

## WORK ENVIRONMENT FACTORS INFLUENCING IN ACHIEVING TRAINING EFFECTIVENESS IN AQABA SPECIAL ECONOMIC ZONE AUTHORITY ASEZA

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### ABSTRACT

*Given the ever-changing service demand for information, knowledge and skills, hotels need to maximize the inherent value of their existing human capital and one way to do this is to invest in formal training programs to develop and improve the employees. The problem arises as to why trainees often do not apply to the work place what they have learned during the training programs. four influential factors as work environment factors emerged from various training effectiveness models and they are, social support, opportunity to perform, reward system, and organization culture factors. The present study explored the influence and the relationship between work environment factors and the training effectiveness, and also explored the effect of demographic variables as these factors may influence training effectiveness.*

**Keywords:** Work environment factor, Training, Training Effectiveness, ASEZA

### INTRODUCTION

Tourism in Jordan is an important economic sector contributing about 10.5% in gross domestic product (GDP). It creates about 39,359 direct job opportunities, 13,005 of them are employees in hotel organizations in 2009 (Ministry of Tourism and Antiquities, 2009). In line with this growth, it is necessary to face the remarkable increase in tourist arrivals by establishing facilities and tourism services to suit the new challenges caused by the growing demand in tourism. In view of the fact that the hospitality industry is the backbone of tourism, planners and producers should take into account the necessity to increase the number of hotels, rooms and beds, and to improve the quality of accommodation, food & beverage and other facilities (Echtner, 1995). The hotel industry has become the fastest growing industry, a very important sector in helping developing countries to resolve their problems in socio-economic sector (Holjevac, 2003).

One of the basic characteristics of the hotel sector is that it depends on human elements directly in presenting services to the guest. In fact, the hotel sector has two specific kinds of services; the lodging operations and food & beverage services operations. The needs of these services is set to grow in the future, but how hotel organizations face these needs, depends simply on training to improve service quality (Lim, Rusli, & Bujang, 2008). Training requires massive enterprise and powerful instruments for development (Clemenz & Weaver, 2003). The training objectives are to develop performance to acceptable levels by gaining knowledge, improving skills in each job position at hotels, reduce waste, increase productivity and achieve high labor efficiency. (Chiang, Back & Canter, 2005); Janes, (2004) confirmed this same idea, he stated that one of the main purposes of training is to solve operation problems. Training aims to reduce guest gap and difference between guest expectation and performance level in hotels (Chiang et al., 2005).

Training in most Jordanian organizations is still not important as a function which contributes to organization success (Altarawneh, 2009). Despite that, there are many studies that have been done in Jordan in the issues of human resources development and training needs analysis, and the strategic planning for Vocational Training Corporations (USAID, 2009, 2006). Despite the development that has taken place regarding training programs, there is still room for research and innovation. This study tries to determine the work environment factors that influence the training programs' effectiveness in hotels in Aqaba Special Economic Zone Authority (ASEZA) and in view of the importance of these programs, draws a picture of the reality and the nature of the service provided by the hotels.

The work environment is necessary and one of the key factors to determine the learning in the training program, and is crucial in determining the application of skills in the workplace (Baldwin & Ford, 1988; Burke & Baldwin, 1999; Chung, Liao, & Tai, 2005; Clarke, 2002; Elangovan & Karakowsky, 1999; Facticeau et al., 1995; Ford, Quinines, Sego, & Sorra, 1992; Lim et al., 2007; Quinines, 1997). Moreover, the climate is important in implicating knowledge, skills and attitudes in workplace before and after attending the training program and also affecting behavior (Tanneubaum & Yuki, 1992). Mcbain (2004) argued for a significant relationship between work environment and training which clearly appear in ensuring effectiveness and outcome achievement of training. This study was designed to evaluate the impact of the work environment factors on training effectiveness in hotels sector in ASEZA. The objectives of this paper encompass: (1) investigate the influence of work environment factors on the effectiveness of the human resource training programs in the hotel sector in ASEZA. And (2) assess the differences in work environment factors influencing the effectiveness of human resource training programs in terms of selected demographic characteristics, such as, age, gender, education level, experience, and numbers of attending the training programs.

