

# Impact of Training on Hotel Employees

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## ABSTRACT

Training plays a crucial role in enhancing the skills, productivity, and job satisfaction of hotel employees. In an industry where service quality directly impacts guest experiences and business success, continuous learning and professional development become essential. This research examines the impact of training programs on employee performance, motivation, and career growth within the hospitality sector.

The study analyzes the effectiveness of various training methods, including on-the-job training, workshops, and digital learning platforms, in shaping employee competencies. Furthermore, it explores the relationship between structured training programs and key performance indicators such as efficiency, customer service quality, and employee retention. The findings suggest that well-structured training programs significantly contribute to improved employee efficiency, reduced turnover rates, and enhanced guest satisfaction. Employees who receive regular training exhibit increased confidence, better problem-solving abilities, and a stronger commitment to organizational goals. Additionally, investment in continuous training programs fosters a positive workplace culture and increases overall job engagement. The research concludes by emphasizing the necessity of integrating both theoretical knowledge and practical skills through dynamic training approaches. Hotels that implement tailored training programs experience greater operational efficiency and a competitive edge in the industry. The paper also highlights challenges such as budget constraints and resistance to new training methods, offering solutions for sustainable employee development in the hospitality sector. Future research can further investigate the long-term career impact of training initiatives and the role of technological advancements in modern training methodologies.

**Keywords:** Training, Hotel Employees, Performance, Hospitality Industry, Employee Development

## INTRODUCTION

The hospitality industry requires well-trained, multi-skilled employees to cater to modern guests and ensure revenue generation. This research explores the impact of training on hotel employees, focusing on guest satisfaction, cost-effectiveness, and performance improvement.

People working in any environment are of not the similar abilities and approach and it can reduce their pace of work while working with other employees of similar abilities and approach. For embedding these attributes in them there is an immense need of continuously educating and training them about how to improve their individual as well as group performance. Knowledge workers can easily accomplish their tasks successfully with high autonomy level. Different level of training is required for the people with high qualification and those with low qualification.

Both training and feedback can collectively bring sharpness in quality of processes performed by the employees. Because it is very clear that training should target those ends of employees which are weak

and creating hindrances in their effectively performing the tasks. Feedback provides the clear picture of what weaknesses are there on the employees' end those immensely need the training. So, the collection of results from feedback helps the management or supervisor to construct a training program which should be comprised of those factors of training which can assist in removing negative outcomes obtained through feedback, while impressive training can support to great extent in making the way clear to the achievement of best shape of outcomes

Employees acquire skills and efficiency during training. They become more eligible for promotion. They become an asset for the organization. Increased productivity- Training improves efficiency and productivity of employees. Well trained employees show both quantity and quality performance. There is less wastage of time, money and resources if employees are properly trained.

Training and development are integral to a hotel's growth and success. Hotels can however under- train their employees by being unwilling to take the time to explain new staff tasks that need to be performed. When this unwillingness occurs, (Goldstein, 1996) states that three scenarios may take place – the employee will not be able to help a client the way they should, the client will be left unsatisfied by the hotel's service level, and lastly the employee will become frustrated by the company and his or her service level will drop to a minimum. Studies have shown that training programs increase employee satisfaction, employee morale and employee retention, and decreases turnover and hiring rates. Training has been shown to improve knowledge and in turn knowledge improves the delivery of hospitality business related activities. Hotels should instead use this situation as an opportunity because training boosts morale and commitment by showing employees they are a valued and important resource.

Training benefits hotels by improving employee morale, reducing supervision and accidents, increasing productivity, and providing opportunities for promotion. It also boosts morale, commitment, and customer service, contributing to increased productivity and profits. This study examines the impact of training programs on hotel employees, investigating the relationship between training and performance, the importance of training in the hospitality industry, and the methods used to achieve training objectives.

## RESEARCH OBJECTIVES

- To find the benefits from the training program.
- To investigate the relationship between training and performance.
- To assess the importance of training in the hospitality industry.
- To explore the methods used to meet training objectives.

## RESEARCH METHODOLOGY

The research methodology employed in this study is quantitative.

- Research Design: The study uses a quantitative research method to collect data. This involved using a structured questionnaire to gather numerical data on participants' relationship between training and job performance and its impact on their work efficiency. The research aims to study the effectiveness of training programs in the hotel industry.
- Locale: The collection of data for the study was done from 4 different properties of the Oberoi Group of hotels located in New Delhi, Mumbai, Bengaluru, and Kolkata.

Sampling Design:

- Sample Size: The sample size consists of 100 employees from various departments within the hotels, including food and beverage service, culinary, housekeeping, front office as well as the ancillary

departments like Sales, Human resource etc.

- Sampling Type: A convenience sampling method will be employed to participants. The hotel employees were stratified based on their departments.
- Tool: The tools used in this questionnaire are primarily self-administered surveys or questionnaires.
- These surveys are designed to collect data directly from respondents regarding their perceptions, experiences, and opinions related to employee training and development programs within the organization.
- Tool Administration: For validity, a pilot sample of 10 people will be taken to check the content and appearance of the questionnaire. The comments of respondents related to language and design will be considered before taking first-hand information from the hotel employees.
- Evaluation of Efficiency would be done by Kirkpatrick's 4-level approach.
- Data Analysis: Data analysis was done with respect to gender (males vs. females).
- Statistical Analysis: Frequency and Percentage has been used for analysis and interpretation of data collected. Tables and graphs were used for data analysis and presentation. Microsoft Excel was used as a tool for statistical analysis.

## LITERATURE REVIEW

The literature review focuses on training, its process, and its influence on employee performance, particularly within the hotel industry.

- Training: Training is a core function within HRM focused on enhancing employee knowledge, skills, competencies, and abilities to improve work effectiveness (Gordon, 1992).
- It is crucial due to increased competition, technological change, and the need for skilled employees.
- The Training Process: The training process involves assessing needs, planning, implementation, and evaluation.
- Training needs are identified through needs analysis, which highlights the gap between expected and actual performance.
- Planning includes setting goals, designing the program, and selecting training methods.
- Effective implementation with skilled trainers and active trainees is essential.
- Training and Development in the Hotel Industry: Training is vital for hotel success.
- Under-training can lead to client dissatisfaction and decreased morale (Chow, Haddad, & Singh, 2007).
- Training programs can increase employee satisfaction and retention while reducing turnover (Woods, 2006).
- It enhances service delivery and should be viewed as an investment, not an expense.

