



**OPTIMIZING EMPLOYEE PERFORMANCE:
COMPARING THE IMPACT OF DIFFERENT
TRAINING METHODS IN THE TRAVEL AND
TOURISM INDUSTRY OF LEBANON**

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ETHICAL DECLARATION

I hereby declare that I am the sole author of this thesis and that I have conducted my work in accordance with academic rules and ethical behaviour at every stage from the planning of the thesis to its defence. I confirm that I have cited all ideas, information and findings that are not specific to my study, as required by the code of ethical behaviour, and that all statements not cited are my own.

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ABSTRACT

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Master's Program in Business Administration

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Nestled along the eastern Mediterranean, Lebanon entices with its rich heritage and diverse landscapes, anchoring its appeal as a tourist haven. Its historical marvels like Baalbek and Byblos, alongside scenic vistas of the Bekaa Valley and Mediterranean shores, attract a varied audience seeking cultural immersion, adventure, and serenity. Delving into Lebanon's tourism sector, a study scrutinizes employee performance with 43 participants reflecting diverse demographics. Through a meticulously crafted survey questionnaire utilizing a Likert scale, the research gauges factors influencing workforce dynamics, including job satisfaction, skills enhancement, and training program impact. The study's core objective is to evaluate training programs' efficacy and their influence on employee performance within Lebanon's tourism industry. By dissecting various training interventions, it aims to furnish insights crucial for refining training strategies, enhancing performance, and bolstering industry productivity. Key findings underscore the pivotal role of both on-the-job and off-the-job training in

enhancing employee competence and satisfaction. While on-the-job training nurtures skill development, off-the-job training contributes to overall effectiveness, aligning with heightened motivation and performance. Recommendations stress the strategic integration of on-the-job training into development strategies to cultivate a proficient workforce, ensuring Lebanon's tourism industry remains competitive.

Keywords: Lebanon, tourism sector, employee performance, training, performance measurement, job satisfaction.



ÖZET

LÜBNAN'DA SEYAHAT VE TURİZM ENDÜSTRİSİNDE ÇALIŞAN PERFORMANSINI OPTİMİZE ETME: FARKLI EĞİTİM YÖNTEMLERİNİN ETKİSİNİN KARŞILAŞTIRILMASI

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Doğu Akdeniz kıyısında yer alan Lübnan, zengin mirası ve çeşitli manzaralarıyla turistlerin ilgisini çeken bir yerdir. Tarihi harikaları olan Baalbek ve Byblos'un yanı sıra Bekaa Vadisi ve Akdeniz kıyılarının manzaraları, kültürel batış, macera ve huzur arayan çeşitli bir izleyici kitlesini cezbeder. Lübnan'ın turizm sektörüne dalmak, 43 katılımcıyı yansıtan çeşitli demografik özelliklere sahip çalışan performansını inceler. Likert ölçeğini kullanan özenle hazırlanmış bir anket anketi aracılığıyla, araştırma iş memnuniyeti, beceri geliştirme ve eğitim programlarının işgücü dinamiklerini etkileyen faktörleri ölçer. Çalışmanın temel amacı, Lübnan'ın turizm sektöründe eğitim programlarının etkililiğini ve çalışan performansı üzerindeki etkilerini değerlendirmektir. Farklı eğitim müdahalelerini analiz ederek, eğitim stratejilerini iyileştirmek, performansı artırmak ve endüstri verimliliğini artırmak için kritik içgörüler sağlamayı amaçlamaktadır. Ana bulgular, iş becerisini ve memnuniyetini artırmada hem iş içi hem de iş dışı eğitimin kilit rolünü vurgular. İş içi eğitim beceri

geliřtirmeyi desteklerken, iř dıřı eęitim genel etkinlięe katkıda bulunur ve yksek motivasyon ve performansla uyumlu olur. neriler, iř ięi eęitimin geliřtirme stratejilerine stratejik olarak entegrasyonunu vurgulayarak, Lbnan'ın turizm endstrisinin rekabetęi kalmasını saęlamak ięin uzman bir iřgc yetiřtirmeyi nerir.

Anahtar Kelimeler: Lbnan, turizm sektr, ęalıřan performansı, eęitim, performans lęm, iř memnuniyeti.



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CHAPTER 1: INTRODUCTION

The tourism sector plays a crucial role in Lebanon's economy, offering substantial contributions to economic growth, employment, and cultural diversity (World Travel and Tourism Council, 2019). The training methods provided to employees within this sector vary widely, reflecting the diverse demands of the industry. These approaches encompass a range from traditional classroom-style training to experiential learning methods, language proficiency courses, cultural sensitivity training, and customer service enhancement programs. Understanding the nuances and distinctions among these training approaches is essential for comprehending the complexities of Lebanon's tourism industry. It enables stakeholders to discern the unique skill sets, knowledge bases, and competencies required for different roles within the sector, thereby facilitating more effective recruitment, training, and development strategies. Furthermore, recognizing the specific training needs and preferences of employees in Lebanon's tourism sector enables organizations to tailor their initiatives, thereby enhancing workforce performance, job satisfaction, and overall industry competitiveness (UNWTO, 2019).

The travel and tourism industry is a vital sector that contributes significantly to the global economy, creating employment opportunities and fostering economic growth (UNWTO, 2019). The travel and tourism sector is a vital economic pillar in Lebanon, contributing significantly to job creation, income generation, and the advancement of cross-cultural exchanges. (World Travel and Tourism Council, 2019). In this highly competitive industry, employee performance is of utmost importance as it directly impacts the quality of service, customer satisfaction, and overall success of travel and tourism companies.

An important component that can maximize worker performance is HRM's efficient training program. Employee performance, abilities, and knowledge can all be improved through training, which also helps workers adjust to shifting market demands, technological breakthroughs, and professional trends (Noe, 2017). However, with the diverse array of training methods available, it becomes essential to evaluate and compare their effectiveness in optimizing employee performance in the travel and tourism industry of Lebanon.

By examining the pros and cons of each training method, this research intends to provide insights into the most effective approach to enhance employee performance in this industry.

For many years, researchers have explored the concept of training and its impact on the overall workforce and employee performance. Individuals who receive proper training often experience better job performance. (Bakker, 2015)

Scholars have thoroughly studied the concept of training programs and its impact on the overall workforce performance, however few researchers have specifically delved into the comparative effectiveness of diverse training methods such as mentorship programs, workshops, and on-the-job training within the unique dynamics of the Lebanese travel and tourism sector (Stone, 2018; Torrington et al., 2017)

The research will also delve into the specific on-the-job and off-the-job training methods employed within the tourism sector in Lebanon, shedding light on their effectiveness and relevance to employee skill development and performance improvement. The findings of this study will be particularly significant for travel and tourism companies in Lebanon, as they can utilize the results to make informed decisions regarding their training strategies and optimize the performance of their workforce. By understanding the effectiveness of different training approaches, organizations can tailor their programs to better meet the needs and preferences of their employees, ultimately enhancing job satisfaction, retention rates, and overall organizational performance. Furthermore, this research can contribute to the existing literature on employee training and performance, providing valuable insights and implications for further research in the field of human resource management, training, and development in the context of the travel and tourism industry, both in Lebanon and beyond.

To sum up, the purpose of this study project is to examine and contrast the effects of various training techniques on worker performance in Lebanon's travel and tourism sector. The thesis will then go on to include a thorough analysis of pertinent literature, a description of the research methods, a presentation and analysis of the study findings, and a conclusion with recommendations for future research and practical applications.

1.1. Research Problem

While there may be existing research on employee training and development in the broader field of human resource management, the scarcity of research within the travel and tourism industry in Lebanon remains apparent. The unique context of Lebanon's travel and tourism sector, with its distinctive challenges, workforce characteristics, and market dynamics, necessitates targeted investigations. A comprehensive review of the literature indicates that the majority of studies in this domain are either of a general nature, spanning diverse industries, or focus on other geographical regions with dissimilar socio-economic and cultural landscapes. Therefore, the identified dearth of research is not merely a local issue but reflects a gap in understanding the specific nuances of employee training and its impact on performance within the Lebanese travel and tourism industry. This study seeks to address this notable gap by providing a tailored examination of training methods and their effects within the unique context of Lebanon's travel and tourism sector.

To ensure success in this competitive industry, optimizing employee performance through effective training is essential (Noe, 2017). However, with different training methods available, there is a need to evaluate their effectiveness in the context of the travel and tourism industry in Lebanon. Conducting valuable training needs assessments serves a crucial purpose in the realm of organizational training. Essentially, these assessments aim to comprehend the training participants, their responsibilities, and the organizational context, enabling the selection of suitable content and delivery methods (Goldstein, 1991; McClelland, 1994; Gudykunst, Guzley, and Hammer, 1996). Various qualitative approaches exist for cross-cultural training needs assessment, including on-site observations, key consultations, print media analysis, individual interviews, focus group discussions, and work samples (Brislin and Yoshida, 1994; Goldstein, 1991; McClelland, 1994). Among these methods, engaging in consultations with key informants emerges as particularly promising for cross-cultural training, as it involves seeking insights exclusively from individuals with cross-cultural experiences (Brislin and Yoshida, 1994).

Chiaburu and Tekleab (2005, p. 604) define goal orientations as a cognitive framework guiding individuals in understanding and selecting behavioral responses to achievement situations, particularly challenging tasks. The existing literature

recognizes two primary target orientations: performance orientation and learning orientation (Harackiewicz et al., 2000; Dweck, 1986). In a performance-oriented approach, efforts predominantly focus on showcasing current abilities, and distinctions exist between goal-oriented learning and performance goals regarding the cognitive effort invested (Ames, 1992; Fisher and Ford, 1998), with the former involving more intensive mental processing (Entwhistle, 1988; Bouffard et al., 1995).

Research indicates that individuals with a performance objectives orientation tend to perceive their skills as fixed traits with limited room for improvement (Dweck, 1989). They avoid challenging tasks requiring greater effort, interpreting such challenges as indicative of a lack of innate aptitude (Dweck, 1989). Therefore, when assessing the impact of staff training, it is essential to consider moderating factors such as the different culture. An inclusive workplace that encourages idea-sharing, participative decision-making, and mutual support is vital for fostering productive employee engagement. Different cultures foster different organizational cultures which contribute to creating an environment conducive to open communication and effective participation in decision-making, enabling individuals to freely express their thoughts and abilities (Shahzad, 2014).

According to Knoke and Kalleberg (1994), organizations assess employee performance based on set performance standards, where good performance is determined by how well employees execute assigned tasks. Meeting organizational expectations and performing up to established standards classify individuals as good performers.

In the pursuit of organizational objectives, various resources, including manpower, machines, materials, and money, play crucial roles. Among these resources, the workforce holds the utmost significance, actively contributing to task execution and goal achievement. Adapting to uncontrollable environmental factors, such as social, cultural, legal, political, economic, technological, and competitive changes, is imperative for organizations to succeed (Tai, 2006).

