will be used, training aids required, gaps/breaks during training program (Devi & Shaik, 2012). Furthermore, Rajput (2011) defined training design as the process of creating a blueprint for the development of instruction.

3.2 Supervisor Support

Supervisor support is the support and help from the supervisor to trainees while the training program, that affects outcomes of training. According to Kontoghiorghes (2001) supervisory support may be defined as the degree to which trainees function in an environment in which supervisors support and encourage the application of new skills and knowledge in training.

3.3 Trainee Characteristic

Trainee characteristic refers to the ability of the person to learn, synthesize, and connect what he has learnt to practice and transfer the skills and knowledge to work. It is a trainee's personality that directly affects the training process and training outcomes (Yusof, 2012). There are several individual characteristics that affect the training effectiveness. Some of these characteristics include motivation to learn, motivation to transfer, personality related factors and ability-related factors (Velada, Caetano, Michel, Lyons, & Kava-nagh, 2007).

3.4 Organizational Commitment

According to Porter, Steers, Mowday, and Boulin (1974) organizational commitment may be defined as "the strength of an individual's identification with and involvement in a particular organization. While Morrow and Writh (1989) defined organizational commitment as a psychological state that includes an individual's belief in and acceptance of the value of his or her chosen job, and a willingness to maintain membership in that job. Commitment refers to an employee's willingness to work positively in an organization and his continuance to work for it (Mowday, Porter & Steers, 1982).

IV. REVIEW OF LITERATURE

4.1 Studies Related to Training Design

Numerous researchers (Baldwin & Ford, 1998; Clarke, 2002; Subedi, 2006; Abdullah & Suring, 2011) have studied the impact of training design factors on training outcomes, as design factors seem to be some of the most influential factors affecting impact of training programs in the workplace. Manju and Suresh (2011) showed that the training design interventions have got the due attention of the industrial units and training design, and implementation is significantly related to productivity effectiveness of training. Furthermore,

Clarke (2002) found a significant relationship between training design and content and training outcome. Abdullah and Suring (2011) in a study examining relationship between motivation to transfer, training design, transfer climate and transfer of training found that all of the training design has positive and statistically significant relationship with the transfer of training.

Baldwin and Ford (1998) highlighted the importance of training design features such as identical elements, general principles, stimulus variability, and conditions of transfer for transfer. Further empirical evidence for the central role of training design has also been demonstrated by Winfred, Winston, Pamela and Suzanne (2003). They found that the training method used, the skill or task characteristic trained, and the choice of training evaluation criteria are related to the observed effectiveness of training programs. Supporting the finding of Winfred, Winston, Pamela and Suzanne (2003), Pineda-Herrero, Quesada and Moreno, (n.d) highlighted the importance of choice of methods of training and reported that the transfer conditions are more favourable in face-to-face training than in distance training, as the former generates more satisfaction, more learning and, self-efficacy.

Training design is a factor relative to the training activity. The goals and the extent of training, the training methods and means, as well as the training place and equipment, are important factors related training design (Panchapakesan & Prabhakar, 2012). Lim and Johnson (2002) argued that without a strong match between the training content and the trainees' work roles, it is unlikely that transfer will occur. Clarke (2002) elucidated that the specific involvement of managers in the design of the training program and in planning for staff to implement the training in their practice, contributed to the training's effectiveness. Other researchers (Abdullah & Suring, 2011; Clarke, 2002) have identified that one cause of failure for trainee to transfer is that the training design rarely provides for transfer of learning.

Researchers (Subedi, 2006; Aguinis & Kraiger, 2009; Abdullah & Suring, 2011) have argued that appropriate training designs are not being followed by organization which is affecting the effectiveness of training program. Nevertheless, Hawley and Barnard (2005) in a study examining the implication of work environment characteristics for training transfer reported that training programs are often designed and delivered without connecting the training back to the working environment (as cited in Abdullah & Suring, 2011). Aguinis and Kraiger (2009) made an attempt to review the literature related to training design and delivery to identify the conditions under which the benefits of training and development are maximized.

