

# **A Study of Employee Perception towards Training and Development in Travel Agencies in India**

Prof. Anu Singh Lather,  
[anusinghlather@gmail.com](mailto:anusinghlather@gmail.com)

Dr. Shalini Garg  
[shalinivineet@yahoo.com](mailto:shalinivineet@yahoo.com)

Sona Vikas  
[sonavikas9@gmail.com](mailto:sonavikas9@gmail.com)

## **Abstract**

**Background & Objectives:** Training and Development plays an important role in developing professionalism in the business of tourism and travel agency operations. However, the situation is that just like the industry itself still does not have a clear and adequate operational framework for managing human resources, the training is being largely carried out in a haphazard and uncoordinated manner. This study has been carried out to investigate the perception of employees towards training and development in different types of travel agencies across India.

**Methods:** A total of 450 employees in 50 travel agencies at different levels (junior, middle and senior level) were administered a structured questionnaire for this study. The research instrument included a two – part structured questionnaire with the demographic profile of the employee and a five-point Likert scale consisting of statements related to the Role of Training and Existing Policies.

**Results:** The results obtained through Factor Analysis and ANOVA indicate that there is a significant difference among the employees working in different types of travel agencies on factors Training Environment, Training Benefits, Role of Training and Commitment to Training. The results also indicate while the employees of the travel agencies understand the Training Benefits, there is a significant gap in the Existing Training Policies, Commitment to Training, Training Practices, Role of Training, Employee Outlook to Training and Training Environment from what it should be. It is an area of concern since quality of skilled manpower is one of the key factors affecting tourism ‘people’ industry.

**Key Words:** *Training Environment, Role of Training, Training Benefits, Commitment to Training, Training Effort*

## **Introduction**

The tourism industry has mushroomed phenomenally in the last few decades and has become an important factor in the economy of many nations. It has emerged as the world's largest export industry and has become a unique instrument for economic development as well as for promoting social integration and international understanding. Over the years, its importance as a major source of contribution to the improving of balance of payment and for creation of new business opportunities, employment generation, ecological conservation and regeneration as well as for percolation of economic benefits to the weaker sections of the society has been increasing tremendously.

In the scenario of globalization, competition among global players of tourism related service industries is unavoidable. The global village concept increased the expectation of people from all spheres. In such a situation, only organizations capable of creating a competitive edge can continue their achievement. The apt way to reach such competitive edge in field is through human resource development. HRD is fast becoming a new competitive factor for the tourism industry (Ashraf & Mathur, 2003). Human Resource role is essentially an enabling role to provide the right context in which human performance occurs and the industry reaches its stated objectives. Therefore, enhancing international tourism with a similar large rise in domestic tourism demand will place excessive pressure on countries' and operators' capabilities to provide sufficient standard – for the range of tourism, managerial and skilled occupations. Training programmes to produce the necessary skilled staff is a challenge for all, while basic education to prepare its people to be trained for tourism is a priority in developing countries (Ashraf & Mathur, 2003). In the volatile business environment, only a successful travel/tour company will change to meet competitive threats and opportunities to match the needs of a new travel market, and will bring flexibility, creativity, innovation, determination and professionalism into its operations (Chand, 2000). HRD Managers agree that service quality is the number one factor that contributes to the success or failure of a travel agency (Chand & Chauhan, 2003). In fact, quality of service is directly related to the employee's performance. Thus, a travel agency/tour operator does not have a choice for implementing HRD practices – the only

choice they have is to adopt HRD practices different from their competitors.

People are the life blood of service industries and represent a large cost for all hospitality and tour operators. This cost related not only to the direct costs of pay and benefits, but also includes the costs of personnel administration, recruitment, selection, training and development. Such costs vary with organizations, but are a major investment for these firms (Roberts, 1995). The return on this investment is the contribution employees make to the provision of profitable services and facilities and consequently employees are a resource that requires managing like any other organizational resource. Human resource in tourism is the most crucial and difficult resource to tackle. Training, education and development of HRD provide the needed stimuli to initiate an impulse of change in the organizational apparatus and lead to improve efficiency, productivity and administrative performance (Ashraf & Mathur, 2003). Tourism being a 'people industry' is a labour intensive industry. HR thus plays an important role in managing, operating, planning and promoting tourism industry. Therefore, HRD efforts in tourism industry require a major transformation in the attitudes, behaviours and values of employees and management. This can be possible if appropriate conditions are provided by the organization to make HRD successful and introduce it as a total system within the industry. HRD should be made a priority, because efficient human resources can increase customer satisfaction and create a competitive edge in this global world (Ashraf & Mathur, 2003).

Today, several human resource problems exist in tourism sector including low wages, high demand for staff flexibility, little training provision, high staff turnover, skill shortages; Qualifications from the tourism sector are much appreciated by other sectors (like customer service) and qualifications from other sectors are useful for tourism; Many qualified employees leave the sector and many trained tourism school graduates do not enter the sector, leading to a sheer waste of resources and skills; Forecasting which skills will be needed in future under conditions of sector volatility and vulnerability; Multi-skilling, newly emerging and hybrid occupations reflect the trends for new types of services and growing demand for flexibility. The situation today is that just like the industry itself still does not have a clear and adequate operational framework, the training is largely carried out in a haphazard and uncoordinated manner.

There are even concerns about the sub-optimal state of tourism education and training and the associated skills shortages. Many of the students who graduate from tourism colleges are ill-equipped to comprehend the dynamics of globalization and its subsequent effects on the industry.