Understanding and adapting to these environmental factors are crucial for effective work, as failure to do so can lead to plan failures. A skilled and dedicated workforce becomes essential, and organizations face challenges in survival, stabilization, and excellence without such a workforce. Close coordination and effective performance

by employees in various roles are critical for organizational success (Delery and Huselid, 1996).

Factors influencing employee performance include skills, training, motivation, commitment, welfare, management policies, benefits, salary, packages, promotion, and communication. In Europe, a triangulation framework is employed to enhance employee performance, serving as an analytical perspective for understanding local service delivery systems' dynamics and requirements for improvement. This framework enables the repetition of best practices and learning from dysfunctional ones (Swart, Man, Brown, and Price, 2005).

One study that explored the impact of training on employee performance in the tourism industry is that of Abou-Moghli and Hidayat (2018). The authors conducted a survey of 110 employees working in Jordan's tourism industry to examine the effectiveness of training on their job satisfaction and performance. The results indicated that training positively influenced both job satisfaction and performance. More specifically, the study found that training programs that focused on technical skills, soft skills, and knowledge transfer were most effective in improving job performance. Moreover, the study revealed that employees who received training felt more satisfied with their jobs, which in turn contributed to their improved performance.

Another study that examined the effect of training on employee performance is the research conducted by Alsaif and Alshahrani (2018). The authors surveyed 450 employees working in the Saudi Arabian tourism industry to investigate the effect of training on their job satisfaction, organizational commitment, and performance. The results revealed that training had a significant positive impact on job satisfaction, organizational commitment, and performance. Specifically, the study found that training programs that emphasized job-specific skills, customer service, and interpersonal skills were most effective in improving job performance. Furthermore, the study revealed that employees who received training felt more satisfied with their jobs and were more committed to their organizations.

In a similar vein, a study by Al-Mahamid and Al-Qatawneh (2019) explored the relationship between training and employee performance in the Jordanian tourism sector. The study surveyed 314 employees in the sector and found that training significantly influenced employee performance. Specifically, the study found that training programs that focused on technical skills, customer service, and

communication skills were most effective in improving employee performance. Moreover, the study revealed that employees who received training felt more confident in their ability to perform their jobs, which contributed to their improved performance.

While these studies have contributed to our understanding of the importance of training in enhancing employee performance within the tourism industry, they are limited in their scope and do not specifically focus on the Lebanese context. Therefore, further research is necessary to investigate the impact of different training methods on employee performance in the travel and tourism industry in Lebanon.

In conclusion, while existing research on employee training and development in the general context of human resource management has shed light on the importance of training for improving employee performance, there is still a research gap regarding the specific context of the travel and tourism industry in Lebanon. Further research in this area could provide valuable insights for travel and tourism companies in Lebanon, helping them design effective training strategies to enhance employee performance. Therefore, the research problem of this study is: What is the comparative effectiveness of on-the-job training, off-the-job training, and online training in optimizing employee performance in the travel and tourism industry of Lebanon?

This research problem aims to address the gap in the literature and provide valuable insights into the most effective training methods done by HRM in the specific context of the travel and tourism industry in Lebanon. Additionally, this research can contribute to the existing literature on employee training and performance in the context of the travel and tourism industry, providing a foundation for future research in this area.

1.2. Objective of the Thesis

The main objective of this research is to delve into the impact of different training methods done by HRM, namely on-the-job training, off-the-job training, and online training, on optimizing employee performance in the travel and tourism industry of Lebanon. Specifically, this study aims to:

Evaluate the effectiveness of on-the-job training, off-the-job training, and online training in improving employee performance in the travel and tourism industry of Lebanon.

Identify the strengths and weaknesses of each training method in the specific context of the travel and tourism industry in Lebanon.

Provide evidence-based recommendations for travel and tourism companies in Lebanon to optimize their training strategies and enhance employee performance.

Contribute to the existing literature on employee training and performance in the context of the travel and tourism industry, particularly in the Lebanese context, by addressing the research gap in this area.

The objective of this study is to compare the impact of different training methods on employee performance in the travel and tourism industry of Lebanon, with the aim of providing practical recommendations to companies in the industry for improving employee performance through effective training strategies.

This objective directly addresses the gap in the existing literature by specifically focusing on the travel and tourism industry of Lebanon and comparing the impact of different training methods on employee performance. The objective also highlights the practical implications of the study, which is to provide recommendations to companies in the industry for improving employee performance through effective training strategies.

Additionally, the research outcomes will contribute to the existing body of knowledge on employee training and performance in the travel and tourism industry, providing valuable insights for future research endeavors.

1.3. Overview of the Sector/Domain/Organizations

The tourism sector in Lebanon is a vital contributor to the country's economy, generating significant employment opportunities and income. With a 7% contribution to the overall GDP, it accounted for 10.4 billion in 2018, making up 19.1% of the total GDP. Capital investments in the sector were estimated at 1.3 billion in 2018, with a projected growth of 2.7% CAGR over the next decade, reaching 1.7 billion by 2028. From 2014, the sector has demonstrated an average annual growth rate of 19%, making it one of the fastest-growing sectors in the country. The sector is also a significant employer, with 144,300 direct jobs generated in 2018, accounting for 6.7% of total employment, and 18.4% of total employment in the sector. In 2018, tourist arrivals

reached a record high of 1.9 million, with Europeans comprising the largest share (36%) followed by Arabs (29%). Tourism spending increased in 2017, driven by the return of Gulf tourists to the country, with Saudi Arabians contributing the largest spending share (14%), followed by UAE and Kuwait (12% and 7%, respectively).

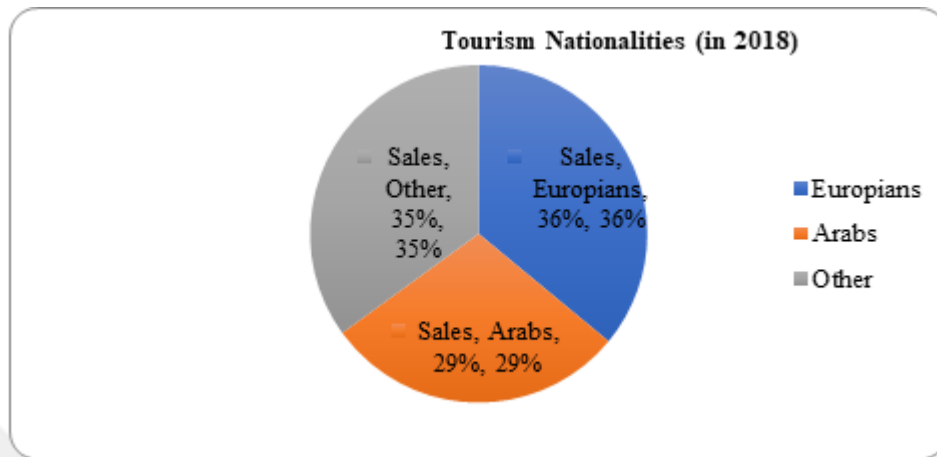


Figure 1: Nationalities of foreigners visiting for tourism in Lebanon

The available prospects in the market are as follows:

1. Accommodation options are abundant with 12,300 rooms spread across various types of lodgings including houses, hotels, and furnished apartments.
2. Medical tourism is an area of potential investment, particularly in wellness, alternative medicine, and health centers.
3. Beirut's food and beverage industry has gained recognition, with the city being ranked as the top destination for international cuisine in a leisure magazine in 2016. There are opportunities for businesses operating in casual dining as well as high-end restaurants. (Source: Investinlebanon.org.lb, 2019).

Therefore, the research question of this study is: What is the comparative effectiveness of on-the-job training, off-the-job training, and online training in optimizing employee performance in the travel and tourism industry of Lebanon?

CHAPTER 2: LITERATURE REVIEW

2.1. Human Resource Management (HRM): Overview

Human resource management (HRM) is crucial in organizations like Lebanon's tourism industry, managing human capital to achieve goals (Stone, 2018; Torrington et al., 2017). HRM evolved from administration to strategic partnership (Boselie et al., 2018; Ulrich, 2017).

Employee development, including training, enhances skills (Noe, 2017; Tannenbaum et al., 2013). Training methods like on-the-job and off-the-job training, and online training, enhance performance (Bassi et al., 2008; Eraut, 2004; Noe, 2017; Velada et al., 2007; Marín-Marín et al., 2018).

Blended learning and personalized training are effective (Cheng et al., 2021; Hensel et al., 2021). HRM encompasses talent management, performance, and engagement (Brewster et al., 2017; Jackson et al., 2020).

Cultural factors impact training effectiveness, necessitating customization (Hofstede, 1980; Trompenaars, 1993; Smith et al., 2007). Cultural intelligence is vital for diverse clientele (Robertson and Fadil, 2018; Ang and Van Dyne, 2008).

2.2. Theoretical Frameworks and Models Related to Training and Development

Kirkpatrick's Four-Level Model evaluates training (Kirkpatrick and Kirkpatrick, 2006). Adult Learning Theory focuses on adult learners (Knowles, 1970). Social Cognitive Theory emphasizes observation and imitation (Bandura, 1986). Human Capital Theory views training as an investment (Becker, 1964).

Studies in Lebanon's hospitality industry emphasize the importance of tailored training and development (El-Kassar et al., 2019; Hallak and Assaf, 2020; Saleh et al., 2020; Abou Hamdan and Nakhle, 2021).

By integrating these theoretical frameworks and empirical studies, this chapter establishes a comprehensive understanding of HRM and training in Lebanon's tourism sector, setting the stage for further analysis and discussion in the thesis.

2.3. Opportunities of Training and Development in Lebanon's Tourism Sector

In Lebanon's tourism sector, despite challenges, there are significant opportunities for effective training and development programs that can bolster industry growth and sustainability. Skill development is crucial, focusing on areas like language proficiency, customer service, marketing, and management skills, enhancing competitiveness and attracting more tourists (Karim and Al-Hamadi, 2021).

The sector can leverage technology through training programs on online platforms, digital marketing, and social media management, leading to improved marketing, operational efficiency, and customer experiences (Assaker and Hallak, 2020).

Collaboration with academic institutions offers specialized courses and certifications in tourism-related fields, aligning workforce skills with industry needs and fostering research and innovation (Alrifai and El-Sayegh, 2022).

Emphasizing sustainability and responsible tourism through training can attract environmentally conscious tourists and ensure the preservation of Lebanon's natural and cultural heritage (Obeid and Hammoud, 2022). Diversifying tourism offerings, such as culinary, cultural, and adventure tourism, can create employment opportunities and enhance competitiveness by offering unique experiences to various tourist segments (Choueiri, 2021).