4.2 Studies Related to Supervisor Support in Training

Studies have shown that supervisor support for training increases employee performance and commitment, and decreases turnover and absenteeism (Ahmad & Bakar, 2003; Ismail, Sieng, Ajis, Dollah, & Boerhannoeddin, 2009). Seyler, Holton, Bates, Burnett and Carvalho (1998) found that peer and supervisory support as well as opportunity to use and supervisor sanctions were related to variations in trainees' levels of motivation to transfer training. Human resource development (HRD) literature underlined that the ability of supervisor to use good communication styles in training programs may motivate positive individual attitudes and behaviours (Ismail, Bongogoh, Segaran, Tudin, Ajis, & Ismail, 2009; Abdullah, Ismail & Baroto, 2011). Support for training from senior staff and from colleagues has positive association to the organizational commitment predicted (O'Driscoll & Randall, 1999; Cheung, 2000). Moreover, Lim and Johnson (2002) in a qualitative study examining trainees' perceptions of factors that influence learning transfer' in Korea, found supervisory support and involvement in training to be a significant factor influencing training transfer.

Some of the authors have found to report negative relationship between supervisor support and training outcomes viz. Facticeau, Dobbins, Russell, Ladd & Kudish (1995) found that among the three factors supervisor support was found to be negatively related to transfer. Apart from this Klink, Gielen and Nauta (2001) investigated the effects of supervisory behaviour on training transfer in two banking organizations. In neither case were the authors able to demonstrate any effects of supervisory support on performance. Ismail, Sahol, Kueh, and Fazilatulaili (2011) investigated that communication and delivery mode have played important roles as determinants of training transfer, but support and assignment have not played important roles as determinants of training transfer.

Unlike the abovementioned findings, Abdullah, Ismail and Baroto (2011) in a study made an attempt to examine the effect of supervisor role in training programs on motivation to learn. The outcomes confirmed that the supervisor support and supervisor communication significantly correlated with motivation to learn. Clarke (2002) cogently demonstrated the importance of training for supervisors and writes that supervisors must be given appropriate training and resources in order to provide appropriate support to maximize training transfer. It is also likely that employees working under supervisors with participative management style feel more favorable in predicting their future career paths, which in turn increases their commitment (Cheng, 2001). The ability of supervisors to play effective roles in training programs may increase employees' motivation to learn. The nature of this relationship is interesting, but the role of supervisor's role as a predicting variable is less emphasized in a training program models (Abdullah, Ismail & Baroto, 2011).

Ismail, Sieng, Ajis, Dollah and Boerhannoeddin (2009) measured the effect of the supervisor's role in training programs on job performance. The results demonstrated two important findings: first, supervisor support positively and significantly correlated with job performance. Second, supervisor communication positively and insignificantly correlated with job performance. Same findings are also been demonstrated by Ismail, Sieng, Abdullah and Francis (2010) who confirmed that the supervisor support was found to be a significant predictor of job performance, whereas supervisor communication was not a significant predictor of job performance.

Newman, Thanacoody and Hui (2011) found that both the supervisor and co-workers are extremely important in supporting employee training participation in China and the subsequent application of skills learnt. Pham, Segers and Gijsselaers (2013) reported that work environment factors such as supervisory support, job autonomy and preferred support (support as needed by the trainee) were significantly associated with the training transfer. Ismail, Bongogoh, Segaran, Tudin, Ajis and Ismail (2009) demonstrated that relationship between motivation to learn and supervisor communication had been an important predictor of job performance. This result confirms that motivation to learn does act as a full mediating role in the training model of the organizational sample.

