Abstract

Introduction

In the present day competitive and turbulent environment, human resources (HR) constitute the radical element for the emulation, both on domestic and global level. As for as the globalization and swiftness of innovation and change is bothered; the calibred, impulsive and incentive human resources would be the cardinal determinant that make difference between organization to organization. HRs of the organizations have procured more relevant and calculated sense. An organization can acquire aggressive profit and sustained success by recruiting the qualified and calibred human resources, and by retaining them in the organization. Selection of human resources and their retention through training and other human resource development (HRD) measures both are vital for the growth and extension of an organization.

With today’s volatile economic conditions, no organization can afford to overlook the value of skilled, impulsive and groomed employees. In today’s global scenario, when there are currency crises, only those organizations are going to survive that train the most crucial assets i.e. human resource. To survive and flourish in present day corporate world, companies should invest time and money in upgrading the knowledge and skill of their employees constantly. For any company that stop itself from changes, and do not give due weightage to training definitely is going to shatter. Training has increased in importance in today’s environment where jobs are complex and specifications of jobs change rapidly. Organizations that do not pay proper heed towards imparting new skills to employees, may find themselves on the back foot in rapidly changing competitive environment when talented employees leave in frustration and other employees would find it difficult to beat rivals with new products, sophisticated designs and improved way of selling.

In recent years, the concept of training culture (TC) has undergone attention from HRD researchers. Aside from being a relatively new topic that provides numerous research opportunities to the researcher, TC literature can also be attributed to its importance in terms of a HRD practice. As has been widely reported in the literature, training investments often fail to deliver the desired and expected outcome
because of unfavourable training culture of the concerned organization. Hence, through different approaches, researcher strenuous attempts to offer better exegesis of the training culture phenomenon and thus provide answers with regard to what factors can facilitate or impede expected outcomes from training investments.

In spite of huge expenditures on training, there is little evidence whether a satisfactory level of training culture does inhere inside the organization or not. For training culture to take place, trainees must apply, generalize, and maintain new knowledge and skills across different situations that could result in better performance of employees in the organization. The emerging viewpoint acknowledges that training is a multifaceted, complex process influenced by both environmental and individual factors (Bhati, 2007); therefore, a more in-depth understating of the factors that influence training culture is required. The present literature evidences certain training culture related variables; training design, training methods, supervisor role, trainees’ characteristics, training transfer, training evaluation, environmental factors (Subedi, 2006; Ismail, Sieng, Abdullah, Francis, 2010; Abdullah & Suring, 2011; Amidi & Jusoh, 2013; Wen & Lin, 2014), which will be rigorously discussed in the coming chapters.

As far as the tourism sector is concern, an affair for training culture has been developed over the year recognizing that human capital in the tourism industry cannot be viewed any longer as simply a cost element and its development has become an essential pre-requisite for success. New and mounting challenges and competitions in the global marketplace require adoption of appropriate strategies, it is the human element which sets one company apart from others; that good sale of organization’s products and services is only possible when the employees are properly trained for the task; hence all companies in this sector need to be sensitive to the needs of their customers. Thus, tourism organizations should train personnel by implementing various competencies based training programs with care and the training needs of the employees should receive special attention.

In general, training culture is considered to have a positive effect on productivity by enhancing the skills and competencies of employees. In the present scenario of globalization and liberalization, the intensity of competition increases day by day in all spheres of business, and Tourism Industry is no exception to it. While all
the resources at the command of an organization can be imitated by the competitor to have an edge over the rivals, it is the HR which eludes the duplication due to its uniqueness. HR is not just a number game, it is the sum total of the inherited intelligence, acquired knowledge, learned skills and accumulated experiences over the years (Manisha, 2011). Denton (2001) elucidates, “almost all scholars would agree with the assertion that organizations must be able to learn.” Thus, organizations have to have imperative competence in its employees by instilling the seeds of favourable training culture.

