CHAPTER-6
Discussion of Findings & Implications
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In the previous chapter, results arising out of data analysis and their interpretations were presented. SPSS 20 and AMOS 20 were employed to analyze the data. Multivariate assumptions had also been checked along with SEM analysis and demographic analysis.

This chapter begins with the discussion on findings followed by contributions and implications of the finding of the study. Finally, the chapter ends with direction for future researches and concluding remarks of the study. Implications have been divided into two groups i.e. implication for HRD theory and implication for HRD practices. The chapter suggests TC instillation in Indian travel agencies, especially which are large-sized. In the end, it focuses on the future research directions so that this effort can be extended further. Subsequently, this will help deepen reader’s understanding on the discussed phenomenon.

6.1 Introduction

This chapter summarizes the results of the study. It discusses the research findings in the light of previous researches and examines the contributions to existing body of knowledge and implications for HRD practices. The main contribution of this study has been the integration of TC to the management of travel agencies’ employees and to bring empirical evidences to assess training culture (TC) in large-sized travel agencies by proposing a model of TC. Thus, in order to explore the extent to which training culture makes a difference in job behavioural variables through its influence on job performance, organizational commitment, and turnover intention, a conceptual framework was also developed in the study.

In general, the results of the measurement model evinced strong support for the reliability and validity of all the six constructs. The findings of the study are discussed in the following section. In sum, one distinct finding of direct impact was discovered: there is no significant influence of training culture on turnover intention of employees working in LSTA under study. While mediation effect of the two
variables i.e. job performance and organizational commitment was found to be insignificant in TC-TI relationship with all the sub-constructs of TC.

6.2 Discussion on Findings

This section glibly divulges findings from the results obtained in the previous chapters. Particularly, this study focuses on the direct and indirect influence of training culture with the inclusion of three sub variables viz; training design, supervisor support and trainee characteristics in the proposed model of the study. The influence of TC was investigated on job performance, organizational commitment and turnover intention of employees working in large-sized travel agencies at Delhi. Additionally, the researcher investigated the perception of employees on training culture across age, gender, academic qualification and work experience of employees. Moreover, for this study Researcher formulated nine hypotheses to be tested using empirical evidences followed by several sub hypotheses. The hypothesized model fits the data well, supporting the eminence of training culture in large-sized travel agencies under study. The data accepted all the sub-hypotheses of the influence of TC on JP, and influence of TC on OC, but two sub- hypotheses of the direct influence of TC on TI have been accepted. Furthermore, both the hypotheses of mediation analysis were accepted alongwith its sub-hypotheses. Finally, in demographic analysis all the hypotheses were accepted except H06.1. The acceptance and rejection of hypotheses were based on statistical criterion.

The findings from the data and estimation revealed that all the constructs of training culture generally have a positive and significant influence on job performance and organizational commitment of employees working in large-sized travel agencies under study; on the other hand two of the dimensions of training culture viz. training design and supervisor support was found to had no significant influence on turnover intention of employees working in travel agencies under study.

6.2.1 Findings Based on SEM Analysis

Researcher has taken an exploratory model building effort in the context of LSTAs in India. The findings are with respect to a sample of 386 employees working in large-sized travel agencies at Delhi particularly. Researcher conceptualized and
hypothesized models for TC based on exegesis of relevant literature. Two versions of the model viz. Model-I and Model-II were conceptualized for comprehensive and thorough analysis. It was assumed that the fit indices of the models would be adequate. The result of measurement models supported the claim and the researcher found good fit for both the models of TC. Finding of the hypothesized path in the model can be discussed in detail in succeeding sections.

6.2.1.1 Training Culture and Job Performance

This section ascertains the influence of Training Culture on Job Performance. Recent studies have reported a significant positive relationship between employee job performance and training in organizations (Tanveer, Shaukat, Zeeshan, Alvi & Munir, 2011; Singh & Mohanty, 2012; Amin, Saeed, Lodhi, Mizna., Simra., Iqbal & Tehreem, 2013; Jagero, Komba & Mlingi, 2012; Mahmood, 2012; Iqbal, Ahmad & Javaid, 2014). In consonance of these studies, the present study unerringly revealed that there is a significant positive influence ($\beta = .776$, CR. (t value) = 5.591 $p < .05$) of training culture on job performance of employees working in large-sized travel agencies under study.

Extensive research has been carried out in order to analyze the impact of training on job performance of employees. However there is still gap in research and literature to look into the relationship between training culture and job performance of employees in LSTAs in India. Training culture and job performance are two distinct constructs. Job performance can be regarded as almost any behaviour, which is directed toward task or goal accomplishment (Ting, Ying, & Salleh, 2012), while training culture is one in which training is recognized as absolutely critical for business success and training has become a habitual and integrated part of all organizational functions. The measurement model showed that all factor loadings of the indicators on training design was statistically significant, ranging from .50 to .78. Thus, all four indicators were meaningful factors to explain training design. Among the four indicators, structure of training has the highest factor loadings (.78) followed by policies regarding training (.75) on training design. On the other hand, Materials and contents, and competent faculty showed relatively low factor loadings on training design. Still, the reliability of the overall TD measure was consistently above the conventional standards. In the present study, the influence of training design on job
performance is positive and significant ($\beta = .144$, CR. (t value) = 2.603 $p < .05$). The result not only supported previous findings of a positive relationship between training design and job performance, but also revealed that the employees provided with good training design perform better in their travel agencies.