4.3 Studies Related to Trainees Characteristics

Abdullah and Suring (2011) stated there are nine main components of training that might affect effectiveness of training program. The first main factor is trainee characteristic which involve employee's motivation and ability. Tziner, Fisher, Senior and Weisberg (2007) probed the impact of six employee characteristics (conscientiousness, self-efficacy, motivation to learn, learning goal orientation, performance goal orientation, instrumentality) and one work environment characteristic (transfer of training climate) on training outcomes with 130 trainee. The results strongly support the predicted links; motivation to learn and learning goal orientation were found to contribute most to predicting training outcomes. Madagamage, Warnakulasooriya and Wickramasuriya (2014) probed the impact of two trainee characteristics (self-efficacy and career commitment) and four work environmental factors (supervisory support, opportunity to perform, accountability and awareness of strategic linkages) on motivation to learn. The findings revealed that trainees' self-efficacy and awareness of strategic linkages have a significant impact on the supervisor support.

Amidi and Jusoh (2013) identified variables that influence employees' motivation to training and to transfer that knowledge to the work setting. One-way ANOVA was utilized to determine the differences of motivation to transfer training based on gender, age, marital status, level of education and race. Between knowledge sharing variable (perceived behavioural control, subjective norms, attitudes, willingness to share, sharing behaviour), only perceived behavioural control subjective norm, willingness, and sharing behaviour showed a remarkable effect on motivation to transfer training. Panchapakesan and Prabhakar (2012) reviewed that the trainee must also understand the relationship between training and work practice to be able to make the transfer.

Panchapakesan and Prabhakar (2012) in a paper presented an empirical study based on an effectiveness of training transfer, the paper also examined trainee characteristic factors which affect the motivation to transfer and determined the trainees' behaviour in organizations. The finding reveals the importance of work environment, trainee characteristics, and environmental factors in the training transfer process and provides useful insights regarding the design and management of the training program. Cheng and HoDanny (1998) concluded that if employees feel that the training is valuable and they are also motivated, the trainees will participate in the training enthusiastically and when the organization management supports the application of the training to the work places by giving rewards, the transfer of training success and effectiveness are assured.

Wen and Lin (2014) intended to investigate individual level of trainee characteristics exclusively by structural equation modeling (SEM) from broad industries in Taiwan. The focus of this study was on developing and testing a model, which investigated individual's characteristics including self-efficacy, motivation to learn, and motivation to transfer. The result revealed the fully prediction role of motivation on self-efficacy to training transfer. Furthermore, Panchapakesan and Prabhakar (2012) emphasizing the importance of trainees' characteristics declaimed that trainees must have the ability to retain the knowledge instilled during the training program to facilitate the transfer process. Similar to cognitive ability, training retention is the degree to which trainees retain the content after training is completed.

Saprin (n.d.) demonstrated that transfer of training has direct significant relationship with all trainee characteristics which include personality, ability and motivation of the trainees. Training can lead to high levels of commitment, as employees show appreciation to the organization for the investment made in them by working hard and consenting to be member of the organization (Sahindis & Bouris, 2008).

4.4 Training and Organizational Commitment

Employees' commitment on the part of the organization can be demonstrated through the quality of training provided to employees. Several researchers have demonstrated a positive significant relationship between training and organizational commitment (Bartlett, 2001; Ahmad & Bakar, 2003; Owens 2006; Benson, 2006; Shore, Tetrick, Lynch & Barksdale, 2006; Al-Emadi & Marquardt, 2007; Dirani, 2009; Bulut & Culha, 2010; Newman, Thanacoody & Hui, 2011; Alhassan, 2012, Mahmood, 2012; Emami, Moradi, Idrus & Almutairi, 2012). Al-Emadi and Marquardt (2007) in examining relationship between employees' beliefs regarding training benefits and organizational commitment, found a positive relationship between perceived training benefits and both affective and continuance commitment. Anvari, Amin, Ismail and Ahmad (2010) reported that employees exposed to more training opportunities are more likely to exhibit higher levels of organizational commitment.

Alhassan (2012) demonstrated that employees who perceived high availability of training and high supervisor support for training were significantly higher in affective commitment than those who perceived low availability of training and low supervisor support for training. However no significant relationship was established between employee perceptions of training and continuance commitment. Mahmood (2012) probed how employee training effectively induces organizational commitment, retention and performance enhancement. The regression analysis revealed that training has a positive and significant influence on commitment, compensation, work life policies, career development, task and contextual performance.