Although there has been a dramatic resurgence in research on training, but researcher has not found studies investigating training culture in any organization empirically. As a result, there is a lack in constructs anchored in the assessment of training culture and are able to develop only limited theory about training culture. This study took the perspective that a training culture is all about developing and applying human capital in ways that make organizations more productive, and that learning and its transfer (application) are main processes in organizational development. Eventually Researcher speculated that training and the factors that support the transfer of training are part of a training culture that values the creation, sharing, and application of knowledge at the workplace.

In this study, researcher describes the results of efforts to develop grounded constructs of training culture based on existing literature, to develop a model of training culture in travel agencies, and to test the influence of training culture on job behavioural variables. Before analysis, researcher briefly reviews the status of training culture related research, emphasizing the need for the development of employees need based constructs and measures grounded in the employees’ job behaviour. Then researcher describes research methods and procedures, presents the results of the study, and discusses the significance of these results for understanding of training culture in travel agencies.

**Objectives of the Study**

The aim of the study is;

- To assess the concept of training culture (TC) in large-sized travel agencies by crystallizing a model containing constructs, mediators and outcome of TC.
Drawing on this, following specific objectives are formulated:

1. To study Training Culture (TC) and related constructs.
2. To evolve a measure of Training Culture (TC) for travel agencies in India.
3. To assess the influence of training culture on job performance, organizational commitment and turnover intention of employees of travel agencies under study.
4. To explore the mediating role of job performance and organizational commitment in the relationship between training culture and turnover intention.
5. To analyze the perception of employees on training culture across age, gender, academic qualification and work experience.
6. To propose measures for instilling TC in travel agencies.

Hypotheses of the Study

The present study examines the relationship between training culture and job performance, organizational commitment and turnover intention. The hypotheses for the present study have been crystallized based on relationships explored among variables under considerations. This section covers the hypotheses development along with the reasoning for their formulation.

H₀1: Training Culture has no significant influence on job performance of the employees working in LSTAs under study.

Sub Hypotheses;

H₀₁.₁: Training Design has no significant influence on job performance of the employees working in LSTAs under study.

H₀₁.₂: Supervisor Support has no significant influence on job performance of the employees working in LSTAs under study.

H₀₁.₃: Trainee Characteristics have no significant influence on job performance of the employees working in LSTAs under study.

H₀₂: Training Culture has no significant influence on organizational commitment of the employees working in LSTAs under study.

Sub Hypotheses;
H₀2.1: Training Design has no significant influence on organizational commitment of the employees working in LSTAs under study.

H₀2.2: Supervisor Support has no significant influence on organizational commitment of the employees working in LSTAs under study.

H₀2.3: Trainee Characteristics have no significant influence on organizational commitment of the employees working in LSTAs under study.

H₀3: Training Culture has significant influence on Turnover Intention of the employees working in LSTAs under study.

Sub Hypotheses;

H₀3.1: Training Design has no significant influence on Turnover Intention of the employees working in LSTAs under study.

H₀3.2: Supervisor Support has no significant influence on Turnover Intention of the employees working in LSTAs under study.

H₀3.3: Trainee Characteristics have no significant influence on Turnover Intention of the employees working in LSTAs under study.

H₀4: Job Performance of employees does not mediate the relationship between Training Culture and Turnover Intention of the employees working in LSTAs under study.

Sub Hypotheses;

H₀4.1: Job Performance of employees does not mediate the relationship between Training Design and Turnover Intention of the employees working in LSTAs under study.

H₀4.2: Job Performance of employees does not mediate the relationship between Supervisor Support and Turnover Intention of the employees working in LSTAs under study.

H₀4.3: Job Performance of employees does not mediate the relationship between Trainee Characteristics and Turnover Intention of the employees working in LSTAs under study.

H₀5: Organizational Commitment of employees does not mediate in the relationship between Training Culture and Turnover Intention of the employees working in LSTAs under study.
Sub Hypotheses;

**H\textsubscript{0.5.1}:** Organizational Commitment of employees does not mediate the relationship between Training Design and Turnover Intention of the employees working in LSTAs under study.