The succeeding sub-hypothesis states that supervisor support has no significant influence on job performance of employees working in large-sized travel agencies at Delhi. The measurement model evinced that all factor loadings of the indicators on supervisor support were statistically significant ranging from .56 to 1.03. Findings from the SEM analysis rejected the hypothesis ($\beta = .083$, CR. (t value) = 2.068, $p < .05$) and demonstrated that supervisor support does act as a determinant of job performance of employees. This finding is also in consistence with the previous findings (Gumuseli & Ergin, 2002; Ismail, Sieng, Ajis, Dollah & Boerhannoeddin, 2009; Ismail, Sieng, Abdullah & Francis, 2010). Specifically with the findings of Gumuseli and Ergin (2002) who state that if management is supportive then the employee’s performance increases and utilization of the new skills and knowledge to the job is easier. Similarly Ismail, Sieng, Ajis, Dollah and Boerhannoeddin (2009) found that supervisor support is positively and significantly correlated with job performance. After a year almost, again Ismail, Sieng, Abdullah and Francis (2010) in examining the effect of the supervisor’s role in training programs 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.

The next sub-hypothesis states that trainee characteristics have no significant influence on job performance of employees working in large-sized travel agencies under study. The measurement model showed that all factor loadings of the indicators on trainee characteristics were ranging from .46 to .75. Still, the reliability of the overall TCS measure was consistently above the conventional standards. Thus, all three indicators were meaningful factors to explain training design. The results of SEM analysis ($\beta = .767$, CR (t value) = 5.501, $p < .05$) rejected the hypothesis and suggested that trainee characteristics have significant positive influence on job performance of employees in LSTAs under study. Therefore, employees of travel agencies perceived that favourable training culture influences their job performance positively and significantly.
6.2.1.2 Training Culture and Organizational Commitment

This section determines the influence of Training Culture on Organizational Commitment. The hypothesis states that training culture has no significant influence on organizational commitment of employees working in large-sized travel agencies at Delhi. The existing literature showed that training had a positively significant effect on affective commitment. The findings of present study are in line with the existing studies and reported positive significant ($\beta = .129$, CR (t value) = 2.741, $p < .05$) relationship between training culture and organizational commitment of employees. It is proved that organizations that create mechanisms and a favorable environment for learning and development increase employee learning engagement and organizational commitment (Maurer & Lippstreu, 2008).

The first sub-hypothesis states that training design has no significant influence on organizational commitment of employees working in large-sized travel agencies at Delhi. This study found that a training design has significant positive influence on organizational commitment ($\beta = .139$, CR (t value) = 2.997, $p < .05$) of employees working in large-sized travel agencies at Delhi. It means good level of training design helps travel agencies in such a way that it increments the organizational commitment of their employees. Although travel agencies are not very much concerned about the training programs, still whatever training is going on in their premises, is helping to increase commitment of employees towards their agency.

The next sub-hypothesis states that supervisor support has no significant influence on organizational commitment of employees working in large-sized travel agencies at Delhi. Findings from the SEM analysis triumphantly evinced that ($\beta = .125$, CR (t value) = 2.893, $p < .05$) supervisor support has significant positive influence on organizational commitment of employees working in large-sized travel agencies at Delhi. This finding is confirmed by the finding of Dockel, Bason & Cotzsee (2006) who conducted an exploratory research to investigate the retention factors that encourages organizational commitment and found that there is a significant relationship between supervisor support and organizational commitment. Ahmad and Bakar (2003) also found evidence of a significantly positive relationship between training variables and affective commitment. To sum up, supervisors could play a role in supporting and guiding the training by serving as coaches, mentors, and
knowledge facilitators to ensure the quality of the relationship between training culture and employee commitment. By supporting training, supervisors create a culture in which their employees will feel obligated to reciprocate with creative contributions to the organization. Nonaka (1994) also claimed that encouraging creative individuals or offering a context in which individuals can create knowledge in organization is very important. By supporting a training culture, supervisors will create a climate in which their employees will feel obligated to reciprocate with creative contributions to the organization.

The next hypothesis states that trainee characteristics have no significant influence on organizational commitment of employees working in large-sized travel agencies at Delhi. The SEM analysis ($\beta = -.138$, CR (t value) = -2.893, $p < .05$) reported that trainee characteristics have significant positive influence on organizational commitment of employees working in large-sized travel agencies at Delhi.

It can be glibly sensed from the findings that when the supervisor support is perceived to be fulfilling, travel agency’s employees report a high level of organizational commitment. Therefore, employees are committed to their organization and job if they are made to feel that their supervisors think of their well-being. It is proved that supervisor support in training and trainee characteristics are the variables which are helping travel agencies in such a way that, they increase the commitment of employees working in large-sized travel agencies. Therefore, one of the strategies that employers of travel agencies can however adapt to make employees feel this way as when employers put in place training programs for their employees, they become aware that they are being treated as assets of the agency rather liability, thus are committed to the organization. But the findings of this study are in divergence with the findings of researchers (Bartlett, 2001; Ahmad & Bakar, 2003; Owens 2006; Benson, 2006; Shore, Tetrick, Lynch & Barksdale, 2006; Al-Emadi & Marquardt, 2007; Dirani, 2009; Bulut & Culha, 2010; Alhassan, 2012, Mahmood, 2012; Emami, Moradi, Idrus & Almutairi, 2012) who have noted that training has a positive influence on organizational commitment. These findings are alike the findings of Newman, Thanacoody and Hui (2011) who reported no significant impact of training on organizational commitment. Theses findings are in contrast with the findings of
Newman, Thanacoody and Hui (2011) who found no evidence to indicate that motivation to learn and the perceived benefits of training have impact organizational commitment of employees.

Generally, it is being concluded that employees who perceived fair prospects of different work outcomes particularly with regards to training and their self development viewed their current organization as favorable and are committed to their travel agencies. But, this result implied that employees who are imparted a need based, structured training, with impartial training evaluation is better in performance and but are not found to be committed to their organizations.

