

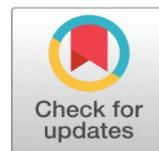
# EVALUATION OF THE IMPACTS OF TRAINING ON EMPLOYEE PERFORMANCE IN THE UK HOTEL INDUSTRY: AN ANALYSIS OF EMPLOYEES' PERSPECTIVES AT MARRIOTT INTERNATIONAL



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## ABSTRACT

The purpose of this paper is to evaluate the impacts of training on employee performance in the UK hotel industry. It has also analyzed the impacts of on-the-job training on employee performance, the impact of off-the-job training on employee performance, and the impact of online training on employee performance at Marriott International hotels. This study was conducted based on the positivism philosophy and deductive approach. Three hypotheses were developed based on theory and literature associated with training and employee performance. Primary data were collected from the employees who participated in different types of training provided by Marriott International hotels. An online questionnaire survey was conducted through the Kwik Survey platform to collect primary data from the respondents. A sample of 172 employees was chosen through a voluntary response sampling technique. The primary data were analyzed through SPSS using standard deviation, mean, correlation, regression, and charts. This study found that on-the-job training and off-the-job training have a significant impact on employee performance, while online training has no significant impact on employee performance. It has been found that on-the-job training has a significant impact on employee performance as  $\beta = 0.846$ , and  $p = 0.000$ . Similarly, off-the-job training has a significant impact on employee performance as  $\beta = 0.572$  and  $p = 0.26$ . But online training has no significant impact on employee performance as  $\beta = 0.301$  and  $p = 0.276$ , which is more than 0.05. Similarly, evaluation of the mean scores for employee performance variables suggested that every variable of employee performance has a mean score of more than 3 out of 5, and the mean score for overall employee performance is 4.03, which equals 80.6%. This means employee performance at Marriott International hotels based on employees' own ratings is highly effective.

**Keywords:** Training, Employee Performance, Marriott, On-The-Job Training, Off-The-Job Training, Online Training

## 1. INTRODUCTION

### 1.1. INTRODUCTION OF THE TOPIC

Training is an educational procedure in which employees can have opportunities to learn new knowledge, techniques and information and review and reinforce their existing skills and knowledge Long et al. (2016). Contemporary management has recognized developing idiosyncratic, inimitable, and non-substitutable human resources as a strategic tool and necessary conditions to foster overall organizational performance Shaw et al. (2013).

Enhancing the skills and capabilities of the existing workforce in organizations inspired practitioners and researchers to analyses the

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like financial performance, employee productivity, motivation, etc. [Castellanos and Martín \(2011\)](#), [Glaveli and Karassavidou \(2011\)](#).

Due to massive technological development, globalisation, expectations of better customer service quality, economic changes, driving change process, and attracting and retaining talents, training is needed [Nischithaa and Rao \(2014\)](#). Training is associated with different ways of learning/teaching to enable employees in acquiring and implementing knowledge, skills, abilities, and attitudes that are expected by the company. The core purpose of employee training is to build the required skills to effectively complete a specific job task [Thakore \(2013\)](#). According to [Armstrong \(2009\)](#), it is an organised process and approach of adjusting employee behaviours, attitudes, and knowledge to augment the match between employee characteristics and requirements for the organisation. In this aspect, this study focuses on assessing the impact of training on employee performance of the employees of Marriott International.

## 1.2. OVERVIEW OF MARRIOTT INTERNATIONAL

Marriott International Hotels Group operates its business under 30 brands across 131 territories and countries. It has more than 7,000 properties around the globe. The core values and strategic objectives of the company are diversity and inclusion [Marriott \(2021\)](#). The organisation is also focused on taking care of employees and their well-being as its core cultural values. This means training and development is a significant strategy to empower its entire workforce. Marriott has the value of keeping people/employees first and assumes that taking care of associates is really important to enhance customer care. The organisation pursues excellence through the vision of “good food and good service at a fair price” [Marriott \(2021a\)](#).

## 1.3. RATIONALE OF RESEARCH

The UK hotel industry is at a critical point because of UK political and economic uncertainties, increasing difficulties in recruitment and retaining employees, and high industry cost inflation. These factors led the industry to adopt technological solutions like customer relationship management, increase efficiency, manage customer data, enhance overall customer service quality, and turn disruption into an opportunity [PWC UK \(2020\)](#). The post-Brexit situation will also significantly affect the UK hotel industry mainly in terms of recruiting workers. There are around 400,000 migrant workers from European Union countries and the European Economic Area. As the post-Brexit realities will be different for EU workers, there could be issues with fulfilling vacancies in this industry [Farazad \(2020\)](#). It will possibly affect recruitment and employee retention at Marriott International as well. This means the organisation requires to provide better care to the existing workforce with training needs evaluation and providing appropriate training to grow them and retain them within the organisation.

Besides, the COVID-19 pandemic has caused mass cancellation of various corporate events, social and sports events, and international congress meetings, which have had massive impacts on the hotel industry including Marriott International. UK's lockdown and international travel restrictions, measures of social distancing are severely affecting the hotel industry. According to [Hospitality Net \(2020\)](#), COVID-19 will leave deep scars on the entire hotel industry in the UK. Marriott International is also significantly suffering from the current pandemic. This means it needs to further enhance its service quality to impress a limited number of

customers and survive in this pandemic period. For this, it is also required to enhance the skills and capabilities of employees to provide differentiated customer service.

Different studies conducted in different industries claimed that employee training is significantly correlated with employee performance [Habib et al. \(2015\)](#), [Imran and Tanveer \(2015\)](#), [Karia et al. \(2016\)](#). There is some evidence of research specific to the hotel industry, but many of them are conducted on different prospects like impacts of training on team effectiveness (Suhag, 2017), impacts of training on enhancing service quality (Al-Raggad, 2017), impacts of training on performance in hotel establishment [Khalaf et al. \(2016\)](#). Moreover, there is no evidence of research conducted specifically on Marriott International related to the impacts of training on employee performance. Therefore, this topic has become a research issue and selected for investigation.

## 1.4. RESEARCH AIMS AND OBJECTIVES

This study aims to examine the impact of training on employee performance as a case analysis of the employees of Marriott International Hotel.

### Research Objectives

- To examine the impacts of on-the-job training on employee performance.
- To examine the impacts of off-the-job training on employee performance.
- To analyse the impacts of online training on employee performance.
- To provide recommendations to the management of Marriott International to make their training programmes more effective.

### Research Hypotheses

H1: On-the-job training at Marriot has a significant impact on employee performance.

H2: Off-the-job training at Marriott has a significant impact on employee performance.

H3: Online training has a significant impact on employee performance.