2.4. Training and Development

Employee training and development are integral aspects of human resource management (HRM) that benefit all stakeholders involved, including employees, managers, owners, and customers. Proper training equips employees with the necessary skills, abilities, and knowledge required for their roles, leading to increased performance and productivity (Mondy, 2012; cited in Saade and El Khoury, 2020).

Training is a continuous process aimed at enhancing employee performance and enabling them to acquire necessary skills and abilities. It is not limited to new employees but is also crucial for existing ones to stay updated in fast-changing industries like technology (Mondy, 2012; cited in Roupheal and Aouad, 2021).

Companies implement training programs due to factors such as change and development. Training keeps employees updated with technological advancements and prepares individuals for future roles (Sims, 2002). It is vital for maximizing productivity, and its absence can negatively impact firm productivity (Frankin Dang Kum, 2014).

Research shows a direct relationship between employee satisfaction, work efficiency, and training in service sectors (Mehmood, 2012). Training programs create a learning environment, develop leadership skills, reduce change resistance, and improve employees' competitive advantages (Sharma and Shirsath, 2014).

HRM is responsible for planning, implementing, and evaluating training programs to ensure employees have the necessary skills. Well-trained employees are more motivated, engaged, and satisfied, leading to increased productivity and improved performance (Noe, 2017).

Training programs are crucial in rapidly changing industries like technology, enabling employees to stay updated and relevant. They also prepare employees for future roles, fostering continuous improvement and development (Rouphael and Aouad, 2021; Sims, 2002).

Well-designed training programs positively impact employee performance, productivity, and job satisfaction (Mehmood, 2012). They also reduce change resistance, develop leadership capabilities, and contribute to organizational competitiveness (Sharma and Shirsath, 2014; Noe, 2017).

In summary, the relationship between HRM and training and development is vital for enhancing employee performance, productivity, and job satisfaction, reducing change resistance, developing leadership capabilities, and maintaining organizational competitiveness in dynamic business environments.

2.5. Training Methods in the Tourism Sector of Lebanon

There are various training methods used by HRM in Lebanon's tourism sector, including on-the-job training, classroom training, simulation-based training, e-learning, coaching and mentoring, cross-training, job rotation, and informal learning. These methods are employed to enhance employees' knowledge, skills, and attitudes, and to bridge the gap between theory and practice, ultimately improving employee performance and organizational outcomes.

On-the-job training (OJT) is a widely used training method in Lebanon's tourism sector due to its effectiveness in providing employees with hands-on experience and practical skills. Abed (2018) found that OJT was perceived as effective in the hospitality industry in Lebanon, as it allowed employees to learn in the context of their actual work environment and develop job-specific skills. Eddin (2019) conducted an exploratory study on OJT in the hotel industry in Lebanon and highlighted its significance in bridging the gap between theory and practice, enabling employees to apply their knowledge in real-world situations.

With the advancement of technology, e-learning and online training have gained popularity in Lebanon's tourism sector. Hassan (2018) conducted research on the effectiveness of e-learning in the hospitality industry in Lebanon and found that it was perceived as effective in providing flexibility and convenience to employees. Moukaddem (2020) examined online training and development practices in the Lebanese hotel industry and highlighted the advantages of online platforms in delivering standardized training content and reaching a wide range of employees regardless of their location.

Coaching and mentoring are also utilized as training methods in Lebanon's tourism sector. Darwiche (2019) conducted a study on the impact of coaching and mentoring on employee development in the hospitality industry in Lebanon and found that these methods were perceived as effective in providing personalized guidance, support, and feedback to employees. Coaching and mentoring relationships allow for individualized development plans, addressing specific employee needs and goals (Darwiche, 2019).

2.6. Review of Empirical Evidence: Effectiveness of Training Methods in Lebanon

Several studies have investigated the impact of various training and development methods on employee performance and productivity in Lebanon and other Middle Eastern countries. Al-Tit et al. (2021) found a significant positive relationship between training and development and employee performance in Lebanese organizations, while Al-Omari and Alshurideh (2019) discovered a significant negative relationship between coaching and turnover intention in Jordanian organizations. Similarly, Alhalawani et al. (2021) and Kassem et al. (2021) found positive associations between mentoring and employee creativity and between training and development and employee performance, respectively, in Jordanian and Lebanese contexts. Darwiche et al. (2020) and Ghosn et al. (2017) identified on-the-job training, coaching, and e-

learning as effective methods for improving employee performance, with Haddad et al. (2019) emphasizing the importance of technical training in Lebanese organizations. Additionally, studies by Hamadeh et al. (2021) and Salloum et al. (2021) highlighted the positive impact of training and development on employee motivation and creativity, with classroom training and mentoring being effective methods. These findings collectively support the efficacy of various training approaches in enhancing employee performance, productivity, engagement, creativity, and reducing turnover intentions across different sectors in Lebanon and other Middle Eastern countries.

2.7. Factors that Influence the Effectiveness of Training Methods in Lebanon: In the Context of Tourism Sector

Several factors influence the effectiveness of training methods in Lebanon's tourism sector, encompassing cultural nuances, language barriers, varying educational backgrounds, technological advancements, leadership and managerial support, training evaluation practices, diverse learning styles among employees, motivational aspects, and employee attitudes and perceptions towards training programs. Cultural awareness is crucial, given Lebanon's rich heritage, as found by Al-Tit et al. (2021) regarding the positive impact of cultural awareness training on employee performance. Overcoming language barriers, a challenge noted by Al-Omari and Alshurideh (2019), can be achieved through coaching to enhance communication skills. Educational levels also play a role, as seen in Kassem et al. (2021), suggesting tailored training based on employees' educational backgrounds for maximum effectiveness. Technological proficiency is essential, highlighted by Melhem et al. (2021) regarding on-the-job training for utilizing technology effectively in the tourism sector. Managerial involvement, as advocated by Abi Raad et al. (2019), contributes to employee motivation and satisfaction. Regular evaluation of training methods, as emphasized by Jreissati et al. (2018), aids in improving program effectiveness. Addressing diverse learning styles, as recommended by Saad (2019), enhances employee satisfaction and performance. Focusing on employee motivation, as indicated by Ghaddar and Moussa (2019), and shaping positive attitudes and perceptions towards training, as suggested by Haidar and Salman (2019), are integral for training program efficacy in Lebanon's hospitality industry.

2.8. Training and employee performance and job satisfaction

Employees' perception of training is intricately linked to their perception of organizational support, contributing to heightened job satisfaction when employees feel valued and supported (Rhoades and Eisenberger, 2002). Adequate training fosters a sense of obligation and appreciation among employees, motivating them to excel and positively impacting their attitudes and work behaviors (Rhoades and Eisenberger, 2002). The efficacy of training programs is most evident when employees feel empowered and proficient, leading to increased job satisfaction (Egan et al., 2004; Gumuseli and Ergin, 2002; Kontoghiorghes, 2002).

Encouraging employees to cultivate their skills through effective training programs is paramount for both individual and organizational development. Providing opportunities for skill development enhances employee job satisfaction by fostering a sense of competence and commitment to the organization (Taormina's, 1999). Moreover, the provision of training opportunities signifies organizational trust and support, further bolstering employee loyalty and job satisfaction (Whitener, 2001; Eisenberger et al., 1997). Job satisfaction serves as a crucial motivator and performance enhancer, reducing instances of dissatisfaction and turnover (Mak and Sockel, 1999; Rust et al., 1996).

Skilled individuals particularly benefit from training programs, as they feel more satisfied with their roles when equipped with additional skills and knowledge (Rice et al., 1991). Numerous studies highlight the positive impact of providing proper training on employee job satisfaction (Heyes and Stuart, 1994). The concept of "job training satisfaction" (JTS) examines the effectiveness and utility of training programs, emphasizing the positive relationship between job satisfaction and satisfactory training experiences (Schmidt, 2007; 2009). The alignment of skills with job demands and organizational support significantly influences employee job satisfaction (Ellickson, 2002; Kristof, 1996).

Enhanced job performance and reduced absenteeism and turnover are direct outcomes of heightened training satisfaction (Iaffaldano and Muchinsky, 1985; Steers and Rhodes, 1978; Mobley et al., 1979). Rich talent pools, coupled with diverse tasks and continuous training, mitigate turnover rates and increase employee commitment and loyalty (Hackman and Oldham, 1980; Ramlall, 2004). Overall, fostering a supportive

environment and investing in effective training programs are crucial for enhancing job satisfaction and organizational success.

2.9. Research Hypotheses

Based on the research problem, objectives stated above, the following research hypotheses are proposed:

Null Hypothesis (H0): There is no significant difference in employee performance as a result of on-the-job training and off-the-job training methods in the travel and tourism industry of Lebanon.

First hypothesis (H1): Training and development approaches entailing on-the-job and off-the-job training programs positively impact employee performance.

These hypotheses will be tested using appropriate statistical methods to determine if there are statistically significant differences or relationships between the variables of interest in the study. The research findings will contribute to the body of knowledge on employee training and performance in the travel and tourism industry, particularly in the context of Lebanon, and provide valuable insights for practitioners and researchers in this field.

CHAPTER 3: METHODOLOGY

3.1. Data Collection Method:

Data collection is a crucial component of any research, as it involves the systematic process of measuring and managing data to answer research questions and hypotheses (Kabir, 2016; Parveen and Showkat, 2017).

To fulfill the research goals and conduct statistical examinations, a survey was administered to 43 individuals employed in different travel and tourism establishments throughout Lebanon.

3.2. Choice of Data Collection:

For this master thesis, a quantitative research approach will be utilized to quantify issues and concepts through numerical data generation and statistical analysis of the results obtained from a questionnaire. The primary goal of this approach is to provide a reliable and objective understanding of the research question, avoiding biases and revealing facts that can be described as real. Additionally, this approach is less time-consuming identifying the research sample, structuring the questionnaire, and utilizing the outcomes. This research method will provide accurate and sensitive results that can be calculated in a larger population.

3.3. Data Source:

Observation, interviews, and surveys are primary sources of data that can be utilized to answer research questions depending on the type of research being conducted (Driscoll, 2011). Observational research can be applied to any natural event or business entity, and there are two ways to observe people: unobtrusive and participant observation. In participant observation, researchers interact with and become a part of the observed sample, while in unobtrusive observation, researchers only watch and record what they are observing without any interaction with the participants (Driscoll, 2011).

Surveys are useful when researchers want to discover specific human behavior or opinions from a large sample of individuals, while interviews are more suitable for

obtaining in-depth information and opinions from a smaller, targeted sample, particularly from professional individuals (Driscoll, 2011).

In conducting observational research or interviews and surveys, researchers should consider important factors such as the method of observation, gaining approval from participants, and ensuring the confidentiality of the collected data. By utilizing appropriate data collection methods, researchers can gather high-quality data to answer their research questions effectively (Driscoll, 2011).