6.2.1.3 Training Culture and Turnover Intention

This section dictate the influence of training culture on turnover intention. The null hypothesis states that Training Culture has no significant influence on Turnover Intention of employees working in large-sized travel agencies at Delhi. Existing findings of the literature suggest that training play a determining role in shaping employees’ turnover intention, but only when employees perform well or are committed to the organization. But the finding showed that training culture was found to have no significant influence ($\beta = .129$, CR (t value) = 1.385, $p > .05$) on turnover intention of employees working in large-sized travel agencies at Delhi.

The first sub-hypothesis states that training design has no significant influence on turnover intention of employees working in large-sized travel agencies at Delhi. Results of SEM analysis ($\beta = .008$, CR (t value) = .143, $p > .05$) showed that training design has no significant influence on turnover intention of employees.

The succeeding sub-hypothesis states that supervisor support has no significant influence on turnover intention of employees working in large-sized travel agencies at Delhi. Results of SEM analysis ($\beta = -.034$, CR (t value) = -1.007, $p > .05$) showed that supervisor support did not significantly influence turnover intention of employees working in large-sized travel agencies at Delhi. The finding is in contrast with the finding of Alhassan (2012) who found significant negative relationships between perceived supervisor support for training and turnover intentions, indicating that the higher the supervisor support for training, the lower the intention to leave the
organization among respondents. Ipe (2003) showed that most knowledge sharing is informal, and the process depends on the culture of the working environment. This indicates a need for further investigation. Non-suitability of the sample may be some of the reason for such findings. Dependence on western measures of turnover intention could also be a possible reason for such a finding.

The next null hypothesis states that trainee characteristics have no significant influence on turnover intention of employees working in large-sized travel agencies at Delhi. Results of SEM analysis ($\beta = 120$, CR (t value) = 1.641, $p > .005$) showed that trainee characteristics have positive significant influence on organizational commitment of employees working in large-sized travel agencies at Delhi. It can be plausibly concluded that employees who are more motivated to learn and interested towards training have more tendency to leave the organization as compared to those employees who are less interested in training. The reason for this may be that with improved and learned skills present travel agencies, they become able to get better jobs in other organizations, hence they are intended to leave their present travel agencies.

These findings are in line with the findings of Mahmood (2012) who in a study examining the impact of training on commitment, retention and performance found that perception of training regarding adequacy, satisfaction and a mode for career advancement has insignificant relationship with intent to leave the organization. While Lee and Bruvold (2003) highlighted the relationship between training and intent to leave as complex and indirect. Apart from this some of the researches (Ramlall, 2003; Srinivas, 2008) are in contrast with the finding of present study. Specifically Ramlall (2003) showed that inadequate training opportunities forced employees to depart from the organization.

### 6.2.2 Finding Based on Mediation Analysis

Taking a nudge from the existing literature the researcher hypothesized the mediating role in the relationship between training culture and turnover intention. Hence, this study involved two mediating variables viz. job performance and organizational commitment. Finding based on mediation analysis are discussed in succeeding sections.
6.2.2.1 Job Performance as a Mediator

This section determines the mediating effect of job performance in the relationship between training culture and turnover intention. Past studies have revealed that there is a significant relationship between employee job performance and training in organizations (Appiah, 2010; Chiou, Lee & Purnomo, 2010; Farooq & Khan, 2011; Tanveer, Shaukat, Zeeshan, Alvi & Munir, 2011; Afqaq, Yusoff, Khan, Azam, & Thukiman, 2011; Jagero, Komba & Mlingi, 2012; Mahmood, 2012; Singh & Mohanta, 2012; Amin, Saeed, Lodhi, Mizna., Simra., Iqbal, & Tehreem, 2013; Ameeq & Hanif, 2013; Iqbal, Ahmad & Javaid, 2014). Moreover, Job performance and turnover intention was also reported to be correlated (Zimmerman & Darnold, 2009; Karatepe, Uludag, Menevis, Hadzimehmedagic & Baddar, 2006; Jackofsky, Ferris & Breckenridge, 1986; Jackofsky, 1984; Jones, 2007).

The measurement model of the present study showed that all factor loadings of the indicators on job performance were ranging from .58 to .83. Thus, it is concluded that all of the four indicators were meaningful factors to explain job performance. The null hypothesis states that Job Performance of employees does not mediate in the relationship between Training Culture and Turnover Intention of the employees working in large-sized travel agencies under study. Results of Mediation analysis showed an unexpected finding that job performance has no mediating effect in the relationship between training culture and turnover intention of employees working in large-sized travel agencies.

The next null hypothesis states that Job Performance of employees does not mediate in the relationship between Training Design and Turnover Intention of the employees working in large-sized travel agencies under study. But the results of Mediation analysis through SEM showed that job performance has no mediating effect in the relationship between training design and turnover intention of employees working in large-sized travel agencies.

The next null hypothesis states that Job Performance of employees does not mediate in the relationship between Supervisor Support and Turnover Intention of the employees working in large-sized travel agencies under study. Results of Mediation analysis accepted the null hypothesis which showed that job performance has no
mediating effect, in the relationship between supervisor support and turnover intention of employees working in large-sized travel agencies.

The next null hypothesis states that Job Performance of employees does not mediate in the relationship between Trainee Characteristics and Turnover Intention of the employees working in large-sized travel agencies under study. Results of Mediation analysis accepted the null hypothesis which showed that job performance has no mediating effect (since p > .05) in the relationship between trainee characteristics and turnover intention of employees working in large-sized travel agencies.

The study concluded that training culture has no significant influence on turnover intention of employees working in LSTAs under study when job performance is introduced as a mediating variable in their relationship. Moreover, employees with a high performance will have more choices of employment opportunities and move more easily than others (Jackofsky, 1984). Jackofsky, Ferris and Breckinridge (1986) found that performance found to directly affect the motivation of employees to search other jobs, and it was also reported that high-performance employees leave the job more easily than low-performance employees do.