This is despite the fact that improving the skills and knowledge of the workforce can assist destination competitiveness and help to establish and maintain a viable industry. Numerous institutions have sprung up purporting to offer courses at various levels in travel, tourism, catering, hotel and institutional management. However, most of them lack basic training facilities and not meet acceptable standards. They spew out graduates whose knowledge is questionable as there is no centralized examination or certification. In the face of such expansion, questions have often been raised about the level, scope and quality of tourism training and education in the country. There is therefore a need to come up with a uniform curriculum that is not only acceptable to all the industry participants, but which is also competitive both locally and internationally. Therefore, both quality and quantity tourism requires trained personnel to man the various positions in the industry. The need for skills, knowledge and vision is being felt more and more today. With new offers and services emerging in tourism, the need for adequately qualified staff becomes even more critical.

In the tourism sector there is a universal, and sometimes overlapping, demand for knowledge and competencies. So, in this volatile business environment, only that travel and tourism organization will succeed that will change to meet the competitive threats and opportunities to match the needs of a new travel market, and will bring flexibility, creativity, innovation, determination and professionalism into its operations. In order to meet this changing demand, businesses and countries competing for tourists need to make considerable efforts on training and retraining their staff for offering high quality in service. Thus, Training and Development plays an important role in developing professionalism in the business of tourism and travel agency operations. However, the situation is that just like the industry itself still does not have a clear and adequate operational framework for managing human resources, the training is being largely carried out in a haphazard and uncoordinated manner. Since lack of proper training is one of the main spheres of concern in the travel and tourism industry, it becomes

imperative to investigate the training and development initiatives for the employees. It is against this background, the present study has been taken up.

Today, the travel industry is becoming more and more competitive. The amateur stage of the travel agency business is long over. Over the last two decades, the travel companies have transformed their pattern and structure to meet tough challenges in the international tourism market. So, in this volatile business environment, only that travel agency will succeed that will change to meet the competitive threats and opportunities to match the needs of a new travel market, and will bring flexibility, creativity, innovation, determination and professionalism into its operations. Travel agencies need tourism professionals specializing in different operational and managerial functions – tour planning and itinerary designing, travel information, reservation and ticketing services, destination counseling, sales and marketing, finance and accounts, conferences and conventions, visa and travel insurance, foreign exchange services etc. Therefore, a company's recruitment policy may not be only to focus on functional expertise but on attitudes and approaches that fit their corporate goals and culture. Unfortunately, the employee turnover is very high in the tourism industry – especially in travel agencies and tour operation business. Although substantial work has been done in the general area of training and development both at the international and Indian level, as suggested by the review of literature, it is with respect to tourism that not many development studies are available. Since it is a relatively un-researched area, this study is being proposed to study the employee perception towards training initiatives taken in their organization.

### **Review of Literature**

A diverse range of studies have been conducted by various scholars, which present different perspectives with regard to the role of training function and importance given to training function in the organizations. Training programmes are an enormous business in terms of both the amount of effort expended and the money spent. However, a debate is still raging in the management circles about their efficacy, role and importance. An extensive review of literature brings out the following findings: According to Bambrough (1996), if the amount of training and development or learning increases, then we can infer that more money and time will be spent in this area.

Goldstein and Ford (2002) have pointed out that organizations are facing a very competitive environment both domestically and internationally. Technology is revolutionizing both organizations and training systems themselves. It is a time when organizations are moving from an industrial society to a knowledge society. In this environment, there is an increasing concern about how to utilize training systems to develop a continuous learning philosophy. Trainers are grappling with how to work with teams, how to develop leaders, how to respect diversity, and how to alleviate individual skill gaps. Effective training stems from a learning atmosphere systematically designed to produce changes in the working place. Buckley and Caple (1990) have emphasized the role of training in an organization's success. According to them, training should play an important part in assisting an organization to achieve its corporate objectives. Unfortunately, the status of the training department and the level of its resourcing do not always reflect this belief.

As organizations face stronger global competition, business leaders recognize that employee learning and skills development is more important than ever to grow and sustain a competitive advantage. According to its 2005 State of the Industry Report, the American Society for Training & Development (ASTD) reports that U.S. organizations are investing more in employee learning, and technology continues to play a major role in delivering learning to the workforce. The increase in expenditure is accompanied by better accounting and governance of learning investments (ASTD, 2005). Thorne and Machray (2000) found out that many companies have given training and development a higher priority in recent years as they came to realize that this is a fundamental part of managing the change to make the organization more effective...Training is regarded more as an investment that brings rewards than as an overhead that has little or no bearing on organizational performance according to them. Noe (1986) found in a survey of Fortune 500 firms that 91 per cent of the firms provided training for middle management, 75 per cent for sales training, 56 per cent for secretarial training, 51 per cent for executive development and 44 per cent for technical training. Kitching & Blackburn (2002) have surveyed 160 firms and reported that training was assigned a low priority and regarded as an expense rather than as an investment. Firms appeared to ignore / avoid opportunities for improved performance via more effective training. Learning needs to be integrated with the daily activities of the business and relevant to

the issues that confront it. The vast majority of the training was on the job and informal and often as a response to problems they face on a day to day basis. Training is the process by which people are taught skills and given necessary knowledge or attitude to enable them to carry out their responsibilities to the required standard according to Cushway (2004). According to Kumar & Sharma (2001), training plays a large part in determining the effectiveness and efficiency of the establishment and increasing the skills, aptitude and abilities of workers through training results in increased productivity. Buckley and Caple (1990) have emphasized the role of training in an organization's success. According to them, training should play an important part in assisting an organization to achieve its corporate objectives. Unfortunately, the status of the training department and the level of its resourcing does not always reflect this belief.

According to Baum & Thompson (2007), within any economy seeking to operate competitively in the international tourism marketplace, the appropriate human resources, especially the skills, to deliver products and services of appropriate quality, are essential. The tourism sector does have a reputation for under investing in training (Canadian Tourism Human Resource Council, 2011). While giving an overview about the status of training and development in Hospitality, Roberts (1995) says that the hospitality industry has not been slow to recognize the importance of effective staff training and development....with a significant increase in investment. In a research conducted in 2000 by Chand and Chauhan it was found out that there was hardly evidence to show that any kind of 'HRD' approach was being followed by the travel agencies, forget about training and development initiatives. Even the travel agency literature is silent in this context according to them. According to Batra and Chawla (1995), 'at present, there are no formal training programmes for the personnel in the field of activities of tourism...'

