

The Effectiveness of Training Programs Provided in Egyptian Hotels in Improving Job Competencies

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Abstract

This study aims to explore the role of training programs provided in Egyptian hotels in improving job competencies by taking a sample of five-star hotels in Sharm El-Sheikh. To achieve this aim, a questionnaire form was developed and directed to a random sample of employees in five-star hotels. A total of 750 questionnaires were distributed among them; only 669 forms (89.2%) were valid. The obtained results indicated that training needs are identified through a formal performance appraisal mechanism and the hotel conducts extensive training programs for their employees to improve their efficiency. The hotel management supports employees who wish to advance in their careers through the education policy and sponsorships for training and there are clear policies on training and development in the hotel. Training and development programs allow for growth in both current and future jobs and career development. Based upon the findings, some recommendations were suggested and directed to hotel managers so that they can develop a training program that focuses on creating individual development plans. Furthermore, establishing a database contains detailed information about all hotel employees, showing their advantages and shortcomings.

Keywords: Training programs, job competencies, Egyptian hotels.

Introduction

Training is the methodical acquisition and improvement of knowledge, skills, and behaviors imperative for employees to complete their job responsibilities or perform better in their work environment (Raza *et al.*, 2017). In addition to that, the concept of training refers to the intentional improvement of a person's skills, attitude, knowledge, or other attributes to achieve better performance in a certain task or activity. Its main objective is to enhance the individual's competencies and meet the company's needs in the future (Kirkpatrick & Kirkpatrick, 2016). It is also important for the Human Resources Department to take into account the current and future requirements and goals of the organization when designing, planning, and implementing employee training programs (Markgraf, 2016). Despite these different views, it is important to note that the reviews by all the scholars imply that training helps in the improvement of job competencies.

Research aim

This research aims to explore the role of training programs provided in Egyptian hotels in improving job competencies by taking a sample of five-star hotels in Sharm El-Sheikh.

Research questions

1. Are there plans to promote hotel staff?
2. To what extent are training programs designed based on the job needs?
3. How effective are these training programs in improving job competencies?
4. Is there a relationship between training programs and employee development?
5. What is the impact of adopting training programs on hotel employees?

Review of literature

An overview of hotel training programs

Training, in the most simplistic definition, is an activity that changes people's "behaviors" (Cortini, 2016, 61). Training is an activity planned in a systematic fashion that results in a high level of enhanced skills and knowledge that is necessary to effectively and efficiently perform any task (ElHajjar and Alkhanaizi, 2018). The main purposes of the training are to (McNamara, 2016; Raza *et al.*, 2017; Bulling, 2020):

- Increase the quantity and quality of performance by improving the skills of the workforce.
- • Reduce damages and accidents.
- Increase in employees' benefits such as salary boosts, appreciation, and other rewards that motivate employees to work hard.
- Reduce the number of materials and equipment needed in production to make the organization more profitable.
- Enable supervisors to lead and plan instead of systematic correction of mistakes and problems.
- Minimize terminations of employment due to the insufficient skills of personnel.
- Improve morale and achievement of good workplace culture.
- Adapt to new methods and trends, motivate employees to meet their job requirements, manage any potential transfers to different positions or other hotels within the chain, and help new employees to adapt a new workplace.
- Encourage employee willingness, loyalty, and interest in the company's well-being aligned with the rewards and appreciation they deserve.

Types and Methods of Training Programs

An employee's current or future job role is also a major deciding factor in the model of training to be adopted (Surbhi, 2015). The models of training that can be implemented fall broadly into two types namely: on-the-job and off-the-job training, (Mindtools, 2016).

On-the-job training (OTJ):

This is a model designed to provide training to employees in their normal/routine working environment. The goal of this type of training is to allow employees to familiarize themselves with their normal working circumstances, i.e., during the training period; employees would directly use processes, machinery, and equipment that will be used routinely (Mindtools, 2016). Additionally, it provides employees with first-hand experience on how to handle difficulties that may arise during the execution of a task. Trainees aim to learn by observing the supervisor or a more experienced employee performing a specific task (Al-Mughairi, 2018). To perform the task, the trainees are guided by the instructions of the supervisors. This method is very common among companies for training employees currently working at the organization and sets the tone for employees who will be hired in the future due to its cost-effectiveness and simplicity (Bulling, 2020).