Ahmad and Bakar (2003) in a research study examined the association between five training variables; availability of training, support for training, motivation to learn, training environment and perceived benefits of training, and various aspects of organizational commitment in Malaysia. The study found evidence of a significantly positive relationship between training variables and affective commitment. Anvari and Amin (2011) determined the relationships between strategic training practices, turnover intention, and organizational commitment. The survey results demonstrated that organizational commitment is a partial mediator between strategic training practices and turnover intention. Jehanzeb, Rasheed, and Rasheed (2013) investigated the impacts of training on organizational commitment and turnover intentions in private sector of Saudi Arabia. The study found that employees' training is significantly correlated with organizational commitment, turnover intentions and the commitment-turnover relationship. Hicks (1984) claimed that employees who received reasonable training and those who had a higher degree of choice were more likely to perceive the training to be appropriate for them to take and were better able to profit from training. They will also be more committed to their decision to attend the training.

Bulut and Culha (2010) investigated the impact of organizational training on employee commitment focusing on employees' emotional and affective responses towards their organization. The regression model to test hypothesis was significant and organizational training explains sufficient variance of organizational commitment. Thus, the results revealed that all dimensions of training positively affected employee commitment. Newman, Thanacoody and Hui (2011) in a study analyzed the impact of employee perceptions of training on organizational commitment, and the latter's relationship with turnover intentions. The findings differ from that of previous studies because no evidence was found to indicate that motivation to learn and the perceived benefits of training impact on the organizational commitment of employees. Verhees (2012) describes the direct and indirect effects between training hours and employees' turnover intentions, and also the role of organizational commitment. The results from the regression analysis show that there is no significant relationship between training hours last year and turnover intentions nor between training hours last three years and turnover intentions.

V. HYPOTHESES AND RESEARCH MODEL

H1: Training Design will have a significant influence on job performance of the employees working in hotels under study.

H2: Supervisor Support will have a significant influence on job performance of the employees working in hotels under study.

H3: Trainee Characteristics will have a significant influence on job performance of the employees working in hotels under study.

Based on the purpose of this study, i.e. examining the influence of Training Culture factors viz. training design, supervisor support, and trainee characteristics on organizational (affective) commitment, a research model (Figure 1) has been developed.