Employee Performance:

- Employee performance refers to an employee's contribution to goal attainment (Herbert & Lee, 2000).
- It encompasses the achievement of tasks measured against criteria like accuracy, completeness, cost, and speed (Afshan, Sobia, Kamran, & Nasir, 2012).
- Training and its Influence on Employee Performance: Training positively impacts employee performance by shaping attitudes, behaviors, skills, and abilities (Benedicta Appiah, 2010).

**Methods of Training:**

Training includes on-the-job and off-the-job methods (S. Prasanth, 2015).

Common methods include:

1. On-the-job training.
2. Role-playing.
3. Self-instruction.
4. Team building.
5. Games and simulations.
6. Computer-based training.
7. Mentoring.
8. Job rotation

**Benefits of Training:**

1. Increased productivity.
2. Uniform work processes.
3. Reduced wastage.
4. Reduced supervision.
5. Internal promotion opportunities.
6. Improved organizational structure.
7. Boosted morale.
8. Improved knowledge of policies and goals.
9. Enhanced customer service.
10. Better work environment.
11. Updated technology (Mehra, 2010).

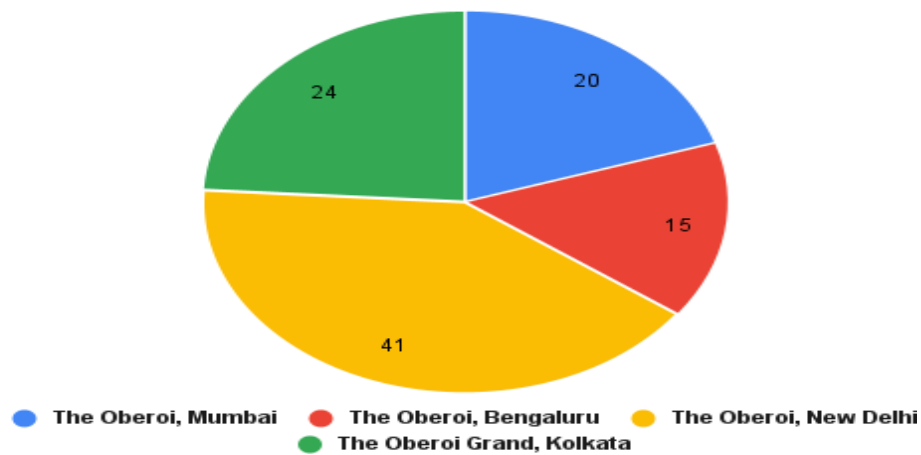
**RESULT**

The study included a survey of employees from four different hotels within the Oberoi Group.

- The gender distribution of the respondents was 57% male and 43% female.
- The majority of respondents (41%) were in the 18-25 age group, followed by the 26-30 age group (35%).
- The respondents were from various departments, with the largest groups being Culinary (27%) and F&B Service (25%).
- 34% of respondents reported having training in the last week, and 38% in the last month.
- The most common training method was lecture/classroom (37%), followed by job rotation (32%) and videos/seminar (29%).
- 81% of respondents reported positive training outcomes.
- Most respondents (83%) felt their time was utilized effectively.
- 72% of respondents would recommend the training program to others.
- Training needs were most frequently identified by supervisors (46%) and managers (41%).
- The majority of employees found the training sessions fairly easy to understand, and reported gaining new learning and skills, which resulted in very good topic understanding and enhanced confidence.
- 91% of respondents reported learning something new from the training.

- 91% of employees felt they gained knowledge and skills from the training program.
- 75% of respondents found the topic of training easy to understand.
- A significant majority (72%) felt training contributed "very much" to their personal development.
- 73% of employees felt confident post-training.
- Training had positive effects on job performance (20%), attitude (18%), and interest (22%).
- 86% of respondents believed training improved efficiency at the workplace.
- 75% felt capable of imparting training to others after receiving it.
- 70% believed there was a reduction in complaints after training.
- 61% reported receiving appreciation for their work.
- 90% believed training had a positive impact on business revenue.

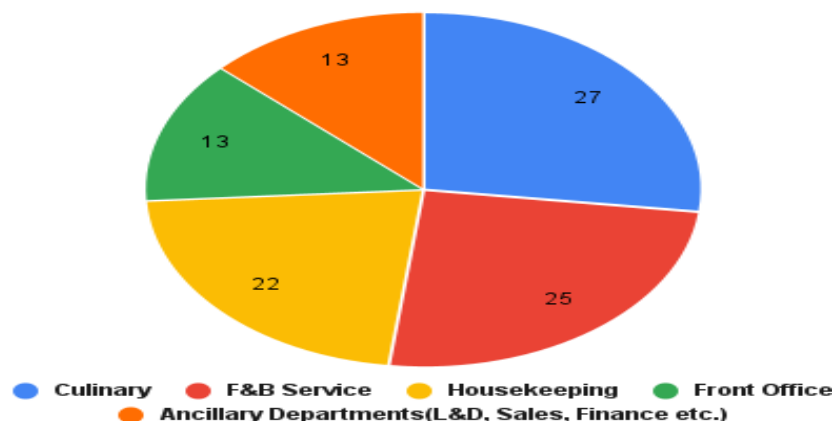
**Hotel**



**Figure 4.3 Hotels**

Figure 4.3 presents the demographic distribution of respondents based on the hotels they belong to. It includes four categories of hotels: The Oberoi, Mumbai; The Oberoi, Bengaluru; The Oberoi, New Delhi; and The Oberoi Grand, Kolkata. The frequency (n) column indicates the number of respondents from each hotel. For example, there were 20 respondents from The Oberoi, Mumbai. The percentage column shows the proportion of respondents from each hotel relative to the total number of respondents (100 in this case). For instance, 20% of the total respondents were from The Oberoi, Mumbai.