## **WORK ENVIRONMENT FACTORS**

The work environment has great influence on the training effectiveness. Many literatures provide the evidence of significant relationship between environmental characteristics and training effectiveness, which is reflected directly in training outcomes (Elangovan & Karakowsky, 1999; Facticeau et al., 1995; Rouller & Goldstein, 1993; Tanneubaum & Yuki, 1992; Tracey et al., 2001; Tracey et al., 1995; Tracey & Tews, 1995). Many studies also emphasized different degrees of relationship between environmental characteristics and training effectiveness (Acton & Golden, 2002; Burk & Baldwin, 1999, Chen et al., 2007; Cheng & Ho, 2001; Cheng & Ho, 1998; Clarke, 2002; Kontoghiorghes, 2001; Lim et al., 2007; Quinones, 1997; Xiao, 1996). This study considers social support, opportunity to perform, reward system, and organization culture as the variables under environment factors.

### **Social Support**

The employees look up to the top management and supervisors to urge them to participate, learn and apply the trained skills. Moreover, a supervisor's role is not limited to examining the trainee, it extends to encouraging, involving, and reinforcing the employees, making the feedback available and setting training program goals (Baldwin & Ford, 1988; Noe, 1986; Quinones, 1997; Xiao, 1996). In supporting the management, the supervisors play a crucial role in how and when the trainees can use trained skills, in explaining the advantages from these programs, in involving the employees to initiate training programs, in providing sufficient time for training preparation, in motivating the trainees, in creating positive work groups and in motivating seniors' attitudes toward employees (Cohen, 1990; Elangovan & Karakowsky, 1999; Ford et al., 1992; Jackson & Bushe, 2007; Lim et al., 2007; Xiao, 1996).

### **Opportunity to Perform**

defined as "the extent to which a trainee is provided with activity or obtains work experiences relevant to the tasks for which he or she was trained" (Ford et al., 1992). Kontoghiorghes (2001) argued that the trainees are supposed to get different opportunities to apply their training as these opportunities can affect the training outcomes. In contrast, if the trainees do not have on job opportunities to perform the new knowledge, skills and attitude, that will be reflected as low organizational performance. In other words, the result of opportunity to perform clearly appears in training outcomes. Furthermore, Mathieu et al. (1992) argued that the organization may remain unaware about these constraints to perform the trained skills, which may hinder the performance. Zhao et al. (2004) provided similar view that the training program will lose its benefits when there is no opportunity to perform. Similarly, Clark (2002) found that heavy workload and time pressure can be the main constraint against the opportunity to perform and can undermine the training effectiveness. Tracey and Tews (1995) mentioned that, to ensure the training effectiveness, the trainees must have the opportunity to perform, which also will help them to refine their knowledge, otherwise the knowledge and skills from the training will be forgotten.

## Reward System

According to Govindarajulu and Daily (2004), the reward refers to “the intrinsic and extrinsic benefit that workers receive from their jobs”. The reward takes many forms, such as monetary reward, recognition award, profit-sharing program, increment in the pay, benefits, and incentives. The most important form of reward is the one that can motivate the trainee to acquire and apply the new skills in workplace.

The reward systems drive trainee attitude toward gaining knowledge, and encouraging them to acquire new skills (Noe, 1986). Additionally, rewards can also encourage the application of new skills on the job (Tannebaum & Yuki, 1992). Baldwin and Ford (1988), in their direction for future research, mentioned that this reward system is a form of reinforcement to the trainees to ensure better training outcomes. Also, this reward facilitates opportunities for on-the-job effective application of new skills. Lim et al. (2007) believed that when organization adopts reward system, the trainees will improve themselves to acquire new skills which result is better training outcomes. At the same time, the reward system influence employees to give more job effort. Hence, the performance of applying new skills will be high if matched with reward. This will also increase training effectiveness. Moreover, many studies suggested relationship between the reward system and the training outcomes- the organization which perceive the importance of reward can motivate trainee in transferring new skills on-the-job effectively (Jackson & Bushe, 2007; Rouiller & Goldstein, 1993; Tracey et al., 1995).