Travel agencies need tourism professionals specializing in different operational and managerial functions – tour planning and itinerary designing, travel information, reservation and ticketing services, destination counselling, sales and marketing, finance and accounts, conferences and conventions, visa and travel insurance, foreign exchange services etc. Therefore, a company's recruitment policy may not be only to focus on functional expertise but on attitudes and approaches that fit their corporate goals and

culture. Unfortunately, the employee turnover is very high in the tourism industry – especially in travel agencies and tour operation business. Today, the travel industry is becoming more and more competitive. The amateur stage of the travel agency business is long over. Over the last two decades, the travel companies have transformed their pattern and structure to meet tough challenges in the international tourism market. So, in this volatile business environment, only that travel agency will succeed that will change to meet the competitive threats and opportunities to match the needs of a new travel market, and will bring flexibility, creativity, innovation, determination and professionalism into its operations.

Tesone (2004) in a study on development of a sustainable tourism hospitality HRM Module points out that it is not possible to run sustainable tourism organization without a serious commitment to training programs. He also says that it is important for such organizations to provide training for careers as opposed to training just for specific jobs. Most operations managers think that training is a waste of money. It is difficult to convince them regarding the benefits to employees and the organization. Aktas et al (2001) conducted an audit of the manpower research in the hospitality sector. With the increase in competition in the hospitality sector, manpower has become an increasingly important factor. The labour-intensive aspect of the tourism sector has put pressure on all entrepreneurs to act according to the needs and expectations of internal customers (personnel) and external customers (customers, suppliers). Aktas et al studies personnel policies, recruitment methods and resources, future developments and the reasons for job changes for sample hotels in the Antalya Region in Turkey. The key findings clearly indicate that the most needed qualifications looked for in personnel are: professional training, level of education, foreign languages, desire for work, and speed of learning. Most establishments were using on-the-job training as their major tool for personnel skill improvement. Historically, management development practices in the hospitality industry have been ad hoc and piecemeal, with development being typically seen as something that only occurs early on in a manager's career (Baum, 2006; Watson, 2006). Based on the above literature a structured questionnaire was developed for the employees of the travel agencies.



## Objective of the Study

The main objective of this study is to explore the perception of employees towards the training practices in travel agencies in India across different types of agencies located in various parts of the country.

## Research Methodology

The study has been conducted across India, amongst the top 50 travel agencies which are recognized by IATA (International Air Transport Association); have an annual turnover more than Rs. 5 crores (as per MIDT data); are either Indian Private or Government Agency or Multi-national Travel Agency or Online Travel Agency (OTA) in nature; and have minimum 10 employee strength. A sample of 450 was taken wherein from each travel agency a sample of 09 employees was taken, with a ratio of 2:3:4, where 2 Senior-level (6.1 years and above work experience) employees, 3 Middle-level (2.1 – 6.0 years' work experience) employees and 4 Junior-level (upto 2 years' work experience) employees were taken. The employees belonged to Sales and Operations departments of the travel agencies. Stratified sampling technique was used. Given below (Table I) is the Sampling Distribution for the study.

Table I: Sampling Distribution

	Each Agency	Total Agencies	Total Employees
Senior Level Employees	2	50	100
Middle Level Employees	3	50	150
Junior Level Employees	4	50	200
Total Sample	09	50	450

Tool used: A questionnaire was developed and standardized titled “*Training and Development for Employees of Travel Agencies.*” Section I of the questionnaire contained the Employee Demographic Characteristics; Section II consisted of 27 Statements on Likert Scale from 1 to 5 (ranging from Strongly Disagree – Disagree – Can't Say – Agree – Strongly Disagree). The questionnaire was administered personally to the employees. All the responses were found to be complete in all respects and hence used for analysis. Data collected for the study was analysed using SPSS.

## Results and Discussion

66% of the employees were from Indian companies, 18% were from Multinational (MNC) travel agencies, 10% were from Online Travel Agencies (OTAs) and 6% are from Government Agencies (Table II). 88% of employees were from North India, 7.33% from West region and 4.67% from South. 55.33% employees were working in the Operations department and 44.67% in the Sales function. 82.44% of the employees were on permanent jobs. 59.33% of the employees were in the age group 21-30 years, forming the largest chunk of respondents. 66.67% employees were female employees. 59.78% of the employees were Graduates.

Table II: Showing Agency and Employee Demographics

		Frequency	Per cent
Agency Type	Government	27	6.00
	Indian	297	66.00
	MNC	81	18.00
	OTA	45	10.00
	Total	450	100.00
Region	North	396	88.00
	West	33	7.33
	South	21	4.67
	Total	450	100.00
Department	Operations	249	55.33
	Sales	201	44.67
	Total	450	100.00
Employment Type	Contractual	27	6.00
	Permanent	371	82.44
	Temporary	16	3.56
	Trainee	36	8.00
	Total	450	100.00
Age	20 years and less	5	1.11
	21-30 years	267	59.33
	31-40 years	141	31.33
	41 years and above	37	8.22
	Total	450	100.00
Gender	Male	150	33.33
	Female	300	66.67
	Total	450	100.00
Education	Higher Secondary and Diploma	65	14.44
	Graduates	269	59.78
	Post graduates	116	25.78
	Total	450	100.00

Experience	2.1 -6 years	200	44.44
	6.1 years and above	150	33.33
	up to 2 years	100	22.22
	Total	450	100.00

Factor analysis with principal component extraction was applied with varimax rotation to understand the factor loadings across the components. Cronbach's alpha was obtained to test the reliability of the data. Kaiser–Meyer–Olkin (KMO) was done for the sampling adequacy and Bartlett's sphericity test was conducted. Using the Rotated Matrix Component Table, the following Factor Loadings were derived (Table III).