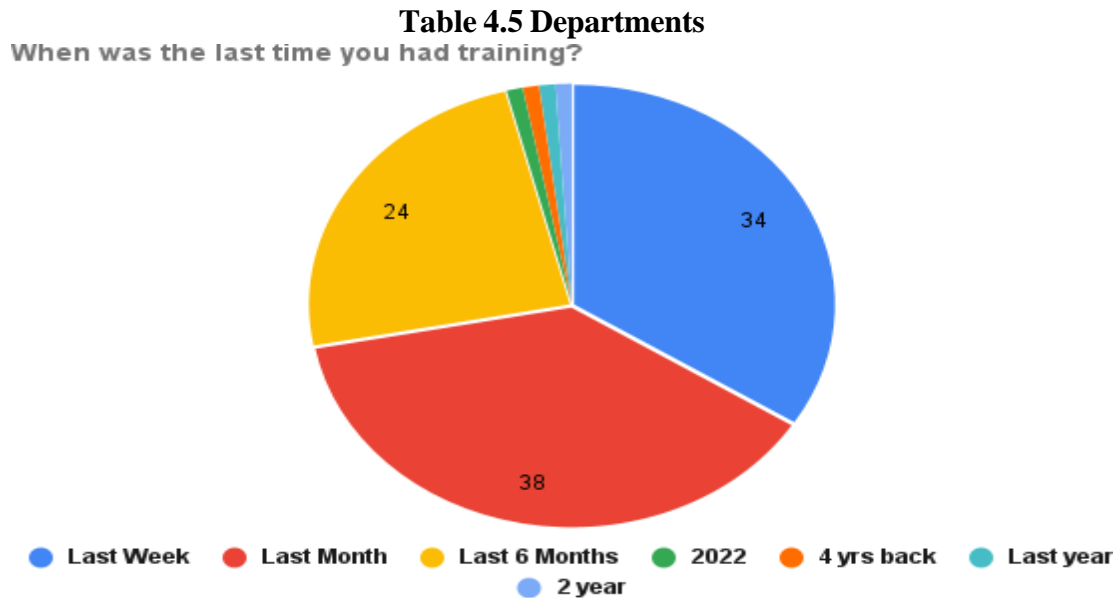
**Department**



**Figure 4.4 Departments**

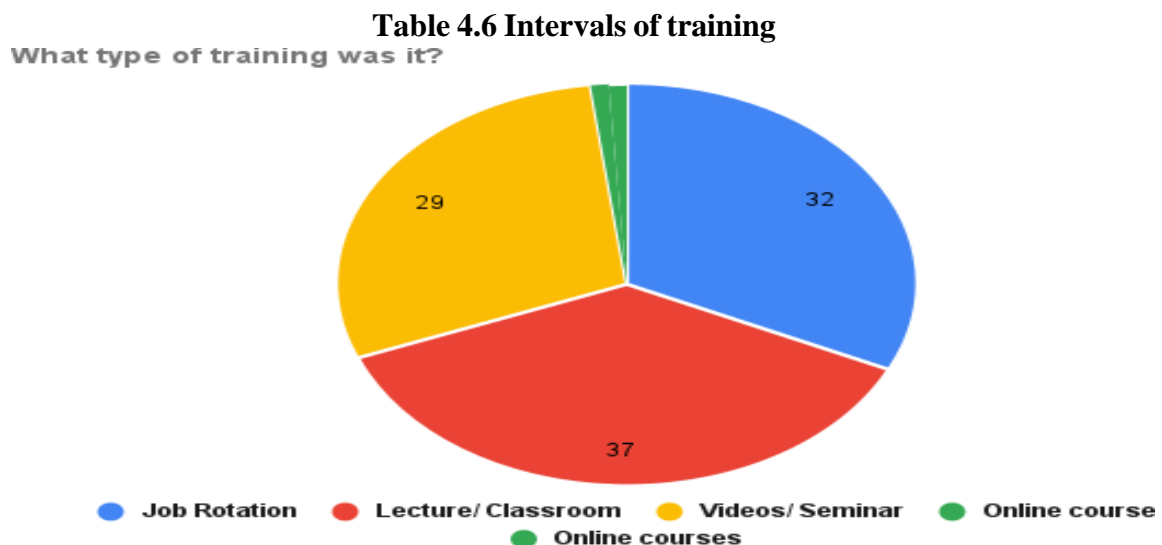
Figure 4.4 presents the distribution of employees across different departments in a hotel, based on a sample

of 100 employees. 27% respondents are from culinary department, 25% are from F&B service, 22% are from housekeeping department, 13% are from front office and rest 13% are from ancillary departments. Overall, this data provides a snapshot of the distribution of employees across different departments in the hotel, indicating the relative sizes of each department in the sample.



**Figure 4.5**

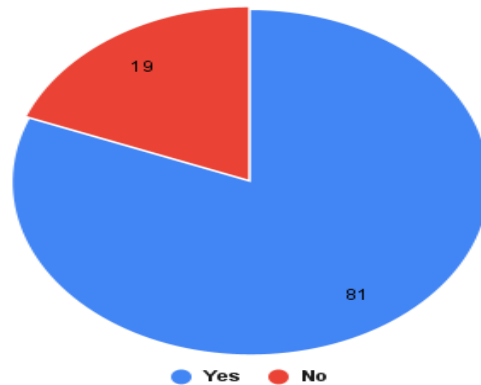
Figure 4.5 shows the intervals of training for a group of respondents, along with the frequency and percentage of respondents in each interval. 34 respondents (34%) reported having training in the last week. 38 respondents (38%) reported having training in the last month. 24 respondents (24%) reported having training in the last 6 months. 1 respondent (1%) reported having training last year. 1 respondent (1%) reported having training in 2022. 1 respondent (1%) reported having training 4 years back. This data indicates the recency of training among the respondents. The majority of respondents had training within the last month or week, suggesting that training activities are relatively recent for most of them.



**Figure 4.6 Type of training**

Figure 4.6 represents the methods of training used in a particular context, with the frequencies and percentages as, Job rotation method involves employees moving through a variety of jobs in different departments or roles. In this dataset, 32 respondents, or 32% of the total, indicated that job rotation was a method of training they experienced. Lecture/classroom method involves traditional classroom-style instruction, where an instructor teaches a group of employees. Here, 37 respondents, or 37% of the total, reported that lecture or classroom training was used. Videos/seminar method involves the use of videos or seminars to deliver training content. In this dataset, 29 respondents, or 29% of the total, indicated that videos or seminars were used for training. Online course involves using digital platforms to deliver training content. In this dataset, only 2 respondents, or 2% of the total, reported using online courses for training. Overall, the data suggests that lecture/classroom training is the most commonly used method, followed by job rotation and videos/seminars. Online courses appear to be less commonly utilized in this context, potentially due to factors such as access to technology or organizational preferences.

