



The Consequences of Online Training Programs in Five Star Hotels

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ABSTRACT

Training is one of the most appropriate ways to increase the productivity of individuals and achieve organizational goals. Previous studies implied that there is a number of non-trained employees hired in many hospitality organizations. This study aims to evaluate the effectiveness of online training in five-star hotels in Greater Cairo. To achieve the aim of the study, 400 questionnaires were distributed to the employees and managers of all five-star hotels in Greater Cairo. The study revealed that there are significant impacts of online training on employee skills, productivity, performance, satisfaction, and insignificant impact of online training on cost reduction.

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1. Introduction

According to McInmctosh (2014), it was underlined that online training employed websites as communication platforms to enable learners to access and use online training resources and tools, such as programme material, trainer help, discussion boards, file sharing functions, and so on, at any time and from any location. Alshibly (2014) defined online training as a learning style in which learning content was delivered and obtained via networks (including the web, intranet, and extranet) and electronic media. Manju and Suresh (2011), Online training is an act of intervention to excite the quality of an organization's products and services in the intensity of competition by enhancing the technical skills of employees. Since online training has become common in all organizational and training domains, using platforms such as Coursera or LinkedIn Learning, particular studies that contribute to the research of skill acquisition and transfer during this type of training should be performed (Salas et al., 2012).

1.1 Significant of the Study

1. The study includes online training variables that could be used to direct senior executives, Human Resources managers, and training managers to fully perceive the benefits of online training to both the organization and employees.
2. Online training initiatives will be fully exploited if training managers anticipate the individual and work-related factors that have a substantial effect on employees' performance and loyalty; increase productivity; reduce employees' turnover and money, promote team work and satisfaction ;develop creativity and skills.
3. If online training is developed, implemented, and maintained effectively, it may be a beneficial investment for businesses that need to retain qualified and professional employees.

1.2 Aim of the Study

1. Reviewing the literature related to online training and its impact on the hospitality industry.
2. Investigating the impact of online training on hotel employees in terms of skills, productivity, performance, cost reduction and satisfaction.

3. Establishing a set of recommendations in order to enhance the effectiveness of online training.

2. Literature Review

2.1 Concept of Online Training

Online training allows several employees, distributed by geographical or occupational conditions, to participate in a training program simultaneously (Abbad *et al.*, 2010; Noe *et al.*, 2014; Bell *et al.*, 2017). It provides a lot of independent, flexible, and cooperative learning (Badia & Monereo, 2010), and may be undertaken within the workplace (video conferencing, Internet, or Intranet).

2.2 Features of Online Training

Learner control, content and resource links, collaboration and sharing, administration, and delivery are all significant aspects of online training (Noe *et al.*, 2014). These unique features of online training provide advantages for employing online training over traditional learning. Goyal (2012) demonstrated that online training is both time and cost effective, and that it can be simply used and adjusted to meet training objectives. Furthermore, online training gives the freedom to study in a way that is both dynamic and interesting.

Other important effectiveness as highlighted by Al-Handhali *et al.* (2020), numerous advantages of LMS have been emphasized, including user friendliness, time management efficacy, simplicity of management of courses, trainers, and facilities, and report output. It also sends users reminders on a regular basis about things like delivery dates, answering questions, test dates, and so on.

According to the studies of Armstrong (2009), "Today's strategy is to specialise in individual learning and ensure that it occurs when needed, 'just-for-you' and 'just-in-time' learning." Online training may be a means for employees to improve their skills and increase their job satisfaction. (Murton *et al.*, 2010)

2.3 The Effectiveness of Online Training

The outcome of the study of Goyal (2012) demonstrates that online training is both time and cost effective, and that it can be simply used and adjusted to meet training objectives. Consistent with Srivastava & Agarwal (2013), online training is less expensive and more efficient, since

thousands of trainers may participate at the same time.