6.2.2.2 Organizational Commitment as a Mediator

This section establishes the mediating effect of organizational commitment in the relationship between training culture (training design, supervisor support and trainee characteristics) and turnover intention of employees working in large-sized travel agencies at Delhi. The null hypothesis states that Organizational Commitment of employees does not mediate in the relationship between Training Culture and Turnover Intention of the employees in LSTAs under study. Results of Mediation analysis showed that organizational commitment has no mediating effect in the relationship between training culture and turnover intention. The measurement model indicated that all factor loadings of the indicators on organizational commitment were statistically significant ranging from .70 to .83. Thus, all the five indicators were meaningful factors to explain organizational commitment. The next null hypothesis states that Organizational Commitment of employees does not mediate in the
relationship between Training Design and Turnover Intention of the employees working in LSTAs under study. Results of Mediation analysis through SEM showed that organizational commitment has no mediating effect in the relationship between training design and turnover intention.

The null hypothesis states that Organizational Commitment of employees does not mediate in the relationship between Supervisor Support and Turnover Intention of the employees working in LSTAs under study. Results of Mediation analysis through SEM showed that organizational commitment has no mediating effect in the relationship between training design and turnover intention.

The next null hypothesis states that Organizational Commitment of employees does not mediate in the relationship between Supervisor Support and Turnover Intention of the employees working in large-sized travel agencies under study. Results of Mediation analysis accepted the null hypothesis which showed that organizational commitment has no mediating effect in the relationship between supervisor support and turnover intention of employees working in large-sized travel agencies.

The next hypothesis states that Organizational Commitment of employees does not mediate in the relationship between Trainee Characteristics and Turnover Intention of the employees working in large-sized travel agencies under study. Results of Mediation analysis showed that organizational commitment has no mediating effect in the relationship between trainee characteristics and turnover intention of employees working in large-sized travel agencies. Finding of this section are in congruence with the findings of Verhees (2012), and Gardner, Moynihan and Wright (2007) who has reported no mediating influence of organizational commitment in the relationship between training and turnover intention. Moreover, these findings are in contrast with the findings of - Anvari & Amin (2011), and Juhdi, Pa’wan, Milah and Hansaram (2013) - who found organizational commitment as a partial mediator in the relationship between training and turnover intentions.

Subsequently, models developed in this study bring forth some interesting findings. The relationship between training culture and job performance, training culture and organizational commitment, training culture and turnover intention has been actively demonstrated. However, from the findings of the current study it is proved that training culture influenced both Job Performance and Organizational
Commitment although mediation effect of both of them in the relationship between training culture and turnover intention was found to be insignificant. It is very unique finding of this study that training culture was proved to be an important component to understand the turnover phenomenon in the travel agencies’ workplace.

6.2.3 Finding Based on Demographic Variables

To find out the variation in the mean value of Training Culture (training design, supervisor support and trainee characteristics) across demographic characteristics like gender, age, academic qualification and work experience, Independent Sample t-test and One Way Analysis of Variance (ANOVA) was used accordingly.

6.2.3.1 Finding Based on Gender

There are mainly two groups of gender i.e. male and female for the purpose of analysis. Independent sample t-test has been used to examine the significant difference among employees working in LSTAs under study based on their gender. By analyzing the mean values of training culture through descriptive statistics, it was found that male group experienced slightly more level of perception about Training Design and Supervisor Support than female group. Whereas male and female both the groups shared virtually same level of perception about Trainee Characteristics. The result of Independent sample t-test reported no significant difference with respect to Supervisor Support and Trainee Characteristics between both the groups of age of employees working in large-sized travel agencies under study. While in case of Training Design, significant difference was observed across two groups of gender i.e. male and female.

6.2.3.2 Finding Based on Age

For the purpose of analysis based on age, respondents of the present study were divided into four groups viz. Below 25, 25-35, 35-45 and Above 45. Analysis with the help of ANOVA showed that respondents of different age groups have reported different mean values still no significant difference was found among the four groups of different age groups with respect to all three variables viz Training
Design, Supervisor Support and Trainee Characteristics of employees working in large-sized travel agencies at Delhi.

6.2.3.3 Finding Based on Academic Qualification

Four groups were formed on the basis of academic qualification of the employees working in LSTAs under study viz. Post Graduate, professional qualification, Graduate and Any Other. Any other group includes high school pass, diploma holders etc. For the purpose of analysis, ANOVA was run for the two variables viz. Training Design and Trainee Characteristics. Since there was violation of one of the assumptions of ANOVA i.e. Levene’s Test was found to be significant in case of Supervisor Support, therefore, non-parametric Kruskal Wallis H Test tantamount to parametric test ANOVA was applied for the variable Supervisor Support. Analysis indicated that there is no significance difference with respect to all three variables viz. Training Design, Supervisor Support and Trainee Characteristics across four groups of academic qualification of employees working in large-sized travel agencies at Delhi.

6.2.3.4 Finding Based on Work Experience

In the present study, respondents of LSTAs under study were divided into four groups on the basis of their work experiences viz. Below 2 years; 2-5 years; 5-8 years; and Above 8 years. Results of the ANOVA connotes different mean values for all groups of work experience still no significant difference was found among all four groups of the respondents based on work experience with respect to Training Design, Supervisor Support and Trainee Characteristics of employees working in large-sized travel agencies at Delhi.

6.3 Contribution of the Study

While exploring the related literature on training practices, it emerged that evidence exists of the connections between training, and job performance; organizational commitment; and turnover intention, but that a combined study of all three of these variables has been lacking. Therefore, in view of researches (Egan, Yang & Bartlett, 2004; Mohamad & Aizzat, 2006; Connie & David, 2009; Mahmood,
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2012; Mapelu & Jumah, 2013) which recommend that training and turnover intention are connected, it was suggested that job performance and organizational commitment mediate in the relationship between training culture and turnover intention. In an effort to redress this literature imbalance, a conceptual model was proposed, the results of a survey were analyzed, and adequate empirical evidences were found to bolster this case. The findings of this present study make several contributions and implications to HRD, job behaviours, and especially training culture in both theory and practice.