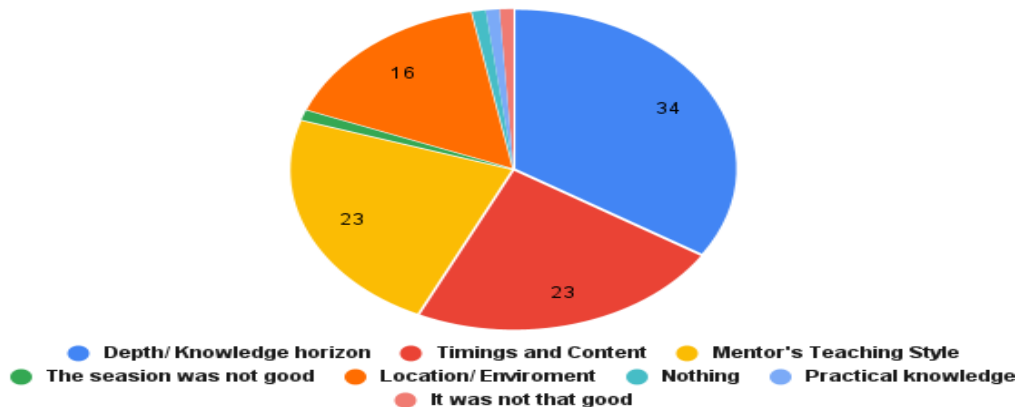
**Table 4.7 Types of training**  
Did the training meet your needs?



**Figure 4.7 Training needs and outcome**

Figure 4.7 presents the frequency and percentage of responses regarding training outcomes. Out of the total respondents, 81 respondents, or 81%, reported experiencing positive training outcomes and 19 respondents, or 19%, reported no positive training outcomes. This indicates that the majority of respondents perceived positive outcomes from the training they received, while a smaller proportion did not perceive such benefits.

What did you like about the session?

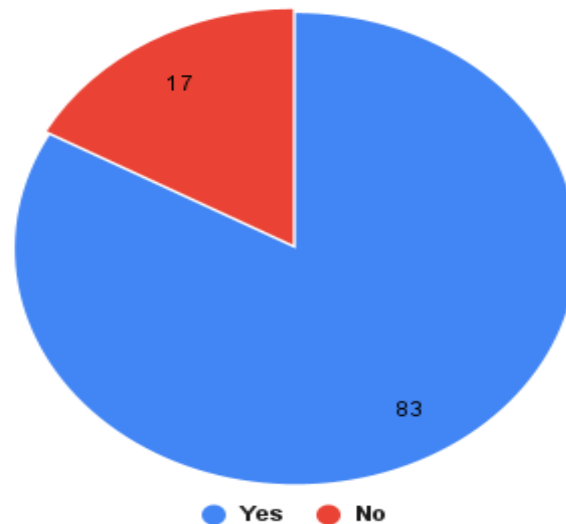


**Figure 4.8 Training session feedback**



Figure 4.8 shows that respondents were asked to provide feedback on various factors related to their training experience, and they were able to provide multiple responses. Depth/knowledge horizon (34 responses, 34%), Timings and content (23 responses, 23%), Mentor's teaching style (23 responses, 23%), Location/environment (16 responses, 16%), Practical knowledge (1 response, 1%), Session was not good (1 response, 1%), Not that good (1 response, 1%), Nothing (1 response, 1%). Overall, the feedback indicates that respondents had various concerns and preferences regarding their training experience, including the depth of knowledge, timing, content, teaching style, and environment. This feedback can be valuable for improving future training programs to better meet the needs and expectations of participants.

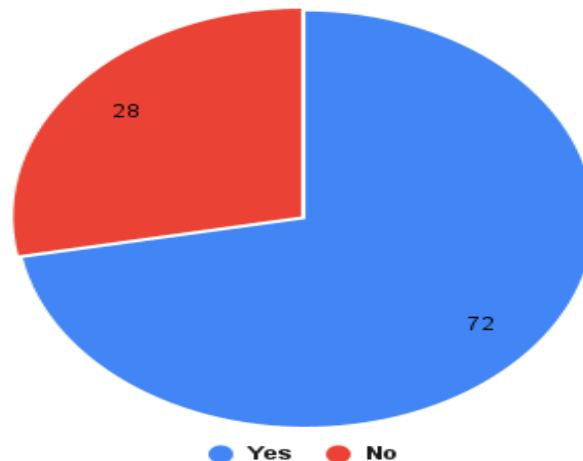
**Was it a good use of your time?**



**Figure 4.9 Time Utilization**

Figure 4.9 shows the responses to a question about whether respondents feel their time is utilized effectively. 83 respondents, which is 83% of the total respondents, answered "Yes," indicating that they feel their time is utilized effectively. 17 respondents, which is 17% of the total respondents, answered "No," indicating that they do not feel their time is utilized effectively. Overall, a large majority of respondents (83%) feel that their time is utilized effectively, while a smaller percentage (17%) feel that it is not.

**Would you recommend the same class to your co-workers?**



**Figure 4.10 Recommendation to co-workers**



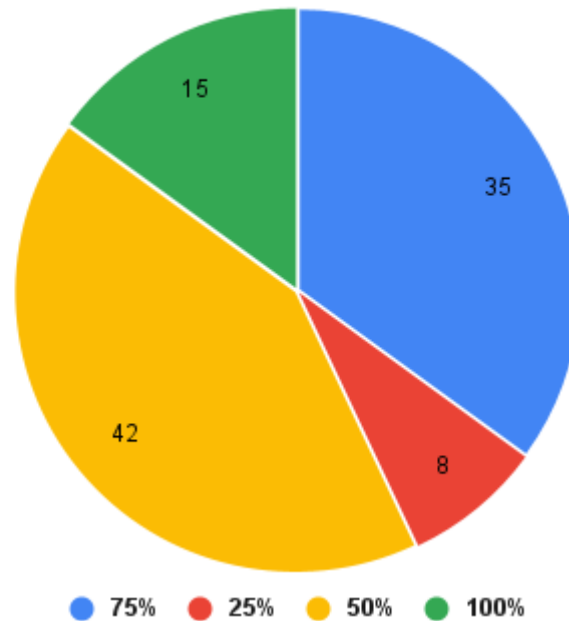
Figure 4.10 shows, 72 out of 100 respondents (72%) answered "Yes" when asked if they would recommend the training program to others, while 28 out of 100 respondents (28%) answered "No." This indicates that a majority of the respondents are likely to recommend the training program to others, as 72% of them responded positively. However, it's important to consider the reasons behind the "No" responses to understand the areas where the training program might need improvement or where it might not have met the expectations of the participants. This information can be valuable for refining the training program and making it more effective in the future.