## 2. LITERATURE REVIEW

### 2.1. CONCEPT AND DEFINITION OF TRAINING

Training includes planned efforts by an organisation to help staff acquire work-associated competencies to implement this knowledge on the job. Training activities might range from one-one coaching to formal classes, and they might take place at remote locations or on the job [Aguinis and Kraiger \(2009\)](#). Training can have significant benefits to the employees and organisation when it is connected to the needs of the organisation in addition to motivating employees [Steen et al. \(2009\)](#). Employee training facilitates organisations to implement new business procedures and new technology by enhancing employee efficiencies [Kennedy \(2009\)](#). It is also viewed as a procedure for increasing employee performance and correcting their behaviours [Naris and Ukpere \(2009\)](#). Businesses should focus on specific features that can help to enhance the capabilities, competencies, and skills of employees to gain better performance of the organisation.

[Dessler \(2011\)](#) stated that training is a procedure of teaching basic skills to the newly employed staff that they need to do a particular job. However, this definition

is just focused on basic job skills. In reality, the training not only focused on new employees to teach them basic skills but rather it is also developed to strengthen the skills, competencies and capabilities of existing employees. It is also a systematic and formal way to change employee behaviours through learning from instruction, education, and their own experience and knowledge [Thakore \(2013\)](#). It is also believed as an element of employee personal control that aims to improve the performance of employees. Therefore, it is beneficial to cultivate specific knowledge, skills, change personal behaviours, upgrading work-related skills, and these all factors help to increase the overall employee performance.

Ongoing training and development are crucial for any organisation as it helps to fulfil or reduce the gap between desired performance and given performance [Bossche et al. \(2010\)](#). Companies that provide training and development opportunities to the entire workforce can secure better results as training pay a significant role in enhancing employee performance [Saleem et al. \(2011\)](#). Employee training and development help to increase employee learning, self-direction, skills growth, and positive attitudes of the employees that can help to maximise the overall performance of organisation [Hameed and Waheed \(2011\)](#). Training is also considered as the most important factor for achieving competencies and excellence [Akhtar et al. \(2011\)](#). Therefore, organisations spent a huge amount of money on training activities and programmes [Pontefract \(2019\)](#). However, some researchers, who conducted a meta-analysis on empirical findings raised substantial questions about the financial contribution of training and organisational performance [Tharenou et al. \(2007\)](#). Many empirical studies have also exhibited that training helps to get a motivated workforce and it also enhances competencies and organisational performance [Castellanos and Martín \(2011\)](#), [Kim and Ployhart \(2014\)](#).

Conversely, some other studies have identified that training is not a significant predictor of skills, knowledge and abilities of employees and organisational performance as training often irritates people that can cause unintended dysfunctional results, which can obstruct gaining possible benefits of training [Glaveli and Karassavidou \(2011\)](#). Similarly, [Ployhart et al. \(2017\)](#) stated that investment in training and development often helps to enhance the performance of employees but at the same time it leads to negative results like bargaining powers, increased job mobility, and even higher turnover of employees. Correspondingly, [Sanchez et al. \(2003\)](#) noted that training can also hinder task involvement of employees and organisational profitability. These results provide significant theoretical challenges in understanding contradicting results of training and development on employee performance.

Therefore, to address these gaps between mixed empirical evidence and prevailing assumptions on the significance or value of training, this study examines the distinctive functions of different types of training and their impacts on employee performance. Regrettably, the innovative performance of employees because of training and development has been mostly ignored in the HRM literature regardless of its significance to technological demands and changing markets [Nguyen et al. \(2019\)](#). These inconsistent results on the relationships between training and performance might be partly because of a lack of harmony in conceptualisation and that resulted in inconsistent dimensions of training analysed across different empirical studies [Nguyen et al. \(2019\)](#). Different studies implementing different training approaches might have led to inconsistent results. This study, therefore, explored different variables of training that are related to the hotel industry and examined how these variables are related to employee performance.

## 2.2. TYPES OF EMPLOYEE TRAINING

As training is the organised process through which employees can learn skills and knowledge for a specific purpose, methods of training are based on organisational, and employee need assessment. Training is required to overcome environmental challenges, develop human relations, organisational complexities, to fulfil the gap between existing skills and required skills, and change job assessment [Zahra et al. \(2014\)](#). Training is also required for the new employees to make them capable of performing their jobs based on organisational requirements, which is called induction training. Different types of training are as follows.

## 2.3. ON-THE-JOB TRAINING

On-the-job training is a popular method of training in which employees get the opportunity to learn through really participating/doing the job. This type of training is provided in a normal working condition by using actual tools, documents, and materials at the workplace. On the job training assumes “learning by doing”. The trainees can participate in real work/jobs and learn how to perform specific tasks [Stephen \(2010\)](#). It is a useful method of teaching appropriate skills, competencies, and knowledge to perform specific job tasks at the workplace [Wormley \(2019\)](#). It helps the employees to prepare for particular job roles, develop their competencies, and even prepare them for organisational change. On-the-job training includes job instructions, refresher training, coaching, and mentoring, job rotation, apprenticeships, internship training, etc

### 1) Job Instruction

It is a method of providing detailed instruction on a job and showing how the job should be performed. Employees/trainees attempt to learn the methods of doing a specific job and get feedback from the trainer. In this method, employees are trained to overcome form uncertainties, provided instructions and demonstrations, place them on the jobs, etc. [Bhatia \(2007\)](#).

### 2) Refresher Training

It is offered to incorporate the latest development within the organisation. For instance, if a new approach to customer service is implemented in Marriott, the HR team develops refresher training for the employees. It is also useful to upgrade the skills and capabilities of employees and also used to promote employees [Lynch \(2019\)](#).

### 3) Coaching and Mentoring

Coaching generally targets high performance and high improvements of employees, which mainly focuses on specific skills and goals. Nevertheless, it can also have some impacts on employees’ personal attributes. Mentoring is an informal or formal process designed for more experienced people to share their experiences and skills for the achievement of organisational objectives and goals [Neupane \(2015\)](#).

#### **4) Job Rotation**

This strategy relates to moving employees between different job roles in the same organisation. People are assigned to perform different tasks in different departments to make them capable to handle different situations and different tasks. People learn new knowledge and experience by taking on new responsibilities in different departments [Blakely-Gra \(2017\)](#).

#### **5) Apprenticeships**

It is a form of training in which there is a contract between organisation and an individual (apprentice) who is seeking to learn skills and knowledge. It is a way of earning while learning, which is an industry-based procedure of learning that combines on-the-job experience with technical training to developed certified professionals [Neupane \(2015\)](#).

#### **6) Internship**

It is also a type of on-the-job training, which is an opportunity offered by an organisation to potential interns to work at a company for a fixed time based on their immediate learning from university or college. The internship is useful for the students to gain real practical experiences, skills, and wider industrial knowledge [Wiki \(2020\)](#).

