Assessing the Effectiveness of the Ministry of Tourism Youth Training Program in Five-Star Hotels :Trainee Perspective

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Abstract

The Egyptian Ministry of Tourism plays an important role in preparing graduates for employment in hotels through the provision of youth training program in the five-star hotel chains. Despite the recognition of the program importance, neither the program nor its outputs have been assessed yet. Also, there is no a clear evaluation criteria or scientific technique followed by the Egyptian Ministry of Tourism to determine the success or effectiveness of this training program. Hence, the objectives of the study were to explore the design of the youth training program provided by the Ministry of Tourism in five-star hotels and to examine whether the Ministry of Tourism contributed to the program or not. In addition, this study also used Kirkpatrick model to measure the trainees' reaction toward the program, to assess whether the learning objectives of the program were met or not, and to identify the effect of the program on participants' behavior. For achieving these objectives, data were collected using questionnaires. A convenience sample of 400 trainees from 14 five-star hotels in Greater Cairo was chosen for investigation. However, only 149 questionnaire forms received from the trainees who completed the program. To analyze these forms, Mann-Whitney and Kruskal-Wallis tests were used. The findings showed that the hotels and the Ministry of Tourism did not concern about measuring the level of trainees' knowledge, skills, and attitudes. In addition, there was no specific test for trainees during or after the training program. Results suggested that hotels and the Ministry of Tourism should adopt a specific technique in evaluating the level of the trainees' skills. Furthermore, the Ministry of Tourism should follow-up both the hotels and the trainees during the training process.
Keywords: Employment; Kirkpatrick's model; training evaluation; youth training.

Introduction

The Egyptian Ministry of Tourism has paid attention to the issue of qualifying labor to work in hotels since 2001. It developed a series of training programs to raise the abilities and skills of workers in the hospitality industry as well as to qualify youth to join the labor market after graduation directly. So, training strategy in the Egyptian Ministry of Tourism occupied an important strategic position in building and development of national human resources (Al Dosari, 2003). Hence, it was necessary to have a link between tourism industry leaders and the Egyptian Ministry of Tourism. Both of them should participate in the development and implementation of training programs for the rehabilitation of tourism employment in accordance with the actual requirements of the current and future tourism market (Abd-El-wahab, 2004). This appears in the partnership between the government represented by the Ministry of Tourism and the private sector represented by the hotels to implement youth training program in international hotel chains.

Youth training can be defined as a system run by the training and enterprise councils which seeks to equip young people with both off-the-job training and work experience in a specific field (Bateman and McAdam, 2006). The youth training program applied in five-star chain hotels in Egypt has two objectives: (1) to train Egyptian youth and qualify them to work in the hospitality industry; (2) to contribute in minimizing the

unemployment percentage in Egypt that recorded between 13% - 14% in 2015 (Egyptian Federation of Tourism, 2013; Ministry of Finance, 2015). This program was implemented in hotel departments, such as front office, food and beverage service, kitchen, and housekeeping. However, this program has not been assessed yet and the outputs of it still need to be properly measured. So far, there is no a clear evaluation criteria or scientific technique followed by the Egyptian Ministry of Tourism to determine the success or effectiveness of this training program (Abou Elenein, 2011; Egyptian Federation of Tourism, 2013).

The aim of this study, therefore, is to measure the effectiveness of the youth training program provided by the Ministry of Tourism in the five-star hotels. To reach this overall aim, the research has five specific objectives: (1) to explore the training program design; (2) to measure the participants' reaction toward the program; (3) to identify the Ministry of Tourism contribution to the program from the trainees' perspective; (4) to assess whether the learning objectives of the program are met; and (5) to identify the effect of the program on trainees' behavior.

Literature review

The state or government, private sector, and unions or federations are responsible for training employees in the hospitality organizations (Salomon, 2009; Qirici, 2012). The state or government plays an important role in education and training programs provided for leavers and those who need retraining. Therefore, government initially establishes a national plan for developing open access and distance learning for youth who desires to obtain technical expertise without possessing prior qualifications or attending conventional university courses. Subsequently, government undertakes supplying financial support for employers and trainees because implementing such training programs requires a lot of funding. In addition, it offers incentives to employers (and possibly learners) that could positively strength support (Saunders, 2007). The government should also raise awareness of employers about three issues: 1) the skills of the workforce which are inadequate to meet current and future economic challenges, 2) the benefits of increasing the workers' skills, and 3) the programs and supports, such as financial, as well as referral services, resource materials, help with forms, and help with program design/implementation and evaluation (Merrifield, 2007).

Both the government and private sector are responsible for making sure that workforce is equipped to deal with conditions and changes in labor market (Bélanger and Robitaille, 2008). However, the private sector provides training to suit their particular needs, while some others employ trained workers from the labor market without giving any training or supplying any qualified people. So, it is necessary to make partnerships between the government and private sector to accomplish effective training programs (Saunders, 2007).