## Organization Culture

Organizational culture refers to “the beliefs, values and acquired coping techniques that develop over time within an organization which influence the behaviors of its members” (Wehrmeyer & Chenoweth, 2006). There is no doubt that the organization adopts policies, planning, and effort to promote and to encourage employees for attending training programs. This will positively affect training effectiveness. Most of the previous studies emphasized and mentioned this factor in different ways, such as job characteristics and the culture of continuous learning. The organizational culture, by creating a supporting context for training, plays a crucial role in the process of knowledge and skill acquisition and their on the job application (Burke & Baldwin, 1999). The same point of view is given by Facticeau et al. (1995), and Rouiller and Goldstein (1993), who found that the social context of the job affects the encouragement of the trainees to acquire skills and their application by promoting opportunities for personal development. Moreover, the managerial commitment is one component of organization culture, which means the management should adopt the innovation, values, norms and attitudes to support the trainees and their performance in the organization (Govindarajulu & Daily, 2004).

## Research Hypotheses

HA 1: The social support factors positively influence the effectiveness of human resource training programs.

HA 2: The opportunity to perform factor positively influences the effectiveness of human resource training programs.

HA 3: The reward system factor positively influences the effectiveness of human resource training programs.

HA 4: The organization culture factor positively influences the effectiveness of human resource training programs.

HA 5: There are significant differences in work environment factors influencing the effectiveness of human resource training program in terms of employee age.

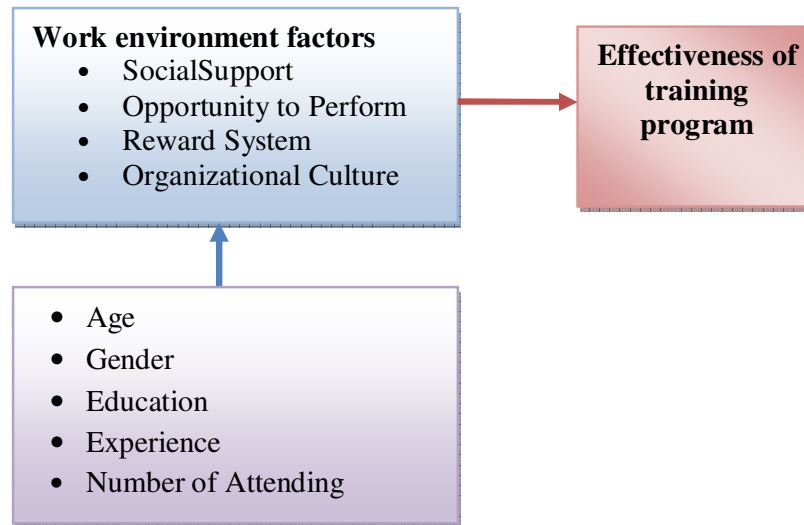
HA 6: There are significant differences in work environment factors influencing the effectiveness of human resource training program in terms of employee gender.

HA 7: There are significant differences in work environment factors influencing the effectiveness of human resource training program in terms of employee education.

HA 8: There are significant differences in work environment factors influencing the effectiveness of human resource training program in terms of employee experience.

HA 9: There are significant differences in work environment factors influencing the effectiveness of human resource training program in terms of employee number in attending training program.

## Conceptual Framework



This study primary focus on exploring the work environment factors influencing the training effectiveness. Based on previous literature and research problem, we developing the integrated framework that is presenting for this reason.

## METHODOLOGY

### Populataion and Sample

target population of survey study included all the employees in all five and four star hotels, involved a total of 297 employees, who attended training programs in seven hotels (four 5-star and three 4-star hotels), as the sample of this study. Due to different classification of hotels, stratified sampling was used in the survey research involving 247 respondents in five star hotels and 50 respondents in four star hotels.

### Data Collection

In this study data in this study was collected from seven hotels using a questionnaire designed by the researcher. data was collected over a duration of seven weeks from 14 July 2010 to 7 September 2010.