### **2.4. OFF-THE-JOB TRAINING**

Off-the-job training is a form of training in which trainees are taken away from the usual place of job to teach them new skills and knowledge. Employees are taken to attend training centres or local colleges. These locations are specially designed for specific training. It includes a case study, role play, management games, sensitivity, brainstorming, transactional analysis, special courses, induction, behavioural modelling, etc. [Smith \(2006\)](#). It also includes audio-visual, classroom lectures, simulation, etc. Audio-visual includes showing videos, presentations, and films, which are also successfully implemented in educational institutions to teach and train the students. In the simulation method of training, trainees are trained in realistic situations but not real ones, in which specially designed equipment or technology is used. These equipment or technologies are designed to provide training and make trainees ready to handle real-life scenarios [Ingalls \(2008\)](#).

### **2.5. ONLINE TRAINING**

Online training is a way of providing knowledge or a means of teaching people using online software that should be installed on a computer network or a computer. These programmes feature different sections for teaching, quizzes, tests etc. A learner can learn through video, descriptive texts, and illustrations online. Online training provides the opportunity to read materials at their own speed and pace, go back again and review the materials, take tests online and get certifications as well [Vincenti et al. \(2016\)](#).

So, on-the-job training, off-the-job training and online training are the three variables of employee training used in this research. The questionnaires for measuring the effectiveness of training are designed based on these three dimensions.

## 2.6. EMPLOYEE PERFORMANCE

Employee performance relates to how well employees perform job roles and how they behave in the workplace. The organisation generally sets performance targets for the individual employee to provide good value to customers, operate efficiently and minimising waste. Employee performance refers to work quality, effectiveness, and efficiency [Pradhan and Jena \(2016\)](#). Employee job performance is a form of performance assessment and management that is an important part of effective human resource management [Bateman and Snell \(2007\)](#). It refers to the work achievements of individuals after exerting required efforts on the job that is related to getting compassionate colleagues around, engaging profiles, and meaningful work [Karakas \(2010\)](#). An effective employee performance management system is vital for the full utilisation of human resources and to enhance organisational success.

Employee performance also refers to how a staff fulfils his/her job roles and performs their associated job tasks, which is related to the quality, effectiveness, and efficiency of their outputs [Ciner \(2019\)](#). It also denotes our evaluation of how valuable staff is for the success of the organisation. Employee performance management is very important to achieve better outputs from the employees. It is the art of knowledge management that deals with people in such a way that it provides a positive influence on their behaviours, thinking, skills, abilities, competencies, and confidence. The employees also require an understanding of what outcomes are expected from the organisation or immediate supervisor for every task. So, employee performance management requires appropriate training and development opportunities with the appropriate guidelines, instructions, regular feedback, coaching, counselling, and support from the management [Neupane \(2015\)](#).

## 2.7. DIMENSIONS OF EMPLOYEE PERFORMANCE

Employee performance is a multidimensional concept and one of the fundamental characteristics that can differentiate the process aspects and behavioural engagements from an anticipated result [Pradhan and Jena \(2016\)](#). Behavioural engagement refers to the activities people display while performing a job, while the result aspect refers to the consequence of the job behaviour of an individual. So, the behavioural engagement and anticipated results are associated with one another. The anticipated results are influenced by different elements like cognitive abilities and motivation than the behavioural aspects. Task performance includes job explicit attitudes, including basic job responsibilities as a part of the employee job description. More cognitive ability is required for gaining better task performance which is mainly achieved through knowledge associated with the task [Tripathy \(2014\)](#). Several frameworks and models for the measurement of employee performance are developed in the literature. Some of the key constructs of employee performance are discussed in the following table.

[Kenned et al. \(2001\)](#) identified three dimensions of employee performance which are behaviours towards customers, teamwork, and work role employment in the study of the impacts of training and development on employee job performance as a study of Judicial service in Ghana. Similarly, [McCook \(2002\)](#) identified three variables to measure employee performance, which was satisfaction with co-workers, perceived efforts, and the opportunity for rewards. Similarly, [Parker et al. \(2006\)](#) also identified three variables of employee performance, including problem-solving, proactive behaviours, and implementation of ideas in their study of

modelling the antecedents of proactive behaviours at work. Similarly, [Griffin et al. \(2007\)](#) identified eight variables for measuring employee performance, which are Individual task adaptivity, team member task adaptivity, individual task proficiency, organisational task adaptivity, team task proactivity, organisational task proficiency, and organisational task proactivity. Similarly, [Audrey and Patrice \(2012\)](#) identified five variables of employee performance, which are creativity, reactivity in the face of difficulties, interpersonal adaptableness, handling work-related stress, and efforts of training. Moreover, [Koopmans et al. \(2014\)](#) have used three factors of employee performance in their study of the construct validity of individual work performance questionnaires. Similarly, [Neupane \(2015\)](#), in his study of the effects of coaching and mentoring on employee performance in the UK hotel industry identified six variables of employee performance, which are skills, knowledge, confidence, abilities, attitudes, and personal/professional development.

This study implemented the first five constructs of employee performance (skills, knowledge, confidence, abilities, attitude) from [Neupane \(2015\)](#), and one more variable 'speed and efficiency' from the above literature. These dimensions are replicated here as he already tested its validity and reliability, and that study was also related to a type of training and its impacts on employee performance.

### **1) Skills**

Employee skills include fundamental job-related skills, including communication, decision making, innovation, life-long learning, negotiation, time management, teamwork, etc. [Miron \(2016\)](#). It also includes manual or technical proficiencies that are generally acquired through training.

### **2) Knowledge**

Employee knowledge is related to specific knowledge to perform specific job tasks. It is an evaluation of how to effectively share information or perform job-related tasks. It can also include employees' capability to develop a better business procedure, use the right tools and techniques, and nurture a caring culture [Decker \(2019\)](#).

### **3) Abilities**

Employee abilities include agility, courage, resilience, curiosity, technology enthusiast etc. These abilities are essential for employees to perform better in their job roles. It refers to how a person demonstrates his/her capabilities to implement different knowledge and skills simultaneously to execute an observable behaviour [Sam Houston State University \(2020\)](#).

### **4) Attitude**

Employee attitude is a psychological state of mind, which is the way an individual thinks about different situations that determine his/her behaviours. Employees can demonstrate positive or negative attitudes at the workplace regarding specific job tasks, co-workers, products/services, management, or the entire organisation [Leonard \(2019\)](#).

### **5) Confidence**

Confidence refers to a feeling of self-assurance that can arise from one's appreciation of qualities or abilities. It also relates to the belief or feeling that an

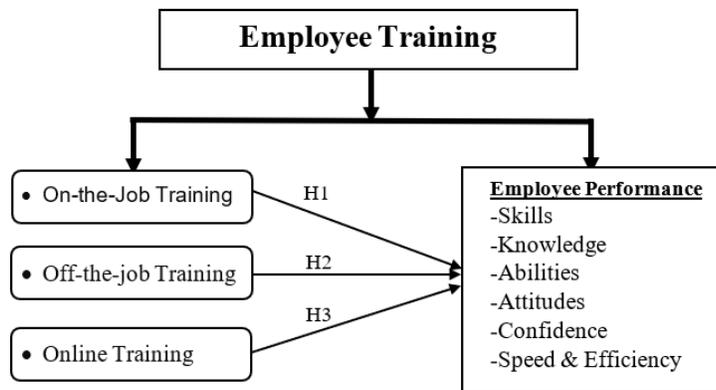
employee relies on something. Confidence helps employees to gain success. Lack of confidence leads employees to be unsure about what to do in the workplace which can cause negative impacts on their performance [Belker and Topchik \(2005\)](#).