Table III: Factor Loadings for Employee Training and Development in Different Types of Travel Agencies

	<b>Training Environment</b>	<b>F1</b>
V1	My organization has organized procedures for conducting training programmes for employees.	0.84
V2	My Organization encourages employees to identify training needs themselves.	0.84
V3	I am kept regularly informed of all changes in business practices, policies and systems that affect my role and work.	0.5
V4	Senior managers in my company are used as Resource persons for in-house training programmes.	0.39
	<b>Employee Training Outlook</b>	<b>F2</b>
V5	I should be able to apply my learning in the day to day work through training.	0.88
V6	For me, training is a break from monotony.	0.85
V7	Training is a time for relaxation for me.	0.82
V8	I would like to attend those trainings which help in adding to my knowledge and skills.	0.85
	<b>Training Benefits</b>	<b>F3</b>
V9	Training is responsible for developing technical skills of employees in my organization.	0.64
V10	Training is responsible for developing behavioural skills of employees in my organization.	0.64
V11	Training has improved my quality of work.	0.84
V12	Training has improved my work-life.	0.84
V13	Training helps in improving the organizational culture in my organization.	0.82
V14	Training helps in building positive perception about my organization.	0.82
V15	Training helps in optimum utilization of human resources in my organization.	0.44
V16	Training assists in increasing employee productivity in my organization.	0.44

	<b>Role of Training</b>	<b>F4</b>
V17	It is due to training that I have the skills I need to do my job.	0.85
V18	My management ensures that my training meets my needs for my current job.	0.81
V19	Training helps me keep myself abreast with the latest happenings in the industry.	0.79
	<b>Training Practices</b>	<b>F5</b>
V20	I am aware of available training and development activities in my Organization.	0.75
V21	There is a systematic training plan in my organization.	0.59
V22	I am frequently sent for trainings by the management of my organization.	0.64
V23	I get an opportunity to network with other colleagues during training.	0.74
V24	My Company is committed to improving the skills of current employees for improving their performance.	0.65
	<b>Commitment to Training</b>	<b>F6</b>
V25	I get the training I need to do my job well.	0.81
V26	I am given a real opportunity to improve my skills by the management of this Company.	0.53
V27	My Company invests in employees through training and development.	0.91

Total Variance Explained in the above for the 6 factors is 68.68% (Cumulative). The KMO and Bartlett's Test of sampling adequacy is .729, which is greater than 0.5 for a satisfactory factor analysis to proceed. From the 27 statements the following 6 dimensions were derived: Training Environment, Employee Training Outlook, Training Benefits, Role of Training, Training Practices and Commitment to Training. The Cronbach's  $\alpha$  value is 0.709, which exceeded the minimum standard of .7, suggesting and confirming about the reliability of the measures. The items V1, V2, V3 and V4 got clubbed on First component which can be named as 'Training Environment' comprising of statements, 'My organization has organized procedures for conducting training programmes for employees,' 'My Organization encourages employees to identify training needs themselves', 'I am kept regularly informed of all changes in business practices, policies and systems that affect my role and work,' 'Senior managers in my company are used as Resource persons for in-house training programmes.' The second component got high factor loadings of item V5, V6, V7 & V8. This can be named as 'Employee Training Outlook' defined by the statements: 'I should be able to apply my learning in the day to day work through training,' 'For me, training is a break from monotony,' 'Training is a time for relaxation for me,' 'I would like to attend those trainings which help in adding to my knowledge and skills'. The items V9, V10, V11,

V12, V13, V14, V15 & V16 got clubbed on the third component with high factor loadings. It is named as 'Training Benefits' and is characterized by: 'Training is responsible for developing technical skills of employees in my organization,' 'Training is responsible for developing behavioural skills of employees in my organization,' 'Training has improved my quality of work,' 'Training has improved my work-life,' 'Training helps in improving the organizational culture in my organization,' 'Training helps in building positive perception about my organization,' 'Training helps in optimum utilization of human resources in my organization,' 'Training assists in increasing employee productivity in my organization.' The fourth component got high factor loadings on V17, V18 & V19, and was named as 'Role of Training'. It was defined by the statements: 'It is due to training that I have the skills I need to do my job,' 'My management ensures that my training meets my needs for my current job', 'Training helps me keep myself abreast with the latest happenings in the industry.' 'Training Practices' is the name of the fifth component, consisting of five items, V20, V21, V22, V23 & V24, with the statements: 'I am aware of available training and development activities in my Organization,' 'There is a systematic training plan in my organization,' 'I am frequently sent for trainings by the management of my organization,' 'I get an opportunity to network with other colleagues during training,' 'My Company is committed to improving the skills of current employees for improving their performance.' The sixth component comprises of 3 items, V25, V26 & V27. It is named as 'Commitment to Training' and is defined by 'I get the training I need to do my job well,' 'I am given a real opportunity to improve my skills by the management of this Company,' 'My Company invests in employees through training and development'.