Off-The-Job training:

This method of training is done at an organized off-site, at a different location from the current organization for an agreed time. The purpose of this method of training at a different site is to provide employees with a change of scenery which most times has a positive impact. They can also analyze previous behaviors for reflection on what has been successful and what has not (Borate *et al.*, 2014). The trainees are provided with educational material that covers the theory aspect. During this type of training, trainees feel more inclined to express their

views and feelings (Altarawneh & Aseery, 2016). They can also explore new and pioneering impressions using case studies, conferences, seminars, audio-visually, lectures, simulations, and role-play. This is an expensive training method with expenses including the place of training, facilities used in training the employees and hiring experts to add value to the training (Ameeq & Hanif, 2017).

Evaluating the Effectiveness of Training Programs

One of the most important things that organizations should consider when it comes to assessing their training programs is the effectiveness of their training. Unfortunately, many of them do not evaluate the program's effectiveness. They end up providing training that is not in the best interest of their organization (Rafiq, 2015). Training evaluation provides a way to understand the investments that training produces and provides the information needed to improve training (Noe, 2017). Furthermore, it is important to understand that training evaluation provides the data needed to demonstrate that training gives benefits to the company (Okumu *et al.*, 2018). According to Abeba *et al.* (2015) and Khalaf *et al.* (2016), evaluation of training programs involves both formative and summative evaluation. Table 1 summarizes his proposal to evaluate the results of training programs (Noe, 2017, p. 249).

Table (1): Evaluating training outcomes

Outcome or criterion	Level	What is measured	Examples	Measurement methods	Question
Reactions	1	Learners' satisfaction	- Comfortable training room. - Useful materials and program content	Surveys, interviews	Did they like it?
Learning or cognitive	2	Principles, facts, techniques, procedures, or processes that learners have acquired	- Electrical principles. - Safety rules - Steps in interviewing	Tests, work samples	What did they learn?
Behavior or skill-based	2 or 3	Interpersonal, technical, or motor skills or behaviors acquired by learners	- Preparing a dessert - Sawing wood - Landing an airplane - Listening	Tests, observations, self, peer, customer, and / managers' ratings, work samples	Do they use it?
Affective	2, 3, or 4	Learners' attitudes and motivation	- Tolerance for diversity - Safety attitudes - Customer service orientation - Engagement	Attitude surveys, interviews, and focus groups	Did it change their attitudes?

Results	4	Payoffs for the company	<ul style="list-style-type: none"> - Productivity - Quality - Costs - Repeat customers - Customer satisfaction - Accidents 	Observation, performance data from records or company databases	Did it impact the bottom line?
Return on investment	5	Identification and comparison of learning benefits with costs	- Dollar value of productivity divided by training costs	Economic value	What is the return on investing in learning?

Source: Noe (2017).

Measurement of Job Competencies

One of the main goals of HR departments is to monitor the effectiveness of employee training. To ensure that training is being delivered effectively, they develop performance indicators that are designed to measure the progress of employees. These tools are used to evaluate the various goals and objectives of the organization. Unfortunately, many organizations are not able to develop effective metrics to measure the job skills of their employees (Jaworskia *et al.*, 2018). To effectively track employee training and its effectiveness, key performance indicators should include specific objectives, measurable goals, relevant goals for the organization, and a time frame for achieving these goals (Saadeh, 2020). The following indicators are used to measure the job competencies:

- **Quantity:** This indicator highlights the number of items produced, or sold in comparison to the fixed standard i.e. the amount of items earmarked for production, processing, and sale (Omokojie & Edith, 2021).
- **Quality:** Several indicators are used to measure the quality of a completed task. The ratio of repeated or rejected is an indicator. In a sales environment, a key indicator of quality salesmanship is the proportion of inquiries converted to sales (Khalaf *et al.*, 2016).
- **Timeliness:** This measures the speediness in the completion of tasks or provision of services. For example, in a manufacturing company; a time-based indicator is the time frame used to produce a product or cycle time for a specific operation (Singh & Dangwal, 2017).
- **Cost-effectiveness:** This factor can be used as a measurement to evaluate how an employee is cost-efficient (Bakare, 2021).
- **Absenteeism/Tardiness:** An absent employee cannot perform his/her duties. The performance of other employees can be impacted negatively by absences, too (Clark, 2019).