Staff training in hotels

There are two main methods of staff training applied in hotels (i.e. on-the-job training; off-the-job training). The first one includes different types, such as: apprenticeship; job instruction; job rotation; coaching. Apprenticeship can be defined as a contract between the employer and the apprentice under the terms of which the apprentice is trained for a specified job process through practical experience under the supervision of the employer for a period of time (Aidoo et al., 2013). The apprenticeship training assists in

strengthening relationships between employees themselves and between employees and managers as well. Furthermore, it helps staff to form the right attitude in relation to work (Honorati and McArdle, 2013). It has been utilized to equip the youth with major skills to decrease unemployment (Aidoo et al., 2013). Furthermore, it creates high skill levels for non-college youths (Freeman and Ronald, 2001). The apprenticeship system produces desirable results for those trainees, such as: a well paying; interesting job; adequate job security; possibilities for advancement (Fersterer et al., 2008). So, applying apprenticeship training system might enhance the effectiveness of the youth training program. Job instruction training method involves the basic tasks and key points of the job to provide step-by-step training for workers. Job rotation refers to a management training method that includes transferring a trainee from one department to another or from one job to another with the aim of increasing his or her experience and identifying strong and weak points. Coaching is one-on-one guidance and instruction technique with the purpose of enhancing the employees' knowledge, skills and work performance.

The second method (off-the-job training) also includes diverse kinds: lecture; role play; videoconference; workshops. Lecture method provides a lot of new information to a large group of people in a short period of time (Gehlen-Bauum and Weinberger, 2014). This method is appropriate for a large class as well as a small class (Deslauriers et al., 2011). However, the reliance on the lecture method only is a big error since it has some drawbacks. For example, it does not assist trainees in obtaining adequate practical understanding. It also lacks the effectiveness of an active learning approach. In addition, it is frequently a one way process without discussion, questioning, or immediate practice that makes it an inadequate method for training (Hatim, 2001; Al-Rawi, 2013). So, it is necessary for management to benefit from the other types of the off-the-job training, such as videoconference since the dependency on the lecture method only might reduce the effectiveness of the youth training program.

Training evaluation
Training design is essential to training programs and means a systematic approach for developing training programs (Noe, 2002). To plan the training process, it is necessary to consider the sequence in the planning process meaning that training goes through four steps to create training program: identifying learning needs; planning training programs; implementing training; evaluating training (Armstrong and Taylor, 2012).
Training evaluation is ordinarily the final step in a systematic training approach with the aim of improving interventions (formative evaluation) or giving an opinion about worth and effectiveness (summative evaluation) (Dahiya and Jha, 2011). "Evaluation is a statement of quality, goodness, merit, value, or worthiness about what has been assessed" (Morrow *et al*., 2010, p.6). Training evaluation is an important factor in training program success (Frazier, 2010).

Kirkpatrick's model
There are four general methods of training evaluation: goal-based evaluation; systems evaluation; computerized evaluation; balanced scorecard evaluation (Mahapatro, 2010). Goal-based and systems-based approaches are commonly applied to evaluate training (Phillips, 2003). Various models used for evaluating training programs have been proposed based on these two approaches. Goal-based models, for example Kirkpatrick's four-level model (1959), may help practitioners take into consideration the objectives of

the evaluation process ranging from completely technical to covertly political objectives. Nevertheless, these models do not identify the steps required to attain purposes and do not address the ways to exploit results for improving training. Also, the practitioners adhering to such models find difficulties in selecting and executing suitable evaluation methods (quantitative, qualitative, or mixed) (Mahapatro, 2010).

Although Kirkpatrick's model is regarded as old, it is still used so far (Rajeev et al., 2009) and was accepted as a standard in the field (Holton, 2005). Researches and organizations in various industries have widely utilized it (Chang, 2010). Kirkpatrick's work produced a lot of subsequent work (Warr et al., 1970). It is easy to use and yields accurate results (Aksu and Yildiz 2011). However, trainers apply this model due to their obvious simplicity but they do not take enough time to evaluate their needs and resources or to determine how they will use the model and the results (Mahapatro, 2010). Kirkpatrick's model divided training evaluation into four steps: reaction, learning, behavior, and results (Kirkpatrick, 1959, 1976, 2005, 2006, 2007, 2013). Obviously, the whole model is not applied by many organizations, and training ends up being assessed only at the reaction, or at best, at the learning level. This is due to the complexities of levels 3 and 4.

Level (1): reaction
At this level, the trainee satisfaction is assessed at the end of a training program (Staňková and Drdla, 2012) using different methods, including: questionnaires; observation; relationships; body language; trainee interactions; questioning by trainer; questions asked by trainees (Beardwell and Claydon, 2007). Participants' reactions are often measured with attitude questionnaires which are called "smile sheets" or "happiness ratings" distributed after most training classes (Kirkpatrick, 2013).

Level (2): learning
This level of evaluation measures the extent to which learning has occurred. Three objectives can be achieved in this stage (Kirkpatrick, 2013): to understand the concepts, principles, and techniques being taught; to develop and/or improve skills; and to change attitudes. An appropriate post test or examination is required to assess whether the learning objectives of the program are met. Additionally, the post-testing is only valid when combined with pre-testing, so that one can differentiate between what the trainee already knew before the training and what he actually learned during the training program (Rick, 2012). To measure learning, there are various methods: written, verbal and practical tests; interviews with participants and managers at pre-determined times after the event; self-assessment and performance review procedures; questionnaires; peer group discussion (Beardwell and Claydon, 2007).

Level (3): behavior
This stage measures the degree to which on-the-job behavior has changed as a result of the program (Staňková and Drdla, 2012). This level is the most difficult to measure and possibly the most important (Kirkpatrick, 2013). The aim of this stage is to assess whether job performance alters due to training. This performance testing is to point out the learner's skill to employ what he has been taught in the classroom. This evaluation step encompasses testing the trainees' capabilities to carry out learned skills while on the job, rather than in the classroom. This stage can be done formally (i.e. testing) or informally (i.e. observation and judgments) (Chris, 2012). It includes measures, such as:

self, peer and manager appraisals; observation; measurement of outputs/results; interviews; product/service sampling (Beardwell and Claydon, 2007).