### 6) Speed and Efficiency

It includes how much does an employee accomplishes his/her task on average every day, week, or month. Speed is mainly required to do a job in a fast-paced environment like the fast-food industry, or where it is required to serve many customers in a short time. Similarly, efficiency refers to appropriately doing things. It can be static efficiency or dynamic efficiency. Static efficiency refers to refining existing processes, products and opportunities and making improvements within available existing situations. But dynamic efficiency relates to the constant development of new procedures, products, and opportunities so that it can help to enhance profitability [Noordzij \(2013\)](#).

## 2.8. THEORETICAL FRAMEWORK

Based on the above review of literature, the following conceptual model has been developed which illustrates the link between employee training (on-the-job training, off-the-job training, and online training) and employee performance.



**Figure 1** Theoretical Framework

## 3. MATERIALS AND METHODS

### 3.1. RESEARCH PHILOSOPHY

This study implemented a positivism philosophy that focuses on objective observation and a quantifiable approach to research. This approach is the best approach for this research as this study is designed to follow a strictly scientific and mathematical approach to data collection and analysis. The objectives of this study can be better analysed through a quantitative approach instead of using an interpretative or qualitative approach. Moreover, positivism follows a quantitative approach, which provides less room for the researcher’s biases in research results. The goal of this research is to examine the impacts of training on employee performance, which can be easily tested by analysing the impacts of the independent variable (training) on the dependent variable (employee performance). The Impacts of training on employee performance can be better analysed through regression coefficients instead of using some interpretational approach. There is also no room for bias in this approach as the results were strictly related to statistical outcomes.

### 3.2. RESEARCH STRATEGY

This study followed a survey. A survey is a research method for collecting data from the respondents to gain information about different research issues. The survey generally follows standardised process and ensures that every respondent can answer the questionnaires to avoid biased views and opinions that could impact research outcomes. The survey process includes asking for information from participants through a series of questionnaires. Surveys can be offline or online [Saunders et al. \(2019\)](#). This study followed an online questionnaire survey through the Kwik Survey tool. An online survey is chosen in this study as it is useful to get a higher response rate, no requirement of interviewer, design flexibility, convenience and online survey data can easily be imported for further analysis. Nevertheless, an online survey can also have disadvantages, comprising fake answers because of a lack of understanding of the questionnaires, non-response from the targeted audience, etc (Howard, 2019). So, by considering the above benefits of an online survey, this study has chosen this approach for collecting data from Marriott employees. The online platform Kwik Survey was considered as it is highly user friendly, survey data can be easily imported into SPSS for numerical analysis, and it is also cheaper than other online survey platforms.

### 3.3. RESEARCH DESIGN

This research implemented a quantitative method. This method focuses on implementing statistics, numbers, and numerical approaches to data collection and analysis. Different statistical software like SPSS facilitates numerical data analysis in this approach. The quantitative approach is highly applicable in research to have better unbiased and valid results as research results from this approach are strictly based on statistical outcomes. This means the research results were generated by computer software, the role of the researcher is just to describe the statistical result. The key benefits of the quantitative method are, it allows a higher sample size, easy analysis through computer software, no personal influence of the researcher on research outcomes, and it uses randomised samples that lead to unbiased results [Wilson \(2010\)](#). Therefore, by acknowledging these advantages, direction from positivism philosophy, this study has chosen to implement a quantitative approach.

### 3.4. DATA COLLECTION

The primary data have been collected from the employees of Marriott international based in London, UK. The online questionnaires survey tool Kwik Survey was implemented here to collect data from the respondents. A questionnaire is a research instrument to collect data in this study. The questionnaire method is a popular method to collect quantitative data from a comparatively large sample size. This method is used in this research as it is more cost-effective than other techniques, is more practical, has quick results, has higher reliability and validity, has easy analysis of the results, and proven standard technique for data collection [Wilson \(2010\)](#). Nevertheless, research participants can sometimes provide dishonest answers, superficial answers because of a lack of understanding, difficulty to convey their feelings and emotions, and lack of personalisation [Debois \(2019\)](#).

The questionnaire included different factors of employee training and factors of employee performance. The components of employee training included in the questionnaires were on-the-job training, off-the-job training, and online training. The factors of employee performance as identified in the above research framework

are skills, knowledge, abilities, attitudes, confidence, and speed & efficiency. The questionnaires included a five-point rating scale, multiple choices, yes/no types, and fixed alternatives.

The questionnaires were uploaded to Kwik Survey online platform and distributed the survey link through email and social media platforms. Mainly, the employees' list was obtained through personal relationships with some of the managers who were working at Marriott at the time of the survey. The data were collected within three weeks starting from the first week of November 2021. Finally, the collected data sheet was downloaded from the Kwik Survey website and transformed into SPSS for further analysis.

### 3.5. SAMPLING AND SAMPLE SIZE

The population of this research is all the employees of Marriott International hotel, who may be working remotely or physically at the hotels. Sampling is a procedure that is applicable to recruit research respondents in which a predetermined number of respondents are taken from the research population. This means it is a way of recruiting participants without any bias [Kothari \(2011\)](#). The research participants in this study were recruited through a voluntary response sampling technique. It is a non-random sampling method, which is like convenience sampling and follows the principle of easy access. Therefore, in this technique, people voluntarily take part in the research process by responding to an online survey that is publicly available [McCombes \(2019\)](#). This method was chosen as it is the easiest technique for an online questionnaires survey. So, employees of Marriott have taken part in this research or answered the questionnaires voluntarily. The sample size of this research was 172.

### 3.6. PROCESS OF DATA ANALYSIS

The primary data obtained from the online tool was analysed by exporting numerical data into SPSS software. Applicable numerical codes for each question were provided while entering data on SPSS. Then, it followed statistical and numerical analysis. The demographical responses were examined through frequency, percentage, and charts. The effectiveness of training and employee performance were examined through the mean and standard deviation of the scores obtained on the five-point rating scale. Similarly, the impacts of training on employee performance were analysed through regression and correlation.

## 4. RESULTS AND FINDINGS

Firstly, the sociodemographic results of the sample are presented and secondly, it analysed major survey results for training and employee performance.

### 4.1. DESCRIPTIVE STATISTICS OF THE SAMPLE

#### 1) Gender

Genders of survey participants are illustrated in the following [Table 1](#).

Table 1 Genders				
		Frequency	Percent	ValidPercent
Valid	Male	99	57.6	57.6
	Female	69	40.1	40.1
	Others	4	2.3	2.3

Total	172	100	100
Total	172	100	

The above table shows that there are 57.6% of males and 40.1% of females participated in this survey, while 2.3% of the participant are from others category. The gender of the participants is presented in Figure 2.