- Creativity: This performance indicator may be difficult to quantify, but in several formal jobs, it is vital. Managers and employees should create benchmarks or metrics for creative input from employees (Eoghan, 2019).
- Companies create boundaries and implement policies to ensure that creativity does not stray from their established standards. Employees who break these rules and regulations can exhibit poor performance and do not align with the company's goals (Agarwal & Naidu, 2021).
- Although gossip is not considered a performance-related behavior, it can have detrimental effects on one's overall performance. This is why it's important to set goals and confront these habits (Bilsland *et al.*, 2020).

The role of Employee Training in Improving Job competencies

Trainers must be knowledgeable about the relationship between training and profit (Jack *et al.*, 2017). Training for the sake of training is no longer the order of the day. It must produce a competent workforce that can keep up with the high level of skills and capabilities that are essential in today's dynamic work environment and prepare employees for future demands. It is then expected of trainers to use each opportunity as a response to achievements, mostly on the effect on the business to senior management (Ramli *et al.*, 2018). If the training provided is not delivered professionally, the quality of learning decreases causing reduced individual competence and ultimately having an unfavorable effect on business performance (Abdelhamied, 2019). Figure (1) shows the role of employee training in improving job competencies:

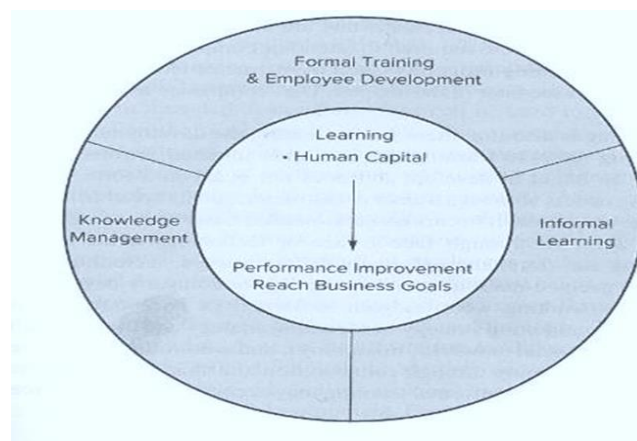


Figure (1): The Role of Employee Training on Improving Job Competencies

Source: Noe (2017)

In a dynamic world of business and economic uncertainty, firms should invest in training programs to ensure that their employees are competent to face uncertainties and make timely and effective decisions to maintain a competitive edge in the market. Effective training is of immense value to organizations as vital in capacity development, for the individual and organizational levels, as such influencing organizational performance (Eshan & Binoy, 2017). Additionally, it decreases employee turnover and prevents employees from rapidly changing jobs. It is also indicative of the dedication to its employees which in turn leads to increased motivation (Chand & Ambardar, 2020).

Training also helps improve the quality of products and services, productivity, consumer satisfaction, morale, viability, management succession, business development, and organizational performance. In most organizations, individual and organizational valuations are performed to identify needs before training programs are planned and implemented (Yuan *et al.*, 2017). A post-training evaluation is also performed to determine the usefulness of the identified program following the needs identified (Ndile, 2018). The evaluation provides insight into the level of impact the training has on employees' productivity. These steps are important because an organization succeeds when its employees possess and apply the required knowledge and skills (Hemsworth, 2019).

Training is the achievement of relevant skills or the provision of necessary knowledge for employees to perform specific tasks to achieve a common goal (Hu, 2015). It yields definite outcomes which include improved staff competency and capacity for performance. An organization may find it challenging to maintain competent staff in its payroll if training of its workforce is not made available or considered a priority (Cheung *et al.*, 2015).

If the organization does not obtain the desired or expected output from its employees, it will employ individuals who meet those expectations or implement strategies that ensure poorly performing employees meet performance expectations. In cases where strategies are employed to improve performance, training is the preferred solution (Bharwani & Talib, 2017). Employees gain knowledge, skills, and abilities to change their behavior and attitudes during training which can produce high-quality results for the organization (Sisson & Adams, 2016). This individual improvement seen in employees also translates to improved organizational performance (Alexakis and Jiang, 2019). Training can also ensure that the workforce can adapt seamlessly to new technology increasing the efficiency and productivity of individuals and organizations (Marneros *et al.*, 2020).