Online training as a process is one of the most often used strategies to improve performance to increase people's productivity and communicate company goals to employees (Galanou & Priporas, 2009). Corporate executives are continually looking for less expensive ways to teach their personnel. One of the topics that was mentioned by Odunaike *et al.* (2013) emphasized that online training is linked to numerous technologies and a large pool of data that gives employees with a wealth of experience at their leisure. (Costen *et al.*, 2010).

Employees in hotel industry must be encouraged to be accountable for their own learning, to have good interpersonal skills, and to be successful problem solvers (Murton *et al.*, 2010). Successful employee development programs boost morale and productivity while minimizing attrition. (Bernard *et al.*, 2004) Also, he expressed that the use of online learning will put both the instructor and the learners to the test. It will improve the individuals' problem-solving talents, critical thinking abilities

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2.5 Online training Systems and quality factors

COVID-19 has had an impact on learning in all over the world. (Murphy, 2020). As a result, there is an increase in online instruction inside the training system. (Bozkurt *et al.*, 2020). Although

online learning may be used to demonstrate or learn during a pandemic, the development of a planned and structured online learning system is essential to have a successful online training system. During the pandemic, many firms have already made significant changes to online training.

Administrative assistance is an important consideration when adopting an innovative online training system in hospitality firms. (Meyer & Barefield, 2010). Administrators are heavily involved in the creation and management of the Internet program to ensure the quality of online training (Strike, 2020). Because technology adoption in hospitality firms is unavoidable in online courses, organizations require a coherent backing structure with a collaborative atmosphere. (Barefield & Meyer, 2013; Bolden *et al.*, 2015).

Similarly, due to time limits, the course design for traditional learning might employ minimal multimedia elements. Furthermore, a good online training course design promotes cooperation and provides learners with an enjoyable environment in which they study (Liaoliao *et al.*, 2019). Trainers should take necessary steps to improve the quality of online training in order to help learners learn more effectively during the COVID-19 curfew period (Abbasi *et al.*, 2020).

The ability of trainers to generate, shape, and incorporate various ideas and practices into the production of online course material contributes to the effectiveness of online training in organizations (Kebritchi *et al.*, 2017).

Cheng *et al.* (2019) recommended some factors to raise the quality of online training like learner communication, course design, course content, learning quality, and administrator assistance. Communication between trainers and learners occurs directly in a typical classroom setting (Martínez-Argüelles & Batalla-Busquets, 2016). Meanwhile, online training provides a variety of possibilities, including multimedia learning and learning to achieve online.

2.6 Challenges of Online Training for the Hotel Industry

Poor LMS design may contribute to unnecessary costs and time. Simplicity and concise material could even be unintentionally sacrificed by the implementation of interactive tools or redundant instruction. As a result, too many messages online are often overwhelming to participants and

knowledge overload can decrease productivity (Mandabach *et al.*, 2004).

Problems with hardware or software can increase anxiety and frustration among participants and management. Emotional-social intelligence levels of learners can also directly correlate with user attitude towards LMS (Behnke, 2013). The age of the workers may also be considered when employing technology applications for training. Ravichandran *et al.* (2015) conducted focus groups on hotel employees over the age of 55, finding that older workers were sometimes frightened with computer use in training and preferred additional training for proficiency on the pc systems employed. (Favale *et al.*, 2020) Some people may be uncomfortable learning online, which leads to more frustration and confusion. Inadequate compatibility between technological planning and the psychological component required by the training process, as well as insufficient customization of learning processes, can stymie and generate an imbalance in the learning process and establish standards in online training. (United Nations, 2020).

Hypotheses

This study attempted to test the following hypotheses:

H1: Online training has a significant impact on hotel employees' skills.