To fulfill the research goals and conduct statistical examinations, a survey was administered to 43 individuals employed in different travel and tourism establishments throughout Lebanon. The distribution of participants included 7 employees from Samad Tours in Tripoli, 11 employees from MEA in Beirut, 4 employees each from Tripoli Travel and Dar Al-Iman Travel in Tripoli, and 2 employees from Hajar Travel in Tripoli. Additionally, 11 respondents had previously been part of the industry but were no longer employed at the time of the survey.

3.4. Sampling:

This study utilizes a non-probability sampling approach as its research design, specifically chosen to investigate the correlation between various training methods and employee performance within the travel and tourism industry in Lebanon. Non-probability sampling is deemed appropriate for this research due to its focus on individuals currently employed in the sector, where each employee is considered a potential participant (Creswell, 2014).

The sample selected for this investigation consists of individuals actively engaged in the travel and tourism industry in Lebanon. The rationale behind this choice is to ensure that the participants possess firsthand experience and insights into the dynamics of their work environment. Each employee within this industry is considered a valuable contributor to the study, reflecting the diversity of roles and responsibilities existing within travel and tourism companies in Lebanon.

The research indicates the significance of performance measurement as a vital management tool for understanding past and current performance (Neely, 1998; Phusavat et al., 2009). Effective implementation is contingent on empowering employees through proper training (Phusavat et al., 2009). Within the framework of

PM participation, a collaborative effort between managers and employees, performance measures are developed, enhancing their quality and positively influencing employees' job performance (Groen et al., 2017). PM participation is crucial for organizational success, improving employees' understanding of responsibilities, harmonizing performance standards, and identifying areas for improvement (Presbitero, Teng and Calleja, 2019; Nankervis and Compton, 2006). In the participatory approach, employees contribute to goal setting, metric creation, and the generation of performance reports (Bourne et al., 2000; Groen et al., 2012). Previous research indicates that PM participation positively impacts employee attitudes, initiative, perception of measurement quality, and belief in meeting job requirements (Kleingeld et al., 2004; Groen et al., 2017a, 2017b). In conclusion, employee involvement in the performance measurement system is highlighted as a significant participatory practice crucial for business success (Neely, 1998; Phusavat et al., 2009; Groen et al., 2012, 2017; Presbitero, Teng and Calleja, 2019; Nankervis and Compton, 2006; Bourne et al., 2000; Kleingeld et al., 2004).

To achieve the study's objectives and facilitate subsequent statistical analyses, a structured questionnaire was developed. The questionnaire serves as the primary instrument for data collection, seeking input from a targeted group of participants. A total of 43 employees, representing various roles and responsibilities, were identified and approached for their participation. These employees are drawn from different travel and tourism companies across Lebanon, ensuring a comprehensive representation of the industry's workforce.

The distribution of the questionnaire provides a systematic and standardized means of gathering data, allowing for a thorough examination of the relationship between different training methodologies and the subsequent impact on employee performance. The diverse perspectives and experiences garnered from the selected sample are integral to the robustness and applicability of the study's findings within the specific context of the travel and tourism industry in Lebanon.

3.5. Questionnaire Structure

The questionnaire used in this study mainly comprises closed-ended questions and is organized into three distinct parts. The first section pertains to demographic details, while the second section focuses on job-related queries and training strategies. The

third and final part of the questionnaire delves into training evaluation and its potential relationship with employee performance.

In this research, the scale adopted for measuring certain constructs is derived from Colquitt's work. The decision to utilize Colquitt's scale stems from its established validity and reliability, which have been rigorously examined in previous research. Colquitt's scale has undergone comprehensive validation processes, ensuring its accuracy and consistency in measuring the intended constructs. By leveraging a validated instrument, we aim to enhance the credibility and robustness of our findings. In this research, we have taken measures to verify the validity and reliability of Colquitt's scale within our specific context. Through rigorous validation checks conducted as part of our research, we ascertain that the scale remains suitable and effective for measuring the constructs of interest in our research, thereby bolstering the integrity of our results.

3.5.1. Performance scale:

Employee job performance (EJP) is an indicator of an organization's efficiency and productivity (Colquitt et al., 2011).

employee job performance (EJP) serves as an indicator of an organization's efficiency and productivity. It implies that how effectively employees carry out their tasks and how productive they are in the workplace directly correlates with the overall success and performance of the organization. It emphasizes the critical role that employees' job performance plays in achieving the organization's goals.

Ref: Colquitt, J., Lepine, J.A., Wesson, M.J. and Gellatly, I.R. (2011), *Organizational Behavior: Improving Performance and Commitment in the Workplace*, McGraw-Hill Irwin, New York, NY.

Table 1: EJP Questionnaire Structure

Question	Notation	Description
1	Per 1	Tasks are performed attentively and correctly
2	Per 2	Tasks are completed as per the specifications and standards

3	Per 3	Materials and tools meet the set criteria and standards
4	Per 4	Quality inspection is conducted prior to the delivery of goods or services
5	Per 5	Products or services meet the expectations of customers
6	Per 6	The units of output are in sync with the number of employees
7	Per 7	The units of output meet organizational expectations
8	Per 8	The units of output under my responsibility correspond to my skills and ability
9	Per 9	The quantity assignment is always fulfilled
10	Per 10	Tasks are normally completed on schedule
11	Per 11	Tasks are carried out within a reasonable amount of time
12	Per 12	The delivery of goods or services is conducted in a timely fashion
13	Per 13	Workers achieve time-related organizational goals

Employee performance was evaluated by measuring the relevance of training, its adequacy, the support from management, and its applicability to work. The assessment utilized a Likert scale ranging from 1 (indicating the lowest satisfaction) to 5 (representing the highest satisfaction). To ensure the internal consistency of these scales, a sample was subjected to testing using Cronbach's alpha. Subsequently, another sample of respondents might undergo retesting to evaluate the stability of the scales over time.

Table 1: Likert Type Scale

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
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1	2	3	4	5
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The evaluation of employee performance incorporated a Likert scale in Table 2 that considered both intrinsic and extrinsic variables. These variables encompassed factors such as excitement, pride, pleasure, work fulfillment, and financial motivation. The reliability and stability of this measurement can be confirmed through a study on the reliability of the sample population. (Joshi1, Kale, Chandel, and Pal, 2015).

In the research, independent variables are assessed utilizing a five-point Likert-type response scale, where respondents indicate their level of agreement or disagreement on a scale of 1 to 5. The scale is structured such that 1 represents "strongly disagree," and 5 signifies "strongly agree," allowing participants to express their opinions on the measured variables within this range. This scaling system is further detailed in Table 1. For additional reference and accessibility, the survey instrument is provided in its entirety in Appendix A of the research document. This allows readers and stakeholders to review the specific questions and response options employed in the study.

3.6. Research Model



Figure 2: Research Model

The present study employs a research model that aims to establish the association between various variables. Specifically, the dependent variable, i.e., employee performance, is hypothesized to be influenced by both on-the-job and off-the-job training programs, which are considered independent variables. To test this hypothesis, the study will utilize SPSS software to analyze the relationship between the dependent and independent variables. The research aims to explore the impact of diverse human resource training methods on employee performance.

3.7. Defining Variables

The labeled variable "employee performance" is used to compute the dependent variable, which is based on several variables including "Improved KSA," "Job as required," "Impact of training on Performance," "Sense of belonging," and "Eliminating poor skills." The independent variable "training" is computed through different variables such as "Job requirements basis", "Adequate for job", and "Training objectives". "On-the-job" training is indicated by variables such as "Job related knowledge", "Different occupation familiarity", "theory to practice", and "employee's relations". "Off-the-job" training is indicated by variables such as "new technique", "wider than current position", and "confidence to perform well". This thesis aims to identify the relationship between the dependent variable, employee performance, and the independent variables: training, on-the-job training, and off-the-job training.

3.8. Validity and Reliability

In data collection, the questionnaire is a widely used technique, making it crucial to ensure the relevance and reliability of the data collected. To achieve this, the questionnaire should be meticulously structured as a fundamental component of the methodology, with a focus on maintaining consistency and accuracy by establishing validity and reliability (Taherdoost, 2016).

Validity refers to whether the gathered data sufficiently covers the research area. It ensures the significance of the measurement tools and evaluates whether the tools used to collect data provide results that are reasonable, clear, and related to the subject under investigation (Oluwatayo, 2012). In this study, the questionnaire directly relates to the research topic, thus ensuring its validity.

On the other hand, reliability measures the consistency and stability of the outcome and determines the extent to which the measuring tool is stable (Taherdoost, 2016). To ensure reliability in this study, the Cronbach Alpha Coefficient will be utilized through the SPSS program.

Table 2: Linear Regression: Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.649 ^a	.421	.372	.22515

a. Predictors: (Constant), Off-the-Job, Training, On-the-job

b. Dependent Variable: Employee Performance

According to table 3, the R value signifies the degree of correlation between the independent variables (predictors) and the dependent variable. An R value of 0.649 (65%) suggests that there is a positive correlation between employee performance and the independent variables, which include training, on-the-job, and off-the-job. Additionally, the R² value indicates the proportion of the dependent variable that can be predicted by the independent variables. With an R² value of 0.421 (42%), it can be inferred that the independent variables, namely training, on-the-job, and off-the-job, can account for 42% of the employee performance, which is a considerable percentage that demonstrates the impact of training on employee performance.

This indicates a substantial influence of these training methods on enhancing employee performance within the context being studied.

In essence, these statistical findings imply that nearly half of the variation in employee performance can be attributed to training, both on and off the job, underscoring the significant impact of these factors on shaping and improving overall employee performance levels.

Table 3: ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
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1	Regression	1.292	3	.431	8.499	.000 ^b
	Residual	1.774	35	.051		
	Total	3.067	38			

a. Dependent Variable: Employee.Performance

b. Predictors: (Constant), Off-the-Job, Training, On-the-job

The analysis of variance (ANOVA) in table 4 was conducted to assess the significance of the predictors in explaining the variance in employee performance. The model included three predictors: Off-the-Job Training, On-the-Job Training, and a constant term.

The results, as presented in Table 4, indicate that the overall model was statistically significant ($F(3,35) = 8.499, p < .001$), suggesting that at least one of the predictors significantly contributed to explaining the variance in employee performance. The regression sum of squares was 1.292, and the residual sum of squares was 1.774, contributing to a total sum of squares of 3.067.

These findings suggest that the predictors in the model collectively have a significant impact on employee performance. However, to understand the specific contributions of each predictor, further examination of parameter estimates, and effect sizes would be necessary.