Furthermore, customer service, efficiency, quality, employee retention, and development are some of the reasons that drive the implementation of training programs in organizations to influence performance (Walsh and Koenigsfeld, 2015). To claim the top spot in a specific industry, organizations must compete. This competitiveness serves as motivation to improve an organization's capacity to possess and sustain market share in a specific industry. As a result, many organizations have been driven to build training centers to ensure they have a superior stance in the market (Nilsson, 2018).

Training programs are also initiated to minimize unemployment, improve the skills of, and retrain the existing workforce. For these reasons, it is imperative to review conversations about the role of employability skills training programs in the workforce, the perceptions regarding employability skills training programs, and the assessment and evaluation of employability skills training programs (Poutanen, 2016). By enrolling in such training programs, employees and recent graduates can acquire knowledge and skills that are related to their professions, job responsibilities, and work environment. Employees can gain a higher level of knowledge and skills from training programs. As a result, they can be qualified for career advancement and promotion. Further, employers acquire better-prepared workers through continuous employability skills training programs (Wong, 2015; Mohan and Dharmaraj, 2018). Additionally, employees are developed in terms of their aptitudes, disciplines, and performance management skills. Consequently, these workers can adapt to challenges and difficulties in the workplace. Employability skills training programs also play a crucial role in developing the professionalism of the workforce (Hemsworth, 2019).

Research Methodology

To achieve the research aim, employees in five-star Sharm El-Sheikh hotels were surveyed. A total of 750 questionnaires were distributed randomly in the investigated hotels (20 hotels) from November 2022 to March 2023, only 669 forms (89.2%) were valid to analyze. The

questionnaires were returned and the results were then analyzed. The questionnaire consisted of two sections. The first section intended to reveal the employees' demographic data. The second section intended to determine the role of training programs provided in Egyptian hotels in improving job competencies by taking a sample of five-star hotels in Sharm El-Sheikh. The respondents were asked to answer these questions by using a five-point Likert-type scale (Strongly agree = 5, agree =4, neutral = 3, disagree = 2, and strongly disagree = 1) to determine the levels of agreement with the statements investigated. The Statistical Package for the Social Sciences (SPSS) version 26.0 was used to analyze and compute the collected data. The range of each level of agreement was calculated as follows:

$$\text{Range} = \frac{5 - 1}{5} = 0.8$$

Strongly disagree = 1 to 1.80 Disagree = 1.81 to 2.60
Neutral = 2.61 to 3.40 Agree = 3.41 to 4.20
Strongly agree = 4.21 to 5

Reliability Analysis

Table 2: Reliability Analysis

Number of Statements	Alpha
18	0.928

Table 2 indicated that the alpha coefficient of the dimensions of the questionnaire was 0.928 (higher than 0.70) (Taber, 2018). This result indicated the reliability and validity of the questionnaires for use in the study.

Results and Discussion

The results involved three main stages. Descriptive analysis was used to discover participants' responses, variance analysis for respondents' answers, and correlation analysis were conducted to examine the relationship between independent variables and dependent variable. The results obtained were computed and analyzed in the following tables.

Table 3: Demographic Data of Employees (N=669)

Demographic Data	Attribute	Statistics		Rank
		Freq.	%	
Educational Background	Hospitality Based Education	243	36.3	2
	Others	426	63.7	1
Educational level	Average degree (Vocational/Secondary School)	219	32.74	2
	Institutional Degree	178	26.61	1
	University Degree	224	33.48	3
	Postgraduate (Diploma - Master – PhD)	48	7.17	4
Years of experience in the same position	Less than 5 years	198	29.60	3
	from 5 to less than 10 year	377	56.35	2
	From 10 to 15 years	81	12.11	1
	More than 15 years	13	1.94	4