Level (4): results

The results of training are often very useful for the organization (Susan, 2011), therefore this level investigates the extent to which results have occurred due to the training (Staňková and Drdla, 2012). This stage assesses the costs compared to benefits of training programs, i.e. organizational impact in terms of reduced costs, improved quality of work, increased quantity of work, etc. (Kirkpatrick, 2013). It also measures monetary efficiency, moral, teamwork, etc. However, this level is time-consuming and more costly than the previous three levels because of the difficulty of collecting, organizing, and analyzing its information. In this stage, performance indicators (e.g. absenteeism; grievances; production; customer satisfaction; turnover; targets and stakeholder feedback) and return on investment are measured (Beardwell and Claydon, 2007).

Research methodology

This study is a quantitative in nature, based on a survey strategy. Conducting a quantitative research helps know the degree to which something (a phenomenon, a specific kind of behavior, etc.) occurs or not and if it does, to what degree (Jonker and Pennink, 2010). This survey study was designed to assess the Ministry of Tourism youth training program in five star hotels through measuring the effectiveness of the program using an instrument in a form of a questionnaire.

Population and sample

According to the Egyptian Federation of Tourism (2015) there are about 4257 young trainees joined the youth training program since 2008 until September 2015. A convenience sample of those trainees who were trained in Greater Cairo five-star hotels was chosen for investigation (14 hotels). Convenience sample is a number taken from a group that is easy accessed to (Kowalczyk, 2015).

A visit to Human Resource Development and Training Unit in the Egyptian Federation of Tourism has been made for collecting the pertinent information of the investigated hotels and contact information of trainees. Questionnaire forms were distributed to trainees who were trained from 2011 to 2015. From 400 questionnaires that were distributed to trainees in the investigated hotels, a total of 244 forms were received. However, only 149 respondents completed their questionnaires, representing a response rate of 37.25 %, the rest of the respondents (95 trainees) answered the demographic questions only because they did not complete the training program.

Research instrument

A questionnaire was developed as an instrument for data collection. The Questionnaire was composed of four parts: part one (3 items) comprised demographic information of respondents; part two (7 items) was designated to explore the program design; part three (9 items) was included to identify the Ministry of Tourism contribution to the program; and finally, part four (23 items) included the first three levels of Kirkpatrick model to measure the effectiveness of the youth training program (Kirkpatrick et al., 2013). The first level was concerned with the trainee's reaction toward the training program; the second level aimed to measure the effect of the training program on trainee's knowledge, skills, and attitudes; the third one dealt with the effect of training program

on trainee's behavior. However, the fourth level of Kirkpatrick model concerning the effect of the program on organizational result was not included in the study. This was due to the difficulty of getting the data, and the political events in Egypt - especially 25 January - that affected negatively the hospitality field. In addition, these factors might cause to provide inaccurate data not concerning the youth training program and affected hotels' performance and result that fourth level seek to measure.

Validity and reliability of the study instrument

The questionnaire was initially pre-tested for its validity with 5 hotel training managers in two five-star hotels in Cairo, professors at Hotel Studies Department at the Faculty of Tourism and Hotels, University of Sadat City as well as 10 trainees completing youth training program to get feedback regarding the clarity of the instructions and accuracy of the questions in the instrument. Comments and suggestions obtained from the pre-test were used for rewording the instructions and layouts of the questionnaire.

In terms of reliability, Cronbach's alpha coefficient was calculated to determine the internal consistency of the scale used in the research. The reliability of the instrument is acceptable when $0.8 > \alpha \geq 0.7$ (Cronbach and Shavelson, 2004). After the Cronbach's alpha reliability was computed using the SPSS software, the coefficient calculated was 0.84 which indicated that the instrument was reliable.

Data analysis

The respondents were asked to respond to a five-point Likert scale (1 = strongly disagree and 5 = strongly agree) in the fourth part of the questionnaire. The Statistical Package for Social Sciences (SPSS) for Windows v.16.0 was used to analyze the training evaluation scale (23-item, five-factor solution) descriptively. The 23 items were analyzed by their means and standard deviation. In addition, Mann-Whitney and Kruskal-Wallis tests were used at a significance level of 5% to examine the differences among respondents with regard to the other variables.

Results and discussion

Part 1. Demographic profile of respondents

The questionnaire included three items concerning the respondents' demographic characteristics, i.e. gender, age, and educational level. In addition, they were asked if he/she completed the program or not. Accordingly, there were two categories of respondents: the first one was 95 trainees who did not complete the youth training program, while the second one was 149 graduates who completed the program. Concerning the first category of trainees, after they answered the demographic questions, they gave certain reasons for not completing the program. They were asked not to complete the questionnaire so as to not affect the results.

Table 1: Demographic characteristics of trainees

Items		Trainees who have not completed the program		Trainees who have completed the program	
		Freq.	Percentage (%)	Freq.	Percentage (%)
Gender	Male	73	76.8	121	81.2
	Female	22	23.2	28	18.8
Age	Less than 18 years	7	7.4	7	4.7
	From 18 to less than 25 years	74	77.9	100	67.1
	From 25 to 32 years	14	14.7	41	27.5
	More than 32 years	0	0	1	0.7
Education	Secondary school	44	46.3	30	20.1
	University	39	41.1	66	44.3
	Institute	12	12.6	53	35.6

Demographic profile of trainees who did not complete the training program
As table (1) shows, 73 out of the 95 respondents (76.8%) who did not complete the training program were male and 22 of them (23.2%) were female. Regarding age, the majority of respondents (77.9%) range from 18 to less than 25 years. Only (12.6%) of the respondents graduated from institutes, while the majority of respondents (n=44; 46.3%) graduated from high schools.