The ANOVA table 3 proves that the regression model predicts the dependent variable employee performance significantly well. P (sig) on the regression row gives $P > 0.05$ which means that the model statistically significantly predicts the outcome variable and is a good fit for the data.

Overall, this result supports the conclusion that the regression model is effective in predicting employee performance and provides confidence in the validity of the model's findings and

implications for understanding and improving employee performance within the studied context.

Table 4: Pearson's Correlation

Correlations

		Employee Performance	Training
Employee Performance	Pearson Correlation	1	.575**
	Sig. (2-tailed)		.000
	N	39	39
Training	Pearson Correlation	.575**	1
	Sig. (2-tailed)	.000	
	N	39	39
**. Correlation is significant at the 0.01 level (2-tailed).			

Pearson's correlation, named after Karl Pearson, who developed it, is a statistical measure that quantifies the strength and direction of a linear relationship between two continuous variables. The result of the Pearson correlation coefficient is a value between -1 and +1, where:

+1: Indicates a perfect positive linear relationship, meaning that as one variable increases, the other variable also increases proportionally.

0: Implies no linear correlation between the variables.

-1: Represents a perfect negative linear relationship, implying that as one variable increases, the other variable decreases proportionally.

Correlation table 5 supports the hypothesis that a connection exists between various types of training and an employee's performance. The Pearson's correlation coefficient shows a high degree of correlation between the two variables, with a value of 0.575, and this correlation is statistically significant with a p-value greater than 0.05.

To summarize, the statistical analysis conducted in this section indicates that the data used is normally distributed based on the Skewness and Kurtosis tests. The reliability and consistency of the questionnaire distributed to the study participants is confirmed using Cronbach's alpha. The demographic information provided sheds light on the travel and tourism industry, its employees, and the current state of training in the

sector. Finally, the linear regression, ANOVA, and correlation tests demonstrate that different types of training impact employee performance and that training, both on-the-job and off-the-job, can be used to predict employee performance.

3.9. Limitations:

Research limitations refer to the problems, hindrances, and constraints that affect one or more stages of the research, leading to a potential impact on the entire result. The present study faces some limitations that pose significant challenges to the execution of the research plan. These limitations include resource problems, lack of available data, and political and economic issues.

Firstly, the economic recession in Lebanon has caused most travel and tourism companies to downsize and cut costs, thus reducing the number of employees available for participation.

Secondly, the scarcity of academic books, journals, and studies on the travel and tourism sector in Lebanon hinders the researcher's ability to find reliable resources for the literature review. Additionally, most of the relevant online resources require payment.

Thirdly, the political instability in Lebanon affects the researcher's ability to collect data and make the best use of the time available for conducting the study.

CHAPTER 4: FINDINGS AND DISCUSSION

The study encompassed a diverse sample of 43 individuals from Lebanon's tourism sector, with participants representing various demographic variables. The breakdown includes gender, educational level, age, work experience, and job titles. Noteworthy patterns emerged, revealing a balanced representation across genders and a mix of educational backgrounds. The age distribution was diverse, encompassing both early career professionals and individuals with extensive work experience. Job titles spanned the spectrum of roles within the industry, ensuring a comprehensive overview of employee perspectives.

4.1. Data Analysis Method

Using SPSS, the collected data from the questionnaire distributed to the research sample is fully analyzed to confirm the hypotheses and ensure that the information in the theoretical section represents the chosen sample. The analysis begins with checking the normality of data through the skewness and kurtosis tests, followed by the Cronbach alpha reliability test to determine the consistency of the data. Demographic data is then presented in frequency tables and charts. Next, the linear regression and ANOVA tests are used to determine if the independent variables, namely on-the-job and off-the-job training, predict the dependent variable, employee performance. Finally, Pearson's correlation is conducted to assess the strength of the relationship between training and employee performance.

Participants expressed their opinions through a meticulously designed survey questionnaire employing a Likert scale. Analysis of responses unveiled realm insights into the dynamics of the tourism workforce in Lebanon. Most respondents demonstrated positive sentiments regarding job satisfaction, emphasizing the importance of this aspect in the context of employee performance.

4.2. Overall Findings and Discussion:

In this section, various statistics are generated using SPSS, including demographics, descriptive statistics, normality, and frequencies. Additionally, to assess the dependability of the data collected, Cronbach's alpha reliability test is performed first.

4.3. Reliability Test

The purpose of administering Cronbach's alpha test is to examine the internal consistency of the questions employed in the survey. Typically, this test is conducted when the questionnaire contains multiple Likert questions to determine the reliability of the scale. Specifically, in this study, 15 questions in the questionnaire are evaluated for their reliability through the Cronbach's alpha test.

Cronbach's Alpha, often referred to simply as Cronbach's Alpha or α (alpha), is a statistical measure used to assess the internal consistency or reliability of a scale or set of items in a questionnaire. It quantifies how closely related a set of items are as a group, aiming to measure the extent to which these items consistently measure the same underlying construct or trait.

Cronbach's Alpha ranges from 0 to 1, with higher values indicating greater internal consistency among the items. A commonly accepted rule of thumb is that an alpha of 0.70 or higher suggests satisfactory reliability, although the acceptable threshold can vary depending on the context.

In essence, Cronbach's Alpha helps researchers and practitioners ensure that the items they have selected to measure a particular construct are correlated with each other, providing a reliable and consistent measure of the underlying concept.

A rule of thumb is that an alpha of 0.70 or higher suggests satisfactory reliability, though thresholds may vary. Essentially, Cronbach's Alpha helps ensure that selected items measure a construct reliably by assessing their correlation, providing a consistent measure of the underlying concept.

4.3.1. Reliability Statistics

Table 5: Reliability Table: Cronbach's alpha

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.716	.706	15

The reliability analysis for the overall scale in table 6, including Cronbach's Alpha and Cronbach's Alpha based on standardized items, yields values of 0.716 and 0.706, respectively. With 15 items in the scale, these results suggest a good level of internal consistency, indicating that the items collectively measure the intended construct reliably. The use of standardized items in the analysis further strengthens the reliability assessment of the scale.

Table 6 displays the outcomes of the reliability analysis, revealing Cronbach's alpha value of 0.716 for all variables. This indicates an acceptable level of internal consistency for the survey questions. The subsequent section presents the reliability test results for each variable individually.

4.3.2. Reliability Statistics for Training

Table 6: Reliability Table

Cronbach's Alpha	N of Items
.763	3

The reliability analysis for the training scale in table 7 demonstrates a Cronbach's Alpha of 0.763 with three items in the scale. This indicates a good level of internal consistency, suggesting that the items collectively measure the intended construct reliably. The higher Cronbach's Alpha implies a stronger reliability of the training

assessment, providing confidence in its ability to measure the targeted aspects effectively.

4.3.3. Reliability Statistics of EP

Table 7: Reliability of EP

Cronbach's Alpha	N of Items
	5

The reliability analysis for employee performance in table 8 indicates a Cronbach's Alpha of 0.618 with five items in the scale. While this suggests some level of internal consistency, it falls below the conventional threshold of 0.7, indicating potential issues with the reliability of the measurement. Further exploration and refinement of the items in the employee performance scale may be beneficial to enhance the reliability of the assessment.

4.3.4. Reliability Statistics of On-the-Job Training

Table 8: Reliability of On-the-Job Training

Cronbach's Alpha	N of Items
.722	4

The data presented in table 9 reveals insights into the reliability of training practices in the travel and tourism sector. The Cronbach's Alpha for on-the-job training is calculated at 0.646, indicating moderate internal consistency with the 4 items included in the scale. While this suggests a reasonable level of reliability, it falls short of the commonly recommended threshold of 0.7. Therefore, there may be potential for improvement, and consideration could be given to expanding the number of items in the scale for enhanced reliability.

4.3.5. Reliability Statistics of Off-the-Job Training

Table 9: Reliability of Off-the-Job Training

Cronbach's Alpha	N of Items
.722	3

The information provided in Table 10 suggests the reliability of off-the-job training, as measured by Cronbach's Alpha, is 0.722. Cronbach's Alpha is a measure of internal consistency, indicating how well the items within a scale or test are correlated with each other.

Cronbach's Alpha Value: The value of 0.722 is considered moderate to good. Generally, a Cronbach's Alpha above 0.7 is deemed acceptable for reliability, indicating that the items within the off-the-job training scale are relatively consistent in measuring the same underlying construct.

In this context, the Cronbach's Alpha value of 0.722 indicates a moderate to good level of internal consistency for the off-the-job training scale. This suggests that the various items comprising the scale—such as training content, delivery methods, and effectiveness—are reasonably correlated with each other. Essentially, a Cronbach's Alpha above 0.7 is commonly regarded as acceptable for reliability, indicating that the items within the off-the-job training scale consistently measure the same underlying construct.

Therefore, based on this analysis, it can be inferred that the off-the-job training component exhibits a satisfactory level of reliability, implying that the scale effectively captures the intended aspects of training outside the immediate work environment. This level of consistency instills confidence in researchers and practitioners that the off-the-job training measures are dependable and provide a reliable assessment of the targeted training outcomes and effectiveness.

Table 10 shows the off-the-job training scale demonstrates a reasonable level of internal consistency, suggesting that the items collectively measure the intended construct reliably.

4.3.6. Reliability if Item Deleted

Table 11. illustrates the impact of removing individual items on the Cronbach's alpha of the scale. It is apparent that eliminating any item, except for "confidence to perform well", "wider than current position", "eliminating poor skills", and "employee's relation", will not enhance the Cronbach's alpha value. While the deletion of any of these items would lead to a slight improvement in the Cronbach's alpha, the increase is minimal.

For the first part of the findings, where deleting any item leads to a slight improvement in Cronbach's alpha, you would see bars decreasing in height slightly as you move from left to right on the chart.

For the second part of the findings, where variables related to employee performance are combined into a single variable to evaluate its normal distribution, you could create a histogram showing the distribution of the combined variable. The x-axis would represent the range of values for employee performance, while the y-axis would represent the frequency of occurrence for each value range.

Furthermore, to evaluate whether the dependent variable "employee performance" is normally distributed, all variables related to employee performance are combined into a single variable.