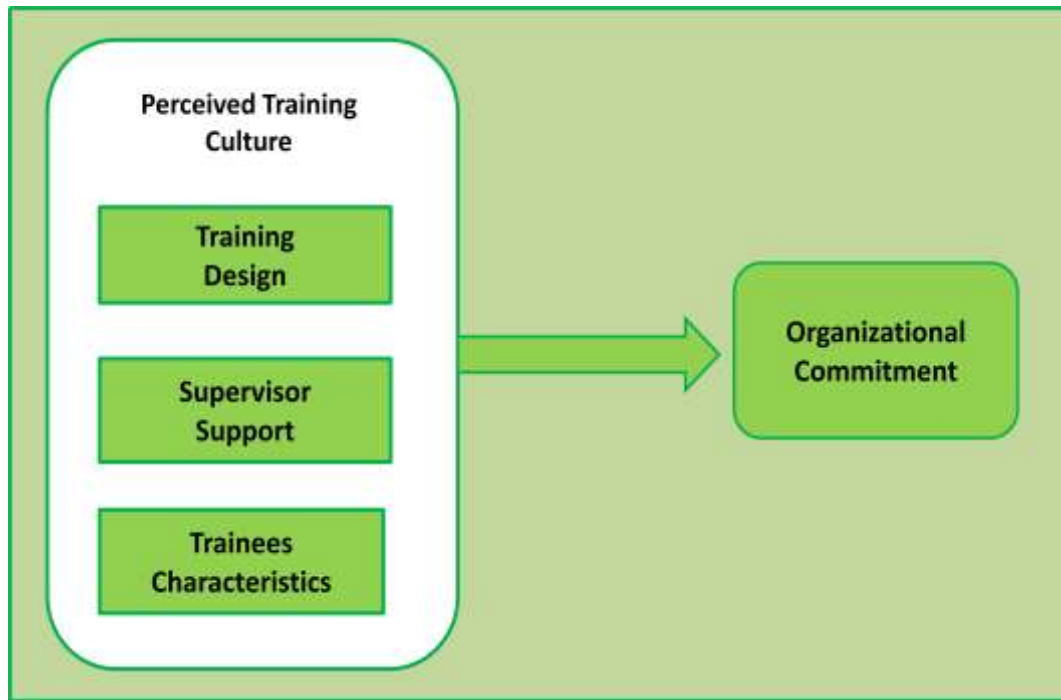


Figure 1: Research Model

VI. METHODOLOGY OF THE STUDY

6.1 Sample and Sampling Technique

The respondents in this study comprise full-time junior and senior employees of the 4 and 5 stars hotels in India. For the purpose of collection of data, convenience sampling method has been adopted as the intention was to get sample of the experienced employees working in hotels under study. Self administered questionnaires (with assistance from some managers/officers) numbering 1000 were administered to employees working in hotels. Out of 1000 questionnaires distributed, 684 were returned (yeilding 68% response rate), 58 were rejected because of inadequate information, and 626 were used for final data analysis. For multivariate analysis a sample size of 300 is considered good (Wimmer & Dominick, 2000). Table 1 shows the complete picture of sampling profile of the respondents of hotels under study.

Table 1: Sampling Profile of the Respondents

Gender	Males (396)	Females (230)		
Age	Below 25 (224)	25-35 (164)	35-45 (128)	Above 45 (106)
Qualification	Post Graduate (130)	Professional Qualification (220)	Graduate (164)	Any Other (112)
Work Experience	0-3 (104)	3-6 (222)	6-9 (178)	Above 9 (122)

6.2 Research Instrument

In this research, a survey questionnaire has been used to collect data from the employees working in hotels. The questionnaire basically comprises of three sections whereby it contained the demographic characteristics of the respondents on the first section. With the other two sections statements of training culture (training design, supervisor support, and trainee characteristics) and organizational commitment were measured. The Affective Organizational Commitment (OC) scale of Allen and Meyer's (1990) organizational commitment instrument was used. Sample items of Affective Commitment (AC) sub-scale included "I enjoy discussing my organization with people outside of it". Training culture scale of Muzaffar (2016) has been used for training culture factors. Sample items of Training Design (TD) sub-scale included "the training program is well structured".

Possible responses were arrayed on a five-point Likert scale comprising "strongly disagree" (5), "disagree" (4), "neutral" (3), "agree" (2), and "strongly agree" (1). Test of internal consistency (Cronbach's alpha) was conducted to assess the reliability of the variables used in this study. Results indicate that these four

factors viz. TD, SS, TCS and OC showed adequate levels of internal consistency reliability at 0.79, 0.81, 0.86 and 0.84 according to Nunnally (1978), and Hair, Black, Babin and Anderson, (2010).

VII. DATA ANALYSIS

Data analysis was carried out by using Statistical Package for Social Scientists (SPSS 20) and Analysis of Moment Structures (AMOS 20) for Windows. To analyze the quality of the scales confirmatory factor analyses has been used, and to test the hypotheses of the study multiple regression analyses have been conducted.

7.1 Measurement Quality of the Scale

Confirmatory factor analysis (CFA) has been used for the assessment of the measurement quality of the scales (instruments) used in our research before testing the hypotheses of the study.