**Figure 4.11 Identification of the need of training**

Figure 4.12 shows the frequency and percentage of different categories of individuals who identify training needs. The categories are managers, supervisors, yourself (the individual being trained), and others. Managers identified training needs in 41 cases, which represents 41% of the total cases. Supervisors identified training needs in 46 cases, which represents 46% of the total cases. The individual being trained identified training needs in 13 cases, which represents 13% of the total cases. No cases were reported where training needs were identified by others. This data indicates that supervisors are the most common group to identify training needs, followed by managers and then the individual themselves. It also shows that in this sample, no cases were reported where training needs were identified by others, such as colleagues or human resources personnel.

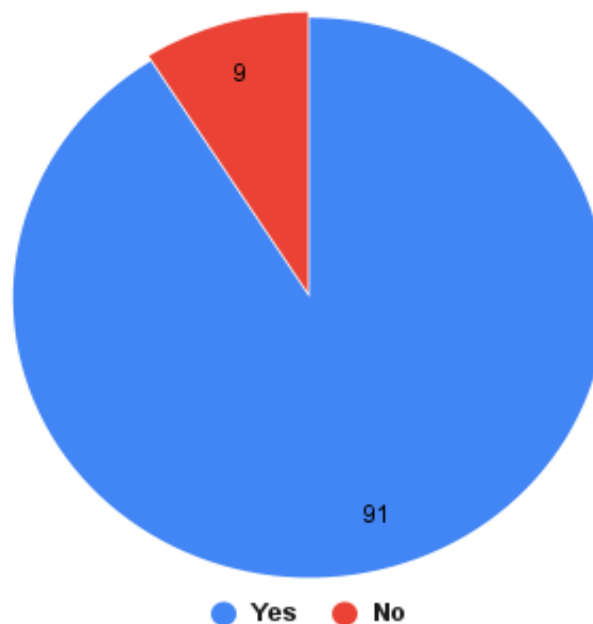
## What was the difficulty level of training?



**Figure 4.12 Difficulty level of training**

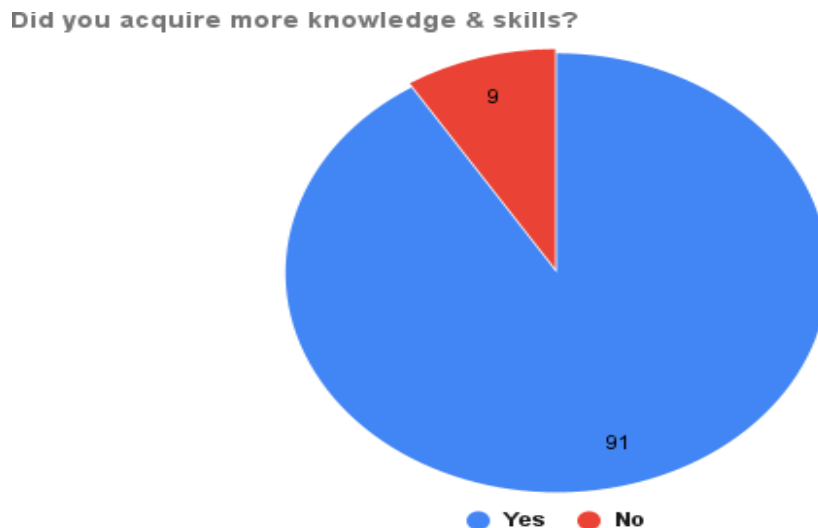
Figure 4.13 indicates the perceived difficulty levels of training based on the responses received. 100% Difficulty Level, 15 respondents (15%) found the training to be extremely difficult. 75% Difficulty Level, 35 respondents (35%) found the training to be quite difficult. 50% Difficulty Level, 42 respondents (42%) found the training to be moderately difficult. 25% Difficulty Level, 8 respondents (8%) found the training to be slightly difficult. This data suggests that the majority of respondents (77% - 15% extremely difficult, 35% quite difficult, and 27% moderately difficult) found the training to be challenging, while a smaller percentage (8%) found it to be slightly difficult.

## Did you learn anything new?



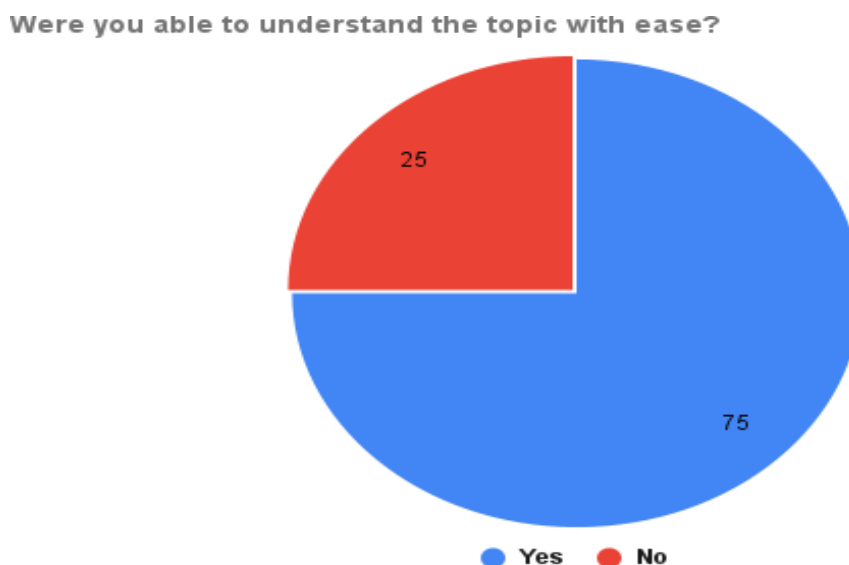
**Figure 4.13 New Learnings**

Figure 4.14 shows the responses to a question about whether individuals learned something new from training. 91 respondents (91%) answered "Yes," indicating that they did learn something new from the training. 9 respondents (9%) answered "No," indicating that they did not learn something new from the training. This data suggests that the majority of respondents found the training to be effective in imparting new knowledge or skills. The 9% who did not learn something new may indicate areas where the training could be improved or where the content may not have met their expectations or needs.