Table 10: Reliability if Item Deleted

	Scale Mean	Scale Variance	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach Alpha
Job requirements basis	60.1282	8.009	.534	.	.674
Adequate for job	59.6667	8.439	.430	.	.689
Training objectives	59.9231	8.494	.385	.	.694

Improved KSA	59.6154	8.453	.452	.	.687
Job as required	59.8974	8.147	.509	.	.678
Impact of training on Performance	59.4615	9.097	.317	.	.703
Sense of belonging	60.9231	8.020	.441	.	.685
Eliminating poor skills	60.4359	9.200	.134	.	.724
Job related knowledge	59.5897	8.248	.557	.	.676
Different occupation familiarity	61.1538	8.923	.225	.	.713
From theory to practice	60.0256	8.815	.297	.	.704
Employee's relations	59.6923	9.429	.065	.	.730
New technique	59.5385	8.939	.308	.	.703

4.3.7. Normality

Table 11: Normality Table

Descriptives^a

	Trained		Statistic	Std. Error	
Employee Performance	Trained	Mean	4.2667	.04549	
		95% Confidence Interval for Mean	Lower Bound	4.1746	
			Upper Bound	4.3588	
		5% Trimmed Mean		4.2630	
		Median		4.2000	
		Variance		.081	
		Std. Deviation		.28408	
		Minimum		3.80	
		Maximum		4.80	
		Range		1.00	
		Interquartile Range		.60	
		Skewness		.067	.378
		Kurtosis		-.918	.741

- a. There are no valid cases for Employee Performance when Trained = 2.000. Statistics cannot be computed for this level.

Table 12 indicates that, on average, trained employees in the travel and tourism sector perform well, with a relatively tight distribution and a slight skewness to the right. The 95% confidence interval provides a level of certainty around the mean, and the measures of spread offer insights into the diversity of performance scores. The absence

of valid cases for Employee Performance when Trained = 2.000 highlights the need for caution when interpreting these statistics in specific contexts.

In accordance with the guidelines proposed by George and Mallery (2010), the normality of a variable is established when the skewness and kurtosis values fall between the range of (-2, 2). For the present study, the skewness and kurtosis values were 0.067 and -0.918, respectively, indicating that both values are within the acceptable range. Additionally, to confirm the normality of the data, the z-values were calculated for skewness and kurtosis. The z-value for skewness was 0.177, while the kurtosis z-value was -1.23. As both z-values fall within the range of -1.96 to 1.96, it can be concluded that the data are approximately normally distributed (Field, 2013).

Overall, the descriptive statistics provide a comprehensive summary of the distribution and central tendency of employee performance in the travel and tourism sector, indicating a generally positive performance with a slight positive skewness.

4.4. Demographics

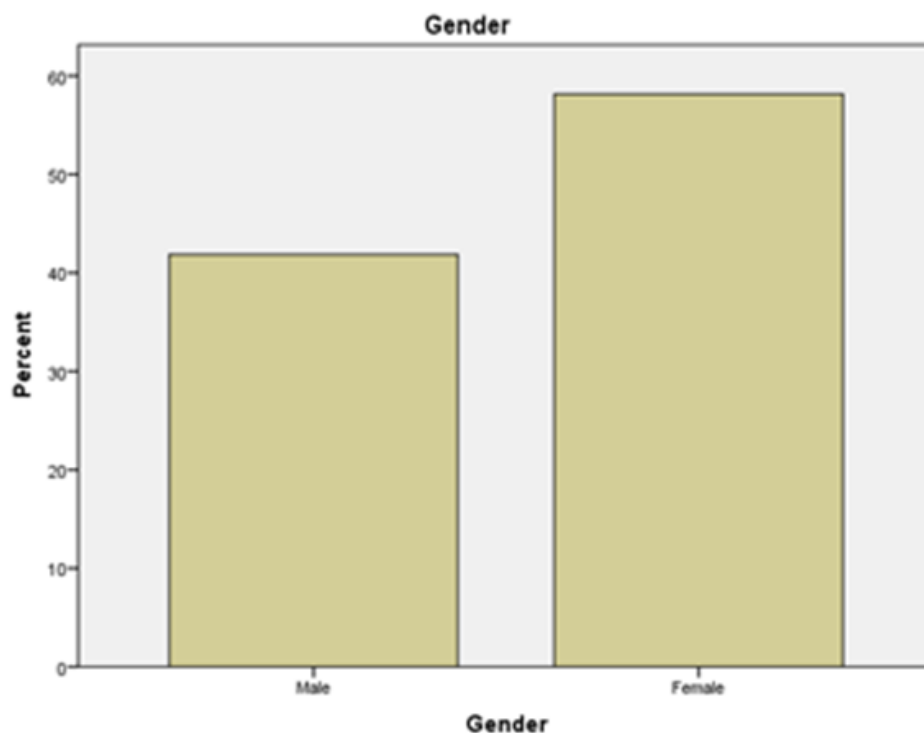


Figure 3: Sample demographics by means of gender percentages.

The insights derived from Figure 3, a bar chart representing gender distribution within the travel and tourism sector, reveal a notable predominance of females in the industry.

Several factors contribute to this gender disparity, with the primary driver being the prevalence of comparatively lower wages in the sector.

One of the key determinants is the wage structure within the travel and tourism industry, where remuneration tends to be on the lower side. This dynamic often attracts a higher percentage of female employees, reflecting broader societal trends where certain industries, characterized by lower pay scales, see a higher representation of women in the workforce. The reasons behind this phenomenon are complex and include historical patterns of gender-based occupational segregation and the undervaluation of work traditionally associated with women.

Moreover, the observation that most graduates from travel and IATA (International Air Transport Association) faculties are female adds another layer of understanding to the gender distribution. If these educational institutions are predominantly producing female graduates, it naturally contributes to a higher influx of women into the workforce of the travel and tourism sector.

The correlation between the gender distribution and the academic background suggests that there might be specific educational pathways or career pipelines that attract more women to pursue opportunities in the travel and tourism industry. Understanding these educational patterns is crucial for addressing gender imbalances in the sector and promoting diversity.

It is important to note that addressing gender disparities in wages and opportunities is a multifaceted challenge requiring comprehensive strategies. Encouraging equal pay practices, promoting diversity and inclusion, and challenging stereotypes associated with gendered career choices are some of the avenues that can contribute to creating a more balanced and equitable workforce within the travel and tourism sector.

In summary, the gender distribution in the travel and tourism industry, as revealed by Figure 3, is influenced by both wage considerations within the industry and the educational pathways that lead to a higher representation of female graduates in relevant faculties. Addressing these factors is essential for fostering a more inclusive and diverse workforce in the sector.

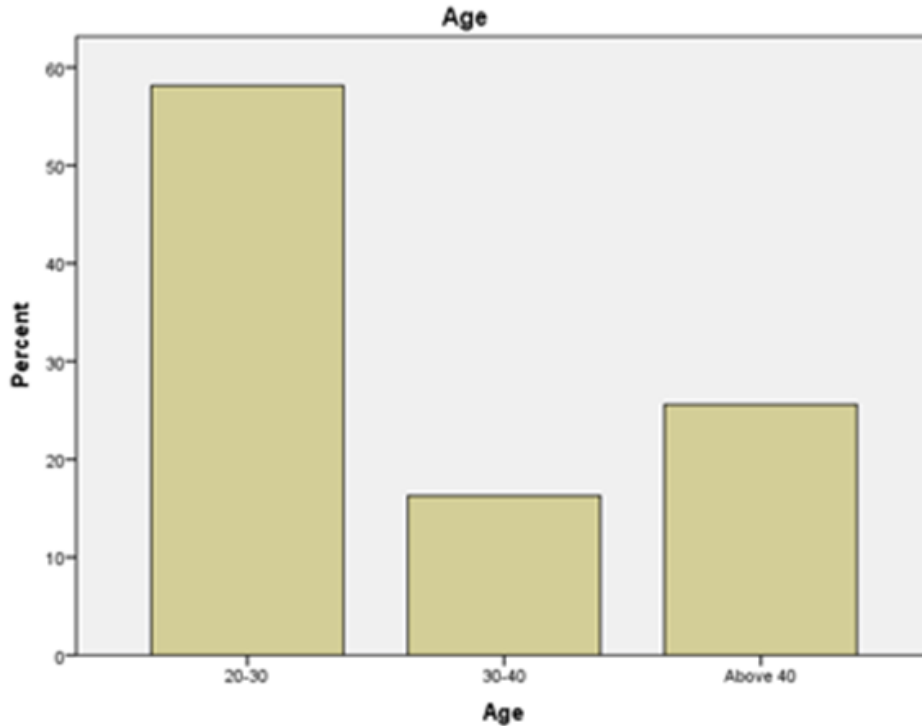


Figure 4: Sample demographics by means of age percentages.

The data depicted in Figure 4 provides valuable insights into the age distribution of the workforce within the travel and tourism industry. Notably, a substantial portion of employees falls within the age range of 20 to 30 years. This demographic trend holds strategic advantages for the industry, given the inherent characteristics associated with individuals in this age group.

The age bracket of 20-30 years is often characterized by a heightened capacity for learning and adaptability to technological advancements. This is particularly advantageous for industries like travel and tourism, which are continuously influenced by evolving technologies. The younger workforce is generally more tech-savvy, quick to grasp new digital tools, and comfortable navigating the dynamic landscape of technological innovations.

The adaptability of the 20-30 age group aligns well with the demands of the travel and tourism sector, where advancements such as online booking platforms, mobile applications, and digital marketing strategies play a pivotal role. The industry's reliance on technology to enhance customer experiences and streamline operational processes positions this youthful demographic as an asset.

Furthermore, the age group's familiarity with emerging technologies not only contributes to operational efficiency but also opens avenues for innovation within the travel and tourism domain. Their receptiveness to technological advancements positions them as catalysts for industry-wide improvements and the integration of cutting-edge solutions.

In summary, the concentration of employees in the 20-30 age bracket in the travel and tourism industry signifies a workforce well-positioned to harness and leverage technological developments, ensuring the industry remains agile and responsive to the evolving needs and expectations of travelers in the contemporary digital era.