The educational background of the respondents where 63.7% of respondents had a hospitality education. Meanwhile, 36.3% of the respondents did not have a hospitality education. This result may interrupt the lack of job efficiency of the employees in the investigated hotels which affects the replacement process. According to the academic level of the respondents, 33.48% of respondents have a university degree. Meanwhile, 32.74% of the respondents were having diploma/Secondary School. In addition, 26.6% of the respondents were having an institutional degree. Finally, 7.17% of the respondents' answers were having a postgraduate degree. This result means the average level of the academic level of the respondents is moderate. Concerning years of experience, 56.35% of respondents have from 5 to less than 10 years of experience. Meanwhile, 29.6% of the respondents had less than 5 years of experience. In addition, 12.11% of the respondents had from 10 to less than 15 years of experience. Finally, 1.9% of the respondents answers were have more than 15 years of experience.

Table 4: Respondents' responses towards training programs effectiveness

Statements		5-Point Likert - Scale					Statistics		
		1	2	3	4	5	\bar{x}	SD	R
The hotel conducts extensive training programs for its employees to improve their efficiency	Freq.	21	51	147	327	123	3.72	.955	2
	%	3.1	7.6	22	48.9	18.4			
There are formal training programs to teach new employees the skills they need to perform their jobs	Freq.	30	114	183	267	75	3.36	1.033	7
	%	4.5	17	27.4	39.9	11.2			
Training needs are identified through a formal performance appraisal mechanism	Freq.	24	33	138	372	102	3.74	.901	1
	%	3.6	4.9	20.6	55.6	15.2			
The employees in each job will normally go through training programs every year	Freq.	24	45	147	336	117	3.71	.952	3
	%	3.6	6.7	22	50.2	17.5			
There are clear policies on training and development in the hotel	Freq.	27	51	141	345	105	3.67	.964	5
	%	4	7.6	21.1	51.6	15.7			
A training needs assessment is done before conducting the training program	Freq.	51	66	294	171	87	3.26	1.054	9
	%	7.6	9.9	43.9	25.6	13			
Training programs are designed to meet the training needs of employees	Freq.	87	96	285	144	57	2.98	1.105	10
	%	13	14.3	42.6	21.5	8.5			
The hotel management supports employees who wish to advance in their careers through the education policy and sponsorships for training	Freq.	27	42	150	336	114	3.70	.959	4
	%	4	6.3	22.4	50.2	17			
There are opportunities for employees to continuously improve their skills	Freq.	33	63	222	279	72	3.44	.973	6
	%	4.9	9.4	33.2	41.7	10.8			
Employees are offered internship opportunities to assist them in advancing their careers	Freq.	45	117	171	267	69	3.30	1.082	8
	%	6.7	17.5	25.6	39.9	10.3			
Average Mean						3.49	.687	-	

From the data in Table (4), it could be noticed that the respondents agreed on the statements in the dimension. These statements indicate that the respondents found that:

"Training needs are identified through a formal performance appraisal mechanism" (Mean=3.74)". Training evaluation provides a way to understand the investments that training produces and provides information needed to improve training (Noe, 2017). "The hotel conducts extensive training programs for its employees to improve their efficiency" (Mean=3.72)". Employees in each job will normally go through training programs every year (Mean=3.71)". "The hotel management supports employees who wish to advance in their careers through the education policy and sponsorships for training" (Mean=3.70). "There are clear policies on training and development in the hotel" (Mean=3.67). "There are opportunities for employees to continuously improve their skills" (Mean=3.44).

On the other hand, the employees were neutral about the following statements which means that they were not sure if:

"There are formal training programs to teach new employees the skills they need to perform their jobs" (Mean=3.36). "Employees are internally offered internship opportunities to assist them to advance their careers" (Mean=3.30). A training needs assessment is done before conducting the training program (Mean=3.26). "Training programs are designed to meet the training needs of employees" (Mean=2.98). Also, it is important to understand that training evaluation provides the data needed to demonstrate that training does give benefits to the company (Okumu *et al.*, 2018).

In general, table (23) shows that the majority of the sample is neutral with all the statements of training programs effectiveness dimension, for instance, the percentage of average answers of the respondents was 3.49, with a standard deviation of 0.687, therefore it concluded that in general the job training programs is applied and effective for the employees.

Table 5: Respondents' responses towards the job efficiency level of the investigated hotels

Statements		5-Point Likert - Scale					Statistics		
		1	2	3	4	5	\bar{x}	SD	R
The career development training program is an essential component of employee promotion	Freq.	57	207	216	132	57	2.89	1.085	8
	%	8.5	30.9	32.3	19.7	8.5			
I believe that my capabilities have increased as a result of participation in appropriate training programs or skill upgrade courses	Freq.	45	72	183	261	108	3.47	1.092	5
	%	6.7	10.8	27.4	39	16.1			
Training motivates employees to be more committed to organizational goals	Freq.	48	63	180	273	105	3.48	1.088	3
	%	7.2	9.4	26.9	40.8	15.7			
My career path is more in shape due to my participation in the training program	Freq.	42	54	210	276	87	3.47	1.024	4
	%	6.3	8.1	31.4	41.3	13			
Training and development programs allow for growth in both current and future jobs	Freq.	51	93	168	270	87	3.37	1.110	6
	%	7.6	13.9	25.1	40.4	13			
The training opportunities are always directed towards empowering the employees for a higher position in the hotel	Freq.	18	51	135	333	132	3.76	.944	1
	%	2.7	7.6	20.2	49.8	19.7			
Employees in the hotel are	Freq.	84	93	267	135	90	3.08	1.173	7

always prepared in advance to fill vacant positions	%	12.6	13.9	39.9	20.2	13.5			
The training programs highlight the skills and abilities of the workers in the latent within them	Freq.	30	96	138	258	147	3.59	1.113	2
	%	4.5	14.3	20.6	38.6	22			
Average Mean							3.39	.643	-

From the data in Table (5), it could be noticed that the respondents are neutral on the statements in the dimension. These statements indicate that the respondents found that:

"The training opportunities are always directed towards empowering the employees for a higher position in the hotel" (Mean=3.76)". "The training programs highlight the skills and abilities of the workers in the latent within them" (Mean=3.59)". Training motivates employees to be more committed to organizational goals (Mean=3.48)". Effective training is of immense value to organizations as vital in capacity development, for the individual and organizational levels, as such influencing organizational performance (Eshan and Binoy, 2017). Furthermore, it decreases employee turnover and prevents employees from changing jobs rapidly. It is also indicative of the organization's dedication to its employees which in turn leads to an increase in their motivation (Chand and Ambardar, 2020). "The career path is more in shape due to the employee's participation in the training program, and capabilities have increased as a result of participation in appropriate training programs or skill upgrade courses" (Mean=3.47).

On the other hand, the employees were neutral about the following statements which means that they were not sure if:

"Training and development programs allow for growth in both current and future jobs" (Mean=3.37). If the training provided is not delivered professionally, the quality of learning diminishes causing reduced individual competence and ultimately having an unfavorable effect on business performance (Abdelhamied, 2019)."Employees in the hotel are always prepared in advance to fill in vacant positions" (Mean=3.08). "The career development training program is an essential component of employee promotion" (Mean=2.89). However, a significant number of organizations are unable to develop suitable KPIs for measuring the job competencies in the organization (Jaworskia *et al.*, 2018).

In general, Table (5) shows that the majority of the sample is neutral with all the statements of the reality of job efficiency level dimension, and an overall mean of 3.39, with a standard deviation of 0.643. In this sense, it should be noticed that to effectively track employee training and its effectiveness, key performance indicators should include; specific objectives, measurable goals, relevant goals to the organization, and a time frame for achieving these goals (Saadeh, 2020).

Table 6: Correlation coefficient between training programs effectiveness and job efficiency:

(Independent variable)		Dependent variable (Job Efficiency)
Training Programs Effectiveness	Correlation	.717**
	p-value	.000
	N	669

* = Highly significant at $P \leq 0.05$

Taking a glance at the results in Table (6), it could be seen that there is a positive correlation between training programs' effectiveness and job efficiency when the correlation result was

0.717 and p-value=0.000 is less than the level of significance 0.05. This positive correlation indicates that; whenever training programs is effective, job will be more efficient, and the opposite is true.