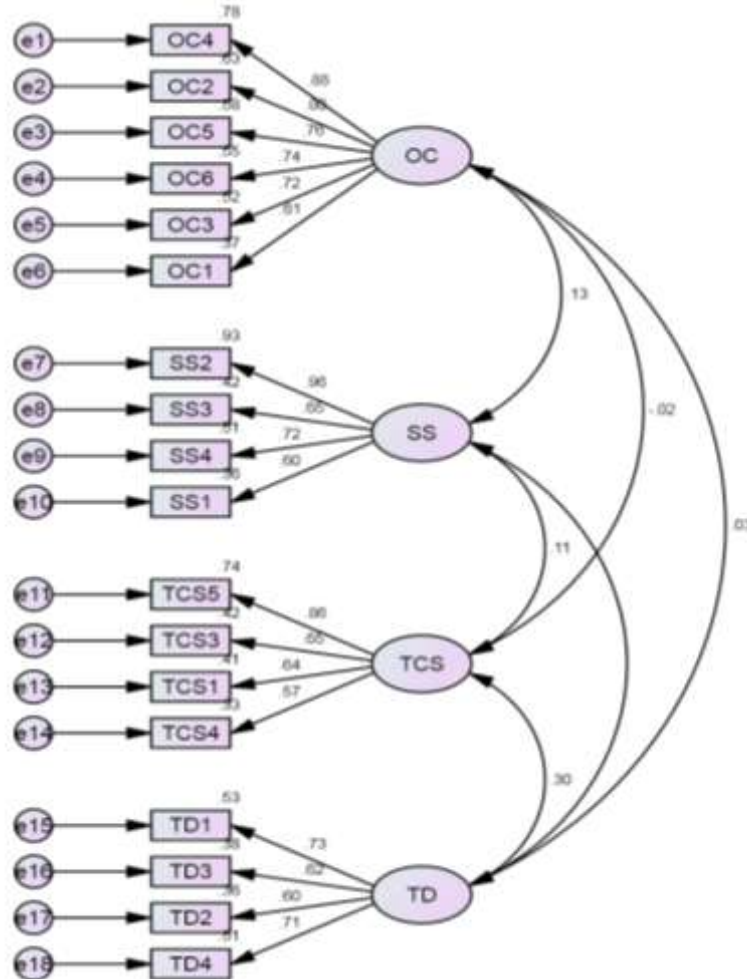


Figure 2: CFA Measurement Model

All scales relating to the four factors – three training culture factors and one organizational commitment factor – are subjected to CFA. CFA output includes fit indices. There are no set rules for assessing the model fit by itself, but reporting a variety of indices is advised (Crowley & Fan, 1997). For the present study, most commonly reported fit indices have been chosen, which includes normed Chi-Square, Root Mean Square Error of Approximation (RMSEA), which is an absolute fit index, Goodness of Fit (GFI), Adjusted Goodness of Fits (AGFI) and Comparative Fit Index (CFI), Incremental Fit Index (IFI); Tucker Lewis Index (TLI). Confirmatory Factor Analysis for the Measurement Model was used. The model fit indices are shown in Table 4.

The CFA showed a good fit of both data and null model as can be seen in Figure 2 [$X^2/df = 2.706$, comparative fit index (CFI) = 0.920, goodness-of-fit index (GFI) = 0.910; adjusted goodness-of-fit index (AGFI) = 0.881; Incremental Fit Index (IFI) = .921; Tucker Lewis Index (TLI) = 905; root mean square error of approximation (RMSEA) = 0.067].

Table 2: Fit Indices for CFA Measurement Model

Fit Indicators	Model-I	Comment
X ² /df	2.706	Acceptable
GFI	.910	Acceptable
IFI	.921	Acceptable
CFI	.920	Acceptable
AGFI	.881	Acceptable
TLI	.905	Acceptable
RMSEA	.067	Acceptable

7.2 Results of Hypotheses Testing

Data analysis has been undertaken using Pearson’s Product Moment Correlation and Multiple Regression analyses in order to establish the relationship between the independent/predictor variables (sub-constructs of training culture) and the dependent/criterion variable (organizational commitment).

Table 3 contains the descriptive statistics and inter-correlations among organizational commitment (dependent variable) and the sub-constructs of training culture (independent variables). As shown in the Table 3, OC is significantly and positively correlated with TD (r = 0.274; P < 0.05), SS (r = 0.244; P < 0.05) and TCS (r = 0.126, P < 0.05). Apart from this all the sub-constructs of training culture are significantly correlated with each other except TCS which is not significantly correlated with TD (r = 0.058; P=ns) and SS (r = 0.065; P=ns).