Those respondents who did not complete the training program were asked about the reasons for not completing the program. They mentioned several reasons for that. (46.4%) of them returned the reason for the weakness of monthly salary with long period of training (i.e. six months or one year) and (36.8%) of them for the unsuitable training conditions or facilities (i.e. hotels' treatment with trainees, training load, and the long hours of training and work). (9.4%) of those respondents mentioned that they got another job opportunity with better conditions. The remaining respondents (7.4%) did not complete the training program due to social conditions (i.e. marriage, accidents, or illness). These reasons might be considered weakness points in the program that the Ministry of Tourism should seek to overcome. According to the Egyptian Federation of Tourism (2015), there were about 4257 young trainees joined the youth training program since 2008 until September 2015. However, there was a high dropouts' percentage from the youth training program (n= 2373; 55.7%).

Demographic profile of trainees who completed the training program
As regards the second category of trainees who completed the program, the majority of respondents (81.2%) were male and only (18.8%) of them were female. This result might reflect a high participation of males compared to females in youth training program as males might be more motivated and willing for training in the hospitality field. In regard to age, only (4.7%) of respondents were under 18 years old, (27.5%) of them were in the age category (25 - 32 years), and only 1 trainee (0.7%) was more than 32 years. The majority of those respondents (n = 100; 67.1%) were from 18 years to 25 years. This could be explained by the fact that this age category has just graduated and is searching for a job opportunity. Concerning education, (20.1%) of respondents graduated from high schools, 53 of them (35.6%) graduated from institutes. The majority of them (44.3%; n = 66) graduated from universities. This result reflects that the highest portion of graduates sharing in youth training program was well-educated.

Thus, acquiring knowledge, skills and attitudes could be easier and faster for high-education trainees.

Part 2. Youth training program design

This part included seven items to explore the program design (see table 2). The majority of the trainees (n = 100; 67.1%) were trained in kitchen. This might be because there were no clear standards for selecting trainees for each department. Regarding the motives for joining the training program, the majority of the graduates (n = 111; 74.5%) joined the training program to work in hotels. This reflects that most of the graduates were serious enough to complete the training program.

Also the results revealed that the majority of trainees (116; 77.9%) were not trained on the English language. Regarding the types of training, the majority of the trainees (n = 108; 72.5%) were trained by using only on-the-job training, while 41 of them (27.5%) were trained by using both types (i.e. on-the-job training and off-the-job training). These two results reflected that there was no commitment from the hotels toward achieving some of the training contract (the partnership contract) terms which was signed between the Ministry of Tourism and the hotels. This contract stated that the hotel was responsible for training youth on English language as well as for using both theoretical (off-the-job training) and practical (on-the-job training) methods in training youth (Egyptian Federation of Tourism, 2013).

Regarding the on-the-job training methods, the majority of the trainees (n = 49; 32.9%) were trained on the job by using apprenticeship training. This result reflects that most hotels focused on the apprenticeship training since they believed in its importance. Concerning the off-the-job training methods, 108 trainees (72.3%) were not trained with any of the off-the-job training methods. The majority of the trainees (n = 38; 25.5%) were trained by using lecture method. This result indicates that most of hotels concentrated on the lecture method because of its benefits.

Table 2: Respondents' views regarding training program design

Youth training program design items		Freq.	%
The department where the trainee has been trained in	a. Front office	20	13.4
	b. Food and beverage	25	16.8
	c. Kitchen	100	67.1
	d. Housekeeping	4	2.7
The motives for joining the program	a. To enrich the scientific background	6	4.0
	b. To acquire new skills	25	16.8
	c. To identify the requirements of the labor market	7	4.7
	d. To work in hotels	111	74.5
English language training	a. Yes	33	22.1
	b. No	116	77.9
The types of training applied	a. On-the-job training	108	72.5
	b. Off-the-job training	0	0
	c. Both of them	41	27.5

	d. None of them	0	0
The on-the-job training method	a. Apprenticeship training	49	32.9
	b. Job instruction training	37	24.8
	c. Job rotation	34	22.8
	d. Coaching	29	19.5
The off-the-job training method	a. Lecture	38	25.5
	b. Role play	0	0
	c. Videoconference	2	1.3
	d. Workshops	1	0.7
	e. None of them	108	72.5
The evaluation techniques adopted in the program	a. Pre-program test	0	0
	b. During program test	42	28.2
	c. Post training test	20	13.4
	d. All the above tests	11	7.4
	e. None of the above tests	76	51

Regarding the evaluation techniques adopted in the training program, 76 trainees (51%) were not been evaluated by any technique. This result indicated that hotels were not keen enough about assessing the level of trainees' knowledge, skills and attitudes. Instead, they relied only on the familiar methods of evaluation, such as the superiors' opinions about trainees.