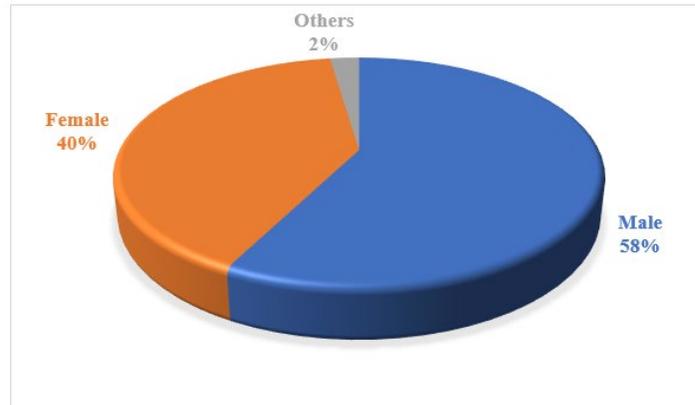


Figure 2 Gender

## 2) Educational Background of Participants

The educational background of employees who participated in this survey is presented as follows.

Table 2 Educational Background

Education	Frequency	Percentage (%)
Up to High School	40	23.30%
Post-Secondary	23	13.40%
Bachelor's Degree	71	41.30%
Master's Degree	30	17.40%
Above Master's Degree	8	4.70%
Total	172	100%

The percentages for different levels of education are represented in Figure 3.

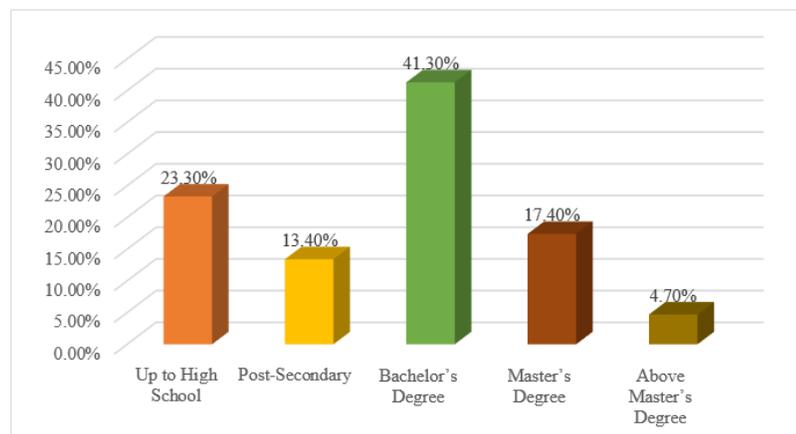


Figure 3 Educational Background

Figure 3 shows that the highest percentage of employees who participated in this survey have bachelor’s degree qualifications, which is 41.3% of the total participation, while the smallest percentage is from above master’s degree, which is just 4.70%. Similarly, up to high school qualification is in the second rank, which is 23.30% of the total participants. The percentage of post-secondary education is 13.40%, and the percentage of master’s degree qualification is 17.40% of the total participation. This means employees are academically qualified as around 77% of employees who participated in this survey have more than high school qualifications.

### 3) Age Group

Age groups are categorised as up to 18 and multiple of 9 for the remaining. The participants' age group is illustrated as follows.

Table 3 Age Group	
Age Group	Percentage (%)
Up to 18	8.30%
19 to 27	25.00%
27 to 36	33.30%
37 to 45	26.40%
46 to 54	4.20%
Above 54	2.80%
Total	100%

The percentage of participants for the different age groups is presented in Figure 4.

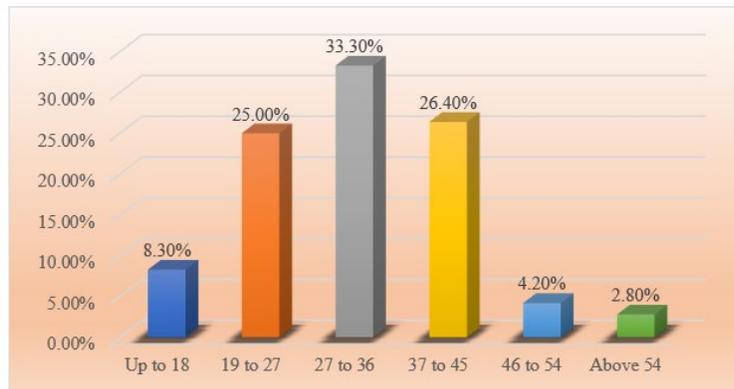


Figure 4 Presentation of Age group

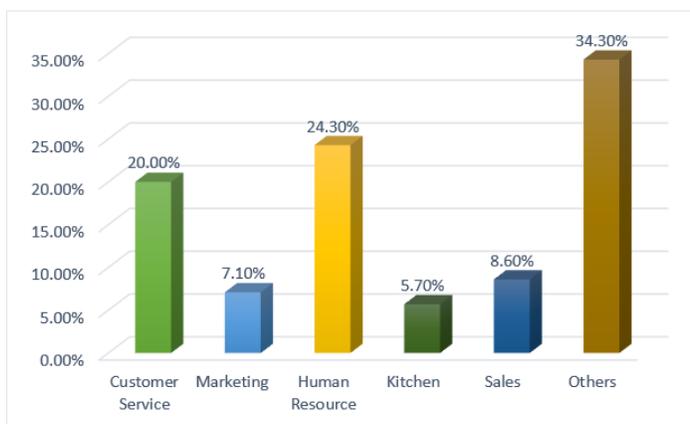
Figure 4 shows that the highest percentage of survey employees are from the 27 to 36 age groups which are 33.3% of the total participants, whereas the lowest participation is from above 54, which is just 2.8%. Similarly, employees who participated from 37 to 45 is 26.40, 19 to 27 is 25%, up to 18 is 8.3%, and 46 to 54 is 4.20% of the total 172 participants. The lower percentage of an employee from a higher age group who participated in this survey could mean that there can have less experienced employees in Marriott or a higher age group who are not well familiar with an online survey or social media technology to take part in the research survey.

#### 4) Working Department

The working departments of employees who participated in this survey are as follows.

Table 4 Working Department	
Department	Percentage (%)
Customer Service	20.00%
Marketing	7.10%
Human Resource	24.30%
Kitchen	5.70%
Sales	8.60%
Others	34.30%
Total	100%

A total of 170 participants answered this question. The percentage of employees from different department who participated in this survey are represented in Figure 5.