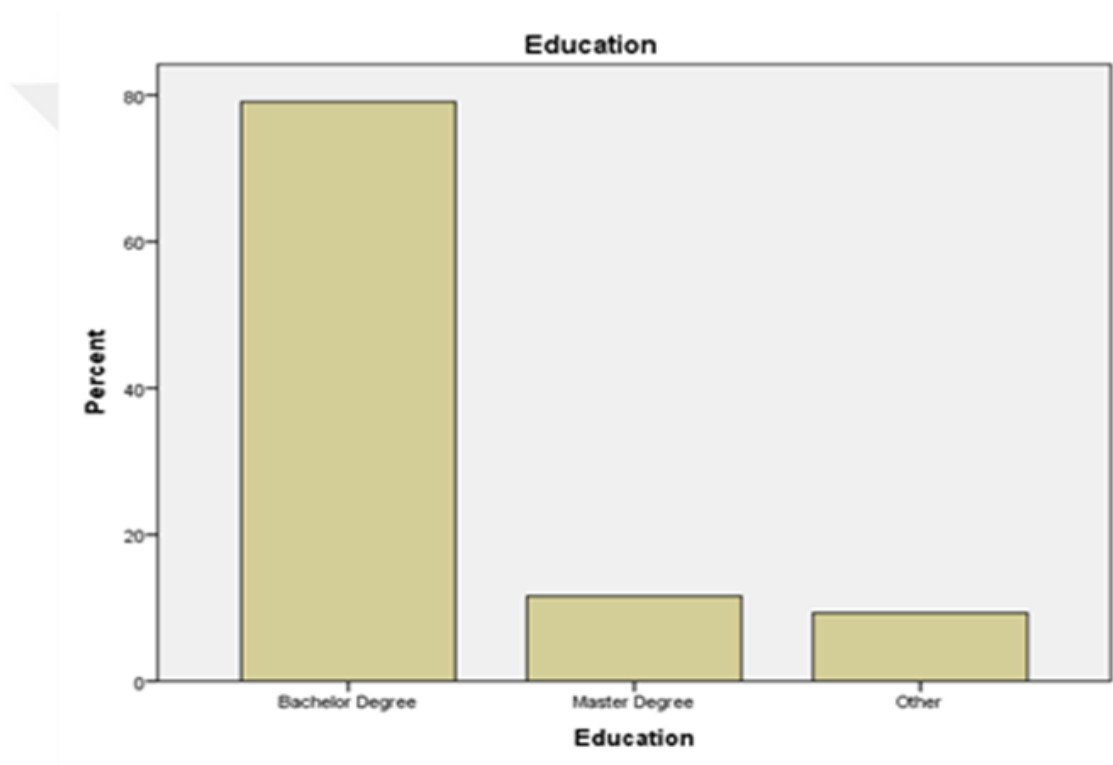


Figure 5: Sample demographics by means of percentage of educational degree.

The data presented in the analysis reveals a noteworthy pattern concerning the educational qualifications of employees in the travel and tourism industry. A substantial majority, specifically 80%, of the workforce holds a bachelor's degree. This prevalence of bachelor's degrees is markedly higher than the percentage of individuals who have pursued advanced education at the master's level or beyond.

One key factor contributing to this trend is the relative scarcity of master's degree programs specifically tailored to the travel and tourism sector. In comparison to more

conventional academic disciplines, specialized graduate programs in this industry are less common, limiting the opportunities for professionals to pursue advanced degrees. As a result, the percentage of individuals with master's degrees or higher within the workforce is naturally lower due to the constrained availability of relevant educational pathways.

This insight into the educational composition of the workforce indicates the industry-specific dynamics that influence the educational qualifications of employees. It also emphasizes the potential for growth and development in the travel and tourism education sector, indicating that there may be opportunities to enhance professional qualifications and expertise within the field through the expansion of advanced degree programs tailored to the industry's unique demands.

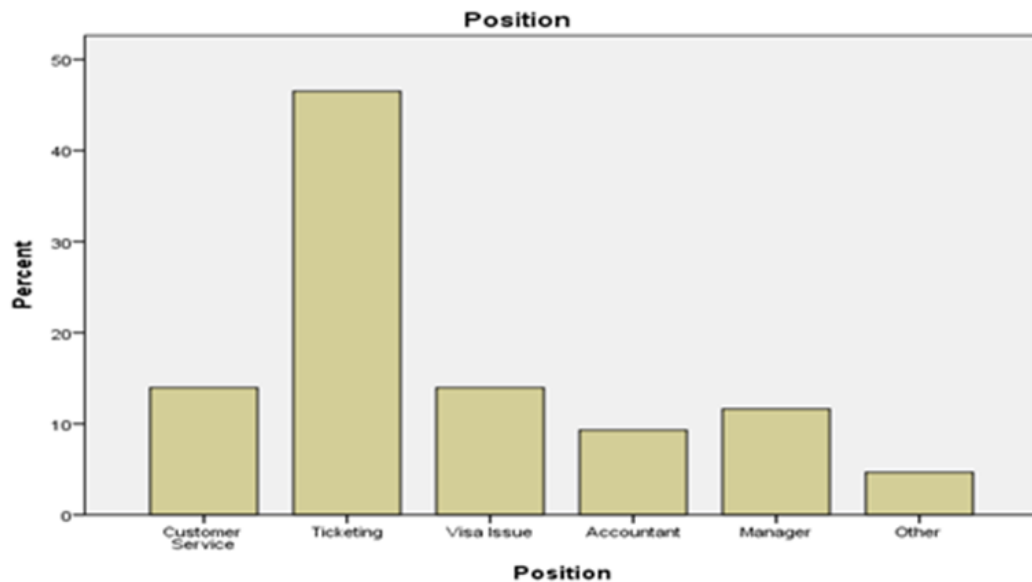


Figure 6: Sample demographics by means of job position at the company

The chart presented in Figure 6 illustrates a notable trend in the distribution of job roles within the travel and tourism industry in Lebanon, with a substantial majority of employees occupying positions related to "ticketing." This concentration is not arbitrary but is rooted in the region's socio-economic dynamics. Lebanon has a considerable number of individuals who frequently travel internationally for various reasons.

Booking flights, represented by the "ticketing" function, emerges as a central and in-demand service within the industry. The high demand for this service is fueled by

diverse factors such as the Lebanese population's significant movement abroad for educational pursuits, employment opportunities, tourism ventures, resettlement efforts for Syrian refugees, and participation in religious pilgrimages. The prevalence of individuals engaging in these activities contributes to the prioritization and popularity of the "ticketing" role, making it a cornerstone of the industry's operations.

In essence, the data not only reflects the occupational landscape within the travel and tourism sector in Lebanon but also offers insights into the key services that resonate most with the local population's travel patterns and preferences.

4.5. Training Status of Employees

Table 12: Training Status

Trained		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Trained	39	90.7	90.7	90.7
	Untrained	4	9.3	9.3	100.0
	Total	43	100.0	100.0	

Table 13 provides a breakdown of the training status of employees in the travel and tourism sector, categorizing them as "Trained" or "Untrained." Below is an analysis of the data:

Frequency Distribution:

- Trained: 39 individuals (90.7%), Untrained: 4 individuals (9.3%)
- Percentage Distribution: Trained: 90.7%, Untrained: 9.3%
- Valid Percent: Trained: 90.7%, Untrained: 9.3%
- Cumulative Percent: The cumulative percentage indicates the running total as we move down the categories.

After the "Trained" category, the cumulative percentage reaches 90.7%, reflecting the proportion of individuals who have undergone training.

The data shows that most employees (90.7%) in the travel and tourism sector have received training. This high percentage indicates the importance and prevalence of training initiatives within the industry. The relatively small proportion of untrained individuals (9.3%) suggests that a significant effort is made to provide training to employees, aligning with the specialized knowledge and skills required in the sector, particularly in roles such as ticketing, as previously discussed. Overall, the data emphasizes the commitment of the industry to ensure a well-prepared and skilled workforce.

Table 13: Types of Training

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	On-the-Job	12	27.9	30.8	30.8
	Off-the-job	27	62.8	69.2	100.0
	Total	39	90.7	100.0	
Missing	System	4	9.3		
Total		43	100.0		

Table 14 breaks down the training types undergone by employees in the travel and tourism sector.

Frequency Distribution: On-the-Job: 12 individuals (27.9%), Off-the-Job: 27 individuals (62.8%), Missing (System): 4 individuals (9.3%).

Percentage Distribution: On-the-Job: 27.9%, Off-the-Job: 62.8%, Missing (System): 9.3%.

Valid Percent: On-the-Job: 30.8%, Off-the-Job: 69.2%.

Cumulative Percent: The cumulative percentage indicates the running total as we move down the categories.

After the "On-the-Job" category, the cumulative percent reaches 30.8%, reflecting the proportion of individuals who received on-the-job training.

The cumulative percent reaches 100% after the "Off-the-Job" category.

A significant proportion of employees (62.8%) undergo "Off-the-Job" training, suggesting that external training programs, likely provided by suppliers or specialized training institutions, are prevalent in the industry.

On-the-job training, while still substantial (27.9%), is comparatively lower. This might indicate that the industry relies on both internal and external training resources to equip employees with the necessary skills.

Missing Data: The "Missing (System)" category accounts for 9.3% of the data. It's important to investigate the cause of missing data to ensure a comprehensive understanding of the training types.

In summary, the data highlights the dominance of off-the-job training programs in the travel and tourism sector, emphasizing the industry's reliance on external training resources to meet the specific needs of its workforce.

Table 14: Training Program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Communication	3	7.0	7.7	7.7
	Technical and Computer	29	67.4	74.4	82.1
	Accounting	4	9.3	10.3	92.3
	Leadership	3	7.0	7.7	100.0
	Total	39	90.7	100.0	
Missing	System	4	9.3		
Total		43	100.0		

Table 15 outlines the distribution of training programs attended by employees in the travel and tourism sector.

Frequency Distribution: Communication: 3 individuals (7.0%), Technical and Computer: 29 individuals (67.4%), Accounting: 4 individuals (9.3%), Leadership: 3 individuals (7.0%), Missing (System): 4 individuals (9.3%)

Percentage Distribution: Communication: 7.7%, Technical and Computer: 74.4%, Accounting: 10.3%, Leadership: 7.7%, Missing (System): 9.3%

Valid Percent: Communication: 7.7%, Technical and Computer: 74.4%, Accounting: 10.3%, Leadership: 7.7%

Cumulative Percent: The cumulative percentage indicates the running total as we move down the categories.

After the "Communication" category, the cumulative percent reaches 7.7%.

After the "Technical and Computer" category, the cumulative percentage reaches 82.1%.

After the "Accounting" category, the cumulative percentage reaches 92.3%.

The cumulative percent reaches 100% after the "Leadership" category.

A significant emphasis is placed on "Technical and Computer" training, with 74.4% of individuals participating in programs related to these skills. This aligns with the nature of the travel and tourism sector, where computer-based tasks, such as ticketing and booking systems, are prevalent.

"Communication" and "Leadership" training programs are relatively less common, each accounting for 7.7% of individuals. This suggests a potential area for improvement in developing communication and leadership skills within the workforce.

"Accounting" training is provided to 10.3% of individuals, reflecting the importance of financial knowledge in certain roles within the sector.

The "Missing (System)" category accounts for 9.3% of the data. Investigating the cause of missing data is essential for a comprehensive understanding of the training program types.

In summary, the data indicates a strong focus on technical and computer-based training programs in the travel and tourism sector, with potential opportunities for enhancing communication and leadership skills. The presence of missing data indicates the need for clarity on the nature of the omitted information.

Tables 14 and 15 provide an overview of the training practices in the travel and tourism sector. A vast majority of employees in this sector (90.7%) have participated in training programs either before starting their career or during their employment. This high percentage can be attributed to two key factors. Firstly, given the nature of this sector, employees require extensive knowledge about different countries and their laws to provide quality service to customers. Secondly, the suppliers who sell airline ticketing systems to travel firms offer free training programs to the employees of these firms to teach them how to operate the system.