**H\textsubscript{0.5.2}:** Organizational Commitment of employees does not mediate the relationship between Supervisor Support and Turnover Intention of the employees working in LSTAs under study.

**H\textsubscript{0.5.3}:** Organizational Commitment of employees does not mediate the relationship between Trainee Characteristics and Turnover Intention of the employees working in LSTAs under study.

**H\textsubscript{0.6}:** Significant differences do not exist among employees based on gender with respect to Training Culture in LSTAs under study.

Sub Hypotheses

**H\textsubscript{0.6.1}:** Significant differences do not exist among employees based on gender with respect to Training Design in LSTAs under study.

**H\textsubscript{0.6.2}:** Significant differences do not exist among employees based on gender with respect to Supervisor Support in LSTAs under study.

**H\textsubscript{0.6.3}:** Significant differences do not exist among employees based on gender with respect to Trainee Characteristics in LSTAs under study.

**H\textsubscript{0.7}:** Significant differences do not exist among employees based on age with respect to Training Culture in LSTAs under study.

Sub Hypotheses

**H\textsubscript{0.7.1}:** Significant differences do not exist among employees based on age with respect to Training Design in LSTAs under study.

**H\textsubscript{0.7.2}:** Significant differences do not exist among employees based on age with respect to Supervisor Support in LSTAs under study.

**H\textsubscript{0.7.3}:** Significant differences do not exist among employees based on age with respect to Trainee Characteristics in LSTAs under study.

**H\textsubscript{0.8}:** Significant differences do not exist among employees based on academic qualification with respect to Training Culture in LSTAs under study.

Sub Hypotheses
H₀₈.₁: Significant differences do not exist among employees based on academic qualification with respect to Training Design in LSTAs under study.

H₀₈.₂: Significant differences do not exist among employees based on academic qualification with respect to Supervisor Support in LSTAs under study.

H₀₈.₃: Significant differences do not exist among employees based on academic qualification with respect to Trainee Characteristics in LSTAs under study.

H₀₉: Significant differences do not exist among employees based on work experience with respect to Training Culture in LSTAs under study.

Sub Hypotheses

H₀₉.₁: Significant differences do not exist among employees based on work experience with respect to Training Design in LSTAs under study.

H₀₉.₂: Significant differences do not exist among employees based on work experience with respect to Supervisor Support in LSTAs under study.

H₀₉.₃: Significant differences do not exist among employees based on work experience with respect to Trainee Characteristics in LSTAs under study.

Research Design of the Study

This study adopted a mixed method approach to build a broader picture by adding depth and insights to the study. According to Johnson, Burke, Onwuegbuzie and Turner (2007) mixed methods research is the type of research in which a researcher combines elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the purposes of breadth and depth of understanding and corroboration. The literature review in Chapter Two provides the theoretical and empirical base for this study. Being an empirical study, this research is completely based on survey method collected by the researcher through well designed, structured and comprehensive questionnaire. A survey is a data-gathering and analysis approach in which respondents answer questions or respond to the statements that are developed in advance (Scheuren, 2004; Kasunic, 2005). Information is collected by means of standardized procedures so that every individual is asked the same questions in more or less the same way.
Details of Study

There are many frameworks of research designs and they can be classified into three traditional categories: exploratory, descriptive and causal (Aaker, Kumar & George 2000; Burns & Bush 2002; Hair, Bush, & Ortinau, 2003; Churchill & Iacobucci 2004). This research is exploratory-cum-causal in design. In this study instead of examining the substantive content of words and categories, researcher gears towards holding interpretative model of Training Culture and thus avoid the pitfalls of reification that lure at almost every corner of inquiry into a meaningfully structured reality. Researcher offers new constructs, models, and theories that allowed analyzing training culture phenomenon in a new and fruitful way. This study is likewise causal in nature, as testing the hypothesized model with the objective of eliciting cause and effect relationships among variables is a declared goal of this study.