**Figure 4.14 Knowledge and skill development**

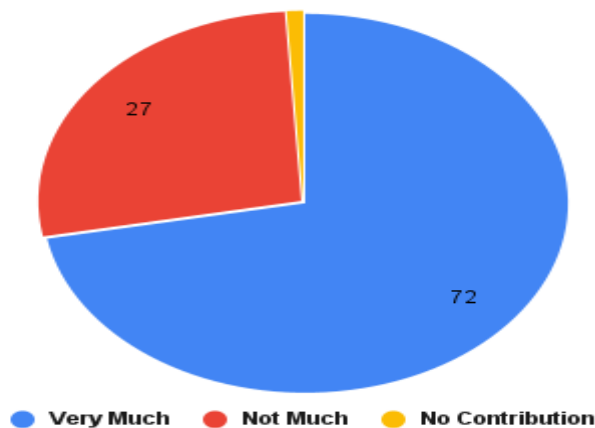
Figure 4.15 shows responses to a question about whether employees believe they gain knowledge and skills from the training program. 91 employees responded affirmatively, which represents 91% of the total respondents. This indicates that a large majority of employees feel they do gain knowledge and skills from the training program. 9 employees responded negatively, which is 9% of the total respondents. This suggests that a small minority of employees do not feel they gain knowledge and skills from the training program. Overall, the majority of employees perceive the training program as effective in providing them with knowledge and skills. However, it's important to further analyze the reasons behind the 9% who feel otherwise to potentially improve the training program.



**Figure 4.15 Understanding of the topic**

Figure 4.16 shows responses to a question about the ease of understanding the topic of training. 75 respondents (75%) answered "Yes," indicating that they find the topic of training easy to understand. 25 respondents (25%) answered "No," indicating that they do not find the topic of training easy to understand. This data suggests that a majority of the respondents find the topic of training easy to understand, while a smaller proportion find it difficult to understand.

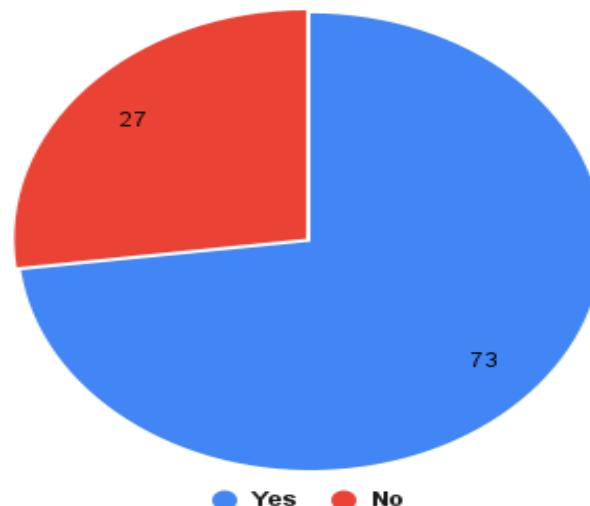
**How much did the training programs contribute to your personnel development?**



**Figure 4.16 Contribution to personal development**

Figure 4.18 presents responses to a question about how training contributes to personal development, categorized into three factors: "Very much," "Not much," and "No contribution. Very much (72%,) indicates that a significant majority of respondents believe that training contributes significantly to their personal development. Not much (27%) A smaller proportion of respondents feel that training does not contribute much to their personal development. No contribution (1%) Only a very small number of respondents believe that training has no contribution to their personal development. Overall, the data suggests that the majority of respondents see training as a valuable contributor to their personal development, with only a minority expressing fewer positive views.

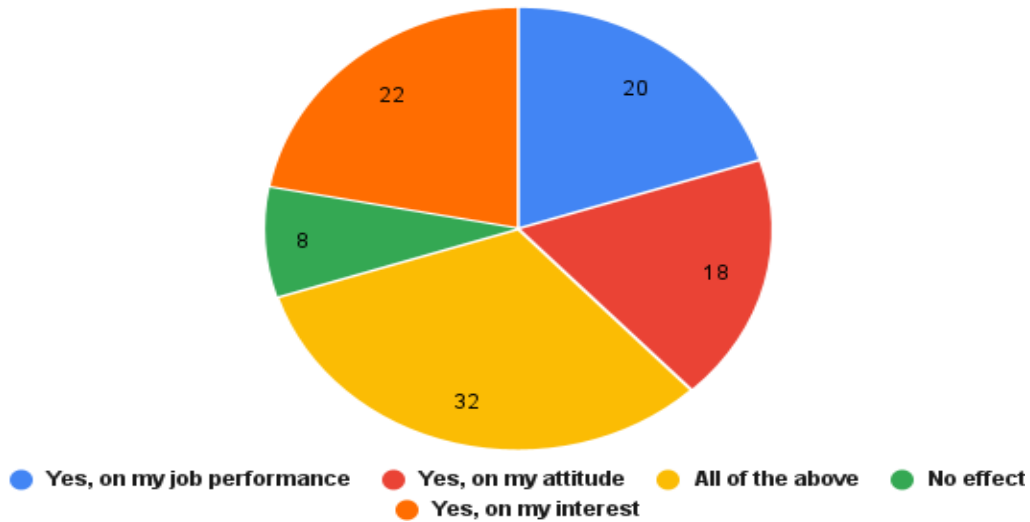
**Were you more confident after the training session?**



**Figure 4.17 Level of confidence post training**

Figure 4.19 shows responses to a question about whether employees feel confident post-training. 73 employees, which is 73% of the total respondents, indicated that they feel confident post-training. 27 employees, which is 27% of the total respondents, indicated that they do not feel confident post-training. This suggests that a majority of the employees (73%) feel confident after training, while the remaining 27% do not. This information can be valuable in assessing the overall effectiveness of the training program and may indicate areas for improvement to boost employee confidence levels post-training.