**Figure 5** Different Departments of Participants

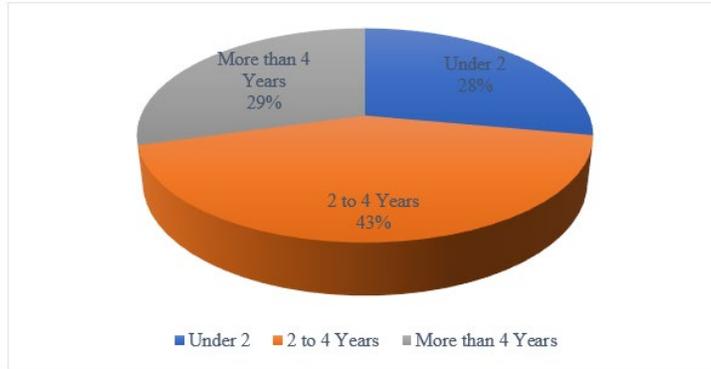
Figure 5 shows that the highest percentage of employees who have taken part in this survey are from another department, which is 34.3%, whereas the lowest percentage of employees are from the kitchen department, which is just 5.7% of the total. Similarly, the percentage of respondents from the human resource department is 24.3% which is around 10% lower than others. Similarly, the percentage of the customer service departments is 20% which is smaller than HRM by 4.3%. The percentage of employees who participated in this survey from the marketing department is 7.1% and the sales department is 8.60%. It indicates that there are significant deviations of employees from different departments in this survey.

#### 5) Length of Service in the Hotel Industry

The length of service of participants in the hotel industry is presented in the following table.

Table 5 Length of Service in the Hotel Industry	
Length of Service	Percentage (%)
Under 2	27.90%
2 to 4 Years	42.60%
More than 4 Years	29.40%
Total	100%

The above data is presented in Figure 6.



**Figure 6** Length of Service in the Hotel Industry

The above figure shows that a maximum of 43% of employees who participated in this survey have 2 to 4 years of working experience in the hotel industry, while 28% have under 2 years of work experience in this industry. The percentage of employees who have more than 4 years of experience in this industry is 29%, which indicates that the Marriott International hotels group has highly experienced employees within the hotel industry.

#### 4.2. PARTICIPATED IN ANY TRAINING

The responses of participants to this question are presented in Table 6.

Table 6 Participated in Any Training		
	Frequency	Percentage (%)
Yes	155	90.10%
No	17	9.90%
Total	172	100%

The above table indicates that 155 respondents out of 172 have participated in any of the training provided by Marriott International Hotels, which is 90.1% of the total. The following analysis is based on the responses given by 155 participants who have participated in any training provided by Marriott International Hotels.

#### 4.3. EVALUATION OF THE EFFECTIVENESS OF DIFFERENT TYPES OF TRAINING GIVEN BY MARRIOTT

The effectiveness of different types of training given by Marriott is examined through the average (arithmetic mean) and standard deviation of the scores given

by the survey participants. If the mean score is more than 3 it is considered effective otherwise ineffective. So, the mean and SD of the scores obtained in the five-point rating scale are shown as follows.

**Table 7 Mean and SD of the Scores for Different Types of Training**

Type of training	No. of items	Mean	S.D.
On-the-job training	5	3.92	0.67
Off-the-job training	6	4.05	0.49
Online training	5	4.13	0.34
Overall training	16	4.03	0.42

Table 7 shows that each type of training has a mean score of more than the neutral value of 3. The highest mean score is 4.13 obtained from the effectiveness of online training, while the smallest mean score is 3.92 obtained from on-the-job training. Similarly, off-the-job training has a mean score of 4.05 out of 5, and the overall mean score for all the items is 4.03.

Similarly, the standard deviation ranges between 0.42 and 0.67. The standard deviation of on-the-job training is 0.67, off-the-job training is 0.49, online training is 0.34, and overall training is 0.42, which indicates a low variation of scores given on the rating scale by the survey participants.

Thus, from the evaluation of mean and standard deviation, it is identified that each type of training has a mean score of more than 3, and the overall mean score for all the items of training is 4.03 out of 5, which signifies 80.6%. This means different types of training provided by Marriott International hotels are highly effective based on employees' perceptions.

#### 4.4. EVALUATION OF EMPLOYEE PERFORMANCE BASED ON SELF RATING

Employee performance based on their own rating on a five-point Likert scale is analysed through the computation of mean and standard deviation.

**Table 8 Mean & S.D. of Scores for Employee Performance Variables**

Variables	No. of items	Mean	S.D.
Skills	5	3.99	0.74
Knowledge	3	3.94	0.83
Abilities	4	4	0.76
Attitudes	2	4.05	0.66
Confidence	2	4.05	0.57
Speed & Efficiency	2	4.03	0.77
Overall Employee Performance	18	4.03	0.68

Table 8 shows that each variable of employee performance has a mean score of more than the neutral value of 3. The highest mean score is 4.05 for two variables attitudes and confidence, while the smallest mean score is 3.99 for skills. Similarly, the mean score for knowledge is 3.94, abilities are 4.00, speed & efficiency is 4.03, and the overall mean score for 18 items of employee performance is 4.03.

Similarly, the standard deviation of the scores obtained in the rating scale ranges between 0.57 and 0.83. SD of skills is 0.74, knowledge is 0.83, abilities are 0.76, attitudes are 0.66, confidence is 0.57, speed & efficiency is 0.77, and overall

performance is 0.68, which indicates the low deviation of scores given by the survey employees in the rating scale.

Thus, the analysis of the mean and SD of the scores for employee performance variables indicates that every dimension of performance has a mean score of more than 3, and the mean score for overall employee performance is 4.03, which equals 80.6%. This means employee performance at Marriott International hotels based on employees' own ratings is highly effective.

#### 4.5. ANALYSIS OF THE IMPACTS OF ON-THE-JOB TRAINING ON EMPLOYEE PERFORMANCE

The impacts of on-the-job training on employee performance are analysed through correlation and regression analysis between on-the-job training and overall employee performance.

##### Correlation Analysis

**Table 9 Correlation between On-the-job Training and Performance**

	ONTJ1	ONTJ2	ONTJ3	ONTJ4	ONTJ5	On-the-Job Training	Employee Performance
ONTJ1	1						
ONTJ2	.542*	1					
ONTJ3	0.096	0.123	1				
ONTJ4	.718**	.626**	0.363	1			
ONTJ5	.570*	.617**	.499*	.847**	1		
On-the-Job Training	.786**	.753**	.497*	.927**	.903**	1	
Employee Performance	.860**	.702**	0.12	.796**	.774**	.846**	1
*. Correlation is significant at the 0.05 level (2-tailed).							
**. Correlation is significant at the 0.01 level (2-tailed).							

The correlation analysis [Table 9](#) reveals that each item of on-the-job training is significantly correlated with employee performance. ONTJ1 and employee performance have a correlation coefficient of 0.860, ONJT2 and employee performance have 0.702, ONJT3 and employee performance have 0.120, ONTJ4 and employee performance have 0.796, and ONTJ5 and employee performance have a correlation coefficient of 0.774 which all are strongly correlated except ONTJ3 and employee performance. Similarly, overall on-the-job training and employee performance have a correlation coefficient of 0.846 which is a strong correlation. This means on-the-job training and employee performance are strongly interrelated with each other.