Part 2. Ministry of Tourism contribution to the program
This part included 9 questions to identify the Ministry of Tourism contribution to the program from the trainees' perspectives. The results in table (3) indicated that the majority of the graduates (n = 87; 58.4%) found out the training program through someone in the hospitality field. This result indicated that the Ministry of Tourism didn't make the promotion and marketing efforts on a large scale to spread awareness about this training program, its objectives, and benefits among youth through advertisements in newspapers, TV, or magazines. This result conflicted with previous literature which stated that the government's role should be extended beyond money to raise awareness, particularly to employers (Merrifield, 2007).
With regard to the difficulty in joining the program, the majority of the graduates (n = 149; 100 %) hadn't any difficulties in joining the program. Concerning the satisfaction with the monthly salary, 74 of the respondents (49.7%) were satisfied with it, while 75 of them (50.3%) weren't satisfied. This is inconsistent with previous literature which stated that the government is responsible for financially support learners (Saunders, 2009). Regarding satisfaction with the terms of the training contract, almost all the trainees (n = 148; 99.3%) were satisfied with these terms. Concerning the sufficiency of support and services provided by the Ministry of Tourism to get a job after the completion of the program, the majority of the trainees (n = 148; 99.3%) were satisfied. This coincides with Salomon (2009) who stated that government can do much to convince and support employers.

Table 3: Respondents' views regarding the Ministry of Tourism contribution to the program

Tourism Ministry contribution items		Freq.	%
The way by which the training program was found out	a. Newspaper advertisement	9	6.0
	b. A friend	23	15.4
	c. Someone in the hospitality field	87	58.4
	d. Ministry of Tourism	30	20.2
The difficulty in joining the program	a. Yes	0	0
	b. No	149	100
The satisfaction with the monthly salary	a. Yes	74	49.7
	b. No	75	50.3
The satisfaction with the terms of the training contract signed with the Ministry of Tourism	a. Yes	148	99.3
	b. No	1	0.7
The sufficiency of support and services of the Tourism Ministry to get a job after the end of the program	a. Yes	104	69.8
	b. No	45	30.2
Obtaining a job opportunity after the completion the training program	a. Yes	90	60.4
	b. No	59	39.6
If the answer was "Yes" you got a job:	a. In the same hotel you have been trained in	45	50
	b. In a hotel other than the one you have been trained in	45	50
If the answer was "No" why you didn't get a job	a. Getting another job opportunity	36	61
	b. Being less qualified	0	0
	c. My point of view about the job changed negatively	2	3.4
	d. Military service	14	23.7
	e. Didn't find a job	7	11.9
The follow-up from the Ministry of Tourism	a. During the implementation of the program	23	15.4
	b. After the execution of the program	0	0
	c. Both of them	9	6
	d. None of them	117	78.5

With regard to receiving a job opportunity after the training program, a high number of trainees (n = 90; 60.4%) has already found a job opportunity after the training. This is considered a strength point in the youth training program since it can minimize the unemployment percentage in Egypt and provide job opportunities to Egyptian jobless citizens and fresh graduates as one of its fundamental objectives. Barnes and Barnes (2012) emphasized that employment makes graduates more likely to gain job and be successful in their chosen occupations, which benefits themselves, the workforce, the community, and the economy. With regard to trainees who had a job opportunity after the completion of the training program, one half of them (50%) were employed in the same hotel where they were trained in, while the other half were employed in a hotel

other than the one they were trained in. This reflects the desire of hotels to employ the graduates after the completion of the training program to save the time and cost of training new employees. This is considered another strength point in the youth training program. This result is confirmed in previous literature which suggested that organizations can gain benefits from training which include improved organizational performance (e.g., profitability, effectiveness, productivity, and operating revenue per employee) as well as other outcomes that relate directly (e.g., reduced costs, improved quality and quantity) or indirectly (e.g., reduced employee turnover, organization's reputation, and social capital) to performance (Jaworski, 2012). According to the Egyptian Federation of Tourism (2015), the number of trainees employed from those completing this program was 1324 (70.2%), which might be considered an acceptable percentage. This might be considered one of the strength points in the program.

Regarding the reason for not obtaining a job opportunity after the completion of the training, the majority of trainees (n = 36; 61%) did not gotten a job opportunity because of getting another job opportunity. Regarding the follow-up from the Ministry of Tourism, the majority of trainees (n = 117; 78.5%) stated that there was no follow-up from the Ministry of Tourism neither during the training nor after the execution of the program. This is considered another weakness point in the youth training program. However, previous literature claimed that for a training to be successful, several elements need to be met. One of them is proper training and mentoring (Al-Saudi et al., 2013).

Part 3. A descriptive analysis of the youth training program effectiveness items

To measure the effectiveness of the youth training program, the first three levels of Kirkpatrick model were applied in the study.

Level (1): Trainee's reaction toward training program

This level of Kirkpatrick model included 11 items to assess trainee's reaction toward the program (see table 4). From the standpoint of trainees, the survey results showed that the clarity of program objectives were accepted by the trainees (Mean = 4.5; Std. Dev. = 0.851). This result was confirmed in previous literature which claimed that the designing process of training programs needs to adopt the scientific approach based on identifying objectives and specific learning goal targets- what skills, knowledge, and abilities participants must gain (Molenda, 2003). Additionally, the results showed that the program objectives were implemented (Mean = 3.97; Std. Dev. = 1.062). When some learning goals cannot be met, new resources must be secured, or learning goals must be altered (Mayfield, 2011).

The survey results showed that the training program was slightly organized (mean = 3.63; standard deviation = 1.099). This result may be due to the missing cooperation between the Ministry of Tourism and the hotels in cashing monthly grants on the one hand and between the Ministry of Tourism and the trainees in identifying and solving the problems or difficulties that faced trainees during training in hotels on the other hand.