6.3.1 Contributions to Existing Body of Knowledge

This research has propounded understanding into the effectiveness of different constructs of training culture, and the influence of training culture on job behaviour of employees working in LSTAs. The findings contained in this study also have potential to act as a catalyst to direct further research in these areas in various ways.

From a theoretical view point, the present study indicates, supports and extends the previous work on training. As it examines and highlights the significant relationship between training culture and job behavioural variables (job performance, organizational commitment, and turnover intention), it proves that these all studied aspects complement and harmonize each other. It advocates a theoretical model which incorporates and integrates the above mentioned aspects in the study. So the research could be beneficial to the management of human resource in instillation of training culture, and in augmenting job performance and organizational commitment of employees working in large-sized travel agencies at Delhi. It has added value and can help to broaden the body of knowledge and literature human resource management and research practices. From a practical view point, the present study intends that human resource managers and supervisors may become aware and pay focal attention to these three aspects of training culture viz. training design, supervisor support and trainee characteristics because of their significance to affect employees’ behaviour in the work environment. The knowledge gained at the training is very significant and its impact at work may be beneficial to, raise commitment and performance and reduce turnover intention of the employees.

While there has been underlying assumption about the role of training in successful job performance (Jagero, Komba & Mlingi, 2012; Mahmood, 2012; Singh
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& Mohanta, 2012; Sultana, Irum, Ahmed, & Mehmood, 2012; Amin, Saeed, Lodhi, Mizna., Simra, Iqbal, & Tehreem, 2013; Ameeq & Hanif, 2013; Renganayaki, 2013; Iqbal, Ahmad & Javaid, 2014; Sabir, Akhtar, Bukhari, Nasir, & Ahmed, 2014), but researchers have not delineated the specific training culture through which managers do influence performance and commitment of employees towards organization. The present study provides empirical evidence and offers bits of knowledge into how training culture can facilitate or impede good performance and organizational commitment among employees and how trainees characteristics leads to increase turnover intention of employees. Training culture was proved to have synergetic effect on the organization in the long-run in increasing the performance and feeling of commitment of employees towards their organizations.

6.4 Implications of the Study

The findings of the present study have vital implications for HRD theory and practices. The theoretical implications emphasize the subjects of training culture and job behavioural variables. Further, implications for practices highlight the need to ingrain training culture for travel agencies and the factors that could affect training culture and job behaviors of employees.

6.4.1 Implications for HRD Theory

Despite the volume of practical literature on the effects of training, very little academic research has tried to unravel the relationship mechanism explaining how training culture predicts job behavioural variables. By filling this gap, this study provides a valuable contribution to the literature by assessing training culture through crystallizing a model containing constructs, mediators and outcome in the travel agencies workplace. Five fundamental theoretical implications can be derived from the conceptual framework defined by this study discussed as under.

First, the present study provides a new theme for research using training culture as a predictor of job behaviors of employees in LSTAs. The quality of the study includes formation of a new scale for assessing TC of travel agencies in Indian context, which will surely provide a starting point for training culture to emerge. Along these lines, this empirical study will broaden the research field in HRD by the
inclusion of TC, especially for the employees working in LSTAs across different organizational settings in Delhi and provide further insights about the influence of training culture on the job performance, organizational commitment and turnover intentions of employees of LSTAs.

Second, the present study examined the effects of training culture on several key job-behaviour variables. Thus, the results of this study provide evidence that training culture is both a practically and theoretically meaningful construct worthy of further research. While literature flourishes with theoretical claims about the importance of training, research on this issue has yet to gain impetus. Given that only a few determinants have been revealed by extant research but other predictors might also be important for training culture, one avenue to consider further would be a broader range of potential determinants linked to work culture. For example, training transfer (refers to the effective and continuing application, by trainees to their jobs, of the knowledge and skills gained in training) might be important in accounting for training culture in travel agencies which is a labour-intensive business.

Third, the study has considered two possible mediators (i.e., job performance and organizational commitment) in the relationship between training culture and turnover intention and integrated them into the training culture–turnover intention relationship model to more comprehensively and theoretically evaluate the impact of training culture on job-behaviour variable. This empowered researcher to empirically examine the mediating effects of job performance and organizational commitment on the outcome of training culture in travel agencies’ setting. Thus, the present study builds an extensive and integrative path model, clarifying the process of how training culture leads to increased job performance and organizational commitment of employees working in LSTAs. Along these lines, the present study suggests a need for additional empirical research on potential key mediating mechanisms best account for job behavioural variables.

Fourth, examining the mediating effects of job performance on the training culture-turnover intention relationship produced unexpected results, which has further theoretical implications. According to previous research people tend to stay in the organization if the given training leads to good performance of employees. This indicates that job performance as a result of training culture can be a good predictor of
turnover intention (i.e., training culture – job performance – turnover intention). However, the results of this study suggested that training culture was not a significant predictor of turnover intention when job performance was included in the model; this implies that what accounts for turnover intention may not be job performance, but training culture of the travel agencies itself. Thus, researcher could infer that job performance might (1) be inherent to training culture (i.e., job performance/training culture → turnover intention) and/or (2) serve more as a motivator of training culture than as a byproduct of training culture (i.e., job performance → training culture → turnover intention). This evidence establishes meaningful links for future research on the relationship between training culture and turnover intentions.

Finally, the results of this study revealed no mediating effect of organizational commitment on training culture-turnover intention relationship. The findings are consistent with prior studies framework (Verhees, 2012; Gardner, Moynihan & Wright, 2007) and therefore, clearly confirmed the generalizability of mediating effect of organizational commitment to the travel agencies setting.