#### 4.6. REGRESSION ANALYSIS

The regression coefficient between overall on-the-job training and employee performance is shown in the following table. The first hypothesis is tested through regression analysis.

H1: On-the-job training at Marriot has a significant impact on employee performance

**Table 10 Regression Coefficient between On-the-job Training and Performance**

		Coefficients <sup>a</sup>					
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig. (p)	
		B	Std. Error	Beta			
1	(Constant)	1.12	0.497		2.256	0.042	
	On-the-Job Training	0.722	0.126	0.846	5.715	0	

a. Dependent Variable: Employee Performance

The coefficient Table 10 shows that there is a statistically significant relationship between on-the-job training and employee performance. Standardised coefficient  $\beta = 0.846$  represents a highly significant positive correlation between the dependent and independent variables. The value of sig. (p) equals 0.000 indicates statistically significant impacts of on-the-job training on employee performance.

Thus, the correlation and regression analysis show that on-the-job training has significant impact on employee performance as correlation coefficient  $\beta = 0.846$ , and  $p = 0.000$  which is less than 0.05.

Therefore, **H1 is accepted.**

#### 4.7. ANALYSIS OF THE IMPACTS OF OFF-THE-JOB TRAINING ON EMPLOYEE PERFORMANCE

The impacts of off-the-job training on employee performance are also analysed through correlation and regression analysis between off-the-job items and overall employee performance.

#### 4.8. CORRELATION ANALYSIS

The correlation coefficient between different items of off-the-job training and employee performance is illustrated in the following table.

**Table 11 Correlation between Off-the-job Training and Performance**

	OFTJ1	OFTJ2	OFTJ3	OFTJ4	OFTJ5	OFTJ6	Off-the-Job Training	Employee Performance
OFTJ1	1							
OFTJ2	.510*	1						
OFTJ3	.544*	.572*	1					
OFTJ4	0.462	.565*	0.019	1				
OFTJ5	.548*	0.447	0.057	.539*	1			
OFTJ6	0.207	0.254	0.021	.548*	0.151	1		
Off-the-Job Training	.799**	0.464	.554*	0.414	0.33	0.308	1	
Employee Performance	.757**	0.255	.660**	0.113	0.262	0.097	.572*	1

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 11 indicates that each item of off-the-job training is positively correlated with employee performance. The correlation between OFTJ1 and performance is 0.757, OFTJ3 and performance are 0.660, which are strongly correlated with each other. However, other items of off-the-job training and employee performance have insignificant correlations, but all are positive. Similarly, the correlation between overall off-the-job training and employee performance is 0.572 which is also significant at the 0.05 level. This means off-the-job training and employee performance are positively correlated with each other.

#### 4.9. REGRESSION ANALYSIS

The regression coefficient between off-the-job training and employee performance is presented in the following table. The second hypothesis is tested through regression analysis.

H2: Of-the-job training at Marriott has a significant impact on employee performance.

Coefficients <sup>a</sup>						
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.(p)	
	B	Std. Error	Beta			
1	(Constant)	1.143	1.11		1.03	0.322
	Off-the-Job Training	0.685	0.272	0.572	2.515	0.026

a. Dependent Variable: Employee Performance

The coefficient Table 12 shows that there is a statistically significant relationship between off-the-job training and employee performance as standardised coefficient  $\beta$  is 0.572. Similarly, a sig (p) value of 0.26, which is less than 0.05 indicates that off-the-job training has a significant impact on employee performance.

Thus, the correlation and regression analysis show that off-the-job training and employee performance are positively correlated, and off-the-job training has statistically significant impacts on employee training as  $\beta = 0.572$  and  $p = 0.26$ .

Therefore, **H2 is also accepted.**

#### 4.10. ANALYSIS OF THE IMPACTS OF ONLINE TRAINING ON EMPLOYEE PERFORMANCE

The impact of online training on employee performance is analysed through correlation and regression analysis.

#### 4.11. CORRELATION ANALYSIS

Correlation coefficients between online training items and overall employee performance are as follows.

**Table 13 Correlation between Online Training and Performance**

Correlations							
	ONT1	ONT2	ONT3	ONT4	ONT5	Online Training	Employee Performance
ONT1	1						
ONT2	0.216	1					
ONT3	0.321	.700**	1				
ONT4	0.229	.915**	.778**	1			
ONT5	.528*	-0.122	0.221	0.041	1		
Online Training	.604**	.804**	.852**	.867**	0.422	1	
Employee Performance	<b>0.177</b>	<b>0.077</b>	<b>0.277</b>	<b>0.277</b>	<b>0.345</b>	<b>0.301</b>	1

\*. Correlation is significant at the 0.05 level (2-tailed).  
 \*\*. Correlation is significant at the 0.01 level (2-tailed).

Table 13 shows that each item of online training and employee performance is positively correlated with each other. However, all the coefficient of correlation between ONT1, ONT2, ONT3, ONT4, ONT5 and employee performance is insignificant. Similarly, the correlation between overall online training and employee performance is 0.301 which is also positive but insignificant. This means online training and employee training are not significantly correlated based on the self-evaluation of Marriott employees.

#### 4.12. REGRESSION ANALYSIS

The regression coefficient between off-the-job training and employee performance is presented as follows.

The third hypothesis H3 is tested here through regression analysis.

H3: Online training has a significant impact on employee performance.

**Table 14 Coefficient of Regression between Online Training and Performance**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.(p)
		B	Std. Error	Beta		
1	(Constant)	1.812	1.854		0.977	0.346
	Online Training	0.512	0.45	0.301	1.138	0.276

a. Dependent Variable: Employee Performance

The standardised coefficient beta  $\beta = 0.301$  implies an insignificant correlation between online training and the performance of employees. Similarly, sig. (p) value of 0.276, which is more than 0.05 indicates that online training has an insignificant impact on employee performance.

Thus, from the correlation and regression analysis, it is concluded that online training and employee performance are positively but insignificantly interrelated with each other, and online training has no significant impact on employee performance as  $\beta = 0.301$  and  $p = 0.276$ .

Thus, **H3 is rejected**, which means online training in Marriott has no significant contribution to employee performance based on employees' self-assessment scores.

## **5. DISCUSSIONS OF THE MAIN FINDINGS**

The purpose of this study is to examine the impacts of training on employee performance in the UK hotel industry as an analysis of Marriott employees. It has also analysed the effectiveness of employee performance, the impacts of on-the-job training on employee performance, the impact of off-the-job training on employee performance, and the impact of online training on the performance of the employees of Marriott International hotels.