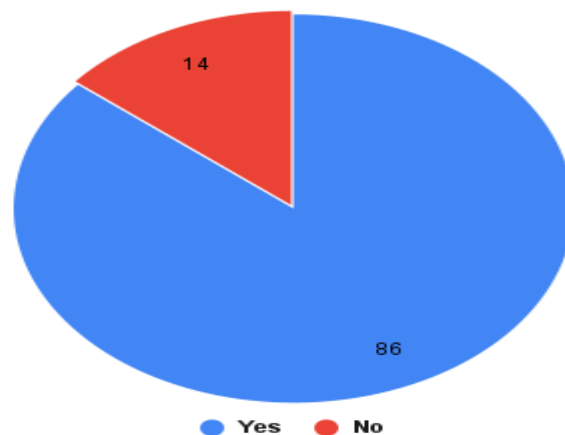
**Did training affect your attitude, interest or job behavior?**



**Figure 4.18 Effect of Training**

Figure 4.20 indicates the distribution of responses to the question about the effects of training on employees' job performance, attitude, and interest. Yes, on my job performance (20 respondents, 20%) 20 respondents stated that training had a positive effect on their job performance. Yes, on my attitude (18 respondents, 18%) 18 respondents reported a positive impact of training on their attitude. Yes, on my interest (22 respondents, 22%) 22 respondents felt that training had a positive effect on their interest in their work. No effect (8 respondents, 8%) 8 respondents indicated that training had no effect on them. All the above (32 respondents, 32%) 32 respondents believed that training had a positive effect on all three factors job performance, attitude, and interest.

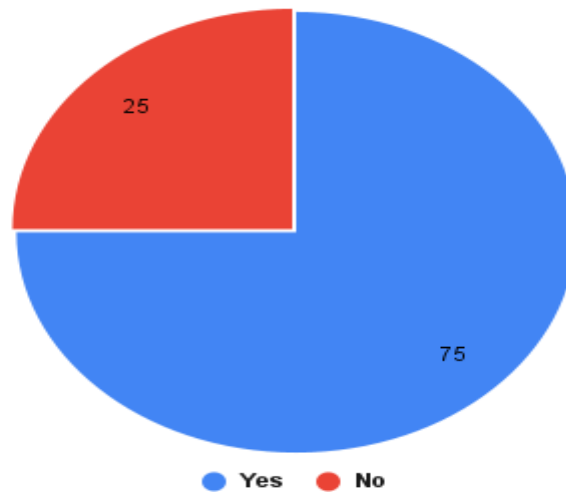
**Did training help in your efficiency at the workplace?**



**Figure 4.19 Efficiency at workplace**

Figure 4.21 represents responses to a question about whether training improves efficiency at the workplace. 86 respondents, accounting for 86% of the total, answered "Yes," indicating that they believe training does improve efficiency. 14 respondents, representing 14% of the total, answered "No," indicating that they do not believe training improves efficiency. Based on these responses, it can be inferred that a majority of respondents (86%) believe that training does improve efficiency at the workplace, while a minority (14%) do not share this belief. This suggests a general consensus among the respondents that training has a positive impact on efficiency in the workplace.

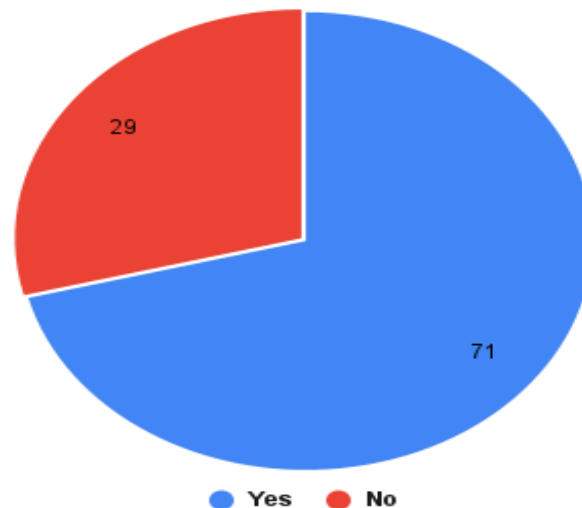
Will you be able to impart the learnings from the session to others?



**Figure 4.20 Impart learning on others**

Figure 4.22 represents that 75 respondents (75%) answered "Yes," indicating that they felt capable of imparting training to others after receiving training themselves. 25 respondents (25%) answered "No," indicating that they did not feel capable of imparting training to others after receiving training themselves. Overall, the majority of respondents (75%) felt that they were able to impart training to others after receiving training, while a minority (25%) did not feel capable of doing so. This suggests that a significant portion of individuals found the training they received effective in preparing them to share their knowledge with others.

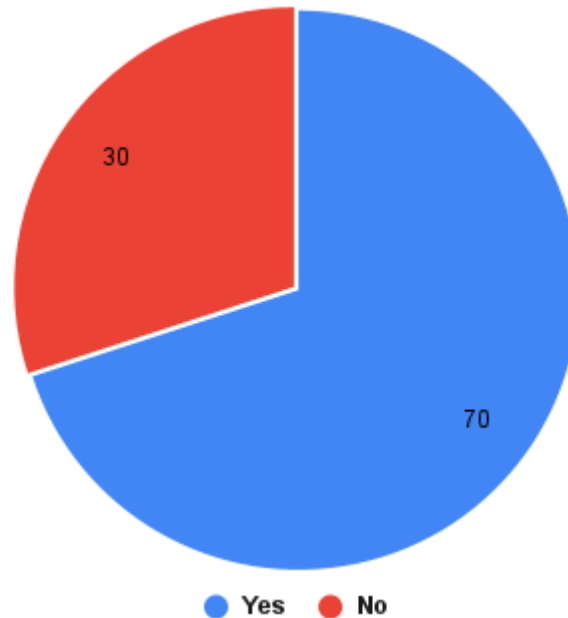
Did you observe any quality upgradation in service?



**Figure 4.21 Quality upgradation**

Figure 4.23 shows that 71 responses, representing 71% of the total responses. 29 responses, representing 29% of the total responses. This data indicates that the majority of respondents (71%) believe there is an upgradation in service after training, while the remaining 29% do not perceive any upgradation in service.