6.4.2 Implications for HRD Practices

Although this study was primarily intended to explore the influence of training culture (TC) on the employees working in large-sized travel agencies, but the results of this study have general practical implications. The present study revealed that among all the tested job-behaviour variables, two are predicted by training culture. Because all the outcome variables in this study are associated with further important job-related attitudinal/behavioral variables like job satisfaction, organizational citizenship behavior, workplace deviant behavior, and employee engagement (Mount, Ilies & Johnson, 2006; Allen & Meyer, 1990; Netemeyer, Boles, McKee, & McMurrian, 1997; Shapiro, Jacqueline, Kessler, & Purcell, 2004; Williams & Hazer, 1986; Saks, 2006; Rashid, Asad & Ashraf, 2011), training culture can be considered to be one of the organizational strategic priorities for organizational success. Thus, the results of this study support the need among travel agencies operators to develop and implement new human resources strategies to deal with ongoing training programs and training policies, the results of this study suggest that there should be at least one strategy cultivating and supporting training culture.
Numerous studies have demonstrated that employees’ performance is derived from organizational processes and managed by the supervisor support in training (Van Der Klink, Gielen & Nauta, 2001; Ismail, Sieng, Ajis, Dollah & Boerhannoeddin, 2009; Ismail, Sieng, Abdullah & Francis, 2010). These ideas were also upheld by this study in light of the fact that training culture highly influences job performance, and supervisor support in training was found as one of the significant factors among the three dimensions of training culture. In this way, supervisors can play a critical role by helping managers in building of an effective training culture. Subsequently, several strategies can be implemented to instill a favourable training culture, and these strategies engage a variety of organization variables, including climate, leadership, management, human resource practices, organization mission, job attitudes, organizational culture, and organizational structure.

As indicated by Percival, Cozzarin and Formaneck (2013) the travel agencies are also scared of high turnover. Because of the unique characteristics of employees, HRD specialists need to look into the matter and try to plan strategies to combat it. Moreover, organizations can fortify training culture in numerous ways; involvement from top, aligning training culture to business needs, well defined set of objective, encouraging experimental mindset, proper environment for learning, making training fun and keep it relevant, pondering to the feedback (Hayes, 2009; Karsh, 2011) etc.

Although training has been broadly examined, including definition, description, and measurement in a variety of academic research studies, but the accessible literature on training culture is scare on definitions and descriptions. Moreover, the concept of a training culture originated from combining the two important terms i.e. training and organizational culture, it is still under development and lacks empirical study, both in global and Indian environments. Nevertheless, this study has displayed experimental and legitimate confirmation which HRD practitioners can adopt and apply their tasks in India. The TC Scale is exceptionally useful for assessing the dimensions of training culture, and it can assist HRD practitioners to distinguish their organizational strengths and weaknesses by evaluating their implementation of their organizational training culture.

In addition, the finding proposes that for organization with favourable TC, job performance and feeling of commitment of employees is significantly influenced by
the supervisor support in training, training design and the characteristics of trainees. That is, in the context of this study, organizations wanting to improve employees’ job performance and staunch to the organization may focus on encouraging managers and leaders of the organizations to establish and maintain an encouraging culture by helping employees to develop their skills to the fullest. Providing employees with more support, caring for their training needs, removing barriers that could prevent their learning would ultimately cause employees to reciprocate by committing to the organization.

6.5 Suggestions

The literature is rife with the ample writings about the qualities of effective training program, methods of training programs, but little has been asserted about interactions and discussions that authorize managers to instill training culture inside the organization and get the best out of these training programs. A culture is established on trust, faith and confidence. And if management does not live the worth that it requires of the organization that is the immediate way to subvert the culture. No culture can be established if it does not exist at the top levels of the organization. It takes a remarkable lengthy time to establish a culture, so do training culture. This suggests that establishing and cultivating a supportive training culture requires steps beyond simply installing formal training processes.

6.5.1 General Suggestions

General suggestions from this study are as follows;

Remove hierarchies

The open door policy should be adopted by the managers which encourages no hierarchy. This type of environment creates an atmosphere of encouragement and encourages the free flow of ideas.

Support employees in their growth

Employee growth should be supported by providing education and continuous learning opportunities, cross training, coaching, and any other interactions that support their personal development. Employees’ loyalty and productivity can be significantly increased if they are supported through small talks, advices and sharing
experiences. Managers should also get to know employees and encourage them in accomplishment of their dreams.

**Listen**

The most important thing that one can do for training culture is to listen to those who are a part of it, whether that be listening an advice from employees or just asking someone how their job is going. Foster the type of culture where employees feel comfortable enough to reach out to the administration irrespective of their status within the company.

**Communicate clearly and openly**

Communication about company’s ambition, performance, and new strategies enables the workforce to perform at a higher level. When employees perceive what is expected of them and are given ample information to fulfill those expectations, they feel they’re part of the organization’s bigger picture. This gives a sense of possession in the process, which helps to develop more of a loyalty and enthusiasm among employees. Helping employees feel this way can be done through regular meetings and/or question-and-answer sessions, where employees have the freedom to ask potentially difficult questions without fearing negative consequences. Regular meetings and/or question-and-answer sessions should be regularly organized where employees have the freedom to ask potentially difficult questions without fearing negative consequences, this would help in creating a sense of belongingness among employees.

**Create a strong team environment**

HR development is dependent on how well workers coexist; interact with each other and their participation in a team environment. This environment can be made by giving individuals a voice. At the point when new corporate office spaces are built, it turns out to be critical to request opinions and ideas from employees. At last, when a decision based on democratic feedback is needed, straightforwardness becomes incumbent. People will be invested in the outcome as long as they feel like the process is fair.
Gather Feedback

Showing the workers that you esteem their opinions is one of the most ideal approaches to enhance morale, and by urging them to submit thoughts and criticism to the organization, it will make them feel more like they are a part of something.