As regards the relevance of material to the job (Mean = 3.63; Std. Dev. = 1.099), the presentation of material (Mean = 3.62; Std. Dev. = 0.662), and the application of the material (Mean = 3.68; Std. Dev. = 0.717), the trainees were slightly satisfied. These results could be associated with the lack of the theoretical material and hand-outs.

However, concerning the practical topics, the respondents revealed that they were relevant to their jobs, were explained or presented in an interesting method and that they were able to apply them in their jobs.

Table 4: Respondents' views regarding the effectiveness of youth training program

Level (1):Trainee's reaction toward training program	Mean	SD
The training program objectives were clear and specific.	4.50	0.85
The instructor was well prepared.	4.32	0.76
The amount of time scheduled was sufficient.	4.29	0.98
The place of training was suitable.	4.26	0.87
The training program met the defined objectives.	3.97	1.06
The training methods used were suitable	3.96	0.98
The schedule of the training program was suitable.	3.83	0.83
I would be able to apply much of the material to my job.	3.68	0.72
The training program was well organized.	3.63	1.10
The material covered in the program was relevant to my job.	3.63	0.68
The material was presented in an interesting way.	3.62	0.66
Grand mean of level (1)	3.97	0.47
Level (2): Learning objectives of training program		
I learned new knowledge, skills, and attitudes from this training program.	4.89	0.40
My knowledge, skills, and attitudes were increased when I was compared before and after training periods.	4.89	0.36
This program increased my ways to enhance my effectiveness in accomplishing my work.	4.87	0.38
This training helped me to understand all functions in my department.	4.81	0.44
This training positively affected my point of view to the job.	4.58	0.84
I have been able to successfully apply the knowledge, skills and attitudes learned in this training program to my job.	4.24	0.95
Grand mean of level (2)	4.71	0.39
Level (3): Trainee's behavior after training program		
This training created a positive influence on my relations with colleagues.	4.86	0.42
This training created a positive influence on my communication with superiors.	4.84	0.49
With this training program I better understood my role and contribution in reaching organizational targets.	4.83	0.42
The youth training program contributed to my personnel development.	4.83	0.42
I was satisfied about the program as a whole.	4.04	0.64
This training helped me in behaving more positively to guests.	4.01	0.90
Grand mean of level (3)	4.57	0.38

Concerning the appropriateness of training methods (Mean = 3.96; Std. Dev. = 0.979), it was found to be acceptable by the trainees. Previous literature claimed that there is a need for greater flexibility in the design and delivery of training programs with delivery methods adapted to different learning styles and scheduling requirements (Bersin, 2004). As shown in table (4), the last four items in the first level concerning the instructor (Mean = 4.32, Std. Dev. = 0.763), schedule (Mean = 3.83, Std. Dev. = 0.828), place (Mean = 4.26, Std. Dev. = 0.871), and time (Mean = 4.29, Std. Dev. = 0.982) were found to be acceptable by the trainees. These results were confirmed in previous literature (Hayes and Ninemeier, 2009) which reported that the process of implementing training programs is subject to the effect of several factors: the time of starting and ending the program and distribution of time on the training material; place and other requirements of training; supervision driven by scientific specialists who are able to organize training and provide the cadre with the necessary requirements; trainer who takes his/her responsibilities since his/her role is considered an essential criterion in the success of implementation.

Level (2): Learning objectives of training program
This level of Kirkpatrick model included 6 items to assess whether the learning objectives of the youth training program were met or not (see table 4). The results revealed that all learning objectives items [i.e. learning of new knowledge, skills and attitudes (Mean = 4.89, Std. Dev. = 0.395) and application of them (Mean = 4.24, Std. Dev. = 0.949), understanding the functions in my department (Mean = 4.81, Std. Dev. = 0.441), the effect of the program (Mean = 4.58, Std. Dev. = 0.840), the change in skills and knowledge after training (Mean = 4.89, Std. Dev. = 0.359), and the effectiveness in achieving the job tasks (Mean = 4.87, Std. Dev. = 0.380)] were found to be highly acceptable by the trainees.
Concerning the first item in level 2, previous literature pointed out that workers benefit from training by increasing the knowledge about their work so they find pleasure in it. The potential benefits to individual participants of workplace essential skills training may include: improved skills, positively changed attitudes, better communication skills (Sommerville, 2007). The second result interprets why a number of trainees found a job opportunity or were employed in the same hotel they were trained in. Previous literature confirmed that after the training the workers realize the importance of their job and they find themselves competent to perform it (Salomon, 2009). Previous literature confirmed all the above learning objectives results. It claimed that employees' training has multiple benefits on three levels: individuals, management, and organization (Sommerville, 2007).

Level (3): Trainee's behavior after training program
This level of Kirkpatrick model included 6 items to identify the effect of the youth training program on trainees' behavior. Concerning the behavior items (see table 4), they all were found to be acceptable by the trainees. The first three items [i.e. the communication with superiors (Mean = 4.84; Std. Dev. = 0.494), colleagues (Mean = 4.86; Std. Dev. = 0.419), and guests (Mean = 4.01; Std. Dev. = 0.9)] were confirmed in previous literature which claimed that the possible benefits to individual applicants of workplace necessary skills training may comprise better communication skills (Sommerville, 2007; Salomon, 2009).