### Instrument

the present study used two instruments; the questionnaire and interviews. The questionnaire used a five point likert scale from (1) strongly disagree to (5) strongly agree, and the questions therein were divided into three sections; background questions, evaluation of the effectiveness of training, and measurement of the relationship between work environment factors and training effectiveness. A total of 60 items were adopted from previous studies that were validated by academic experts, and achieved reliability through a pilot study and Cronbachs Alpha Coefficient.

### Data Analysis

Data analysis in the current study involved to be consistent with the nature of the study, the quantitative procedures of analysis. Multiple regression is used in this study to see the effect of a set of independent variables (work environment factors) on the dependent variable (effectiveness of training program). ANOVA is also used to examine whether there are differences and variance within groups of the responses toward the environmental, factors which determine the effectiveness of human resource training program

**RESULT****Sample Characteristics:**

The sample consisted of 263 employees working in five and four star hotels in Aqaba city. All of them had attended training programs in different specific courses suitable to their jobs in the hotels. Table 1 presents respondents' demographic characteristics in this study.

Table 1. Demographic characteristics of the respondents

<i>Demographic variable</i>	<i>Category</i>	<i>Frequency</i>	<i>Percent</i>
Age (N= 263)	20-29	152	57.8
	30-39	74	28.1
	40-49	37	14.1
	50 & above	0	0
Gender (N= 263)	Male	199	75.7
	Female	64	24.3
Education level (N= 263)	High school	53	20.2
	Diploma	89	33.8
	Bachelor	103	39.2
	Post graduate	18	6.8
Experience (N= 263)	5 & less	81	30.8
	6-10	86	32.7
	11-15	66	25.1
	16-20	23	8.7
	21 & above	7	2.7
Nationality (N= 263)	Jordanian	240	91.3
	Others	23	8.7
Time attended (N= 263)	5 & less	146	55.5
	6-10	95	36.1
	11 & above	22	8.4

**Descriptive Analysis**

Descriptive analysis provides answers in detail by calculating the mean and standard deviation for the dependent and independent variables. The Table 2 highlights descriptive analysis of the training effectiveness which indicated high responses toward effectiveness (M= 3.98, SD= .406). Also, the participants gave highly satisfied responses for all environment variables (M= 3.96; SD=.493). The four variables indicated high responses though the social support gave the response (M= 3.99; SD=.645), opportunity to perform (M=3.97; SD= .539), reward system (M=3.98; SD=.760), and organization culture (M= 3.92; SD=.661).

Table 2. Means, standard deviation for variable

<i>Variable</i>	<i>M</i>	<i>SD</i>
Effectiveness	3.98	.406
Social Support	3.99	.645
Opportunity To Perform	3.97	.539
Reward System	3.98	.760
Organization Culture	3.92	.661

**Regrssion Result for the Factors**

In order test thehypotheses regardg the influence of work evironment variables on training effectiveness in this study, Standard multiple regressions were used to address these hypotheses. Multiple regression is one of the statistical techniques require a number of assumptions to ensure that the data do not violated, such as multicollinearity and normality as following. In this paper, as shown in Table 3, the value of tolerance for each independent variable is more than (.10), and this is supported by the VIF value which is for every independent variable below the cut-off (10). This implies there is no collinearity problem in the data.

Table 3. Tolerance and varince inflation factor- VIF

Variable	Collinearity statistics	
	Tolerance	VIF
Social Support	.798	1.253
Opportunity to Perform	.674	1.483
Rewards System,	.655	1.526
Organizational Culture	.584	1.711

As a result of regression model the factors social support, opportunity to perform, reward system, organizational culture, and training effectiveness was significant ( $F=52.803$ ;  $P<0.001$ ) with R square of (45.0 %). The contribution for each work environment variables, social support, opportunity to perform, reward system, and organizational culture toward the training effectiveness were investigated using standard multiple regression. The result demonstrated that the social support makes the largest positive and significant unique contribution ( $beta= .380$ ;  $p<.001$ ), although opportunity to perform also made statistically significant contribution ( $beta= .203$ ;  $p<.001$ ), followed by reward system ( $beta= .221$ ;  $p<.001$ ), while the organization culture made positive, but failed to provide significant contribution to predict the training effectiveness ( $beta= .086$ ;  $p= .156$ ). Based on these analyses, hypotheses 1, 2, and 3 are supported. However, hypothesis 4 fails to support. Table 4 presents the findings of hypotheses 1, 2, 3, and 4.