Here are few instruments that can be used to gather feedback from your representatives:

- SurveyMonkey
- IdeaScale
- Kindling

Procure the right people.

Having the right individuals in the organization will create an energetic, productive culture which would help in instillation of training culture. Selection process should be modified by focusing on candidates who best reflect the values and beliefs of the organization, in addition to having the relevant skills and experience. Hiring process is also to be improved to evaluate a potential candidate’s passion and compatibility with the company.

Invite new ideas and accept mistakes.

Open communication is a give-and-take process. All the best ideas do not essentially emerge at the top. Employees should be welcomed to contribute new ideas and perspectives, they interact with clients on a daily basis and are particularly situated to see what's working and so forth. In the same respect, encourage staff to attempt new things, regardless of the fact that these endeavors are unsuccessful. In a dysfunctional culture, employees fear taking initiative in light of the fact that errors are rebuffed. When you establish a training culture, you encourage out-of-the-case considering, with the understanding that every mistake opens a learning opportunity.

6.5.2 Specific Suggestions

Below are some specific suggestions given by researcher in the light of findings of the study which will help in successful instillation of supportive training culture inside the large-sized travel agencies.
Customize Training Design

Firstly, modify training contents and methods according to the needs and wants of travel agencies. For example, the content of training programs for management employees should impart advanced human skills that may help them to understand individuals’ cognitive, emotion and psychomotor. In order to increase the capability of management employees, professional trainers should be hired to teach them properly implementing interpersonal skills, managing change, conflict and problem solving techniques in the workplace.

Involvement of Supervisors

Secondly, proper involvement of supervisors should be in higher level training committees so that they may clarify the needs and expectations of employees at the grass root level. Thus, it may help to establish appropriate training modules that can support travel agencies and human resource management’s strategies and goals.

Recast HR Policies

Thirdly, change in the human resource policies from hiring employees based on conforming to organization policies and procedures to hiring employees based on creativity and innovations. This new hiring perspective will help management to hire employees who possess higher levels of knowledge, experience and competencies. Their capabilities may be used to train operational employees in terms of attitude and working styles, as well as to handle employees’ demands with better treatment like showing more respect, be honest and accountable.

Review Compensation and Benefits System

Finally, review compensation and benefits system for supervisors based on current organizational strategy and goals. For example, internal organizational changes will increase duties and responsibilities of supervisors, this may affect health, safety and stress at the workplace. These problems may be decreased if the type, level and/or amount of rewards (e.g., pay rate and pay rise) are increased according to supervisors’ workloads and performance. If organizations heavily consider these suggestions, this may result in an increase in supervisors’ motivation to support training culture.
6.6 Limitations of the Study

Although every effort was made to conduct this study as rigorously as possible but every study has its share of limitations. The limitations associated with the present study need to be acknowledged.

Lack of response is a major limitation of this study. It was difficult to get respondent’s full cooperation because of their lack of interest. They were of the view that such studies hardly result in their betterment. Moreover, the sample size of 386 respondents may be deemed less, given the total size of employees in travel agencies. The size of sample was restricted to large-sized travel agencies as other agencies did not report to focus on training much as needed for the purpose of this study. As there is no databank of large-sized travel agencies which is maintained by the Government monitoring agencies, there is no independent source of data of LSTAs as well.

Second, the findings of the present study do not imply causality; the data were collected at one point in time. Although structural equation modeling analysis used in this study provides information about the possible direction of the relationships among the variables, the cross-sectional design of the study does not allow one to draw firm conclusions about causal relationships among studied variables.

Third, the findings of this research were based exclusively on the survey using self-report questionnaires, which may be inaccurate or manipulated by participants and/ or environmental factors (Leedy & Ormrod, 2005). So another concern with the findings is the possibility that responses might have been affected by the social desirability response bias, a response bias due to individuals’ tendency to answer questions so that they may be viewed favorably by others (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003) for example saying that training design is good and they are committed to travel agency. Although some researchers (Howard, 1994; Schmitt, 1994; Spector, 1994) argue that the best way to measure perceptual variables of how people view, feel about, and respond to their jobs is through self-report. Still the influence of same-source variance on these results cannot be completely ruled out.

Another limitation in this study concerns the generalizability of the findings. The data for this study were collected from the employees working in large-sized travel agencies at Delhi. Thus, the findings of this study may not generalize to other
travel agencies or other cultures; research in other settings or geographical areas might yield different results.

Fifth, the measurement scales of the construct *Trainee Characteristics* were reduced to three items to increase the level of model fit and this may have limited the accuracy of the measures of the construct. Although having three indicators per construct is acceptable (Tabachnick & Fidell, 2007), particularly when other constructs have more than three, and it is suggested that statistics under re-specification of the CFA model on a shortened scale require cross-validation studies to re-evaluate the measurement model and examine its generalisability. However, due to the complexity of the model and limitations of the study’s resources, only a single sample was obtained and so model re-estimation was not attempted. Further research could address this problem.

Another limitation of the study is the empirical evidence accepted the hypothesis that TD and SS have no significant influence on TI in LSTAs at Delhi. Although justification for this result has been provided, the theoretical relationship should be retested in future research in various contexts where cultural properties and other conditions of structure and human resource may be different. In addition, it should be acknowledged that there are other elements of TC that were not investigated in this study.

In spite of the fact that the outcomes are fairly consistent with the hypotheses, yet researcher cannot preclude the fact and possibility of biasness because of differences in employees’ attitudes, knowledge and comprehension. The variation in the responses may be because of variation in the level of elucidation of questions and inspiration. Additionally, the non-random selection of the subjects may influence the generalisability of the findings of the present study.