H2: *Online training has a significant impact on hotel employees' productivity.*

H3: *Online training has a significant impact on hotel employees' performance.*

H4: *Online training has a significant impact on cost reduction.*

H5: *Online training has a significant impact on hotel employees' satisfaction.*

3. Methodology

The target population were LMS users in 5 star hotels in Cairo, Egypt. To adjust for cross-management or ownership, if the company had more than one hotel in Egypt Cities, this study randomly selected only one of them. There are 28 5-star hotels in Greater Cairo according to (The Egyptian Hotel Guide, 2019). The questionnaire forms was distributed with a sample of 400 as a convenience sampling, among the managers and supervisors in all five-star hotels in Cairo and accepted questionnaires are only 15 hotels, as they are using the Learning Management System . 290

questionnaires were returned. The response rate was 72.5%, and the researcher e-mailed questionnaires to 20 hotels in Cairo. All the 15 hotels in were requested to respond to on-line questionnaire, which was designed for this study.

3.1 Sampling Design and Sample Size

Data were collected from the supervisory and managerial staff in five-star hotels in of 2020/2021. This study was carried out to collect data from managerial and supervisory employees, working in F & B departments, front office, accounting, sales and marketing, security, information technology, quality ,human recourses, executive office, engineering, and housekeeping in the Egyptian five-star hotels in Cairo. The selected destinations are famous in the field of hospitality and have diverse ages in the five-star hotels

The questionnaire used in the current study consisted of 2 sections. The first section was personal information. The researcher adopted multiple-choice response. In this section, the questionnaire included personal gender, position, Department, age and educational level. The second section is included 6 factors including 45 questions.

- 1.The effectiveness of online training in hotels employee skills.
- 2.Employee productivity.
- 3.Employee performance.
- 4.Cost Reduction.
- 5.Employee Satisfaction

3. Data analysis

The data obtained was analyzed and processed using the statistical software for social sciences (SPSS) version 24, which would then be reported in the form of frequency tables.

The following measures were conducted by the researcher to help in the interpretation of these scales: The researcher devised the following interpretation scale for the findings: 1.50 or less = strongly disagree; 1.51-2.5 = disagree; 2.51–3.49 = Neutral; 3.50–4.49 = agree; and 4.5 or more = strongly agree.

3.2 Validity and Reliability of the Instruments

Table (1): Reliability and Validity of the Questionnaire

Choices	No. of Items	Cronbach's Alpha	Validity
The effectiveness of online training in hotels	5	0.810	0.90
The Impact of effective online training on employee skills	8	0.866	0.93
The impact of effective online training on employee productivity.	8	0.757	0.87
The Impact of Effective Online Training on employee performance.	8	0.886	0.94
The Impact of Effective On-Line Training on Employee Cost Reduction.	8	0.878	0.94
The impact of effective on line training on employee Satisfaction.	8	0.648	0.80
Total reliability.	45	0.937	0.97

4. Research Findings

Personal Characteristics of the Research Sample as shown in table (2), while only 2.4% of the respondents are 44 years old and more, the highest percent of the respondents were 29 to less than 34 years old (47.6%). The majority of participants (85.5%) are male and highly educated (84.1% are with bachelor`s degrees in addition to and 14.1% are with post graduates). In the same context, more than half of the respondents (58.3%) are with 5 to less than 10 years of working experience in the property under study.

Department: Most of the respondents work in Front office department with a total number of 69 (23.8%), then the Human Resources department with a total number of 50 (17.8%), then the Food and Beverage department with a total number of 45 (15.5%).

Table (2): Research Sample Participant Profile

Participant Profile	Choices	F	%	Mean	Std. Deviation
		29	100		
		0			

Age Group	Less than 24 Years	3	1	3.2690	1.01036
	24 to < 29 Years	56	19.3		
	29 to < 34 Years	138	47.6		
	34 to < 39 Years	53	18.3		
	39 to < 44 Years	33	11.4		
	44 Years and more	7	2.4		
Gender	Male	248	85.5	1.1448	0.35254
	Female	42	14.5		
Education Level	High School	5	1.7	2.1241	0.37909
	Bachelor's Degree	244	84.1		
	Postgraduate	41	14.1		
Working Experience	Less than 5 years	13	4.5	2.4103	0.70630
	5 to less than 10 years	169	58.3		
	10 to less than 15 years	84	29		
	15 years and more	24	8.3		
Current Position	Supervisor	183	63.1	1.3690	0.48336
	Manager	107	36.9		
Department	Front office	69	23.8	4.0690	2.81040
	Food and Beverage	45	15.5		
	Human Resources	50	17.2		
	Security	14	4.8		
	Engineering	15	5.2		
	Sales and Marketing	23	7.9		
	Housekeeping	21	7.2		
	Accounting	27	9.3		
	Information Technology	21	7.2		
	Others	5	1.7		

4.1 Testing Hypotheses

Testing hypotheses can be illustrated as follows:

H_1 : Online training has a significant impact on hotel employees' skills.