One way analysis of variance (ANOVA) was used to study the employee perception from various groups. Table IV shows the results of the ANOVA with Agency Type, and it indicates that out of seven factors, four are found to be statistically significant, namely: *Training Environment* ( $p=.048$ ), *Training Benefits* ( $p=.000$ ), *Role of Training* ( $p=.021$ ) and *Commitment to Training* ( $p=.015$ ). It implies that there is a significant difference in the perception of the employees working in different types of agencies (Indian, MNCs, OTAs and Government) towards the Training Environment, Training Benefits, Role of Training and Commitment to Training. The table of means (Table V) shows above average scores on Employee Training Outlook, Training Benefits, Role of

Training and Commitment to Training for employees of Government agencies. This implies that in Government agencies employees prefer to attend to those trainings which help in adding to their knowledge and skills, and those whose learning they are able to apply to their day-to-day working. Employees also understand the importance of training and how it is responsible in developing their technical and behavioural skills. They acknowledge that training helps in improving their quality of work, work-life, organizational culture, building a positive perception about their organization, in optimum utilization of human resources and in increasing their productivity. They also feel that it is due to training that they have the skills required to do their job, and they keep abreast with the latest happenings in the industry. Employees in the Government agencies feel that they get the training they require and that their organization is committed to providing training to them. The average scores on Training Environment and Training Practices indicate that in Government agencies, employees feel that their organization does not have completely defined training procedures and they are not highly encouraged to identify training needs. They also feel that they should be more regularly informed about the work-related changes happening around them.

In both Indian travel agencies and MNCs, mean scores are high for Training Benefits, indicating that the employees strongly believe that training is responsible to developing their skills, improving quality of life and organizational culture, building a positive perception about their organization and increasing their productivity. The mean scores for Training Environment, Employee Training Outlook, Role of Training and Commitment to Training indicate lack of clearly defined training procedures. Employees of both Indian travel agencies and MNCs are not able to fully apply the learning through training, and their organizations perhaps are not able to send them for trainings for skills enhancement as much as they would ideally like. In Indian travel agencies, the mean scores are low with respect to Training Practices, which implies that there is less awareness among employees for the training and development activities in their organization and training is not very systematically carried out. In MNC travel agencies, mean scores are average for Training Practices, indicating a mediocrity with respect to their awareness levels for the prevalent training and development activities in their organization. In OTAs, the mean scores are low with respect to Training Environment and Training Practices. This implies that the employees in the OTAs are not too convinced about having organized procedures in their organization. They also

feel that they are not given information about the latest happenings in the industry. They lack awareness about the training and development plan and activities of their organization, whereby they are not sure about the commitment levels of their company in improving the skills for performance enhancement. In OTAs, the mean scores are above average with respect to Employee Training Outlook, Training Benefits, Role of Training and Commitment to Training, indicating that they are able to apply the learning of the training and are keen to attend trainings for improving their knowledge and skills. They feel that training is useful for improving their work life, productivity and developing their skills, while improving organizational culture and building positive perception about the organization. They also feel that their organization is committed to improving their skills by providing training opportunities. There is no statistical difference with three factors, namely: *Employee Training Outlook* ( $p=.084$ ), *Training Practices* ( $p=.746$ ) and *Role and Existing T & D Policies* ( $p=.568$ ). This implies that these factors do not contribute significantly to the overall employee perception towards training, across all kinds of travel organizations, irrespective of the Agency Type.

Table IV: Analysis of Variance on various factors of Role and Existing Policies of Training and Development according to Agency Type

		Sum of Squares	Df	Mean Square	F	P	Sig/NS
Training Environment	Between Groups	4.471	3	1.490	2.649	.048	Sig.
	Within Groups	250.909	446	.563			
	Total	255.380	449				
Employee Training Outlook	Between Groups	3.431	3	1.144	2.229	.084	NS
	Within Groups	228.800	446	.513			
	Total	232.231	449				
Training Benefits	Between Groups	13.127	3	4.376	11.949	.000	Sig.
	Within Groups	163.318	446	.366			
	Total	176.444	449				
Role of Training	Between Groups	9.823	3	3.274	3.270	.021	Sig.
	Within Groups	446.677	446	1.002			
	Total	456.500	449				
Training Practices	Between Groups	.479	3	.160	.410	.746	NS
	Within Groups	173.379	446	.389			
	Total	173.858	449				
Commitment to Training	Between Groups	4.573	3	1.524	3.550	.015	Sig
	Within Groups	191.491	446	.429			

	Total	196.064	449				
Role and Existing T&D Policies	Between Groups	.479	3	.160	.674	.568	NS
	Within Groups	105.541	446	.237			
	Total	106.020	449				

Table V: Mean Values on Agency Type of Employees for various factors of Role and Existing Training and Development Policies

Agency Type		Government	Indian	MNC	OTA	Total
Training Environment	Mean	3.18	3.09	3.03	2.77	3.06
	N	27	297	81	45	450
Employee Training Outlook	Mean	3.81	3.49	3.46	3.64	3.52
	N	27	297	81	45	450
Training Benefits	Mean	3.62	4.18	4.04	3.77	4.08
	N	27	297	81	45	450
Role of Training	Mean	3.74	3.4	3.56	3.84	3.5
	N	27	297	81	45	450
Training Practices	Mean	3.03	2.96	3.03	2.93	2.98
	N	27	297	81	45	450
Commitment to Training	Mean	3.51	3.29	3.17	3.51	3.3
	N	27	297	81	45	450
Role and Existing T&D Policies	Mean	3.37	3.27	3.27	3.35	3.28
	N	27	297	81	45	450

One – way analysis of variance (ANOVA) results with Region indicate that none of the factors of Training and Development are found to be statistically significant (Table XVI). This implies that there is no significant difference in the opinion within the travel agency employees located in North, West or South regions. The table of means (Table VII) shows average scores of employees of North region on the Training Procedures, Employee Training Outlook, Role of Training and Commitment to Training. The scores are quite low with respect to Training Practices, indicating that employees do not feel that training is systematically planned in their organizations, nor are they aware of the available training opportunities. The mean scores are high for the Training Benefits, which implies that employees of North India are aware and agree with the advantages of training with respect to developing skills, improving quality of work and organizational culture, building a positive perception about the company and increasing employee productivity. In West, the mean scores are average on Employee Training Outlook Training Practices and Commitment to Training. The high mean scores on Training



Benefits and Role of Training indicate that employees agree with the gains through training, and how it helps them to keep abreast with the latest happenings in the industry. The mean scores for employees in South are average on the factors Training Environment, Employee Training Outlook, Role of Training and Commitment to Training. As in North, the scores are low on Training Practices for employees in South as well. The scores are high for the Training Benefits for employees of South as well, which imply that they agree and are aware of the possible gains through training with respect to developing skills and improving quality of work, organizational culture, employee productivity and building a positive perception about the organization.