### 6.7 Direction for Future Research

At the end researcher tries to convey the message that this thesis is not an end, but a starting point for a notional expedition. The present study has elaborately dwelt at training culture assessment in Large-sized Travel Agencies at Delhi. The above mentioned limitations of the study offer a number of opportunities for future research to extend the current body of knowledge in the literature. It is challenging to unfold
and list all the possibilities for a future research agenda since so many research opportunities have arisen from this study. Few of these research opportunities are discussed as under;

The outcomes demonstrate the presence of relationship between the three dimensions of training culture, and job performance, organizational commitment and turnover intention. However the relationship can also be found between the other dimensions of training culture, for example, perceived benefits of training, training climate, training contents and so forth.

Second, the impact of training culture was seen on only one form of commitment, i.e., affective commitment. Future studies can delve deeper and study how different aspects of training culture are linked to different types of commitment and can also explore the impact on other two forms of commitment, i.e., continuance and normative.

Furthermore, this study has simply performed on the employees of travel agencies. Further study on training culture could be redesigned to include a control group and an experimental group.

As the employees are exposed to and participate in training over time. The longitudinal research design would have captured more exact picture than the cross sectional design. This would have enabled more precisions in the estimation of impact of training culture on job behavioural variable. Thus, for future research, longitudinal designs or cross-lagged model testing could validate the findings of this study over time and provide insights on causal relationships.

Moreover, as mentioned earlier, hypotheses related to mediation analysis were accepted in the current theoretical model. This finding needs more testing in similar or different contexts to reconfirm the empirical result and the theory of this approach, especially in emerging, less developed countries. Other factors constituting TC can also be included in the model, such as training transfer and training climate to provide a more comprehensive picture of the interrelationships among these factors, their relative importance on TC and their contribution to organization.

This research is empirically centered on the employees of travel agencies. However; such studies may be carried out in other service sectors as well as in
manufacturing and trading companies to ascertain if the trend found in this study continues in other work environment and to establish the validity and generalizability of the present findings across different contexts.

6.8 Concluding Remarks

Moreover, in today’s chaotic environment, it has become incumbent for travel agencies to change with the dynamic environment else they will be destructed to failure and their survival will be questionable. Furthermore, in order to keep pace with the turbulent and changing environment, there is a need to instill a kind of culture inside the travel agencies that may facilitate continuous learning in these agencies. Indeed it can be possible with the establishment of favourable training culture, where learning is a lifelong process with need-based and relevant training program. Training results in increases in the individual productivity of each travel agent. The training of employees working in travel agencies is an investment in individuals and is an essential issue for successful agency functioning. It was long ago when work itself taught and edified the employee how to work and comport in the ‘production’ of tourist enterprises. Today the organizations itself have to ponder on the issue of training employees. The development of the travel agencies under the current conditions of market globalization and vigorous competition imposes the need for a continuous process of training in these travel agencies. Training takes on the role of improving work capabilities, as employees are required to achieve perfection in carrying out their jobs.

In today’s dynamic global business environment, training culture plays a critical role in building competitive advantage in the organization. The available literature on training has generally accorded more attention to exploring performance, innovation, and work attitudes. They are considered to be important factors for business survival in this global competitive market environment. Research related to these topics can be found in many profound professional journals. Yet, no research has examined the relationship of training culture to these job behavioural variables i.e. turnover intention, job performance and organizational commitment in one study. This study is, therefore, useful in helping to fill this gap. More specifically, this study aimed at assessing training culture. To achieve this aim, two research models comprising three constructs of training culture (training design, supervisor support,
and trainee characteristics) were developed. One was intended to explore direct impact of training culture on all three job-behavioural variables (turnover intention, job performance and organizational commitment) and another model was intended to examine the sub-hypotheses of training culture and job behavioural variables viz. job performance, organizational commitment, and turnover intention. The research models and hypotheses were assessed using a series of quantitative techniques, specially, Exploratory Factor Analysis (EFA), Confirmatory Factor Analysis (CFA), and Structural Equation Modelling (SEM). These techniques were conducted based on the data obtained from a questionnaire survey of employees working in LSTAs at Delhi. Apart from this significant differences among different demographic characteristics of the respondents were also appraised with the help of Independent t-test and ANOVA. The major findings of the present study are: (a) all the three constructs of training culture viz. training design, supervisor support and trainee characteristics significantly influence job performance and organizational commitment of employees working in LSTAs at Delhi; (b) Only one construct of TC significantly influence turnover intention of employees working in LSTAs at Delhi; (c) job performance and organizational commitment do not mediate in the relationship between training culture (training design, supervisor support and trainee characteristics) and turnover intention of employees working in LSTAs at Delhi.

The present study also provides significant contribution to support the argument that there is no indirect impact of training culture on turnover intention when job performance and organizational commitment are considered as a mediator. Moreover, it can be concluded that organizations with favourable training culture leads to increased job performance and organizational commitment of employees working in LSTAs at Delhi. Therefore, this study represents a guide to help managers and HRD practitioners understand the influences of instilling a favourable training culture by identifying its influence on job behavioural variable which eulogized training culture as an acme of progress and coherence. Finally, the findings of this study may well have implications for other sector and generate important themes in HRD.

Underpinned by the research findings mentioned herein, this study sheds additional light on the training culture and provides TC self-assessment model. These findings, hence, provided practical implications to mangers by offering a preliminary
map that explain the constructs of training culture for enhancing performance and commitment among employees. Finally, this thesis closes with recommended future research directions which hopefully would pave the way for researchers willing to enhance and extend the findings of this research study.

Clearly, the culture of some organizations is more hospitable to learning than are others. A favourable culture to training promotes and encourages continuous training and development of the employees inside the organization. An organization can establish an excellent training program, but if it is not taken seriously, all of that careful planning is for naught.