Table (3): Simple Linear Regression Analysis of Data

Related to the first hypothesis

Independent variable	R Coefficient of correlation	R2 The coefficient of determination	F	Sig.	β Regression Coefficient	
					Variable	Coefficient
Online Training	0.663	0.439	225.501	0.000	Constant	1.713
					Employee Skills	0.587

According to simple linear regression analysis, the data in table (3) demonstrated a statistically significant (P-value = 0.000) influence of the independent variable (effectiveness of Online training) on the dependent variable (Employee skills). This suggests that the use of online training in hotels has an impact on staff abilities. Calculating the Regression Coefficient (=0.663), the result shows that increasing the use of online training by one unit improves the abilities of hotel personnel by 0.439 units. The research accepts the first hypothesis based on its significant impact.

Table (4): Simple Linear Regression Analysis of data related to the second hypothesis

Independent variable	R Coefficient of correlation	R2 The coefficient of determination	F	Sig.	β Regression Coefficient	
					Variable	Coefficient
Online Training	0.595	0.354	157.761	0.000	Constant	1.470
					Employee Productivity	0.612

The study showed that online training positively affects employee interpersonal skills,

leadership skills, and to be effective problem solvers and increasing morale. Similar to Bernard et al. (2004) who expressed that the use of online learning will put both the instructor and the learners to the test It will improve the individuals' problem-solving talents, critical thinking abilities

H₂: Online training has a significant impact on hotel employees' productivity.

According to simple linear regression analysis, the data in table (4) demonstrated a statistically significant (P-value = 0.000) influence of the independent variable (Online training) on the dependent variable (Employee Productivity). This suggests that the use of online training in hotels has an impact on staff productivity. Calculating the regression coefficient (= 0.595), the result shows that increasing the use of online training by one unit increases the productivity in the hotel by 0.354 units. The research accepts the second hypothesis based on its significant impact.

These findings are similarly to Brown & Charlier (2013). Also with (Badia & Monereo, 2010), who indicated that online training allows for more self-directed, adaptable, and collaborative learning. Just like Galanou & Priporas (2009) who claimed that one of the most commonly used processes is online training to increase employee productivity and communicate business goals to employees' satisfaction.

H₃: Online training has a significant impact on hotel employees' performance.

Table (5): Simple Linear Regression Analysis of data related to the third hypothesis

Independent variable	R Coefficient of correlation	R ² The coefficient of determination	F	Sig.	β Regression Coefficient	
					Variable	Coefficient
Online Training	0.489	0.239	90.625	0.000	Constant	2.335
					Employee Performance	0.430

The data in table (5) showed a statistically significant (P-value = 0.000) influence of the independent variable (Online Training) on the dependent variable based on Simple Linear

Regression Analysis (Employee Performance). This implies that using online training in hotels has an impact on staff performance. Calculating the Regression Coefficient (=0.498), the result shows that every unit increase in the use of online training has a 0.239 unit positive effect on employee performance in the hotel. The research accepts the third hypothesis because of this significant impact.

These findings are consistent with the results of Manju & Suresh (2011) and Ondago et al. (2012), who indicated that online training and development programs are crucial in firms because they allow individuals to market and solidify technical and behavioral abilities, therefore increasing their work performance.

H₄: Online training has a significant impact on cost reduction.