Table VI: Analysis of Variance on various factors of Role and Existing Policies of Training and Development according to Region

		Sum of Squares	df	Mean Square	F	P	Sig./ NS
Training Procedures	Between Groups	1.690	2	.845	1.489	.227	NS
	Within Groups	253.690	447	.568			
	Total	255.380	449				
Employee Training Outlook	Between Groups	2.690	2	1.345	2.619	.074	NS
	Within Groups	229.541	447	.514			
	Total	232.231	449				
Training Benefits	Between Groups	.728	2	.364	.926	.397	NS
	Within Groups	175.716	447	.393			
	Total	176.444	449				
Role of Training	Between Groups	3.409	2	1.705	1.682	.187	NS
	Within Groups	453.091	447	1.014			
	Total	456.500	449				
Training Practices	Between Groups	1.967	2	.984	2.558	.079	NS
	Within Groups	171.890	447	.385			
	Total	173.858	449				
Commitment to Training	Between Groups	.833	2	.417	.954	.386	NS
	Within Groups	195.231	447	.437			
	Total	196.064	449				
Role and Existing T&D Policies	Between Groups	.643	2	.322	1.365	.257	NS
	Within Groups	105.377	447	.236			
	Total	106.020	449				

Table VII: Mean Values on Region of Employees for various factors of Role and Existing Training and Development Policies

		North	West	South	Total
Training Procedures	N	396	33	21	450
	Mean	3.073	2.848	3.143	3.060
Employee Training Outlook	N	396	33	21	450
	Mean	3.515	3.424	3.857	3.524
Training Benefits	N	396	33	21	450
	Mean	4.088	4.000	4.238	4.089
Role of Training	N	396	33	21	450
	Mean	3.485	3.788	3.333	3.500
Training Practices	N	396	33	21	450
	Mean	2.960	3.091	3.238	2.982
Commitment to Training	N	396	33	21	450
	Mean	3.301	3.455	3.238	3.309
Role and Existing T&D Policies	N	396	33	21	450
	Mean	3.273	3.394	3.381	3.287

ANOVA results with Employment Type indicate that none of the factors of Training and Development are found to be statistically significant (Table XVIII), except Role of Training. This implies that there is significant difference in the opinion within the travel agency employees whose employment is permanent, temporary or contractual in nature or they are trainees with respect to the role training plays. Due to their employment type, the trainings imparted to them vary, and their training needs perhaps are not being met by the organizations. The table of means (Table IX) shows average scores on Training Procedures, Role of Training and Commitment to Training for all categories of employees, whether they are permanent, temporary, contractual or trainees. For all the categories, the mean scores are high on Training Benefits and Employee Training Outlook. It implies that all the employees, irrespective of their status in the organization recognize the immense gains through training, and have a similar view on what training means to them. Training Practices in all the categories are low, which indicate that employees of all the categories feel that they are not aware of the available training and development activities, and they perceive that there is no systematic plan of training in their organizations.

Table VIII: Analysis of Variance on various factors of Role and Existing Policies of Training and Development according to Employment Type

		Sum of Squares	Df	Mean Square	F	P	Sig. / NS
Training Procedures	Between Groups	.258	3	.086	.150	.929	NS
	Within Groups	255.122	446	.572			
	Total	255.380	449				
Employee Training Outlook	Between Groups	3.036	3	1.012	1.969	.118	NS
	Within Groups	229.195	446	.514			
	Total	232.231	449				
Training Benefits	Between Groups	1.058	3	.353	.896	.443	NS
	Within Groups	175.387	446	.393			
	Total	176.444	449				
Role of Training	Between Groups	11.651	3	3.884	3.894	.009	Sig.
	Within Groups	444.849	446	.997			
	Total	456.500	449				
Training Practices	Between Groups	.073	3	.024	.063	.979	NS
	Within Groups	173.784	446	.390			
	Total	173.858	449				
Commitment to Training	Between Groups	1.435	3	.478	1.096	.350	NS
	Within Groups	194.629	446	.436			
	Total	196.064	449				
Role and Existing T&D Policies	Between Groups	.491	3	.164	.692	.558	NS
	Within Groups	105.529	446	.237			
	Total	106.020	449				

Table IX: Mean Values on Employment Type of Employees for various factors of Role and Existing Training and Development Policies

		Contractual	Permanent	Temporary	Trainee	Total
Training Procedures	N	27	371	16	36	450
	Mean	3.148	3.051	3.063	3.083	3.060
Employee Training Outlook	N	27	371	16	36	450
	Mean	3.667	3.588	3.625	3.750	3.524
Training Benefits	N	27	371	16	36	450
	Mean	4.074	4.073	4.125	4.250	4.089

Role of Training	N	27	371	16	36	450
	Mean	3.370	3.569	3.000	3.111	3.500
Training Practices	N	27	371	16	36	450
	Mean	2.963	2.987	2.990	2.944	2.982
Commitment to Training	N	27	371	16	36	450
	Mean	3.185	3.334	3.250	3.167	3.309
Role and Existing T&D Policies	N	27	371	16	36	450
	Mean	3.333	3.288	3.375	3.194	3.287

ANOVA results with Age indicate that none of the factors of Training and Development are found to be statistically significant (Table X). This implies that there is no significant difference in the opinion within different age groups the travel agency employees. The table of means (Table XI) indicate average scores on Employee Training Outlook, Role of Training and Commitment to Training for age group 20 years and less. The mean scores on Training Environment and Training Practices are low for age group 20 years and less, and for 31-40 years. The mean scores are high for Training Benefits across all age groups.