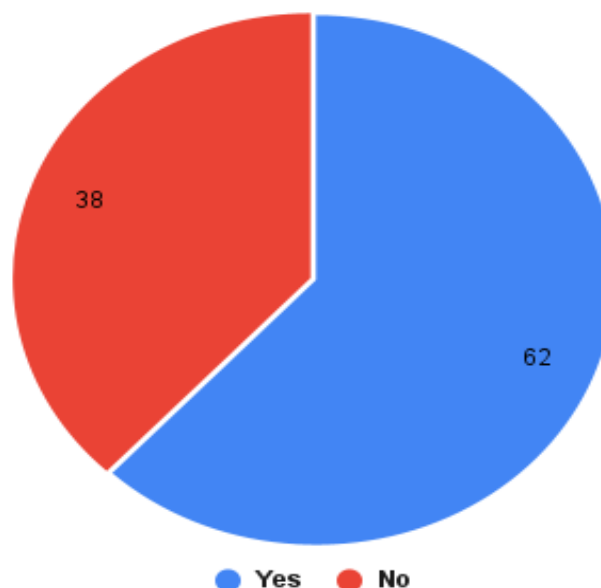
**Did the rate of complaints reduce?**



**Figure 4.22 Reduction in rate of complaints**

Figure 4.24 represents those 70 participants (70%) answered "Yes," indicating that they believe there has been a reduction in complaints after training. 30 participants (30%) answered "No," indicating that they do not believe there has been a reduction in complaints after training. This data suggests that a majority of the participants (70%) perceive a reduction in complaints after training, while a minority (30%) do not perceive such a reduction. This could indicate that the training program has been effective in addressing and reducing complaints, according to the perceptions of the respondents.

**Were you able to reduce wastage/pilferage?**

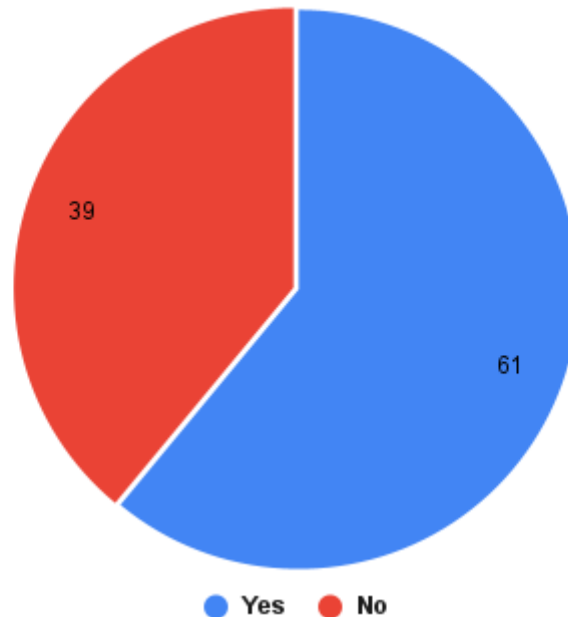


**Figure 4.23 Reduce in wastages/pilferages**



Figure 4.25 shows that 62 respondents answered "Yes," which represents 62% of the total responses. 38 respondents answered "No," which represents 38% of the total responses. This data suggests that a majority of respondents, 62%, believe that there is a reduction in waste/pilferage after training, while 38% do not believe so. This indicates that a significant portion of the respondents perceive a positive impact of training on reducing waste/pilferage.

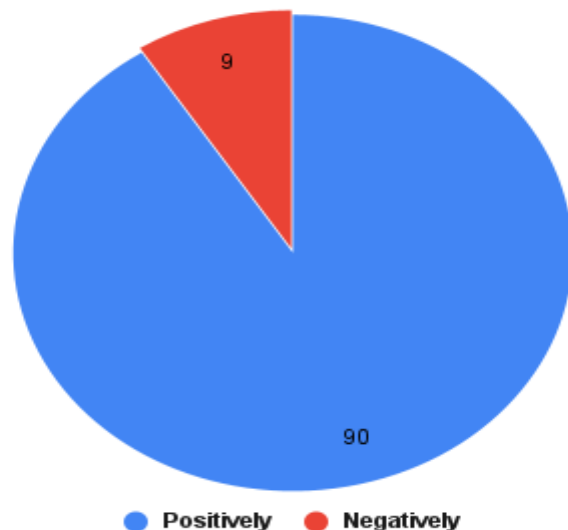
**Did you receive any appreciation for the task you learnt from Training?**



**Figure 4.24 Appreciation in Work**

Figure 4.26 shows that 61 respondents answered "Yes," indicating that they received appreciation regarding their work. This accounts for 61% of the total responses. 39 respondents answered "No," indicating that they did not receive appreciation regarding their work. This accounts for 39% of the total responses. This data suggests that a majority of respondents (61%) have received appreciation for their work, while 39% have not.

**How did the training directly or indirectly affect the business revenue?**



**Figure 4.25 Effect on business revenue**

Figure 4.27 indicates that out of the total responses (n=100) regarding the effect of training on business revenue, 90 respondents (90%) believe that training has a positive impact, while 10 respondents (10%) believe it has a negative impact. This data suggests a strong consensus among respondents that training has a positive effect on business revenue, with a majority attributing a positive impact to training. The 10% of respondents who believe training has a negative impact could indicate potential areas where training programs may not be meeting expectations or where there is a perception that training is not effectively contributing to business revenue. In conclusion, based on the responses, there is a general belief among the respondents that training, whether directly or indirectly, has a positive impact on business revenue.

## DISCUSSIONS

The findings indicate that employees perceive various benefits from training programs, including improved job skills, increased job satisfaction, and enhanced career development opportunities. The study found a positive correlation between training and employee performance, with employees who received training reporting higher job performance. The study also underscored the importance of training in the hospitality industry, with employees highlighting its significance in improving customer service, enhancing job satisfaction, and boosting employee morale. Various training methods were explored, with a combination of methods being most effective in achieving training objectives and ensuring employee engagement and learning retention.

## CONCLUSION

The study concludes that training has a positive impact on various aspects of employees' performance and development in the hotel industry. It highlights the significant benefits derived from training programs, including improved job skills, job satisfaction, and career development opportunities. The positive relationship between training and performance emphasizes the importance of training in enhancing employee performance in the hospitality industry. The study also underscores the importance of using a variety of training methods to meet training objectives effectively. Investing in training programs is crucial for hotels to improve employee performance, customer service, and overall competitiveness.

### Recommendations

Organizations should ensure that training programs are realistic, helpful, and aligned with the organizational strategy. There needs to be improvisation in technology and organizations need to update themselves with changing technology to enhance productivity and performance. It is suggested to impart training in such a way that employees' understanding can be enhanced, making training more realistic. Incorporate a mix of traditional classroom training, on-the-job training, e-learning modules, and simulations to cater to different learning styles and maximize employee engagement. Consider conducting a longitudinal study to track the long-term effects of training on employee performance, job satisfaction, and retention rates. Implement a robust feedback mechanism to gather insights from employees post-training to assess the effectiveness of the training programs and identify areas for improvement.

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