Table (6): Simple linear regression analysis of data related to the 4th hypothesis

Independent variable	R Coefficient of correlation	R ² The coefficient of determination	F	Sig.	β Regression Coefficient	
					Variable	Coefficient
Online Training	0.114	0.013	3.771	0.053	Constant	4.135
					Cost Reduction	0.114

According to simple linear regression analysis, the data in table (5) demonstrated that the independent variable (online training) had a statistically insignificant impact (P-value = 0.053) on the dependent variable (cost reduction). This indicates that using online training in hotels has no effect on cost savings. The fourth hypothesis is rejected by the analysis due to its insignificant impact.

The research result does not support that online training reduces time spent away from work and home and among the aspects that are in contrast with Odunaik et al. (2013) and Srivastava & Agarwal (2013), who claimed that online training is less expensive and more efficient since thousands of trainers may participate at the same time. Contradict with (Goyal, 2012) who revealed that online training is time and value effective and it will be easily used and updated to satisfy the training requirements who and that the workers can get computer and 24×7 access anywhere anytime. And The study revealed that there is no significant

impact of online training on cost reduction, similar to Affouneh et al. (2020).

H₅: Online training has a significant impact on hotel employees' satisfaction.

Table (7): Simple Linear Regression Analysis of data related to the 5th hypothesis

Independent variable	R Coefficient of correlation	R ² The coefficient of determination	F	Sig.	β Regression Coefficient	
					Variable	Coefficient
Online Training	0.410	0.168	58.215	0.000	Constant	2.553
				0.000	Employee Satisfaction	0.372

The data in Table (7) indicated a statistically significant impact (P-value = 0.000) of the independent variable (Online Training) on the dependent variable based on simple linear regression analysis (Employee Satisfaction). This implies that using online training in hotels has an impact on employee satisfaction. Calculating the regression coefficient (= 0.410), the result shows that increasing the use of online training by one unit has a 0.168-unit positive effect on employee satisfaction at the hotel. The research accepts the 5th hypothesis as a result of this significant impact.

The results of this study indicate that online training has a positive impact on the hospitality industry in general in terms of ; guest satisfaction, company growth, hotel KPI talent retention and employee retention similar to the previous study of Costen et al. (2010) and Galanou & Priporas (2009). In contrast to Favale et al. (2020), who said that some people do not feel comfortable studying online, which leads to greater dissatisfaction and misunderstanding.

Table (8): Summarizes the results of testing the research hypotheses

Hypothesis	Sig	Result
H1: Online training has a significant impact on hotel employees' skills.	0.000	Accepted
H2: Online training has a significant impact on hotel employees' productivity.	0.000	Accepted
H3: Online training has a significant impact on hotel employee performance.	0.000	Accepted

H4: Online training has a significant impact on cost reduction.	0.053	Rejected
H5: Online training has a significant impact on hotel employees' satisfaction.	0.000	Accepted

Various recommendations are proposed based on research findings, which might make a significant contribution to the improvement of hotel business.

5.2.1 Recommendations for information technology Department

- Increasing the satisfaction of LMS users by: a) allowing access to a wide range of links to other valuable online sites (web links, books, and a virtual lab).

b) Facilitating participation between trainees and system instructors through chat, forums, conversations, and other means.

c) Offering a user-friendly online training system for completing learning assignments.

d) Provide immediate technological support at the hotel by providing electronic help and explanation available.

5.2.2 Recommendations for Human Resources Department

- Enhancing employee performance and productivity to undertake online training by: a) Recognizing and rewarding outstanding online training results.

b) Raising the relevance of online training certifications in employee promotion.

- Enabling one to access many online training platforms.

- The study suggests that the Learning Management System (LMS) be used in all hospitality businesses, such as (local branded hotels), because it has a significant impact on staff development in the matter of skills, productivity, performance improvement and employee satisfaction.

- Encourage employees to understand that the primary goal of training is to help them improve themselves.

- Future research could investigate the effect of various online training aspects (social support, workload, supervisor support, interaction, and compensation) in terms of employee performance. The researcher anticipates this study have some value in helping the hotel's Human Resource Development

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