Table 4. Result of the regrssion analysis

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error			
1	(Constant)	1.741	.160		10.883	.000
	Social support	.239	.033	.380	7.349	.000
	Opportunity to perform	.153	.042	.203	3.606	.000
	Rewards system,	.118	.030	.221	3.870	.000
	Organization culture	.053	.037	.086	1.424	.156

R Squire = .450, F = 52.803

### Analysis of Variance Result

The result showed that two of four factors had significant differences at  $p < .05$  in factors influencing training effectiveness in terms of employee experience. The two factors were opportunity to perform ( $F(4,258) = 2.919, p = .022$ ), and reward system ( $F(4,258) = 2.781, p = .027$ ). Furthermore, the result indicated there are no significant differences between factors influencing training effectiveness in terms of age, gender, education, and numbers of attending at  $p < .05$ . Based on these analyses, the hypothesis 5,6,7, and 9 fully failed to support.

Table 5. Result of the Analysis of Variance

Variable	Age		Gender		Education		Expreince		Number in attending	
	F	Sig	F	Sig	F	Sig	F	Sig	F	Sig
Social Support	.881	.416	.504	.478	.363	.780	.363	.325	.813	.445
Opportunity to Perform	.369	.692	.402	.527	.095	.963	.095	.022	.638	.529
Rewards System,	1.800	.167	1.649	.200	.756	.520	.756	.027	.292	.747
Organization Culture	.849	.429	.084	.773	.636	.592	.636	.055	.340	.712

### DISCUSSION

This research related to how the work environment factors, as suggested in this study, influence the effectiveness of the human resource training program. The result provided strong support for the hypothesis 1 where indicated as a factors influencing the effectiveness of the training program, social support, opportunity to perform, reward system. Surprisingly, hypothesis 4 was not supported, which indicated that the organizational culture was not a factor significantly influence of the effectiveness of the training program.

Going into more details, social support was the highest factor that contributed to the effectiveness of training program. It may be because the trainees recognize the senior managers and supervisors can inhibit or exhibit the trainees to attend programs and transfer skills learned, and perhaps the trainees believe that the supervisors have strongest effect on their transfer behavior. Some previous findings support the empirical data, as with the finding of Lim et al. (2007) which indicated that social support was an ingredient of effective training, because it not only enhanced self-commitment in employee, but also made possible the transfer of knowledge and skills. Yet, some authors' findings indicated that the positive transfer climate encouraged transfer of behavior in an on-the-job setting (Tracey et al., 1995; Rouiller and Goldstein, 1993). Other studies showed that support from supervisors and peers moderately affected pre-training motivation (Facteau et al., 1995) but significantly affected the perceived transfer of training (Xiao, 1996). In contrast, Casper (2005) indicated that negative effect of social support on transfer learning, while Green (2002) showed that social support did not have a significant effect on motivation to transfer.

Also, the study revealed that the opportunity to perform had positive and significant contribution to training effectiveness. This could be because the trainee may believe that the application of trained skills gives the training its value. This finding is consistent with Noe and Wilks (1993) and Ford et al. (1992) revealed that even if individuals successfully learn the training material, it may not likely be transferred to the job if they are not given opportunity to perform such skills. Moreover, Jackson and Bushe (2007) found that if people are comfortable using skills, they will create opportunities to transfer training. On the other hand, Cheng and Ho (1998) showed that opportunity to transfer was positive but not significantly related to transfer outcome. In addition, reward system showed