Table (7): R1 coefficient to study the interpretation of the training programs effectiveness for job efficiency

R	R Square	Adjusted R Square	Std. Error of the Estimate
.717 ^a	.514	.513	.44913

According to the coefficient of determination R1 in Table (7), the dimensions of the independent variable (training programs effectiveness) explain about (51.4%) of the dependent variable (job efficiency) and the rest (48.6%), may be due to a random error in the equation, or perhaps because other independent variables were not included. It is meant to be included in the form.

Table (8) Significance test of quality-fit regression model

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	142.063	1	142.063	704.267	.000**
	Residual	134.545	667	.202		
	Total	276.608	668			

* Significance at 0.01 or less

To test the significance of the variables of the model as a whole, as shown in Table (8), the F-test was tested, where the values of F (704.267), which are statistically significant at a level of significance less than (0.001), which indicates that the variables related to each of training programs effectiveness, is the most influential on job efficiency of hotel employees.

Table (30): T-test to study the effect of training programs on the job efficiency of hotel employees

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.048	.090		11.657	.000
	TBE	.671	.025	.717	26.538	.000

* Significance at 0.01 or less

From the T-test, as shown in Table (30), it could be found that the significant impact of the independent variable (training programs effectiveness) explains about (0.671) on the dependent variable (job efficiency) in the simple-linear model at a level of significance less than (0.05%). Then it is clear that the alternative hypothesis (H_{a1}) of the main hypothesis was accepted, and the null- hypothesis (H₀₁) was rejected. This result means that significant impact of the independent variable (training programs effectiveness) on the dependent variable (job efficiency).

Recommendations

Based on both the literature reviewed and the findings, the following recommendations could be suggested:

- 1) Hotel managers should develop a training program that focuses on creating individual development plans. Furthermore, establishing a database contains detailed information about all hotel employees, showing their advantages and shortcomings.
- 2) Develop principles and criteria for promotion to higher positions based on job merit resulting from employee performance reports and not through the current decisions of managers that are based on nepotism.
- 3) Improving training programs and incentives by the focus on alternative schemes on professional coaching skills.
- 4) Collaborating with the HR department to assess and evaluate employees based on their work and performance.
- 5) In a culture where employees learn from their managers as they would from a father figure, this is more valuable than formal training.
- 6) Preparing a specialized training course for workers who have been transferred from one job to another before or after job replacement to provide them with the necessary information about the job he is transferred to and develop their skills in it.

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فاعلية البرامج التدريبية المقدمة بالفنادق المصرية في تحسين الكفاءات الوظيفية

الملخص

تهدف هذه الدراسة إلى استكشاف دور البرامج التدريبية المقدمة في الفنادق المصرية في تحسين الكفاءات الوظيفية من خلال أخذ عينة من فنادق الخمس نجوم في شرم الشيخ. من أجل تحقيق هذه الأهداف، تم تطوير استمارة استبيان وتوجيهها إلى عينة عشوائية من الموظفين في فنادق الخمس نجوم. تم توزيع 750 استبانة بينهم فقط 669 استمارة (89.2%) كانت صالحة للتحليل الإحصائي. أشارت النتائج التي تم الحصول عليها إلى أن الاحتياجات التدريبية يتم تحديدها من خلال آلية رسمية لتقييم الأداء وتقوم الفنادق بإجراء برامج تدريبية مكثفة لموظفيها لتحسين كفاءتهم. تدعم إدارة الفندق الموظفين الذين يرغبون في التقدم في حياتهم المهنية من خلال سياسة التعليم ورعاية التدريب ، وهناك سياسات واضحة للتدريب والتطوير في الفندق. تسمح برامج التدريب والتطوير بالنمو في كل من الوظائف الحالية والمستقبلية، ويعد برنامج التدريب على التطوير الوظيفي مكوناً أساسياً لترقية الموظفين. بناءً على النتائج ، تم اقتراح بعض التوصيات وتوجيهها إلى مديري الفنادق بحيث يمكنهم تطوير برنامج تدريبي يركز على إنشاء خطط التنمية الفردية. علاوة على ذلك، فإن إنشاء قاعدة بيانات تحتوي على معلومات مفصلة عن جميع موظفي الفندق ، تبين مزاياهم وعيوبهم.

الكلمات الدالة: برامج التدريب ، الكفاءات الوظيفية ، الفنادق المصرية.