Table X: Analysis of Variance on various factors of Role and Existing Policies of Training and Development according to Age

		Sum of Squares	df	Mean Square	F	P	Sig. / NS
Training Environment	Between Groups	4.002	3	1.334	2.367	.070	NS
	Within Groups	251.378	446	.564			
	Total	255.380	449				
Employee Training Outlook	Between Groups	2.680	3	.893	1.736	.159	NS
	Within Groups	229.551	446	.515			
	Total	232.231	449				
Training Benefits	Between Groups	.833	3	.278	.705	.549	NS
	Within Groups	175.612	446	.394			
	Total	176.444	449				
Role of Training	Between Groups	2.057	3	.686	.673	.569	NS
	Within Groups	454.443	446	1.019			
	Total	456.500	449				
Training Practices	Between Groups	1.427	3	.476	1.230	.298	NS

	Within Groups	172.431	446	.387			
	Total	173.858	449				
Commitment to Training	Between Groups	1.742	3	.581	1.333	.263	NS
	Within Groups	194.323	446	.436			
	Total	196.064	449				
Role and Existing T&D Policies	Between Groups	.580	3	.193	.817	.485	NS
	Within Groups	105.440	446	.236			
	Total	106.020	449				

Table XI: Mean Values on Age of Employees for various factors of Role and Existing Training and Development Policies

		20 years and less	21-30 years	31-40 years	41 years and above	Total
Training Environment	N	5	267	141	37	450
	Mean	2.600	3.109	2.950	3.189	3.060
Employee Training Outlook	N	5	267	141	37	450
	Mean	3.400	3.468	3.589	3.703	3.524
Training Benefits	N	5	267	141	37	450
	Mean	4.000	4.116	4.028	4.135	4.089
Role of Training	N	5	267	141	37	450
	Mean	3.200	3.536	3.418	3.595	3.500
Training Practices	N	5	267	141	37	450
	Mean	2.600	3.015	2.929	3.000	2.982
Commitment to Training	N	5	267	141	37	450
	Mean	3.000	3.303	3.284	3.487	3.309
Role and Existing T&D Policies	N	5	267	141	37	450
	Mean	3.200	3.296	3.248	3.378	3.287

ANOVA results with Qualification indicate that none of the factors of Training and Development are found to be statistically significant (Table XII), except Training Practices. This implies that there is significant difference in the opinion within different educational qualification groups the travel agency employees for the awareness levels of available training and development activities. The table of means (Table XI) indicate average scores on Employee Training Outlook, Role of Training and Commitment to Training for age group 20 years and less. The mean scores on Training Environment

and Training Practices are low for age group 20 years and less, and for 31-40 years. The mean scores are high for Training Benefits across all age groups.

Table XII: Analysis of Variance on various factors of Role and Existing Policies of Training and Development according to Qualification

		Sum of Squares	df	Mean Square	F	P	Sig./NS
Training Environment	Between Groups	1.349	2	.674	1.187	.306	NS
	Within Groups	254.031	447	.568			
	Total	255.380	449				
Employee Training Outlook	Between Groups	.820	2	.410	.792	.453	NS
	Within Groups	231.411	447	.518			
	Total	232.231	449				
Training Benefits	Between Groups	.539	2	.270	.685	.504	NS
	Within Groups	175.905	447	.394			
	Total	176.444	449				
Role of Training	Between Groups	3.174	2	1.587	1.565	.210	NS
	Within Groups	453.326	447	1.014			
	Total	456.500	449				
Training Practices	Between Groups	2.561	2	1.281	3.342	.036	Sig.
	Within Groups	171.296	447	.383			
	Total	173.858	449				
Commitment to Training	Between Groups	1.011	2	.505	1.158	.315	NS
	Within Groups	195.054	447	.436			
	Total	196.064	449				
Role and Existing T&D Policies	Between Groups	1.205	2	.602	2.569	.078	NS
	Within Groups	104.815	447	.234			
	Total	106.020	449				

Table XIII: Mean Values on Qualification of Employees for various factors of Role and Existing Training and Development Policies

		Higher Secondary and Diploma	Graduates	Post graduates	Total
Training Environment	N	65	269	116	450
	Mean	3.077	3.019	3.147	3.060

Employee Training Outlook	N	65	269	116	450
	Mean	3.615	3.494	3.543	3.524
Training Benefits	N	65	269	116	450
	Mean	4.077	4.115	4.034	4.089
Role of Training	N	65	269	116	450
	Mean	3.538	3.435	3.629	3.500
Training Practices	N	65	269	116	450
	Mean	3.108	2.922	3.052	2.982
Commitment to Training	N	65	269	116	450
	Mean	3.338	3.271	3.379	3.309
Role and Existing T&D Policies	N	65	269	116	450
	Mean	3.323	3.245	3.362	3.287

ANOVA results with Experience indicate that none of the factors of Training and Development are found to be statistically significant (Table XIV). This implies that there is no significant difference in the opinion within different work experience groups the travel agency employees for the awareness levels of available training and development activities. The table of means (Table XV) indicate low scores on Training Practices for employees among all Experience groups. Irrespective of the seniority in their organization, they are not much aware of training and development activities being conducted. Among all experience age groups, the scores are average with respect to the Training Environment, Employee Training Outlook, Role of Training and Commitment to Training, and high on Training Benefits.