significant contribution to training effectiveness. This result is supported by Elangovan and Karakowsky (1999) revealed that the reward system can play a major role in transfer of training to the workplace. Tracey et al. (1995) and Rouiller and Goldstein (1993) found that the reward (both intrinsic and extrinsic) had effect on post training behavior. This finding is contrary to Cheng and Ho (1998) and Xiao (1996) who indicated the reward system did not demonstrate a significant influence on the transfer outcome. Surprisingly, organizational culture did not appear to be significantly contributing to training effectiveness in this study. This could be because the trainees recognize that the management did not share with them the perception and expectation about training program, or perhaps the trainee are not in a situation to judge the validity of policies and strategies concerning training programs. This finding is contrary to Tracey et al. (1995) who found that the learning culture is related to the application of behavior gained from a specific training course. Elangovan and Karakowsky (1999) indicated that the training transfer is directly related to continuous learning culture engaged in training and development and encouraged employee improvement and initiative. Generally, some previous research emphasized the role of organizational culture in achieving training effectiveness (Cheng & Ho, 2001; Jackson & Bushe, 2007; Tracey & Tews, 1995).

This research also, was driven by an interest in finding out if the demographic variables (age, gender, education level, experience, and number of attending training program) have impact on work environment factors (social support, opportunity to perform, reward system, and organizational culture) in influencing the effectiveness of training program in the hotel sector. In other words, the aim was to find out which group in every demographic variable among the trainees have an impact on factors influencing the effectiveness of training. Generally, the result did not support the proposed hypothesis where found as variables which age, gender, education, and time in attending training courses did not affect the factors that influence the training effectiveness. However, experience was found as variable affected the factors of opportunity to perform and reward system.

More specifically, the finding of this study indicated that there were no significant differences in factors influencing effectiveness of human resource training program in terms of age, gender, and numbers of attendance. For the age this could be the desire of trainees at different age levels to acquire the skills and new experiences that will help them to perform their work. It could also be that the trainees of different age levels understand the importance to cope with the developments in the hotel industry especially in some skills and knowledge related to the guests. Further, the trainee may desire on a personal level to gain knowledge and acquire new skills over and above those skills they had before. Furthermore, the gender factor did not appear to have any effect on the factors. This could be due to the importance of the training programs for both males and females, and their need to acquire new skills and gain new information with the same degree of importance. Also, the nature of the skills does not differentiate between males and females in terms of the use; both male and female employees face and deal with the same training material of knowledge and implementation of skills. Another reason is that perhaps both gender desire to follow the best servicing methods currently used in the world through the use of knowledge and skills on the work place, that can be acquired by attending training courses. However, there are mixed results in studies examining the effect of these variables on some factors, as with Chimote (2010) who indicated that the age and gender did not affect the perception of trainees toward reaction, learning, behavior, and outcome in judging the efficacy of training program. Similarly, Chang (1997) noted that age and gender did not affect on attitude factor. In addition, Petty et al. (2007) found that the gender had no effect on the perception of trainees toward the factors (organization support, supervisor support, peer support, motivation, and self efficacy) which in turn influenced the training program effectiveness while the age effected on motivation and self efficacy factors.

Moreover, the study also revealed that for the education level variable, there were no significant differences in the work environment and individual factors influencing the effectiveness of human resource training program. This could be due to the fact that the work environment is similar to all the trainees who work in the hotels in various functions and disciplines. Also, the trainees may realize that the hotels have provided them with work conditions that suit the aspirations of the trainees in enabling them to gain knowledge and acquire new skills. Based on the researcher review of literature, no related empirical research was located concerning the effect of education level on the factors (as it is defined



in current study) influencing the training effectiveness. However, Ibrahim (2004) investigated the variables (gender, nationality, education, and instructor) and found that the education level did not have any effect on trainees to gain the knowledge and skills from training courses. Also, Freeman (2009) found that education did not influence the trainee self efficacy. According to Petty et al. (2007) the education level effected on supervisor support and self efficacy factors, and did not effect on organization support, peer support, and motivation.