Regarding the fourth item, i.e. understanding organizational targets, it was found to be highly acceptable by the trainees (Mean = 4.83; Std. Dev. = 0.415). This is consistent with previous literature which claimed that the potential benefits to trainees may include better understanding of workplace practices and increased participation. The workers also understand their job importance (Sommerville, 2007; Salomon, 2009).

As for the contribution of the program to personnel development, it was found to be highly acceptable by the trainees (Mean = 4.83; Std. Dev. = 4.83). This result coincides with those of Salomon (2009) who stated that participants of essential skills training may gain benefits such as, improved skills, positively changed attitudes, increased morale, confidence, self-satisfaction, work-satisfaction, increased participation, greater job/career advancement potential, and greater interest in and willingness to participate in further training. Finally, the trainees were satisfied with the training program as a whole (Mean = 4.04; Std. Dev. = 0.635).

In addition to the four parts of the questionnaire, it included an open question (i.e. what do you suggest for making the program more effective?). The responses for this question showed that the trainees were dissatisfied about the time of paying the monthly salary because it was paid too late. Also, they suggested that the Ministry of Tourism should provide a follow-up not only to the hotel but also to the trainees during and after the training to be aware of the problems facing them. The respondents also suggested that the Ministry of Tourism should test the graduates before giving the training certificates. Furthermore, the trainees recommended that job opportunities after training should be provided. The respondents complained about that the Ministry of Tourism cared less about the desire of the trainees toward selecting a specific department/section or a hotel to be trained in.

A statistical analysis of variance among trainees in terms of the program effectiveness
Differences among trainees' demographics with regard to the program effectiveness

As illustrated in table (6), the effectiveness of the youth training program ratings was not significantly affected by gender (p = 0.724). Despite the fact that the mean rank of male (74.4) was less than the mean rank of female (77.59), it did not affect the effectiveness of the youth training program. However, the effectiveness of the youth training program ratings was significantly affected by the age of trainees (p = 0.017). These results confirmed those shown in table (1) stating that the highest percentage of dropouts of youth training program was from those who were from 18 to less than 25 years (77.9%). Thus, the Ministry of Tourism should concentrate in selecting the trainees for this training on determining the age of candidates and picking those who are more than 25 years.

Table 6: The differences among demographics regarding the program effectiveness

Demographics		Effectiveness		
		N	Mean Rank	Sig.
Gender	Male	121	74.40	0.724
	Female	28	77.59	
Age	Under 18 years	7	65.00	0.017
	18 years - less than 25 years	100	68.50	
	25 years - less than 32 years	41	91.18	

	More than 32 years	1	132.00	
Education	High School	30	50.60	.000
	Faculty	66	71.86	
	Institute	53	92.72	

In addition, the effectiveness of the youth training program ratings was significantly affected by the level of education (p = 0.000). 53 respondents with mean rank (92.72) who graduated from institutes were the most group that influenced the effectiveness of the youth training program. This result is also consistent with that shown in table (1) because the percentage of dropouts of the youth training program from graduates of institutes was very little (12.6%). Thus, the Ministry of Tourism should select more graduates of institutes for this training program.

A statistical analysis of variance among the Ministry of Tourism contribution to the program items with regard to its effectiveness
As illustrated in table (7), the effectiveness of the youth training program ratings was not significantly affected by satisfaction with the monthly salary (p = 0.264). The explanation of this result is that trainees did not care about money but they appreciated the concept of self-qualifying and training for getting job opportunities in the future. As illustrated in table (7), the effectiveness of the youth training program ratings was not significantly affected by support and services provided by the Ministry of Tourism (p = 0.624). The trainees might not be interested in the role of the Ministry of Tourism. They considered the big responsibility loaded on the hotels because it was responsible for training and instructing them.

Table 7: The differences among the Ministry of Tourism contribution to the program items with regard to its effectiveness

The Ministry of Tourism contribution items		Effectiveness		
		N	Mean Rank	Sig.
The satisfaction with the monthly salary	Yes	74	71.03	0.264
	No	75	78.91	
The sufficiency of the Ministry of Tourism support and services to get a job after the end of the program	Yes	104	76.14	0.624
	No	45	72.37	
Obtaining a job after completing the program	Yes	90	78.31	0.247
	No	59	69.95	
Follow-up from the Ministry of Tourism	During the program	23	64.46	0.158
	After the program	0	0	
	Both of them	9	57.06	
	None of them	117	78.45	

In addition, the effectiveness of the youth training program ratings was not significantly affected by getting a job opportunity after the completion of the training program (p = 0.247). This could be due to that the youth understood the various reasons of the unemployment problem in Egypt and that the Ministry of Tourism cannot provide job opportunities for all the trainees. Moreover, the political events especially after the January 25 revolution negatively affected the hospitality field. Furthermore, the

effectiveness of the youth training program ratings was not significantly affected by the follow-up from the Ministry of Tourism (p = 0.158). This result conflicted with those of Al-Saudi et al. (2013) who stated that, for a training to be successful, several elements need to be met. One of these elements is proper training and mentoring which cannot happen without follow-up .

A statistical analysis of variance among the program design items of the program with regard to its effectiveness

Table (8) indicated that the effectiveness of the youth training program ratings was significantly affected by the department in which the respondents had been trained (p = 0.000). The effectiveness of the youth training program ratings was also significantly affected by the reasons for joining it (p = 0.005). This result reflects that most of trainees were serious about completing the training program. As a result, the Ministry of Tourism should concentrate in selecting trainees for this training on determining the motive of candidates and picking those who want to work in hotels.