Research Setting

The study collects data from the employees about training culture, job performance, organizational commitment and turnover intention towards their organizations. The research setting for this study is LSTAs at Delhi. Although there is no official or universally accepted definition for LSTA, but as per Negi (1997) a LSTA has separate divisions for operation and marketing, each reporting to division head vice-president and there may be 50 agents in addition to four or six finance and account executives. One of the main characteristics of LSTA is that it has separate HR department with training and development experts, and there are separate departmental heads having single area of responsibility said Sharma (2006). This study is limited by cost and the accessibility of the database; therefore the size of the population used for survey is limited to LSTA operating at Delhi.

Sample and Sampling Method

For the purpose of this study sample has to be taken since it is not possible to cover all the employees working in these travel agencies. Therefore, sample of employees working in LSTAs has been chosen for the study, so that it can do the justice with the research work done. Hence a survey was employed in this study for collection of data. In the words of Scheuren (2004), “a survey is defined as a method for gathering information from a sample of individuals. Moreover, the present study attempted to measure phenomena that are not directly observable, for which a survey is considered to be an appropriate way to capture the findings from a large population
at one time (Schneider, Ashworth, Higgs, & Carr, 1996; Gall, Gall, & Borg, 2007). The next step involved determining the sample size of this study. The required sample size depends on factors such as the proposed data analysis techniques, financial and access to sampling frame (Malhotra, 2008). The proposed data analysis technique for this research is Structural Equation Modeling, which is very sensitive to sample size and less stable when estimated from small samples (Tabachnick & Fidell, 2007). As a general rule of thumb, at least 300 cases is deemed comfortable, 500 as very good and 1000 as excellent (Comrey & Lee, 1992; Tabachnick & Fidell, 2007), thus it was decided to target a total of at least 500 respondents from the 8 travel agencies mentioned above so as to make this study reliable.

Discussion of Findings

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 a model 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.

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, work experience and academic qualification 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 TC-JP relationship, but one sub- hypotheses of the direct relationships between TC-OC and two sub-
hypotheses of TC-TI relationship have been accepted. Furthermore both the hypotheses of mediation analysis were accepted, along with 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.

Findings Based on SEM Analysis

This section ascertains the influence of Training Culture on Job Performance. 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. The influence of training design on job performance is positive and significant (\(\beta = .144\), CR (t value) = 2.603 p < .05). 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. Findings from the SEM analysis rejected the hypothesis (\(\beta = .083\), CR (t value) = 2.068, p < .05). 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 results of SEM analysis (\(\beta = .767\), CR (t value) = 5.501, p < .05) rejected the hypothesis.

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 has a positively significant effect on affective commitment. The findings of this relationship is not in line with the existing studies and reported no significant relationship (\(\beta = -.062\), CR (t value) = -.672, p >.05) between training culture and organizational commitment of employees working in large-sized travel agencies at Delhi. 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 training design has no significant positive influence on organizational commitment (\(\beta = .066\), CR (t value) = 0.796, p >.05). 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. 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.

This section dictates 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. 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. 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 significant influence on organizational commitment of employees working in large-sized travel agencies at Delhi.

**Finding Based on Mediation Analysis**

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. 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. 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 (since p >.05) in the relationship between trainee characteristics and turnover intention.

This section establishes the mediating effect of organizational commitment in the relationship between training culture 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, and analysis has accepted this hypothesis. 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 showed that organizational commitment has no mediating effect. 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. Result showed that this hypothesis is accepted.

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. 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.

**Finding Based on Demographic Variables**

**Finding Based on Gender**

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.

**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.

**Finding Based on Academic Qualification**

ANOVA had been applied 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.

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.

Concluding Remarks

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; (b) two constructs of TC significantly influence organizational commitment while only one construct of TC significantly influence turnover intention of employees; (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.

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 is considered as a mediator. Hence it can be concluded that organizations with favourable training culture will lead employees working in LSTAs to a better job performance and organizational commitment. 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 countries 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 is 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.