Table 3: Descriptive Statistics and Correlations among the Variables

Variables	Mean	SD	N	OC	TD	SS	TCS
Organizational commitment (OC)	3.4790	.79674	313	1			
Training Design (TD)	3.3922	.86832	313	.274**	1		
Supervisor Support (SS)	3.1942	.81757	313	.244**	.123*	1	
Trainee Characteristics (TCS)	3.5695	.76027	313	.126*	.058	.065	1

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

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

The next step is to probe the contributions of the sub-constructs training culture (TD, SS, TCS) to the prediction of organizational commitment of employees working in hotels in India. For this regression analysis has been conducted and the results of regression analysis are presented in Table 4 which shows that there is linear positive relationship between the predictor variables (training design, supervisor support, and trainee characteristics) and criterion variable (organizational commitment) in hotels in India. The results show that training design, supervisor support, and trainee characteristics made 12.3% prediction of organizational commitment. The standard error of .74628 indicates that on an average, employees of hotels deviated from true value by 0.75 limits of that measure. The analysis of variance for the multiple regression data yielded a F-ratio of 18.893 which is significant at P < 0.5. The implication of this result is that the combination of the three predictor variables (training design, supervisor support, and trainee characteristics) significantly predicted organizational commitment of employees.

Table 4: Multiple Regression Analysis on Independent & Dependent Variables

Source of variance	Sum of Square	Df	Mean Square	F	Sig
Regression	31.567	3	10.522	18.893	.000
Residual	212.193	309	.557		
Total	243.760	312			

R = .360

R-Square = .130

Adjusted R-square = .123

Standard Error = .74628

Durbin-Watson = 1.658

Predictors: (Constant), TD, SS, TCS

Dependent Variable: Organizational Commitment

Table 5: The Relative Contributions of Sub-constructs of TC to the prediction of TI

Predictor Variable	Unstandardized Coefficient		Standardized Coefficient	T	Sig.
	B	Std. Error	Beta (β)		
Constant	1.709	.260		6.581	.000
Training Design (TD)	.222	.044	.242	5.023	.000
Supervisor Support (SS)	.203	.047	.208	4.311	.000
Trainee Characteristics (TCS)	.103	.050	.098	2.053	.041

Dependent Variable: Organizational Commitment

Table 5 shows that all three sub-constructs of training culture viz. training design, supervisor support, and trainee characteristics has significant contributions to the prediction of organizational commitment. Training Design had the greatest effect ($\beta = 0.242$; $t = 6.581$; $P < 0.05$) on organizational commitment followed by the influence of Supervisor Support on organizational commitment ($\beta = 0.208$; $t = 4.311$; $P < 0.05$), while Trainee Characteristics were found to had least effect ($\beta = 0.098$; $t = 2.053$; $P < 0.05$) on organizational commitment among all the sub-constructs of training culture.

VIII. DISCUSSION OF FINDINGS

The present study intended to probe training culture (training design, supervisor support, and trainee characteristics) as a predictor of organizational commitment of employees working in hotels. Three hypotheses were stated to identify the contribution of sub-constructs of training culture viz. training design, supervisor support, and trainee characteristics respectively to the prediction of organizational commitment of employees working in hotels.

Results of the study revealed that training design had significant impact on organizational commitment of employees. This indicates that the HRM function plays a part as catalyst of employee behaviour by offering employees with the opportunity to participate in well designed training programs, which in turn increases their commitment to the organization. When employees perceive that there is access to training which is being designed according to need, they feel their organization's will to invest in them and care about them. In turn, employees tend to work harder, attach themselves to their organizations and display a feeling of commitment towards organization. This is perhaps the result of the fact that currently in India, there are limited sectors that are bothered about need-based training, hence employees are found to be loyal to their present employers i.e. hotels. Therefore, employers should provide equal opportunities to their employees in terms of need-based training programs.