As shown in table (8), the effectiveness of the youth training program ratings was not significantly affected by the types of training used (p = 0.767). This is because the respondents cared about practicing and gaining skills. They got these skills through on-the-job training which constituted a main part in the training process. Getting off-the-job training was considered an additional part that did not affect or made differences in the training process. Moreover, the effectiveness of the youth training program ratings was not significantly affected by the methods used in on-the-job training (p = 0.099). Although the methods used in on-the-job training did not make differences in the effectiveness of the youth training program, the job rotation method was the most method that had the highest degree of differences with mean rank (89).

Table 8: The differences among the program design items in terms of its effectiveness

	The program design items	N	Mean Rank	Sig.
Effectiveness	Department			
	Front office	20	43.58	.000*
	Food and beverage service	25	59.72	
	Kitchen	100	86.04	
	Housekeeping	4	51.50	
	The reason for joining this program			
	To enrich the scientific background	6	54.33	0.005*
	To acquire new skills	25	58.88	
	To identify the requirements of the labor market	7	39.14	
	To work in hotels	111	82.01	
	The type of training used			
	On-the-job training	108	74.36	0. 767
	Off-the-job training	0	0	
	Both of them	41	76.70	
	None of them	0	0	
	The on-the-job training method			
	Apprenticeship training	49	76.69	0.099
	Job instruction training (JIT)	37	67.62	
	Job rotation	34	89	
	Coaching	29	65.14	

The off-the-job training method			
Lecture	38	76.32	0.701
Role play	0	0	
Videoconference	2	101.5	
Workshops	1	41.5	
None of methods	108	74.36	

*P-value<0.05= Significant difference

Additionally, the effectiveness of the youth training program ratings was not significantly affected by the methods used in off-the-job training ($p = 0.701$). Although the methods used in off-the-job training did not make differences in the effectiveness of the youth training program, the videoconference method was the most method that had the highest degree of differences with mean rank (101.5).

Conclusion
The study revealed that there are some strengthening points in the training program. Hotels employed the trainees after training program to save the time and cost required for training new employees. Furthermore, the percentage of trainees who were employed after taking this program was 70.2%, which might be considered a reasonable percentage. However, the study revealed that there are some weakness points regarding the role of the Ministry of Tourism. It didn't make the promotion and marketing efforts on a large scale to spread awareness about this training program, its objectives, and benefits among youth through advertisements in newspapers, TV, or magazines. Moreover, the Ministry of Tourism didn't make any follow-up to trainees' progress curve during or after the completion of the program. Additionally, the hotels and the Ministry of Tourism didn't concern about measuring the level of trainees' knowledge, skills and attitudes but the hotels relied on the supervisors' opinions about the trainees. In addition, there was no specific test for trainees during training program or before getting training certificate from hotels or the Ministry of Tourism. This is considered a main weakness point in training program. Moreover, there was no commitment from the hotels toward achieving some of the training contract terms concerning the types of training or the training contents.
The study also revealed that there is a significant difference among trainees' demographics (i.e. age; level of graduation) with regard to the effectiveness of youth training program. The study also revealed that there are several reasons for leaving the training program. These reasons included the dissatisfaction about monthly salary, unsuitable training conditions or facilities, getting another job opportunity with better conditions, or social problems.

Recommendations
The Ministry of Tourism should be more concerned about the selection process of applicants for training in this program. The selection process should be based on the seriousness in training and select those who have a serious desire to work in hotels. Furthermore, the Ministry of Tourism should also follow-up both the hotels and the trainees during training process to identify their problems as well as to know constraints of training. In addition, it should keep contact with trainees who didn't manage to find job opportunity and make an effort to avail job opportunities for them. Moreover, it

should do more effort into promoting and marketing the program through the provision of more announcements in the newspapers, television, and on the website of the Ministry of Tourism in order to attract the largest number of young people who are looking for opportunities for training and employment. Also, the Ministry of Tourism should improve as much as possible the training incentives and facilities (e.g. monthly salary; training load) to attract a higher number of youth and to reduce the percentage of dropouts.

Hotels should increase the employment percentage of graduates after training program to save the time and cost required for training new employee and to make sure that the trainees had the standards of this hotel chains. Furthermore, hotels and the Ministry of Tourism should follow a specific technique in evaluating the level of performance and the skills of the trainees (i.e. pre, during, and post training) using, for example, Kirkpatrick's model before giving them training certificate.

Limitations and opportunities for further research
The study is confined to place and time limitations, all the questionnaire forms were distributed to trainees who were trained since 2011 to 2015. The study was applied on the trainees of youth training program in Greater Cairo. So, the findings may not be generalized to other areas. In addition, the Ministry of Tourism didn't provide an accurate record for the contact information of trainees or the numbers of trainees in each geographical area separately. Moreover, the results were derived from data collected within a specific time period "September, 2015". Therefore, other empirical longitudinal studies are needed to give more reliable implications.

It would also be useful to compare the findings of this study with those revealed from other studies applied on hotel chains in different geographical areas where the Ministry of Tourism conducted the youth training program (i.e. Alex, Sharm El-Sheikh, etc) . The youth training program can be evaluated using other models of training evaluation (e.g. CIRO model or Return on Investment model) or other instrument (e.g. paper and pencil test) to more explicitly study the effectiveness of youth training program. Moreover, the youth training program can be evaluated from the hotels perspective to identify the benefits and obstacles of partnership with the Ministry of Tourism. In addition, the trainees in the kitchen can be evaluated to know why they are the most category benefiting from the program.

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