With regards to numbers of attending training programs, there are no significant differences in factors. This may be because the employee always seeks to satisfy his/her desires and the need to overcome complacency by acquiring new knowledge and additional skills. Based on the researcher review of literature, no related empirical research was located concerning the effect of age, gender, and numbers of attending training courses on perception of trainees in their responses toward the factors (as it is defined in the current study) in determining the training effectiveness.

With regards to the effect of experience variable, the result of this study revealed only differences in the opportunity to perform and reward system from the work environment factors, and the ability and attitude from the individual factors. As for the opportunity to perform, the result indicated that the differences in responses of trainees were in favor of the group who has experience of years 16-20. This could be because this group has extensive knowledge about the training programs and possess more skills and competencies than other groups to increase their chances in the application. In relation to the reward system, the result indicated that there were significant differences in reward system factor in terms of experience in favor of the group who have experience of years 5 or less. This could be because this group of recent employment gave favorable consideration to the system of incentives and rewards in order to keep up with other groups. It is natural that new staff is always a substantial increase in salary and bonus at work, and this original ambition as aware of the importance of linking strengthen the competence-based incentives. no related empirical research was located concerning the effect of experience on perception of trainees in their responses toward the factors (as it is defined in current study) that determines training effectiveness. However, Petty et al. (2007) indicated that experience had an effect on perception of trainees toward organization support, supervisor support, peer support, and motivation .

## IMPLICATION

It is evident that the challenge of achieving training effectiveness becomes arduous when training stakeholder and managers understand the importance of knowing the factors impacting training, and their role in enhancing and increasing training effectiveness in the hotel sector in ASEZA. These factors should be considered as dimension of the training program that determines its success or failure depending on the level of alignment developed between them and management and trainees.

Based on the present study's findings, it is imperative that the hotel sector in Aqaba city examines their operations department and staff in order to determine whether they require modifications in the form of enhancement in diagnostic works, work setting, and in light of barriers that may inhibit the application of trained skills and behavior changes. Additionally, the management of these hotels in ASEZA must expend efforts in the creation and facilitation of better conditions of practice in the hotel's operations, particularly when it is related to training effectiveness. This can be achieved through the understanding of the activities in the work place, the knowledge, skills, and behavior that the staff must have in order to accomplish their work in effective ways. In general, staff training is provided by hotels as it is considered as a basic method to improve staff knowledge and skills which in turn, improves the functioning of the entire hotel service which could enhance the complete advantage of the hotels in ASEZA over the rivals in the middle east region.

To ensure training effectiveness, the management of the hotel sector in ASEZA should collaborate with other training stakeholders (training practitioners, employees, supervisors, and management) through a contract that is agreed upon and signed by all relevant parties. For example, supervisors should initiate contact with trainees before the training program in order to encourage their attendance and acquire new knowledge and skills. After training, follow-up in the form of systematically calling or visiting the trainee is imperative to ensure that the employee is applying his newly acquired skills in the work place to achieve training effectiveness in these hotels. This should also be followed by a re-

entry plan that involves supervisors meeting with trainees immediately upon their return to know what they have learned, to determine future barriers and to transfer and explore possible ways that learned skills can be used on the job (Casper, 2005).

## FUTURE RESEARCH

For future research, the researcher recommends further investigation into the topic. Given the current findings concerning training effectiveness, future studies should conduct an in-depth examination using different population to ascertain if the trend found in this study continues in other areas. Also, future studies should look into conducting longitudinal studies of training effectiveness to determine whether the trainees maintained the learned skills and change behavior over time in a specific training program. Future studies can also compare the result across times, and assist hotels in examining the result of training programs. This study found significant effect of most work environment factors that may influence training effectiveness; there is no evidence that these new behavior changes can be maintained over time. Therefore, many research questions remain, such as, can behavior change that occurred after training programs be maintained over time?. In other words, can the hotels demonstrate that training efforts have resulted in sustained individual and hotel improvement. Conducting the longitudinal training effectiveness studies is one of the few ways to provide an answer to these questions. Finally, other factors not included in this study that may affect the influence of training effectiveness such as individual, and training process factors should be studied to understand all the factors affecting a trainee's willingness and abilities.

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