A cursory look at the figures presented in the multiple regression analysis showed a significant positive relationship between supervisor support and turnover intentions implying that high supervisor support in training leads to high organizational commitment of employees. In other words, employees feel more attached and loyal to the organization if they experience support in training by the supervisors or seniors. These findings are in consonance with the findings of past researches (Birdi, Allan & Warr, 1997; Bartlett, 2001; Ahmad & Bakar, 2003; Bartlett & Kang, 2004) who had found that supervisory support for training and organizational commitment are significantly related. This means, most of the employees feel that supervisors are supporting in their personal growth and development leading to increase in their commitment towards organization.

Lastly, trainee characteristics had also reported to have significant influences on organizational commitment of employees - i.e. employees who expect benefits from their participation in training activities, and are interested and motivated to learn - are more committed to their organizations.

IX. CONCLUSION

Although, a variety of studies have been reported recently examining certain aspects of commitment and training, but from a cultural approach it is admittedly limited. This cultural approach to training is an implication of an organization culture that involves continuous learning of employees with well-designed, and well-supported training programs primarily organized according to the needs of employees. Subsequently, this study assessed the impact of training culture on organizational commitment of employees working in hotels. Based on findings of this study, it is logical to conclude that training culture basically fosters organizational commitment which would ultimately help to curb turnover of employees.

It has been also found that the employees whom skills are elevated through training are more likely to committed to their work, because they derive satisfaction from mastering new tasks and they are happy as well as they think their employer think of their well-being. Lang (1992) indites that training should be specifically designed to achieve increased organizational commitment. Therefore, the management of hotels should understand the importance of training culture of the organization to improve feeling of commitment of employees towards their organizations. They should impart proper, need-base training programs to their

employees on regular basis. Moreover, Bartlett and Kang (2004) reported that employees with a sound affective attachment to their organization will identify that ongoing participation in training activities is necessary to improve their skills, knowledge and abilities for the achievement of organizational goals. In a broad sense, superiors should spend reasonable and intensive time with their employees through socialization and training activities (Karatepe & Uludag, 2007).

X. IMPLICATION FOR HRD

This study has focused on what kind of and how training culture affects feeling of organizational commitment of employees working in hotels in India. According to the research findings, it can be argued that generating and instilling training culture enables companies to pursue higher and remarkable organizational commitment. On the other hand, there are many methods to generate and instill favourable training culture including involvement from top, aligning training culture to business needs, well defined set of objective, encouraging experimental mindset, proper environment for learning, making training fun and keep it relevant, pondering to the feedback etc. (Karsh, 2011).

Relating the findings of this study, Researcher suggests that;

Management could provide trainees specific and clear expectations as well as the benefits from the training before assigning them training. This could give trainees a better understanding of what the trainees are expected to achieve and how they can be benefited if they achieve the company's expectations. People are purpose-oriented, if they know that something beneficial they will get after inputting efforts, they will be motivated to contribute their efforts. Furthermore from the aspect of learning, supervisors and managers could assign some projects or tasks which allow trainees to apply what they learned from the training courses for complement. This approach will enable trainees to recognize that their learning outcomes actually leads to self-improvement, therefore will enhance their outcome expectancies for the further training and receive a greater motivation to learn by creating a positive cycle.

Besides, management should be more specific, fair, and objective when designing training which could also help to increase performance of employees. Use of different methods and techniques of training can assist to achieve the requirements of being objective. By doing this, it can satisfy trainees' needs and generate better reaction to skill assessment, therefore they are committed to organization. However, a key point for achieving all above requirement is the effective communication. Effective communication at pre and post training could facilitate managers to better transfer expectations and benefits of training to trainees.

Moreover, supervisor support and communication allows trainees to reduce unnecessary misunderstanding and conflicts. When achieving all of these, trainees satisfy both training they attended and job, generating high job involvement and organization recognition which help to create feelings of commitment towards organization.

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