Table XIV: Analysis of Variance on various factors of Role and Existing Policies of Training and Development according to Experience

		Sum of Squares	df	Mean Square	F	P	Sig. / NS
Training Environment	Between Groups	.945	2	.473	.830	.437	NS
	Within Groups	254.435	447	.569			
	Total	255.380	449				
Employee Training Outlook	Between Groups	.096	2	.048	.093	.912	NS
	Within Groups	232.135	447	.519			
	Total	232.231	449				
Training Benefits	Between Groups	.059	2	.030	.075	.927	NS
	Within Groups	176.385	447	.395			
	Total	176.444	449				

Role of Training	Between Groups	.322	2	.161	.158	.854	NS
	Within Groups	456.178	447	1.021			
	Total	456.500	449				
Training Practices	Between Groups	.024	2	.012	.031	.969	NS
	Within Groups	173.833	447	.389			
	Total	173.858	449				
Commitment to Training	Between Groups	.776	2	.388	.888	.412	NS
	Within Groups	195.288	447	.437			
	Total	196.064	449				
Role and Existing T&D Policies	Between Groups	.082	2	.041	.172	.842	NS
	Within Groups	105.938	447	.237			
	Total	106.020	449				

Table XV: Mean Values on Experience of Employees for various factors of Role and Existing Training and Development Policies

		2.1 -6 years	6.1 years and above	up to 2 years	Total
Training Environment	N	200	150	100	450
	Mean	3.075	3.000	3.120	3.060
Employee Training Outlook	N	200	150	100	450
	Mean	3.525	3.540	3.500	3.524
Training Benefits	N	200	150	100	450
	Mean	4.085	4.080	4.110	4.089
Role of Training	N	200	150	100	450
	Mean	3.515	3.513	3.450	3.500
Training Practices	N	200	150	100	450
	Mean	2.990	2.973	2.980	2.982
Commitment to Training	N	200	150	100	450
	Mean	3.305	3.267	3.380	3.309
Role and Existing T&D Policies	N	200	150	100	450
	Mean	3.285	3.273	3.310	3.287

## Conclusion

By and large, travel agency employees across the country have a similar perception regarding the various aspects of Training and Development in their organization. They feel that overall there is average emphasis on the organized procedures and structured policies in their respective organizations. While across groups, employees are aware and



perceive trainings to be highly beneficial in skill development, improvement in work life and organizational culture, building positive perception about the organization and increasing employee productivity, there is an overall poor perception about the current training practices and an average scenario with respect to the training environment in their organizations. This is an area of concern since the travel agency is a critical player in the overall Tourism Industry, both in terms of employment potential and its role in the tourism distribution chain. To survive and excel in the new economy, the HRD climate is a matter of serious concern, and hence the travel agencies need to have a high focus on people development through training. Travel and tourism being a people industry, it is imperative for the travel organizations to adopt consistent training practices and improve the employee perception about training and development.

## References

- Aktas, A., Aksu, A., Ehtiyar, R. & Cengiz, A. (2001) "Audit of Manpower Research in the Hospitality Sector: An Example from the Antalya Region of Turkey", *Managerial Auditing Journal*, Vol. 16 Iss: 9, pp.530 – 535
- Ashraf, S.H. & Mathur, P. (2003), Human Resource Development in Tourism Industry, in ed. book *Tourism Industry in India*, Panda, T. & Mishra, S., p141-157, Excel Books, New Delhi
- ASTD 2005 State of the Industry Report*, authored by Brenda Sugrue (<http://www.learningcircuits.org/news.html>)
- Bambrough, J. (1996) Training Your Staff, *The HR Management Manual*, The Industrial Society London
- Batra, G.S. & Chawla, A.S. (1995), *Tourism Management: A Global Perspective*, Deep and Deep Publications India
- Baum, T. & Thompson, K. (2007), Skills and Labour Markets in Transition: A Tourism Skills Inventory of Kyrgyzstan, Mongolia and Uzbekistan, *Asia Pacific Journal of Human Resources*, SAGE, Volume 45(2): 235–255.
- Baum, T. (2006b), Reflections on the Nature of Skills in the Experience Economy: Challenging Traditional Skills Models in Hospitality”, *Journal of Hospitality and Tourism Management*, Vol. 13 No. 2, pp. 124-35.
- Buckley, R. & Caple, J. (1990), *The Theory and Practice of Training*, Kogan Page London

([http://cthrc.ca/en/research\\_publications/~media/Files/CTHRC/Home/research\\_publications/workplace\\_matters/PanelReport\\_TrainingReceived\\_EN\\_Current.ashx](http://cthrc.ca/en/research_publications/~media/Files/CTHRC/Home/research_publications/workplace_matters/PanelReport_TrainingReceived_EN_Current.ashx))

Chand, M. (2000), *Travel Agency Management – An Introductory Text*, Anmol Publications Pvt Ltd, New Delhi

Chand, M. & Chauhan, V. (2003), Travel Agency HRD Practices: An Investigation, in ed. Book *Tourism Industry in India*, Panda, T. & Mishra, S., p 158-168, Excel Books, New Delhi

Cushway, B. (2004), *Human Resource Management*, Kogan Page India

Goldstein, I.L & Ford, J.K. (2002), *Training in Organizations*, Wadsworth California

Kitching, J. & Blackburn, R. (2002), *The Nature of Training and Motivation to Train in Small Firms*, Small Business Research Center, Kingston University

Kumar, A. & Sharma, R. (2001), *Personnel Management: Theory and Practice*, Himalaya Publishing House, Hyderabad

Noe, R. (1986). Trainees' attributes and attitudes: Neglected influences on training effectiveness. *Academy of Management Review*, 11, 736-749.

Roberts, J. (1995), *Human Resource Practice in the Hospitality Industry*, Hodder and Stoughton London

Tesone, D.V. (2004). Development of a Sustainable Tourism Hospitality Human Resources Management Module: A Template for Teaching Sustainability across the Curriculum. *International Journal of Hospitality Management*, 23(3), 207–237.

Thorne, K. & Machray, A. (2000), *Training on a Shoestring*, Kogan Page India

Watson, S. (2006), Contextual Understanding of Hospitality Management Development: A Critical Perspective, *PhD thesis*, Napier University, Edinburgh.



ERROR: undefined  
OFFENDING COMMAND:  
  
STACK: