CHAPTER – 2
Review of Literature
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The former chapter drafted the introductory segment, highlighted a comprehensive outline of the study construct. The chapter spelled out the overview of training culture in contemporary today along with the ever-growing status of Travel Trade Sector. Moreover, the researcher has also discussed the objective of the study, methodological overview, and the outline of the study.

The present chapter is an attempt to present a discussion of the previous studies on training culture, job performance, organizational commitment, and turnover intention i.e., literature review and it ends with a discussion on the critical research gap.

2.1 Introduction

Review of literature is probing a body of literature toward the answer to a research question. Thus literature review is an evaluative report of studies found in the literature related to a selected area. The reviews describe, summarize, evaluate, and clarify the existing literature. It gives a theoretical basis for the research and helps to determine the nature of the proposed study. A literature review discusses published information in a particular subject area, and sometimes information in a particular subject area within a certain time period. It might give a new interpretation of old material or combine new materials with old interpretations. It is an opportunity to engage in a written dialogue with researchers available in the proposed study while at the same time showing that researchers have engaged with, understood, and responded to the relevant body of knowledge underpinning the proposed study. Therefore, reviews serve as the driving forces and jumping-off point for research investigation.

In line with the importance of reviews, this chapter reviews relevant literature which deals with the key construct of the study viz, training culture, employee performance, organizational commitment, and turnover intention. The review of the theory and empirical work would be helpful to map out various discussions in the literature to enlighten the background and to portray the approaches and views of prior research studies in relation to assess training culture in large-sized travel agencies at Delhi. This chapter has been arranged on the basis of variables studied and
has been divided in four sections. The very first section delineates the concept of training followed by its numerous definitions by different authors, various types of training and its importance. In second section, the literature review spells out the conceptualization of training culture followed by its role in sustainable competitive advantage. Third section critically traced training culture related variables viz, training design, trainees characteristics, supervisor’s role in training, and finally in fourth section employee performance, organizational commitment and turnover intention have been reviewed along with their relationship with training culture. This review is assimilated to form the hypotheses, rationale, and methodology of the study as will be discussed in the imminent chapters.

2.2 Studies Related to Training

This section mainly focuses on the concept, definitions, and methods of training along with its significance in existing epoch.

2.2.1 Concept of Training

The success of an organization depends on its ability to utilize human resources (HR) and other resources to achieve organizational objectives (Iatagana, Dinua & Stoicaa, 2010; Ahlawat, 2013). The 21st century belongs to those organizations which are able to learn better and faster than their competitors (Marquardt, 2002; Devi & Shaik, 2012) and obtaining knowledge and information is becoming a source for creating competing advantages (Gazija, 2011). Organizations find it difficult to stay competitive in recent global economy. Therefore, organizations need to attract and nurture people with the kind of abilities that make the firm productive in its chosen sector (Ertemsir & Bal, 2012). Importance of employee development program is growing for the organizations pursuing to receive an advantage among competitors. Therefore, in the 21\textsuperscript{th} century, organizations have begun to invest large amount on employee training and development programs and these training programs encourage companies to emphasize on enhancing knowledge, expertise and ability of employees (Jehanzeb & Bashir, 2013).

In a rapidly changing environment, employee training is not only an activity that needs to be desiderated, but also an activity that an organization must enact on its resources if it covets to maintain calibre, skilled and knowledgeable workforce. An
organization that aspires to grow and enlarge must be in harmony with the changing needs of the environment. Training ultimately acts as a vehicle to upgrade employees’ skills and enable them to perform better in their job but also of the organization (Palo, 2003; Aguinis & Kraiger, 2009; Ertemsir & Bal, 2012; Devi & Shaik, 2012; Atreja, 2013).

Fowler (2005) candidly said, “importance of getting success is improved when doubled with new knowledge and good training skills.” Training and development is one of the most important functions of human resources management (HRM). With the increasing importance of HR value, training and developing employees with essential qualifications and skills have become vital for organizations. Considering the importance of human asset in organizations, it is possible to say that HR training and development function is vital in order to gain competitive advantage (Ertemsir & Bal, 2012). Furthermore, obsolescence among the employees and the need to adapt to the technological, organizational and social changes make continuous learning and updating of skills indispensable for an organization. Training and development ultimately upgrade not only the performance graph of employees but also of the organization. It has been rightly said, employee development is the key to sustain organizational development. Indeed, the 21st century will belong to those organizations, which are able to learn faster than their competitors (Devi & Shaik, 2012). It is not enough to employ and utilize them, but it is equally important to ensure that they do their job efficiently. This can only be possible through training and development (Bature, Friday & Mustapha, 2013).

Vemić (2007) has focused on training and development practices in the learning organization and found that an organization which fails to recognize in due time the emergence of knowledge economy, and does not go through the changes and transform into a learning organization, inevitably is headed to self-destruction. The prosperity of organizations becomes explicitly dependent on the intellectual capacity of their employees and their ability to change and adjust to the dynamic business environment.

Donovan, Hannigan and Crowe (2001) accentuated that three steps must be implemented if a training program is to be prosperous. The first is the identification of needs, second is an analysis of the firm to identify the issues that will affect the ability
of the firm, and third is an evaluation of the training to ensure that sufficient resources are applied to implement and to integrate the training program.

2.2.1.1 Definition of Training

There have been innumerable attempts to validate a better understanding of training and to develop a more robust definition. Though training has been defined in several ways owing to diverse definitions but all share common characteristics in the scholarly literature and refers to a process of improving skills, attitude and knowledge of the employees. Table 2.1 furnishes a summary of the major definitions of training found in the existing literature;

**Table 2.1: Summary of Major Definitions of Training**

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Year</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Randall</td>
<td>1989</td>
<td>Training and development may be understood as any attempt to improve current or future employee performance by increasing an employee’s ability to perform learning usually by changing the employee’s attitude or increasing his/her skills and knowledge.</td>
</tr>
<tr>
<td>Silva</td>
<td>1997</td>
<td>Training means transferring information and knowledge to employers and equipping employers to translate that information and knowledge into practice with a view to enhance organizational effectiveness and productivity, and the quality of the management of people.</td>
</tr>
<tr>
<td>Wills</td>
<td>1998</td>
<td>Training is the transfer of defined and measurable knowledge or skills.</td>
</tr>
<tr>
<td>Armstrong (as cited in Köster, 2007)</td>
<td>2001</td>
<td>Training is the planned and systematic modification of behaviour through learning events, program and instruction which enable individual to achieve the level of knowledge, skill and competence needed to carry out their work efficiently.</td>
</tr>
<tr>
<td>Palo &amp; Padhi (as cited in Wickramasinghe, 2003)</td>
<td>2003</td>
<td>Training is a process of updating the knowledge, developing skills, bringing about attitudinal and behavioural changes, and improving the ability of the</td>
</tr>
<tr>
<td>Year</td>
<td>Author</td>
<td>Definition</td>
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<tr>
<td>2006</td>
<td>Rao</td>
<td>Training is a program that is designed to improve performance and to bring about measurable changes in knowledge, skills, attitude and social behaviour of employees.</td>
</tr>
<tr>
<td>2005</td>
<td>Broad</td>
<td>Training consists of structured learning experiences to help a learner gain new knowledge and skills for use on the job.</td>
</tr>
<tr>
<td>2007</td>
<td>Aswathappa</td>
<td>Training refers to the imparting of specific skills, abilities and knowledge to an employee.</td>
</tr>
<tr>
<td>2007</td>
<td>Kratcoski</td>
<td>Training is intended to provide the trainer with the necessary information that results in his development in various fields related to his work and to make him acquire technical, administrative, and behavioural experience and skill necessary for performance.</td>
</tr>
<tr>
<td>2009</td>
<td>Gupta</td>
<td>Training is a process of increasing knowledge and skills of an employee to cope with the ever changing demands of the work situation or is the process of matching the present competency of employees with job requirement.</td>
</tr>
<tr>
<td>(n.d.)</td>
<td>Kishore</td>
<td>Training is a ‘change agent’, which means that its primary purpose is to affect change in employee knowledge, skills, performance or behaviour. Training and development is increasingly becoming a major strategic issue for organization.</td>
</tr>
<tr>
<td>(n.d.)</td>
<td>Davis &amp; Davis</td>
<td>Training is the process through which skills are developed, information is provided and attributes are nurtured in order to help individuals who work in organizations to become more effective and efficient in their work.</td>
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**Source:** Self-generated for the research

### 2.2.2 Significance of Training

Many researchers have investigated the importance of training on different aspects of employees and organization. In this part of review, researcher has
endeavoured to accumulate theoretical and empirical researches that dealt with significance of training. Platt (2000) examined the role of training within an organization, looked at some of the different approaches to training and discussed why some approaches fail. The author emphasised that there are many ways that an organization can ensure an effective approach to training, but that the approach taken must be aligned with the strategic aims and purpose of the organization. Training is a significant developmental component within an organization, although it is often seen as peripheral to the aims of a business.

Menon (2013) investigated the views of employers and stakeholders in Cyprus regarding the effect of training on productivity in their organization. Qualitative research was used to collect information from 26 individuals who represented different types of employers and key stakeholders. Respondents discussed the different methods of training used in their organization and the criteria used in selecting employees for training. In general, training was considered to have a positive effect on productivity by enhancing the skills and competencies of employees. However, very few organizations used quantitative methods in order to evaluate the effectiveness of training and measure its impact on productivity.

Palo and Padhi (2003) made an attempt to probe the significance of training as well as assessing its effectiveness for successful execution of Total Quality Management (TQM). For this purpose, data have been retrieved from public sector enterprise manufacturing crude steel in India. The findings of the study are based purely on primary survey. For measuring the effectiveness of TQM training and the correlation between TQM training and selected factors Pearson's Correlation Coefficient with their significance levels have been undertaken. The authors have found that training generates awareness, builds employees’ commitment to quality policy and strategy, facilitates teamwork, enhances performance standards, and bolsters the skills and abilities of employees.

Barrett and O’Connell (2001) in their paper estimated the productivity effects of general training, specific training, and all types of training combined by using data from surveys of enterprises in Ireland. Statistically significant positive effects on productivity were found for all training and for general training, but not for specific training. The positive effect of general training remains when the researchers control
for factors such as changes in work organization, corporate re-structuring, firm size, and the initial level of human capital in the enterprise. The impact of general training varies positively with the level of capital investment. Because of its transferability, general training provides the additional benefit of enhanced employability.

Percival, Cozzarin and Formaneck (2013) inferred the impact of training investment on productivity in 14 Canadian industries from 1999 to 2005. Their productivity analysis demonstrated that in 12 out of 14 industries, training has a positive effect on productivity. However, when the analysis is put within a financial context, the return on investment was positive in only four industries.

Training is an important element in producing the human capital. Investing in training programs can make employees feel indebted to the company. Training is necessary for the employees to perform particular jobs because job requires particular skills and knowledge by which the job is much easier to perform as it is in the benefit of the employee (Tzafrir, 2005). The investment in training is necessary just for the firm to maintain its current labour productivity. One of the central problems in managing technological change and maintaining a competitive advantage in business is improving the skills of the workforce through investment in human capital and a variety of training practices (Percival, Cozzarin & Formaneck, 2013)

Tharenou Saks and Moore (2007) made an attempt to advance understanding of the effects of training on organizational-level outcomes by reviewing the results of previous studies that have investigated the relationship between training and human resource, performance, and financial outcomes. The results of meta-analysis from 67 studies showed that training is positively related to human resource outcomes and organizational performance but is only very weakly related to financial outcomes. Furthermore, training appears to be more strongly related to organizational outcomes when it is matched with key contextual factors such as organization capital intensity and business strategy, in support of the contingency perspective. Further, training is related independently to organizational outcomes in support of the universalistic perspective of strategic human resource management rather than a configurational perspective.

Clardy (2005) succinctly said that the organizations like individuals have reputations that create consequences. A model that how organizational reputation is
created is presented, with special attention to the role of employee training in reputation formation. Employee training practices are identified as one way by which the risks of damage to organizational reputation can be reduced or enhanced. Specific illustrations of how training enhances reputation are noted, followed by examples of six different forms of employee training failures that can create negative reputational effects.

Marin-Diaz, Llina's-Audet and Chiaramonte-Cipolla (2011) made an endeavour to inspect the relationship that exists between training and business results. The empirical set of this paper is comprised by a survey applied to 381 large organizations in Catalonia. At one hand, the survey allowed identifying the independent (training) variables, and at other, the dependent variables (economical) were obtained. According to data obtained, it is possible to consider training as an additional strategic tool that should be used by companies to improve their performance outcomes.

Ng Ignace and Dastmalchian (2011) attempted to examine the link between training and the perceived contribution of training to enhanced productivity or cost reduction. The data for this study were obtained from a survey of 92 Canadian organizations regarding their HRM practices with structured interviews. A number of stepwise regression analyses were run to estimate the relative effects of training and training bundles. The results unveiled that organizations with higher percentage of trained employees are likely to perceive training to be beneficial.

Aguinis and Kraiger (2009) provided a review of the training and development literature since the year 2000 focusing on the benefits of training and development for individuals and teams, organizations, and society. They also reviewed the literature on needs assessment and pretraining states, training design and delivery, training evaluation, and transfer of training to identify the conditions under which the benefits of training and development are maximized. They found the point of view that training leads to important benefits for individuals and teams, organizations, and society.

Ertemsir and Bal (2012) in their paper firstly discussed the importance of training and development function of HRM and then introduced the traditional and technology based new methods of training. They found training and development as
one of the most important functions of human resources management and stated with
the increasing importance of human resources value, training and developing
employees with essential qualifications and skills have become vital for organizations.

2.3 Conceptualization of Training Culture

This section made an attempt to study literatures related to training culture, its
concepts, dimensions and role in sustainable efficiency of an organization. These
literature reviews are indeed necessary in order to provide a base on which this
research would be conducted. So far, research on training culture has been very
limited, researcher has tried her level best to unearth all the dimensions of training
culture.

2.3.1 Defining Training Culture

This section mainly focuses on the concept, definitions of training culture
alongwith its cognate terminology.

The present day situation encourages high level of attention to HRD. The
quality and the inventive human resources would be the cardinal factors that make the
difference between organization to organization (Iatagana, Dinua & Stoicca, 2010). It
is increasingly perceived not only as a stable and reliable source of achieving business
strategy, but also as a expedient of building core competence to promote
organizational growth and sustainable CA in the organization (Watkins & Marsick,
1992; Deb, 2006; Torrington, Hall, & Taylor, 2008; Iandoli & Giuseppe, 2008;

Petridou and Spathis (2001) cogently said “Training is seen as the key
instrument in the implementation of Human Resource” and have been frequently
supported by researchers alike (Silva, 1997; McKillip, 2001; Gumuseli & Ergin,
2002; Prangoska, 2002; Lau & Ngo, 2004; Gazija, 2011; Chahal, 2013; Rathore &
Maheshwari, n.d). In this 21st century, technology and globalization affect each and
every part of our lives. Learning has become the critical avenue for understanding and
adapting to the burgeoning speed of change. Organizations must adapt faster and
better to their changing and turbulent environment, else they are destructed to failure
(Marquardt, 2002). Training culture becomes important in the consideration of
innovation because it enables an organization to anticipate and adapt to the dynamics of a changing environment.

Training culture may be defined as a culture that accept a set of attitudes, values and practices that support the process of continuous learning within the organization. TC is a key element in the business strategy of an organization dedicated to continuous learning. A true TC continuously challenges its own methods and ways of doing things. This ensures continuous improvement and the capacity to change (Developing a True…, n.d.). No doubt the culture and environment of an organization can influence the types and numbers of learning-related events and employee job satisfaction as well as employee motivation to transmit newly acquired knowledge to the workplace context (Egan, Yang & Bartlett, 2004). Hence, Training Culture can be seen as the drive to deal with contemporary issues in order to develop employees, promote training and development programs and encourage self-learning.

Table 2.2: Summary of Major Definitions of Training/Learning Culture

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Year</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>August Jacacci (as cited in Marquardt, 2002)</td>
<td>1989</td>
<td>TC is a culture in which the whole culture learns in a self-aware, self-reflective, and creative way.</td>
</tr>
<tr>
<td>Marquardt</td>
<td>2002</td>
<td>Corporate learning culture is one in which learning is recognized as absolutely critical for business success; in such an organization, learning has become a habitual and integrated part of all organizational functions.</td>
</tr>
<tr>
<td>Bates &amp; Khasawneh,</td>
<td>2005</td>
<td>Organizational learning culture emphasizes the open exchange of information and ideas in ways that facilitate learning and its creative application. In effect, learning organization culture can be seen as a critical facilitator of creativity and innovation because it supports inquiry, risk-taking, and experimentation.</td>
</tr>
<tr>
<td>Skerlavaj, Stemberger,</td>
<td>2007</td>
<td>Organizational learning culture is proposed as a set of norms and values about the functioning of an organization.</td>
</tr>
</tbody>
</table>
Mojca, Skrinjar, & Dimovsk  

They should support systematic, in-depth approaches aimed at achieving higher-level organizational learning.

Rosenberg 2008  

Learning culture can be defined as an organization that knows how to learn, with people who freely share what they know and are willing to change based on the acquisition of new knowledge.

Gill 2010  

Culture of training is an environment that supports and encourages collective discovery, sharing, and application of knowledge. Here learning is manifested in every aspect of organizational life.

Source: Self-generated for the research

2.3.2 Training Culture and Sustainable Competitive Advantage

While the research goes on, global competition and a fast pace of changes have emphasized the importance of the human capital as a stable and reliable source of value and competitive advantage in the organization. Iandoli and Giuseppe (2008) argued in the introduction of their book “Organizational Cognition and Learning” (also see Senge 2006) that “in the 1990s, the environmental conditions changed dramatically, as the globalization of markets and technologies, together with a new wave of technological innovations, raised the ambiguity and the uncertainty of the external environment. The result has been that firms started to consider human resources internal competencies and learning capabilities as a stable and reliable source of value and competitive advantage.” The most recent changes to cause the emergence of training culture in the organization are globalization, technological upgradation, etc which are already discussed above are central to the future growth and development of an organization. Grieves (2003) wrote that the knowledge centred company is based on the claim that the information, knowledge and learning are central to the organization operating in a more sophisticated market place and with employees whose need and aspirations are more demanding than hitherto. Zheng, Yang and McLean (2010) avowed that knowledge resources as an outcome of organizational culture, structure, and strategy, because knowledge is created, made sense of, and utilized in accordance with a set of cultural values and norms.
Existing literature implies a positive relationship between training culture and sustainable competitive advantage. Marquardt (2002) elucidated that the success of an organization is obvious in the sense that the organizations that want to obtain and sustain competitive advantage in this new environment, companies will have to learn better and faster. Organizations with the adaptability of dinosaurs will not survive in the faster, information-rich environment of the new millennium. Put bluntly, organizations must learn faster and adapt faster to changes in the environment or they simply will not survive. In this competitive and turbulent environment now the companies realize that to obtain and sustain a competitive advantage, they will have to inaugurate a training supportive culture that enables them to learn better and faster. Zimmermann (2011) realized that the organizations have to become like an organization where individual, group, and organization as a whole involve in the training. The design of organizational change has become a permanent managerial task in order for organizations to adapt to their environment or to exert influence on it and it has been considered as a deliberate measure to gain competitive advantage. Establishing a favourable training culture can provide solution to this problem as Marquardt (2002) said that a learning culture does not fear constant change and chaos; instead, it evidences an excitement and determination to vigorously and creatively respond to new challenges. Chaos provides the opportunity for higher levels of learning, innovation, and breakthrough technology. A company with a good learning culture tends to surface ideas more efficiently and have an enhanced ability to respond to change (Rosenberg, 2008; A Learning Culture for the …, 2011).

Training culture is able to control and take the collective genius of its people at the individual, group, and system levels. Training culture maximize the strengths and potentials of individuals, and can be a strong motivating factor for employees, as it helps them to grow and develop their skills more effectively (A Learning Culture For The …, Jan, 2011). Rosenberg (2008) also supported this view by stating that a good learning culture has the potential to yield an improved reputation in the business community for the organization itself, and a better value proposition for that organization’s training department. Finally, a good learning culture will integrate a company’s talent management strategy. In these organizations learning is not separated from day to day work.
Indeed, training culture helps employees’ performance at work, makes them more marketable or employable, and helps the organization to leave the competition in dust and have sustainable competitive advantage. Slater and Narver (1995) was also of the view that a learning architecture satisfies the requirements for competitive advantage because it is well positioned to provide superior value to customers, complex to develop, difficult to imitate, and appropriate in a turbulent and dynamic environment. Senge (2006) argued that ‘the organizations that will truly excel in the future will be the organizations that discover how to tap people’s commitment and capacity to learn at all levels in an organization.’ Training culture empower employees of an organization to achieve dramatically improved results compared to more traditional organizations, as it enables staff to: easily adapt to change, actually anticipate change, be more responsive to the market place, generate more energetic, loyal and goal oriented employees, grow through innovation etc. to name a few (Developing a True….., n.d.).

Researches indicate that employees no longer look at compensation and benefits alone. Learning initiatives that help them reach their goal makes a huge difference as well (Corporate learning- the…. 2009). Indeed, imparting training to the employees working in an organization is one thing, but establishing a training culture within an organization is quite another. A training culture is not something that is being established overnight, but it takes time and efforts and needs to be fostered and encouraged continuously. Hence establishing training culture requires a long-term commitment. No doubt building training culture can be a challenging task, however companies that have successfully developed a culture of training are perceived as quality organizations that work as a stimulus for organizations to promote and establish training culture. Close collaboration and open communication between management and staff on training issues, which is inspired through culture of training results in improved working relationships and, in most cases, greater productivity (Training Culture, n.d.).

As the debate unfolded, training culture has become recognized as a key player in the development of an organization and as a source of competitive advantage within the organization. For an organization or business to remain productive, effective and competitive in local and global markets, training and lifelong learning should be encouraged across all levels of operation. Culture of
training may lead to superior performance, better quality of product and services, better customer satisfaction, committed and result-focused workforce greater ability to deal with change. The success for a training culture is usually characterized by increase in customer satisfaction, revenue and profit (Developing a True..., n.d.). Organizations with strong egalitarian cultures create a set of norms, symbols, and beliefs that encourages organizational learning recognizing winners; it can leverage its culture to strengthen its value (James, 2003). Firms that have developed a strong learning culture are good at creating, acquiring, and transferring knowledge, as well as at modifying behaviour to reflect new knowledge and insight (Huber, 1991 as cited in Skerlavaj et. al, 2007).

Training and development as facilitated by culture offer competitive advantage to a firm by removing performance deficiency, making employees stay long, minimizing accidents, scraps and damages; and meeting future employees needs (Aswathappa, 2007; Hayes & Ninemeier, 2009). Knowledge is an important source that firms possess and it is a primary source of sustainable differentiation and competitive advantage (Gupta & Govindarajan, 2000, as cited in Apfelthaler, Muller, & Rehder, 2002). In general, training is considered to have a positive effect on productivity by enhancing the skills and competencies of employees (Eliophotou, 2013). Therefore, the companies that invests in training programs improved recruiting, higher retention and better output. Further, Srivastava (2011) said that organizations are realizing that good investment in training can pay good outcome for their business overcome.

Training culture helps an individual learn how to perform his present job satisfactory and procure competitive advantage. It not only assist in obtaining new knowledge, abilities and skills, but also the possibility to promote entrepreneurship, introduce employees to changes, encourage the changes of their attitude, introduce the employees to important business decisions and involve them actively in the process of decision making. Training can enhance employees’ knowledge and skills that are critical to new product development. It also facilitates learning in organizations (Lau, & Ngo, 2004). Organizations have realized that training their employees on regular basis is the only way through which they can drive an edge over competition and stay ahead of the loop (Training the Trainer, 2010).
Intelligent people are always on a quest for knowledge. A culture dedicated to this quest serves as a magnet to these individuals and attracts and retains the best and brightest. Skilled workers are always more efficient, and efficiency has a direct impact on organization’s performance. While being vulnerable is often uncomfortable, there are several aspects of training and learning culture that provide satisfaction. By opening ones minds to the ideas of others, new skills and concepts are learned always. An organization has the satisfaction of watching others develop into tomorrow’s leaders. In addition, with a more intelligent and collaborative workforce, performance of organization is increased (Developing a True…, n.d.).

Thus, training culture is either a response to changes that exert influence on the organization from outside, or as a deliberate measure to gain competitive advantage.

2.4 Constructs of Training Culture

Constructs are simpler ideas which can be put together to explain a complex idea. They can be thought of as building blocks. While reviewing the literature on TC, several constructs of training culture were explored like training design, working environment, training methods, trainees’ characteristics, employee attitude, supervisor role and many more. In particular, for the purpose of this study, training culture has been conceptualized and constructed in three terms which are assumed to be of chief importance, these are; training design, trainee characteristics, and support of supervisors in training. A detailed review of these three constructs have been presented to understand the concept and to explore the gaps in the literature.

2.4.1 Training Design

Definition

Training design refers to the principle of learning and training content that take into consideration the training objective, meaningful material and sequencing of the training content (Abdullah & Suring, 2011). Wells and Schminke (2001)
reported, training design involves determining the specific content of training programs that can help alleviate diagnosed problems. Training design includes training schedule, material, source of trainer decisions, training methods will be used, training aids required, gaps/breaks during training program (Devi & Shaik, 2012). Design is the outline dictating fundamental characteristics of the training (Brown & Gerhardt, 2002). Rajput (2011) defined training design as the process of creating a blueprint for the development of instruction. Whether the training is to be conducted in a classroom, delivered using an electronic format or using some contribution of methods, the design process sets the stages for the development of a program that produce results. The design phase of developing training includes establishing learning objectives, planning the steps to achieve those objectives, sequencing and structuring the steps to be taken including projects, lectures, videos, assignments, presentations, readings or other activities, and determining evaluation process. For the purpose of this research training design includes training objective, training content, training material and training methods. Training design does combines learning techniques and principles, learning activities sequences and training contents (Saprin, n.d.). For the purpose of this research training design includes training objective, training content, training material and training methods.

Studies Related to Training Design

Design is the outline dictating fundamental characteristics of the training (Brown & Gerhardt, 2002). Wen and Lin (2014) cogently put down that researches revealed training design and work environment characteristics as important variables which influence training transfer. Training methods and tools used to enhance or communicate training subject matter can greatly affect the effectiveness of training programs (Harris & Cannon, 1996). Training outcomes also depends upon the types of training imparted in a given situation said Pineda-Herrero, Quesada &Moreno (n.d).

Jayawarna, Wilson and Macpherson (2007) have cogently written that formal training in comparison with informal training is more effective and significantly associated with performance. Also, the approach and influence of training are dependent on contingent factors. A model is proposed for a further detailed study of these contingent factors using a multivariate statistical analysis. Concerning the
choice of training methods for specified skills and tasks, the results exhibited that the effectiveness of organizational training appears to vary as a function of the specified training delivery method, the skill or task being trained, and the criterion used to operationalize effectiveness (Winfred, Winston, Pamela & Suzanne, 2003).

Numerous researchers (Baldwin & Ford, 1998; Clarke, 2002; Subedi, 2006; Abdullah & Suring, 2011) have studied the influence of training design factors on training outcomes, as design factors seem to be some of the most influential factors affecting impact of training programs in the workplace. Manju and Suresh (2011) aimed at ascertaining training design interventions on 30 industrial units in an empirical study. Finding of the study showed that the training design interventions have got the due attention of the industrial units and training design and implementation is significantly related to productivity effectiveness of training. Furthermore, Clarke (2002) found a significant relationship between training design and content and training outcome (transfer of training). Alongside the problems of training design and content that trainees also indicated as contributing to the failure of training to transfer.

Abdullah and Suring (2011) in a study examining relationship between motivation to transfer, training design, transfer climate and transfer of training found that all of the training design has positive and statistically significant relationship with the transfer of training. Findings revealed that the trainees believe that training programs are impractical or irrelevant to their needs and that proposed changes would cause undue discomfort or extra effort. Besides, the trainees also perceived that the training program were poorly designed or delivered which would influence them to learn and transfer knowledge and skills to their job. Dubinsky (1996) advanced that greater the portion of sales training dedicated to product knowledge, the greater is the effect of training program. This indicates the importance to training content which is important part of training culture.

Baldwin and Ford (1998) highlighted the importance of training design features such as identical elements (i.e. identical stimulus and response elements in both the training and transfer settings), general principles (e.g. teaching the general rules and theoretical underpinnings in addition to the specific skills), stimulus variability (e.g. using a variety of training stimulus), and conditions of transfer (e.g.
dividing training into sections, use of feedback, over-learning, etc.) for transfer. Abdullah and Suring (2011) said that the issues of transfer of training are increasingly becoming important to training designers, trainers, HR managers and trainees. These are the people, whose contribution and efforts toward training program can lead to its success.

Further empirical evidence for the central role of training design has also been demonstrated by Winfred, Winston, Pamela and Suzanne (2003); they examined the relationship between specified training design and evaluation features and the effectiveness of training in organizations by using meta-analytic procedures. Firstly they identified specified training design and evaluation features and then used meta-analytic procedures to empirically assess their relationships to the effectiveness of training in organizations. They found that the training method used, the skill or task characteristic trained, and the choice of training evaluation criteria are related to the observed effectiveness of training programs. Their results arrived at the conclusion that the training method used, the skill or task characteristic trained, and the choice of training evaluation criteria are related to the observed effectiveness of training programs. Supporting the finding of Winfred, Winston, Pamela and Suzanne (2003), Pineda-Herrero, Quesada and Moreno, (n.d) highlighted the importance of choice of methods of training and reported with the results of multivariate analysis of variance that the transfer conditions are more favourable in face-to-face training than in distance training, as the former generates more satisfaction, more learning, self-efficacy is higher and the transfer design is more appropriate.

Training design is a factor relative to the training activity. The goals and the extent of training, the training methods and means, as well as the training place and equipment, are important factors related to training program planning or training design (Panchapakesan & Prabhakar, 2012). It is concerned to how the training activity is directed towards its real applicability. In a study conducted by Subedi (2006) training and job relevance is identified as the most important factor in employee training. The organizational training is generally effective, but the effectiveness of training appears to vary as function of the specified training delivery method, the skill or task being trained, and the criterion used to operationalize effectiveness (Winfred, Winston, Pamela & Suzanne, 2003).
Lim and Johnson (2002) demonstrated the importance of training design in training process and argued that without a strong match between the training content and the trainees’ work roles, it is unlikely that transfer will occur, and if there is no transfer of training to the workplace and the desired outcomes from training can not be generated. Clarke (2002) elucidated that the specific involvement of managers in the design of the training program and in planning for staff to implement the training in their practice, contributed to the training’s effectiveness. Other researchers (Abdullah & Suring, 2011; Clarke, 2002) have identified that one cause of failure for trainee to transfer is that the training design rarely provides for transfer of learning.

Researchers (Subedi, 2006; Aguinis & Kraiger, 2009; Abdullah & Suring, 2011) have argued that appropriate training design are not being followed by organization which is affecting the effectiveness of training program. Subedi (2006) in examining ‘Cultural factors and beliefs influencing transfer of training’ said that the objectives and content areas of training program with higher training-job irrelevance rates need revision or else exclusion from the training program to improve the effectiveness of employee training. Nevertheless, Hawley and Barnard (2005) in a study examining the implication of work environment characteristics for training transfer reported that training programs are often designed and delivered without connecting the training back to the working environment (as cited in Abdullah & Suring, 2011).

Aguinis and Kraiger (2009) made an attempt to review the literature related to training design and delivery to identify the conditions under which the benefits of training and development are maximized. Devi and Shaik (2012) developed a comprehensive model for training effectiveness which envisages concepts starting from training needs assessment to trainee performance. The new model is called, four stage cyclic model to measure training effectiveness. This model considers evaluation of four stages of a training program to measure training effectiveness. First stage considers training needs, second stage deals with training design, third stage includes trainer performance while stage four inculcate trainee performance. It is proposed that if each of these stages is evaluated for its perfection, training effectiveness can be measured effectively. Inputs from each stage are taken from the previous stage. Hence training design is considered as one of the component of training culture.
2.4.2 Supervisor Support

A growing body of research has demonstrated that supervisor role in training has vital implications for the proper functioning of the training program and that too for proper performance of employees. The impact of the immediate supervisor in encouraging or discouraging usage of training has been much recorded in the literature (Huczynski & Lewis, 1980; Michalak, 1981; Brinkerhoff & Montensio, 1995; Tracey, Tannenbaum & St.Kavanaugh 1995; Gumuseli and Ergin, 2002; Ismail, Sieng, Abdullah & Francis, 2010). Supervisor support reported in this study is adapted to facilitate the implementation of the newly acquired skills learned in the training program reinforcing the application of training into the workplace through feedback and guidance of supervisor.

Definition

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

Studies Related to Supervisor Support in Training

Studies have shown that supervisor support for training increases employee performance and commitment, and decreases turnover and absenteeism (Ahmad & Bakar, 2003; Ismail, Sieng, Ajis, Dollah, & Boerhannoeddin, 2009). Support for training from senior staff and from colleagues have positive association to the organizational commitment predicted (O’Driscoll & Randall, 1999; Cheung, 2000).

The focus of training effectiveness must pass beyond the limited confines of training design to consideration of the organizational system as a whole. In particular, recognising the important role that the work environment, and in particular the supervisors’ place within it, has in mediating the effectiveness of in-service training is an essential prerequisite for social service agencies if they are to maximise benefits from such in-service training. Support from supervisors in providing cues to implement newly trained behaviours and feedbacks on performance are therefore critical in this regard (Clarke, 2002).
Human resource development (HRD) literature underlined that the ability of supervisor to use good communication styles in training programs may motivate positive individual attitudes and behaviours (Ismail, Bongogoh, Segaran, Tudin, Ajis, & Ismail, 2009; Abdullah, Ismail & Baroto, 2011). Seyler, Holton, Bates, Burnett and Carvalho (1998) made an endeavour to cogently examine factors affecting motivation to transfer computer-based training in a large petrochemical company and found that peer and supervisory support as well as opportunity to use and supervisor sanctions were related to variations in trainees’ levels of motivation to transfer training. Moreover, Lim and Johnson (2002) in a qualitative study examining trainees’ perceptions of factors that influence learning transfer’ in Korea, found supervisory support and involvement in training to be a significant factor influencing training transfer.

Some of the authors have found to report negative relationship between supervisor support and training outcomes. Facteau, Dobbins, Russell, Ladd & Kudish (1995) in a qualitative study examining factors influencing pre-training motivation and perceived training transfer, found that among the three factors subordinate support, peer support and supervisor support, surprisingly, supervisor support was found to be negatively related to transfer. Apart from this Klink, Gielen and Nauta (2001) investigated the effects of supervisory behaviour on training transfer in two banking organizations. In neither case were the authors able to demonstrate any effects of supervisory support on performance. Clarke (2002) cogently demonstrated the importance of training for supervisors and writes that supervisors must be given appropriate training and resources in order to provide appropriate support to maximise training transfer. Abdullah, Ismail and Baroto (2011) in a study made an attempt to examine the effect of supervisor role in training programs on motivation to learn using 152 usable questionnaires gathered from non-academic employees who have worked in a Malaysian public university. The outcomes of stepwise regression analysis confirmed that the supervisor support and supervisor communication significantly correlated with motivation to learn. Statistically, this result demonstrates that supervisor’s role does act as an important predictor of motivation to learn in the organizational sample.

Ismail, Sahol, Kueh, and Fazilatulaili (2011) investigated the correlation between supervisor’s role and training transfer. A survey method was employed to
gather 427 usable questionnaires from government servants in a local government office in Malaysia. The outcome of stepwise regression study showed four important findings: firstly, support is insignificantly correlated with training transfer. Secondly, communication is significantly correlated with training transfer. Thirdly, assignment is insignificantly correlated with training transfer. Fourthly, delivery mode is significantly correlated with training transfer. The statistical value of this research shows that communication and delivery mode have played important roles as determinants of training transfer, but support and assignment have not played important roles as determinants of training transfer in the organizational sample. It is also likely that employees working under supervisors with participative management style feel more favorable in predicting their future career paths, which in turn increases their commitment (Cheng, 2001).

The ability of supervisors to play effective roles in training programs may increase employees’ motivation to learn. The nature of this relationship is interesting, but the role of supervisor’s role as a predicting variable is less emphasized in a training program models (Abdullah, Ismail & Baroto, 2011). Ahmad and Bakar (2003) explored the association of training variables and components of organization commitment among the white collar workers in Malaysia. They found that support and benefits of training were significant predictors of affective, normative and continuance commitment. Furthermore, support for training plays a critical and significant role in retaining employees, building loyalty and solving the high turnover problems. The findings from the study established that perceived supervisor support for training predicted 54% of the respondent’s affective commitment; however, no relationship was established with continuance commitment. The support for training was significantly correlated with affective commitment, normative commitment and overall organizational commitment but was not significantly correlated with continuance commitment.

Ismail, Sieng, Ajis, Dollah and Boerhannoeddin (2009) aimed to measure the effect of the supervisor’s role in training programs on job performance in a state library in Sarawak, Malaysia. A survey method was used to collect 91 usable items from employees who have worked in the studied organization. Exploratory factor analysis and confirmatory factor analysis were conducted to assess the survey questionnaire data and found that the measurement scales met the acceptable
standards of validity and reliability analyses. Next, a stepwise regression analysis was used to test the research hypotheses and their results demonstrated two important findings: first, supervisor support positively and significantly correlated with job performance. Second, supervisor communication positively and insignificantly correlated with job performance. Statistically, this result demonstrates that supervisor support can increase job performance, but supervisor communication cannot increase job performance. Further, this result confirms that supervisor’s role acts as a partial predicting variable in the training program of the organizational sample.

Ismail, Sieng, Abdullah and Francis (2010) measured the effect of the supervisor’s role in training programs and the motivation to learn on job performance. The variance analysis, Pearson correlation analysis and descriptive statistics were used to analyze the research variables used in this study. Outcomes of one-way ANOVA showed that learning experience was found to have a significant difference with supervisor support, which means that supervisor support was found to be differently perceived by learning difference. The outcomes of stepwise regression analysis displayed that the inclusion of motivation to learn in the analysis had increased the effects of the two supervisor’s role elements of support and communication on job performance. Regression analysis confirmed that the supervisor support was found to be a significant predictor of job performance, whereas supervisor communication was not a significant predictor of job performance. This result demonstrates that the motivation to learn acts as a mediating variable in the training model of the organizational sample.

Newman, Thanacoody and Hui (2011) in examining the impact of employee perceptions of training on organizational commitment, and the latter’s relationship with turnover intentions found that both the supervisor and co-workers are extremely important in supporting employee training participation in China and the subsequent application of skills learnt. Ismail, Mohamed, Sulaiman and Sabhi (2010) probed the effect of supervisor’s role on training transfer and motivation to learn from employees who have attended training programs in a state public work agency in East Malaysia. The outcomes of stepwise regression analysis conveyed four important findings: first, support insignificantly correlated with motivation to learn. Second, communication significantly correlated with motivation to learn. Third, support significantly correlated with transfer of training. Finally, communication significantly correlated
with transfer of learning. Statistically, this result confirms that support is an important antecedent of motivation to learn and communication is an important antecedent of motivation to learn. Conversely, support and communication are important antecedents of training transfer in the studied organization.

Pham, Segers and Gijselaers (2013) inspected the arising impact of the trainees’ work environment on their transfer of training, taking into account the role of trainees’ transfer strategies. The study was conducted on 167 trainees from eight MBA programs in Vietnam in 2007–2008. Path analysis and structural equation modelling were applied to examine the effects of potential factors on transfer of training. The results reported that work environment factors such as supervisory support, job autonomy and preferred support (support as needed by the trainee) were significantly associated with the training transfer.

Ismail, Bongogoh, Segaran, Tudin, Ajis and Ismail (2009) conducted a study probing supervisor communication and motivation to learn as a predictor of positive individual attitudes and behaviours, gathered data from 100 technical employees in one city-based local authority in East Malaysia. Firstly, the relationship between motivation to learn and supervisor communication significantly correlated with transfer of competency. Before the inclusion of motivation to learn into Step 2, supervisor communication significantly correlated with transfer of competency. Stepwise regression analysis demonstrated that relationship between motivation to learn and supervisor communication had been an important predictor of transfer of competency and job performance. This result confirms that motivation to learn does act as a full mediating role in the training model of the organizational sample.

Gumuseli and Ergin (2002) in examining the manager’s role in enhancing the transfer of training: a Turkish case study involves a group of sales representatives participating in the basic sales training program and their supervisors in the Coca-cola Bottlers of Turkey. Using experimental and control groups, the study is based on Kirkpatrick’s four-stage evaluation model. It was observed that in all the measurements throughout the transfer process, there was a steady increase in the efficiency rate of those in the control group. The findings indicate that the efforts of the mangers, who also received support from the training department during the
transfer period, to lead and support, had a positive impact on the efficiency of the sales representatives in general.

Kontoghiorghes (2001) focussed to identify the key factors within and outside the training context that could affect training effectiveness. The most important variables that were found to facilitate trainee learning and training transfer are: measurement of trainee knowledge before and immediately after training; supervisory support and encouragement for the application of new skills and knowledge; intrinsic rewards for applying newly learned skills and knowledge; a participative organization that is characterised by a high degree of employee involvement; and, a continuous learning environment that encourages frequent participation in multi skill training and retraining programs.

2.4.3 Trainee Characteristic

In addition to training design, there are several individual characteristics that affect the outcome of the training programs. Some of these characteristics include cognitive ability, locus of control, conscientiousness, achievement motivation, motivation to learn and to transfer, anxiety, self-efficacy, performance goal, instrumentality, suspicion etc. Trainees’ attitude towards training program has been found to strongly relate to effectiveness of training when a trainee feels confident in his or her ability to perform.

Definition

Trainee characteristic refer to the ability of the person to learn, synthesize, and connect what he has learnt to practice and transfer the skills and knowledge to work. It is a trainee’s personality that directly affects the training process and training outcomes (Yusof, 2012). Characteristics of the trainees refer to their abilities, motivations and personality (Saprin, n.d.). There are several individual characteristics that affect the training effectiveness. Some of these characteristics include motivation to learn and to transfer, personality related factors and ability-related factors (Velada, Caetano, Michel, Lyons, & Kava-nagh, 2007). For the purpose of this study trainee characteristics consist of trainee interest towards training, trainee self efficacy, trainee instrumentality and trainee performance goal.
Studies Related to Trainees Characteristics

Abdullah and Suring (2011) stated there are nine main components of TC that might affect effectiveness of training program. The first main factor is trainee characteristic which involve employee’s motivation and ability. The second factor is training design which includes creating a learning environment, apply theories of transfer and use self-management strategies. Lastly is work environment which encompasses the climate for transfer, management and peer support, opportunity to perform and technological support. As elsewhere Baldwin and Magjuka (1991) have found that when trainees recognised that they would be held accountable for learning, they reported greater intentions to transfer learning back on the job. Panchapakesan and Prabhakar (2012) reviewed that in order to achieve successful training transfer to the workplace, training program must be relevant to the job However; it is not enough for the content of training to be relevant. The trainee must also understand the relationship between training and work practice to be able to make the transfer. The planning of the training program is very important for its total success and therefore for training transfer at work.

Amidi and Jusoh (2013) made an attempt to identify variables that influence employees’ motivation to training and to transfer that knowledge to the work setting. This research sets out a quantitative method to investigate the relationship between motivations in knowledge sharing to transfer training. An online survey method based on a given questionnaire was conducted with all of the targeted respondents. Reliability test, normality test, and person correlation are methods that have been applied to test the hypothesis. Pearson correlation analysis was used to examine the relationship between knowledge sharing and motivation to transfer training. Multiple regression analysis was used to determine the relationship between both variables. One-way ANOVA was utilized to determine the differences of motivation to transfer training based on gender, age, marital status, level of education and race. Among demographic parameters (gender, education, age, race, marital status), only gender and marital status showed a significant relationship on motivation to transfer training and between knowledge sharing variable (perceived behavioural control, subjective norms, attitudes, willingness to share, sharing behaviour), only perceived behavioural control subjective norm, willingness, and sharing behaviour showed a remarkable effect on motivation to transfer training.
Panchapakesan and Prabhakar (2012) in a paper presented an empirical study based on an effectiveness of training transfer, the paper also examined trainee characteristic factors which affect the motivation to transfer and determined the trainees’ behaviour in organizations. The author used 40 in-depth interviews with trainees from a single organization who participated in a training program and subsequently observed in the organization. Qualitative methodology used is a strong element of this study as it provides good information regarding the training transfer process. The research design mode is interviewing trainees one year after the training took place, revealed important factors affecting the training transfer process. The finding reveals the importance of work environment, trainee characteristics, and environmental factors in the training transfer process and provides useful insights regarding the design and management of the training program.

Cheng and Ho (1998) in examining the effects of some attitudinal and organizational factors on transfer outcome conducted an empirical study on 155 part-time MBA students in Hong Kong. The findings reported that there are two attitudinal factors namely training values and training motivation, and two organizational factors viz, opportunities to transfer and reward for transfer that affect the transfer of training to work places. The study concludes that if employees feel that the training is valuable and they are also motivated, the trainees will participate in the training enthusiastically and when the organization management supports the application of the training to the work places by giving rewards, the transfer of training success and effectiveness are assured.

Lim and Morris (2006) in a study examined the effect of transfer variables on trainee characteristics, instructional satisfaction, and organizational factors of perceived learning and training transfer made by a group of trainees who attended a financial training program conducted for a Korean conglomerate. Descriptive statistics, t-tests, ANOVA, spearman’s correlation, hierarchical regression analysis were conducted to establish the relationship among variables. Factor analysis was also done. Regression analyses results observed that the trainees’ immediate training needs seemed to be the most influential variable that affected their perceived learning and learning transfer, while organizational climate was an influential variable for trainees’ perceived application of learning. Findings revealed several variables in the three
domains that significantly influenced the trainees’ perceived learning and learning transfer immediately after and three months after the training.

Wen and Lin (2014) intended to investigate individual level of trainee characteristics exclusively by structural equation modeling (SEM) from broad industries in Taiwan by 500 questionnaires sent to participants with 316 usable returns in 63.2% return rate. The focus of this study was on developing and testing a model, which investigated individual’s characteristics including self-efficacy, motivation to learn, motivation to transfer. Means, standard deviations and correlations were used to get results. The result revealed the fully prediction role of motivation on self-efficacy to training transfer. Panchapakesan and Prabhakar (2012) emphasizing the importance of trainees’ characteristics declaimed that trainees must have the ability to retain the knowledge instilled during the training program to facilitate the transfer process. Similar to cognitive ability, training retention is the degree to which trainees retain the content after training is completed.

Tziner, Fisher, Senior and Weisberg (2007) probed the impact of six employee characteristics (conscientiousness, self-efficacy, motivation to learn, learning goal orientation, performance goal orientation, instrumentality) and one work environment characteristic (transfer of training climate) on training outcomes with 130 trainee. The results strongly support the predicted links; motivation to learn and learning goal orientation were found to contribute most to predicting training outcomes.

Madagamage, Warnakulasooriya and Wickramasuriya (2014) probed the impact of two trainee characteristics (self-efficacy and career commitment) and four work environmental factors (supervisory support, opportunity to perform, accountability and awareness of strategic linkages) on motivation to learn. SEM was used to test the hypotheses. The findings revealed that trainees’ self-efficacy and awareness of strategic linkages have a significant impact on the motivation to learn. Contrary to expectation, career commitment, supervisory support, accountability and opportunity to perform did not significantly influence the motivation to learn.

Saprin (n.d.) put an attempt to address the relationship between characteristic of trainees, the training design and the working environment and the transfer of training. 211 respondents from different positions in the Malaysian Royal Customs Department who have attended a customs course took part in the survey through
questionnaire. Spearmen Rank Correlation analysis was used to find direction and strength of correlation between each dependent and independent variables. The result analysis demonstrated that there are significant relationship between the transfer of training and all the independent variable mentioned. The transfer of training has direct significant relationship with all trainees characteristics which include personality, ability and motivation of the trainees. The transfer of training has significant relationship with training design dimensions such as training content, learning principles and sequence of learning activities.

2.5 Definitions and Discussion on Job Behavioral Variables

In this section, three job behavioral variables viz. job performance, organizational commitment and turnover intention will be defined and discussed. The very first part emphasizes the meaning and consequences of job performance, second part focuses on organizational commitment and the last part covered the literature related to turnover intention.

2.5.1 Job Performance

The focal point of this part of review is on job performance of employee and its consequences in terms of its relationship with training. Performance provides a comprehensive picture of subordinate workplace behaviour (Kacmar, Collins, Harris & Judge, 2009) and is multidimensional and critical for organizational success (Dyne, Jehn, & Commings, 2002). Job performance is a reflection of individual’s work that leads to attractive outcomes viz. organizational commitment, job satisfaction, organizational citizenship behaviour, turnover intention (Zia-ud-Din, & Khan, 2010; Renganayaki, 2013; Tolentino, 2013; Ahmad, Iqbal, Javed & Hamad, 2014).

Definition

Performance can be regarded as almost any behavior, which is directed toward task or goal accomplishment (Ting, Ying, & Salleh, 2012) and can be defined as the functioning and presentation of employees. Jones and George (2008) indicated that performance can be viewed as an evaluation of the results of a person’s behavior which includes determining how well or poorly a task has been completed This means, how employees are able to effectively administer their task and assignments.
and also how they present their assignment to reflect the quality and good service desired by their companies (Appiah, 2010).

As existing literature suggests (Appiah, 2010; Salleh, Yaakub & Dzulkifli, 2011; Ting, Ying, & Salleh, 2012) employee performance directs how well employees perform on the job, and task assigned to them measured against the generally accepted measure of performance standards set by their companies. Employees can be said to have performed when they have met the expectations and performed up to standard. Employee performance is considered as the measures of the quality of human capital which was held by the organization (Salleh, Yaakub & Dzulkifli, 2011). Good performance among employees in an organization has many implications such as high motivation among employees, outstanding ability, good organizational climate and infrastructure, excellent leadership that can sustain rapport and productivity and good relationship among staff (Ting, Ying, & Salleh, 2012). Employee performance is a record of the outcomes delivered in a particular job function or activity amid a particular time period connected with organizational objectives (Bayley, 1990). Employee's performance is the result produced by a specific functional unit or individual activity over a given period and not the individual qualities of employees who are performing the work (Yusuf, Hamid, Eliyana, Syamsul Bahri & Sudarisman, 2012). Work performance is depicted as synonymous with behavior it is what individuals do that can be observed and measured in terms of each individual's experience or level of contribution (Pulakos, Arad, Donovan & Plamondon, 2000).

Studies Related to Job Performance

Employee's performance is influenced by two general factors: work environment factors and individual elements. Work environment factors include the social environment, pressure situations, organizational culture, job involvement, competition, and interpersonal communication. Then, individual elements incorporate the skills, motivation, knowledge, education level, perceptions, goals, training, the ability of self, and work experience (Cascio, 2003). Performance provides a better understanding of the work done, hence several researchers have carried out studies on job performance behaviours with regard to supervisor rated task performance (Andrews, Kacmar, & Harris, 2009), organizational citizenship behaviour (Andrew, Kacmar & Harris, 2009; Borman & Motowidlo, 1997; Kacmar, Collins, Harris &
Judge 2009). The low level of job satisfaction adversely influences the employee commitment and sequentially influences the achievement of organizational objectives and performance (Meyer, 1999).

Tanveer, Shaukat, Zeeshan, Alvi and Munir (2011) in their paper designed to investigate the impact of Human Resource Management practices on the employees’ performance of the textile sector of Pakistan. Research findings prove significant relationship of HRM practices and employees performance. Training effects has positive relation with Employee’s Performance. It was found that there is strong positive correlation between performance and training (0.74) with mean of (4.7). Skerlavaj, Stemberger, Skrinjar and Dimovski, (2007) in their paper empirically tested the impact of organizational learning culture (OLC) on organizational performance via structural equation modelling (SEM). The results show that OLC has a positive direct impact on all three aspects of non-financial performance included in the model: performance from the employee, customer and supplier perspectives. The effect of organizational learning culture on financial performance is still positive, but it has indirect effect.

Chiou, Lee and Purnomo (2010) in a study examined the relationships among knowledge characteristic and work outcomes, transfer of training and job satisfaction, job performance. Descriptive statistic, reliabilities and correlation coefficients, hierarchical regression analysis, simple slope analysis were used for analysing the data. This study demonstrated that the knowledge characteristics were positively related to the different aspects of work outcomes Findings revealed that the transfer of training was positively related to both of job satisfaction and job performance. Transfer of training is not only served as the predictor, but also the moderator to the prediction of knowledge characteristics towards outcome variables.

Sabir, Akhtar, Bukhari, Nasir, and Ahmed (2014) attempted to find the relationship of different variables; training, compensation, feedback, and job involvement on productivity of employees in electric supply company in Pakistan. The researcher has used the quantitative approach of research. For this research, 150 employees of electricity supply companies of Pakistan were contacted for collection of data with instrument of questionnaire. Findings reported that the relationship of various variables has positive impact on employee productivity. Results also showed
that reliability of instrument and variables are creating positive impact on employees. The study supported the hypothesis that various factors of training has the most significant and strong impact on employee satisfaction. The study also supported that there is a positive relationship between feedback factors which is associated with the employees of Electricity Supply Company.

Gumuseli and Ergin (2002) endeavoured to investigate the impact of managers’ reinforcement on participants’ job attitude, productivity, effectiveness and satisfaction in the process of the transfer of knowledge, skill and attitude to be acquired through a training program into the workplace. The findings reported that the process of the transfer of training has a great impact on job productivity, effectiveness and satisfaction. Singh and Mohanty (2012) in a study examining impact of training practices on employee productivity found that productivity per employee has a direct relationship with training imparted in the employees across sectors. It has been proven that employees are the most important and the most difficult of all the resources in the organization. It has been concluded that productivity per employee has a direct relationship with training imparted in the employees across sectors. Ameeq and Hanif (2013) aimed to find out whether the training programs which are been used by the HR departments of the hotels of Lahore are actually helping employees to perform their task efficiently. From both methods i.e. interview and questionnaire it is clear that there is a strong relationship between training and employee performance. According to Marin-Díaz, Llinás-Audet and Chiaramonte-Cipolla (2011) it is possible to consider training as an additional strategic tool that should be used by companies to improve their performance outcomes.

Afaq, Yusoff, Khan, Azam, and Thukiman (2011) shed light on the relationship between training courses and employee performance at the Pearl Continental Hotel, Karachi. Primary data was collected through a questionnaire; data was analyzed by development of multiple regression model. A significant relationship was found between the two variables; revealing that the employees who have taken trainings were more capable in performing different task and vice versa. In 2001, Devaraj and Babu conducted a study involving 1,596 Infosys trainees in the company’s Education and Research Department (E&R). The principal linkage it examines is between training performance and on-the-job performance. The results suggest that technical skills are positively related to training performance, more so
with stream-specific performance than generic performance. Iqbal, Ahmad and Javaid (2014) examine the relationship between training and its impact on employees’ performance in the context of Telecommunication Sector. By using a questionnaire, 150 employees were chosen for data collection, data were analyzed through regression and Pearson correlation. Results established positive relationships between training and employee performance.

Hansson (2007) in a study examining the impact of training on company performance found that the economic benefits from employees are highly affected by the amount spent on training. This result also contributes to the existing literature in that it confirms previous findings suggesting training investments generate considerable gains on a global sample of firms. Appiah (2010) identified the impact that training has on employee performance. The data were collected through questionnaires distributed to 30 employees, frequency distribution and percentages were used for the quantitative data analysis. The result shows that majority of respondents are motivated and satisfied with the training programs provided by the bank. The data revealed that employees were able to identify specific improvements to their development as a result of the training they have obtained.

Mahmood (2012) revealed the worth of training on commitment, performance and retention. Through regression analysis the author confirmed hypothesis that perception of training regarding adequacy, satisfaction and a mode for career advancement has direct and significant effect on work performance. The estimation revealed that training has a positive and significant influence on commitment, compensation, work life policies, career development, task and contextual performance. Tharenou, Saks and Moore (2007) made an attempt to advance the understanding of the effects of training on organizational-level outcomes by reviewing the results of previous studies that have investigated the relationship between training and human resource, performance, and financial outcomes. The results of meta-analysis from 67 studies suggest that training is positively related to human resource outcomes and organizational performance. The relationship between training and firm performance may be mediated by employee attitudes and human capital. Furthermore, training appears to be more strongly related to organizational
outcomes when it is matched with key contextual factors such as organization capital intensity and business strategy, in support of the contingency perspective.

Farooq and Khan (2011) aimed to elaborate the impact of training and feedback on increasing the performance of employees. The sample size decided was 150 and results from questionnaire were analyzed through SPSS. Number of results in the form of reliability of data, mean and standard deviation and Pearson correlation were obtained. For the support of hypothesis, Pearson correlation comes positive (training, employee performance= .233), which clearly indicates that training is a healthy source of influencing employees’ performance. Mwesigwa (2010) in a study find out the impact of training on employee work performance behaviour among secondary school teachers. This study was carried out using a self-administered questionnaire, observation checklist and an interview guide. The results of the study were analysed qualitatively, percentages and frequencies for comparison of opinions were generated. From the study, it was revealed that training has a positive impact on teachers’ work behaviour hence improved performance.

Sultana, Irum, Ahmed, and Mehmood (2012) made an attempt to probe training practices of Telecommunication Sector in Pakistan to determine their impact on employee performance. For this study 360, questionnaires had been distributed among the employees of five telecom companies. Regression results showed that if training is increased by 1%, this will result in increase of performance by 58.2%. The study concludes that if organizations invest in right type of training it can enhance employee performance as well as competencies and skills. In addition, training is seen as a useful means of coping with changes fostered by technological innovation; market competition, organizational structuring and most importantly it plays a key role to enhance employee performance.

Renganayaki (2013) in a research paper accessing the impact of training on the employees in SRF Ltd Viralimalai, Tamil Nadu, randomly selected a sample of 90 members. Simple percentage method was used for analyzing the questions which were presented in a tabular form. The findings indicated that modern training brought changes in the attitudes of the employees, a rise in job satisfaction level, productivity, reduction of absenteeism/turnover, enhances employees’ performance and organization’s growth. The study concluded that today organizations are under
pressure to keep pace with ever changing business scenarios. To stay afloat they must develop the competence to turn every challenge into an opportunity and rigid method of technology must be given up.

2.5.2 Organizational Commitment

Organizational commitment has been the subject of continued research interest for several decades because of its relationship with individual and organizational performance, and organizational effectiveness. Organizational commitment is a multidimensional construct with antecedents and consequences varying across dimensions. The following sections will attempt to add to this literature review by conceptualizing employee commitment. Firstly, generally accepted definitions of organizational commitment are provided. Then, the findings from both the industry surveys and empirical studies are discussed.

Definitions

According to Meyer and Allen (1991) commitment is a psychological state that (a) characterizes the employee’s relationship with the organization, and (b) has implications of the decision to continue membership in the organization. Porter, Steers, Mowday and Boulin (1974) argued that organizational commitment is the strength of an individual’s identification with and involvement in a particular organization. Consequently, organizational commitment can be defined as a psychological state that includes an individual’s belief in and acceptance of the value of his or her chosen job, and a willingness to maintain membership in that job (Morrow & Writh, 1989). One of the models of organizational commitment was developed by Allen and Meyer (1991). According to Vandenberghe and Tremblay (2008), the model of organizational commitment proposed by Meyer and Allen (1991) is the most popular and comprehensively validated multidimensional model. This model is characterized by three commitment components: affective, emotional attachment to the organization; continuance, perceived costs associated with leaving the organization; and normative, feelings of obligation towards the organization. For the purpose of this study, researcher examines only one of these components that is affective commitment.
Organizational commitment has been defined as the relative strength of an employee’s identification and involvement with a particular organization (Steers, 1977). Organizational commitment is characterized as an employee’s belief in and acceptance of the organization’s goals and values, a willingness to exert effort on behalf of the organization, and a desire to maintain membership in the organization (Mowday, Steers & Porter, 1979). Yang (2008) reported three common categories of organizational commitment: affective, continuance (or a so-called behavioural), and normative commitment. According to Allen and Meyer (1990) affective commitment refers to “the employees’ identification and emotional attachment to their employing organization.” Employees with high levels of affective commitment stay because of strong emotional attachment to an organization. For the purpose of this study, author examines only one of the components of commitments that is affective commitment. Commitment is a relative strength to identify the members of organization and employees’ involvement within the organization (Bigley & Steers, 2003). Furthermore, they define commitment toward organization as “nature” relationship of an individual with organization that make an individual to feel highly involved and being tied up with the organization.

Studies Related to Organizational Commitment

Organizational commitment has been the focus of a considerable body of research during the past four decades (Adenguga, Adenuga & Ayodele, 2013). Workers are more likely to become committed to an organization if they believe that the organization is focused on them (Eisenberger, Huntington, Hutchison & Sowa, 1986). Al-Emadi and Marquardt (2007) in examining relationship between employees’ beliefs regarding training benefits and organizational commitment in a Petroleum Company in the State of Qatar, found a positive relationship between perceived training benefits and both affective and continuance commitment. Employees’ commitment on the part of the organization can be demonstrated through the quality of training provided to employees.

Dirani (2009) in a study identifying the relationships among the training, employee job satisfaction and organizational commitment in the Lebanese banking sector, found a positive and significant correlations among the different variables. Alhassan (2012) probed the relationship between employee perceptions of training,
organizational commitment and their impact on turnover intentions in the Cape Metropole Area. A total 127 respondents were drawn from 10 hotels. ANOVA, correlation analysis and regression analysis were used in order to test assumptions. Findings from the ANOVA analysis demonstrated that employees who perceived high availability of training and high supervisor support for training were significantly higher in affective commitment than those who perceived low availability of training and low supervisor support for training. However no significant relationship was established between employee perceptions of training and continuance commitment. Finally, regression analysis demonstrated that all the independent variables (employee perceptions of training variables) jointly account for 17% variation in respondents’ affective commitment.

Mahmood (2012) made a modest attempt to probe how employee training effectively induces organizational commitment, retention and performance enhancement and also the relationship between training and development, organization commitment, retention and performance. The research objectives are envisaged in the study: the influence of training on the organizational commitment towards the employee performance, on the employee retention towards the employee performance and lastly but predominantly the influence of training on the organizational commitment and employee retention towards the employee performance. The data was collected from 400 employees belongs to the service sector at Rawalpindi and Islamabad city through self-administered questionnaire. The regression analysis revealed that training has a positive and significant influence on commitment, compensation, work life policies, career development, task and contextual performance.

Ahmad and Bakar (2003) examined the association between five training variables; availability of training, support for training, motivation to learn, training environment and perceived benefits of training, and various aspects of organizational commitment in Malaysia. The study found evidence of a significantly positive relationship between training variables and affective commitment. For continuance commitment, their research only demonstrated a significant correlation with two training variables namely: the training environment and perceived training benefits. Results revealed that on the whole, training does seem to have an influence on organizational commitment. Age and tenure were not significant predictors of overall
organizational commitment contradicting studies in the West. This demonstrated that Malaysians might have different attitudes towards organizational commitment.

Jehanzeb, Rasheed and Rasheed (2013) made an attempt to investigate impacts of training on organizational commitment and turnover intentions in private sector of Saudi Arabia. The study seeks to focus the relationship between organizational commitment and turnover intentions of the employees. A self-administered questionnaire was used, involving 251 respondents from leading private organizations of Saudi Arabia to collect data and testing the existing theory. The results provide strong support for the hypothesis that is the negative relationship between organizational commitment and turnover intention. Employees’ training is significantly correlated with organizational commitment, turnover intentions and the commitment-turnover relationship.

Bulut and Culha (2010) investigated the impact of organizational training on employee commitment focusing on employees’ emotional and affective responses towards their organization. Organizational training is conceptualized within a multidimensional framework consisting of motivation for training, access to training, benefits from training and support for training. Field research was conducted through surveys with 298 participants of four- and five-star hotels operating in Izmir, Turkey. CFA was used to analyse the quality of the training scales and multiple regression analyses were conducted to test the hypotheses of the study. The regression model to test hypothesis was significant and the $r^2$ obtained sufficient explained variance, which gave evidence that organizational training explains sufficient variance of organizational commitment. Thus, the results revealed that all dimensions of training positively affected employee commitment.

Tnay, Othman, Siong and Lim (2013) aimed to investigate and find out the influences of job satisfaction and organizational commitment on employee turnover intention in a production industry. There are a total of 85 questionnaires collected from 100 questionnaires that had been distributed at the chosen organizations. Pearson correlation coefficient was used to measure the degree between independent variables with dependent variable in this research. The research findings supported that organizational commitment had no significant relationship towards turnover intention among the employees within the organization. Blau and Boai (1987) in a study
predicting turnover using job involvement and organizational commitment in a group of insurance workers identified that employees who had a higher level of commitment, will have lower absenteeism and turnover rate.

Newman, Thanacoody and Hui (2011) analyzed the impact of employee perceptions of training on organizational commitment, and the latter’s relationship with turnover intentions. The findings differ from that of previous studies because no evidence was found to indicate that motivation to learn and the perceived benefits of training impact on the organizational commitment of employees. This is explained by three factors: the involuntary nature of employee training, the limited career development opportunities on offer to local employees of multinational enterprises and the difficulty employees face in applying learnt skills given cultural differences. The study confirms existing findings by demonstrating a strong relationship of three variables to affective commitment: the perceived availability of training, supervisor support for training and co-worker support for training.

Verhees (2012) described the direct and indirect effects between training hours and employees’ turnover intentions, and also the role of organizational commitment. The results from the regression analysis show that there is no significant relationship between training hours last year and turnover intentions nor between training hours last three years and turnover intentions. Results also shows that the types of organizational commitment have also no significant effect on turnover intentions.

2.5.3 Turnover Intention

There is a significant body of scholarly literature relating to turnover intention. The following sections will attempt to add to this literature by examining the literature on turnover intention. This will be achieved by providing an overview of the definitions of turnover and turnover intention, and an analysis of the empirical literature on turnover intention so that researcher may be able to intensely fathom the impact that training has on turnover intention.

Definition

Turnover intention has been identified as the most common predictor of turnover. Price (1977) defined turnover as the degree of individual movement across the membership boundary of a social system. Abassi and Hollman (2000) described
the meaning of employee turnover as the rotation of workers around the labour market; between companies, jobs, and occupations; and between the situations of employment and unemployment. In fact, turnover can be divided into voluntary and involuntary. Price (1977) indicated that most studies focus on voluntary turnover rather than involuntary turnover, and the subject of voluntary turnover is more meaningful and controllable for managers. Mobley (1977) defined turnover intention as the intention to leave a job on a voluntary basis. Turnover intention is defined as a conscious and deliberate willingness to leave the organization (Tett & Meyer, 1993). Employee turnover rates have, within the last several years, become a nationwide epidemic (Anwar, 2014).

**Studies Related to Turnover Intention**

There are various determinants for turnover intention of an employee such as Job Satisfaction, Job performance, Training, Organizational Commitment. Apart from these variables certain demographic variables are also important viz. Age, Tenure, Marital status etc. But this literature would mainly focus to explore studies exploring the relationship between training and turnover intention.

Egan, Yang and Bartlett (2004) in exploring the effects of organizational learning culture and job satisfaction on motivation to transfer learning and turnover intention found that learning culture had an indirect impact on employees’ turnover intention and is negatively influenced by organizational learning culture. However, this impact was mediated by job satisfaction. Karatepe, Yavas & Babakus (2007) proposed that job resources, including supervisory support, training, empowerment, and rewards increase employees’ job satisfaction and reduce their turnover intention.

Mohamad and Aizzat (2006) investigated the influence of employee development in predicting turnover intentions of hotel employees in 2006. A total of 380 employees from 5-star rated hotels were asked to complete questionnaires and hierarchical regression analysis was used. Result of the study reported that one of the variables of HR practices of providing continual training and development programs to the employees supported the hypothesis that training and employee development has a direct link to staff turnover intention. This is another example highlighting the importance of training as part of the human resources variables that can have significant impact on turnover.
LeeKelley, Blackman and Hurst (2007) led a study analyzing learning organizations and the retention of knowledge workers in the IT industry. The researchers have applied Senge’s five learning organization disciplines orders to investigate the relationship between job satisfaction and turnover intention. They inferred that shared vision, which is one of the learning disciplines, has a negative relationship to turnover intention in light of the fact that knowledge workers have strongly influenced by shared vision and showed decreased turnover intention.

Connie and David (2009) conducted a research on high employee turnover rate among multinational companies in Asia. The results were derived using samples from 529 MNCs in 6 Asian countries. Findings revealed that one of the main factors besides size, length of operations and nature of industry to be significantly related to turnover is training of the employees. Terry and team (2002), in a study highlighting the importance of training for new comers, revealed that the Hong Kong Hotel Industry have been plague by high turnover especially among those who are less than a year of service from 1985-1999 which is between 44% to 66%. A total of 249 participants were asked to complete questionnaires, participants has emphasized that training and job enrichment program beside other HRM practices are closely related to turnover intentions (as cited in Long, Perumal & Ajagbe, 2012).

Alhassan (2012) in a study found significant negative relationships between perceived availability of training, perceived supervisor support for training and turnover intentions, indicating that the higher the perceived availability of training and supervisor support for training, the lower the intention to leave the organization among respondents. Finally, regression analysis demonstrated that all the independent variables (employee perceptions of training variables) jointly account for 34% variation in respondents’ turnover intentions.

Mapelu and Jumah (2013) sought to establish the degree to which training and development of employees influence employee turnover. They adopted Herzberg’s two factor theory. The research design was survey. A target of 24 medium size hotels in Kisumu City comprising a population of 350 employees was taken. Purposive sampling technique was used to choose the hotels, while stratified sampling method was used to choose departments and simple random sampling was used to choose the respondents from the departments. A sample size of six hotels comprising 187
employees and 24 management staff was chosen for the study. Questionnaires were administered to both the management staff and employees. The findings showed that employee development significantly influenced employee turnover.

Mahmood (2012) in a study examining impact of training on commitment, retention and performance found that perception of training regarding adequacy, satisfaction and a mode for career advancement has direct and significant effect on retention. It confirmed insignificant relationship with intent to leave the organization. Yang (2008) in his study aims to understand socialisation by specifically assessing whether turnover is determined by employees’ beliefs about job satisfaction and individual commitment to an organization and the hotel profession in general. The study of 428 respondents from 61 international tourist hotels in Taiwan implies that social interaction enables organizations to gain, from an increase in commitment to the organization, job satisfaction and a decrease in newcomers’ intent to leave the hotel profession. Results contributed to the existing literature and admitted that commitment to the organization plays a dominant role in employee turnover intent and job satisfaction is a powerful method of reinforcing individual commitment to the organization.

Newman, Thanacoody and Hui (2011) examined the impact of organizational commitment on turnover intentions. Structured equation modelling was conducted on survey data from 437 Chinese employees of five multinational enterprises operating in the Chinese service sector. The results of the survey are consistent with social exchange theory. They highlight the importance of training as a tool to enhance the affective organizational commitment of employees, and reduce turnover. Findings confirmed a strong inverse relationship between both components of organizational commitment and employee turnover intentions. Their results highlighted that both types of commitment are negatively related to turnover intentions, and that affective commitment has a stronger impact than continuance commitment.

Adenguga, Adenuga and Ayodele (2013) explored the different dimensions of organizational commitment and turnover intentions on private universities’ employees in Nigeria. The study adopted a descriptive survey research design of an ex post facto type. Three research hypotheses were formulated and tested at 0.05 level of significance. Data were collected using four standardized instruments. The study used
a sample of 600 employees from the 6 private institutions. The instruments were administered to 600 private universities’ employees. Data were analyzed using product moment correlation method and hierarchical multiple regression analysis. The findings of the study indicated a significant relationship in the dimensions of organizational commitment on turnover intention among private universities employees. The findings also revealed that organizational politics, job satisfaction and work ethics significantly predict organizational commitment and turnover intention among employees. It is obvious from these findings that the three dimensions of organizational commitment determined the turnover intentions of employees in private Universities. Affective commitment is however more important in determining employees turnover intention.

2.6 Research Gap Identification

As the importance of training continues, it is equally important to the future of the discipline and the human resource development (HRD) professionals to address whether or not training culture is echoed in travel agencies of developing countries like India. However, irrespective of encouraging signs of growing investment on training and incidents of training culture from the discussed comprehensive literature reviews, it has been ruminated that training culture remains dubious because of the scarcity of the literature. Most of the studies conducted, aimed to analyze the effectiveness of training and development program, explored the linkage of training with job performance, organizational commitment, and turnover intention, assessed the prevailing training and development practices, probed the factors held responsible for success and failure of training etc. The present study specifically revealed the following gaps in the area of training culture;

- Despite the vast body of literature in HRD, the lack of a unified framework for integrating different aspects and features of training culture is evident.
- While the respective literatures on organizational cultures and training are fairly well developed but the potential insights to be gained from combining these two terms have largely been ignored.
- Although there is a strong belief that training culture and job behavioural variables have strong relationship but the empirical rationale for this relationship has seldom been the focus of training research.
• Up to the best of the researcher’s knowledge, specifically, no such theoretical as well as empirical study has been conducted in the context of India for assessing training culture with respect to job performance, organizational commitment and turnover intention.

• Despite the prodigious body of literature in job performance, organizational commitment and turnover intention, there is a lack of study that have taken all the variables together for arriving at the assessment of Training Culture in travel agencies.

With this context, the proposed study fixates on the assessment of training culture in LSTA at Delhi. As just mentioned, until now the empirical aspect of training culture remained unmarked in India. This study therefore, aims to fill the gap by highlighting the particular area of training culture in order to develop HR in travel agencies. It is hoped that this study will provide a starting point for understanding more precisely the types of assumptions, beliefs and practices that might support training in a travel agency, thus providing a model of training culture for the organization.

Summary

In this chapter literature regarding training culture has been reviewed to embellish a theoretical framework for the study. In the first part of the review, concept of training is avowed followed by its importance. In the succeeding phase, training culture related factors have been shaped, such as, training design, training methods, trainees’ attitude and supervisor support for training. Through the notion of these factors, the relationship of training culture with different job behaviour variables like job performance, organizational commitment and turnover intention were corroborated. It was seen through various researches that training culture has positive impact on job performance, organizational commitment and turnover intention, and committed employees tend to stick to the organization for a longer period of time than the non-committed ones. From the literature review, it has also been pondered that both theoretical as well as empirical research in the field of training culture is scare. Therefore, an attempt has been taken to shed light on ignored domain of training culture.