### **5.1. EFFECTIVENESS OF EMPLOYEE PERFORMANCE AT MARRIOTT**

Assessment of the mean as well as the standard deviation of the scores for employee performance dimensions indicates that each dimension of performance has a mean score of more than 3, and the mean score for overall employee performance is 4.03, which equals 80.6%. This means employee performance at Marriott International hotels based on employees' own ratings is highly effective. This study has implemented six factors of employee performance based on the results of different types of training provided by Marriott hotels. The considered variables are skills, knowledge, abilities, attitudes, confidence, and speed & efficiency. This study found that all the dimensions of employee performance are highly effective based on employees' self-rating on the five-point rating scale. These findings are consistent with different reports published at different points in time. According to [Sittig \(2016\)](#), employees of Marriott are highly engaged and provide high productivity, fewer guest problems and have lower turnover based on Marriott Hotels' own [Survey System \(2012\)](#). Marriott hotel is one of the largest hotel chains and voted as one of the top employers. According to [Gibbons \(2020\)](#), 85% of employees said that Marriott International hotel is a great place to work, and employees have a high level of performance and productivity. Its employer value proposition is simple that includes happiness and wellbeing, which is one of the important factors that help the company to gain higher employee performance and productivity.

### **5.2. IMPACTS OF ON-THE-JOB TRAINING ON EMPLOYEE PERFORMANCE**

This study found from the correlation and regression analysis that on-the-job training has a significant impact on employee performance as correlation coefficient  $\beta = 0.846$ , and  $p = 0.000$  which is less than 0.05. Here, the intercorrelation between different items of on-the-job training and overall employee performance indicates a significant positive correlation, which means each aspect of on-the-job training significantly contributes to enhancing employee performance. These findings are consistent with some other studies. A study by [Muneer et al. \(2014\)](#) on the study of micro banks in the Khairpur district indicated that on-the-job training has a significant contribution to employee performance. They found that 50% of the performance of banking employees depends on on-the-job training. Similarly, another study by [Bafaneli and Setibi \(2015\)](#) researched Riley's Hotel and found that on-the-job training has a significant impact on employee performance. They also found that on-the-job training is highly effective in enhancing employee performance.

### **5.3. IMPACTS OF OFF-THE-JOB TRAINING ON EMPLOYEE PERFORMANCE**

This study found from the correlation and regression analysis that off-the-job training and employee performance are positively correlated, and off-the-job training has statistically significant impacts on employee training as  $\beta = 0.572$  and  $p = 0.26$ . The intercorrelation between different items of of-the-job training and employee performance indicated that each item is positively correlated with employee performance, but some items are significantly correlated with performance and some items are not. However, the overall results of off-the-job training and performance are significantly correlated. These findings are consistent with the results of other studies in different settings. A study by Bhat (2013) Bhat (2013) on retail banking contexts in India found that different types of training are highly significant to improve employee performance, but it is not the sole factor in affecting performance. Similarly, another study by Mahadevan and Yap (2019) based on direct selling companies in Malaysia found that both types of training on-the-job and off-the-job training have a significant positive influence on the performance of employees.

### **5.4. IMPACTS OF ONLINE TRAINING ON EMPLOYEE PERFORMANCE**

This study found from the correlation and regression analysis that online training and employee performance are positively but insignificantly interrelated with each other, and online training has no significant impact on employee performance as  $\beta = 0.301$  and  $p = 0.276$ . Here, it was found that each item of online training has no significant correlation with employee performance. The result of this research is consistent as well as inconsistent with previous studies. A study by Yang (2011) based on telecommunication technology found that online training has a significant impact on the performance of employees and also both variables are interrelated with others. Similarly, another study by Lara et al. (2019) identified that self-evaluation behavioural transfer was predicted by practical online application learning systems, peer support, organisational support, cognitive help-seeking, motivational control, etc. were significantly related to employee performance, and different types of online training have a significant impact on employee performance.

## **6. CONCLUSION AND RECOMMENDATIONS**

### **6.1. CONCLUSION**

The purpose of this research paper was to investigate the impact of training on employee performance at Marriot International. It has also examined the extent of employee performance based on their self-rating, the impact of on-the-job training on employee performance, the impact of off-the-job training on employee performance, and the impact of online training on employee performance.

This study identified from the assessment of the mean and standard deviation of the scores for the dimensions of employee performance that each dimension has a mean score of more than 3 out of 5 and the mean for overall employee performance is 4.03, which equals 80.6%. This means employee performance at Marriott International hotels based on employees' own ratings is highly effective.

This study found from the correlation and regression analysis that on-the-job training has a significant impact on employee performance as correlation coefficient

$\beta = 0.846$ , and  $p = 0.000$  which is less than 0.05. This means each aspect of on-the-job training significantly contributes to enhancing employee performance.

This study also found from the correlation and regression analysis that off-the-job training and employee performance are positively correlated, and off-the-job training has statistically significant impacts on employee training as  $\beta = 0.572$  and  $p = 0.26$ .

However, the correlation and regression analysis between online training and performance found that online training and employee performance are positively but insignificantly interrelated with each other, and online training has no significant impact on employee performance as  $\beta = 0.301$  and  $p = 0.276$  as it is more than 0.04.

## 6.2. RECOMMENDATIONS

This study shows that male participation is 57.6% while female participation is 40.1%, which means there can be a high variation in the male-female ratio. So, it is recommended that the management should focus on increasing female employees by attracting them through the hiring process.

This study found that there are very few participants above 45 years, which is around 7% of the total. This means there are very few employees who are highly experienced in this industry. So, it is recommended to focus more on employee retention to have highly experienced employees.

It is also found that there are 9.9% of employees who participated in this survey said they have not taken part in any training provided by Marriott International. This means training is still not accessible to many employees. So, it is recommended to enhance its training strategy to make it accessible to more employees.

To make training more effective, it is recommended to identify skill gaps and analyse the needs for training. Then it is required to design an effective training programme based on organisational needs and skill gaps. It can be online, offline, or on-the-job training.

It is also recommended to provide orientation and induction training for every employee as many employees have not received any type of training in Marriott. Induction training and orientation can help employees to understand the vision and values of the company as well as basic work guidelines, procedures, and policies.

It is also recommended to focus more on online training as it can be more accessible, applicable, and cheaper options for the company.

## 7. LIMITATIONS

This research was conducted within a restricted period of 3 months and with a limited budget and resources. Therefore, this study may not be free from limitations. The identified dimensions of employee performance and different types of training considered in this research may not be sufficient as there might have more significant variables in the literature. This study has used three types of training as its dimensions, which may not be enough to analyse overall training effectiveness at Marriott. This study may lack to review of recent research papers associated with this issue as it has mainly used freely available resources like university library access, Google Scholar, and Google search. Moreover, primary data were collected at a point in time rather than frequent observation of samples over a prolonged period. This means it has not considered cause and effect relationships and changes over time.

Moreover, this study has not included the total population size due to a lack of the total list of employees working at Marriott at the time of the survey as they were concerned about the confidentiality of data. Therefore, it has not used the probability sampling technique due to the lack of full information about employees. This study implemented a quantitative approach to data collection and analysis, which may not consider the in-depth ideas of respondents. Other techniques like an in-depth interview of managers and other employees might provide different results. Therefore, it is recommended to conduct further in-depth research including a large sample size in different regions of the UK to test the validity of these findings.

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