Table 14 indicates that most employees in this sector participate in off-the-job training programs (62% of all trained employees), while the remainder participate in on-the-job training programs. The high percentage of off-the-job training can be explained by the fact that suppliers who sell ticketing programs often provide training programs in their own facilities, and since most employees work in the ticketing field, companies rely on these training programs to save time and cost.

Lastly, Table 15 demonstrates that technical and computer skills are the most provided training programs by companies to their employees (67%). This result is not surprising given that most employees in the travel and tourism sector work in ticketing, which primarily involves working on computers and booking systems. Therefore, companies tend to focus more on technical and computer-based training as compared to other areas such as communication (7%), accounting (9%), and leadership (7%).

In summary, the data from Tables 14 and 15 sheds light on the prevalent training practices within the travel and tourism sector. A remarkable 90.7% of employees in this industry have engaged in training programs, reflecting the sector's demand for extensive knowledge about diverse countries and their laws to provide high-quality customer service. Additionally, the provision of free training programs by suppliers of airline ticketing systems further contributes to this high participation rate.

Table 14 delineates that the majority of employees undergo off-the-job training (62%), primarily facilitated by suppliers in their own facilities. This trend is particularly

pronounced in the ticketing field, where most employees operate, and companies leverage these supplier-provided training programs to optimize time and cost.

Furthermore, Table 15 indicates the emphasis on technical and computer skills in training initiatives, constituting 67% of the provided programs. Given the predominant role of computer systems and booking processes in the ticketing domain, this focus on technical proficiency aligns with the industry's requirements. In contrast, areas such as communication (7%), accounting (9%), and leadership (7%) receive comparatively less attention in training programs.

In essence, the training landscape in the travel and tourism sector is characterized by a strong emphasis on technical skills, driven by the industry's reliance on computerized ticketing systems. The data highlights the dual influence of sector-specific knowledge demands and supplier-driven training opportunities, contributing to a well-trained workforce adept in the intricacies of global travel and service provision.

4.6. Linear Regression Analysis

The main purpose of linear regression is to determine whether a variable can be used to predict another variable. The variable that serves as the predictor is called the independent variable, while the variable being predicted is referred to as the dependent variable. In this study, the independent variables are training, on-the-job, and off-the-job, while the dependent variable is employee performance.

The linear regression analysis reveals a positive correlation between employee performance and the predictors, which include off-the-job training and on-the-job training ($R = 0.649$ or 65%). Approximately 42% of the variation in employee performance can be attributed to the independent variables ($R \text{ Square} = 0.421$ or 42%), signifying a substantial impact of training on employee performance. The adjusted $R \text{ Square}$, accounting for the number of predictors, stands at 0.372 or 37.2%. This indicates a noteworthy fit of the model to the data, emphasizing the influence of training types in explaining employee performance variability. The standard error of the estimate is 0.22515, reflecting the average distance between observed and predicted values. The findings underscore the importance of training in understanding and enhancing employee performance.

4.6.1. Regression Coefficient:

The linear regression analysis was conducted to assess the impact of off-the-job training and on-the-job training on employee performance. The regression coefficients, presented in the table below, reveal the magnitude and direction of the relationship.

Table 15: Regression Analysis Coefficients

Variable	Coefficient	Standard Error	t-value	p-value
Off-the-Job Training	0.722	0.22515	3.206	0.575
On-the-Job Training	0.646	0.22515	2.869	0.575

4.6.2. Interpretation of Coefficients:

Intercept: Represents the predicted employee performance when both off-the-job and on-the-job training are zero.

Off-the-Job Training: A positive coefficient indicates that, on average, a one-unit increase in off-the-job training is associated with an increase of 0.722 units in employee performance.

On-the-Job Training: A positive coefficient indicates that, on average, a one-unit increase in on-the-job training is associated with an increase of 0.646 units in employee performance.

4.6.3. Model Fit

R and R Square:

The correlation coefficient (R) of 0.649 indicates a positive correlation between the predictors (training types) and employee performance.

The R Square of 0.421 suggests that approximately 42% of the variation in employee performance can be explained by off-the-job and on-the-job training.

Adjusted R Square:

The adjusted R Square of 0.372, accounting for the number of predictors, confirms the model's explanatory power.

4.6.4. Standard Error

The standard error of the estimate is 0.22515, representing the average distance between observed and predicted values.

4.6.5. Correlation and Variation:

There is a positive correlation between employee performance and the predictors (off-the-job and on-the-job training), with an R value of 0.649 or 65%. This suggests that as training increases, employee performance tends to increase as well.

Approximately 42% of the variation in employee performance can be explained by the independent variables (training types), as indicated by the R Square value of 0.421 or 42%.

4.7. Regression Coefficients:

Off-the-Job Training Coefficient (0.722):

A positive coefficient signifies that, on average, a one-unit increase in off-the-job training is associated with an increase of 0.722 units in employee performance.

On-the-Job Training Coefficient (0.646):

Similarly, a positive coefficient for on-the-job training indicates that a one-unit increase in on-the-job training is associated with an increase of 0.646 units in employee performance.

4.7.1. Interpretation of Coefficients:

Intercept:

Represents the predicted employee performance when both off-the-job and on-the-job training are zero.

Off-the-Job Training:

The positive coefficient suggests that an increase in off-the-job training is linked to an increase in employee performance.

On-the-Job Training:

The positive coefficient for on-the-job training implies that an increase in on-the-job training is associated with an increase in employee performance.

4.7.2. Model Fit

R and R Square:

An R value of 0.649 indicates a positive correlation between training types and employee performance.

R Square of 0.421 suggests that approximately 42% of the variation in employee performance can be explained by off-the-job and on-the-job training.

Adjusted R Square:

The adjusted R Square of 0.372 confirms the model's explanatory power, considering the number of predictors.

4.7.3. Standard Error

The standard error of the estimate (0.22515) reflects the average distance between observed and predicted values. A lower standard error indicates greater precision in the model's predictions.

4.7.4. Conclusion

The positive coefficients for off-the-job and on-the-job training suggest that increasing either type of training is associated with improved employee performance.

The model, with an R Square of 42%, is effective in explaining a significant portion of the variability in employee performance.

The adjusted R Square accounts for the number of predictors, providing a conservative estimate of the model's fit.

The standard error indicates the precision of the model's predictions, and the relatively low value suggests a reasonable accuracy in predicting employee performance based on the training types.

In Table 15 of our linear regression analysis, we observe that both the coefficient and the p-value are less than 0.05, indicating potential significance. However, the sample size is notably small, which compromises the reliability of our results. With insufficient data to confidently accept or reject our hypothesis, an alternative approach is warranted. Hence, we turn to the Two Sample T Test method to further investigate our findings. By focusing on the average differences between two groups, this method

allows for a more robust analysis, potentially providing clearer insights into the relationship under examination.

Table 16: Two-Sample T-Test

Variable	Value
Coefficient for Off-the-Job Training ($\beta_{\text{Off-the-Job}}$)	0.722
Standard Error for Off-the-Job Training ($SE_{\text{Off-the-Job}}$)	0.22515
Coefficient for On-the-Job Training ($\beta_{\text{On-the-Job}}$)	0.646
Standard Error for On-the-Job Training ($SE_{\text{On-the-Job}}$)	0.22515
Degrees of Freedom (df)	37
Significance Level (α)	0.05

Calculation of Standard Error of the Difference (SE_{diff}):

$$SE_{\text{diff}} = \sqrt{SE_{\text{Off-the-Job}}^2 + SE_{\text{On-the-Job}}^2}$$

$$SE_{\text{diff}} = \sqrt{0.22515^2 + 0.22515^2}$$

$$SE_{\text{diff}} = \sqrt{0.050664 + 0.050664}$$

$$SE_{\text{diff}} = \sqrt{0.101328}$$

$$SE_{\text{diff}} \approx 0.3185$$

Calculation of t-Statistic (t):

$$t = \frac{\beta_{\text{Off-the-Job}} - \beta_{\text{On-the-Job}}}{SE_{\text{diff}}}$$

$$t = \frac{0.722 - 0.646}{0.3185}$$

$$t = \frac{0.076}{0.3185}$$

$$T \approx 0.2387$$

Comparison with Critical t-Value:

Critical t-Value for $df=37$ at $\alpha=0.05$ (two-tailed test): ± 2.024

Since $|0.2387| < 2.024$, the calculated t-value does not exceed the critical t-value.

Conclusion:

The difference in coefficients for off-the-job training and on-the-job training is not statistically significant at the 0.05 level of significance.

There is no evidence to support a difference in the impact of off-the-job and on-the-job training on employee performance.

Table 17: Performance comparison

Training Type	Employee Performance
On-the-Job	0.1990
Off-the-Job	0.4989
Mean	0.4060

Table 18 shows the predicted performance for each type of training and the mean predicted performance.

To predict employee performance separately for On-the-Job and Off-the-Job training, we'll use the coefficients from the regression analysis:

Coefficient for Off-the-Job Training: 0.722

Coefficient for On-the-Job Training: 0.646

Given the proportions of On-the-Job and Off-the-Job training:

Proportion of On-the-Job Training: $12 / 39 \approx 0.3077$

Proportion of Off-the-Job Training: $27 / 39 \approx 0.6923$

For Off-the-Job Training:

Predicted Performance (Off-the-Job) = $0.722 \times 0.6923 \approx 0.4989$

Predicted Performance (Off-the-Job) = $0.722 \times 0.6923 \approx 0.4989$

For On-the-Job Training:

Predicted Performance (On-the-Job) = $0.646 \times 0.3077 \approx 0.1990$

Predicted Performance (On-the-Job) = $0.646 \times 0.3077 \approx 0.1990$

Therefore, the predicted performance for Off-the-Job training is approximately 0.4989, and for On-the-Job training is approximately 0.1990.

To calculate the mean performance, we'll use the frequency table for Training Type and the predicted performance for each type of training.

Given:

Predicted Performance (Off-the-Job): 0.4989

Predicted Performance (On-the-Job): 0.1990

Using the frequency table: Number of employees who received Off-the-Job training:
27

Number of employees who received On-the-Job training: 12

We can calculate the total predicted performance for all employees:

$$\text{Total Predicted Performance} = (27 \times 0.4989) + (12 \times 0.1990) = 15.8543$$

Finally, to calculate the mean performance, we divide the total predicted performance by the total number of employees:

$$\text{Mean Performance} = 15.8543 / 39 \approx 0.4060$$

$$\text{Mean Performance} = 39 / 15.8543 \approx 0.4060$$

So, the mean predicted performance for all employees is approximately 0.4060.

Based on the calculations:

Predicted Performance (Off-the-Job): 0.4989

Predicted Performance (On-the-Job): 0.1990

Mean Predicted Performance: 0.4060.

CHAPTER 5: CONCLUSION AND IMPLICATIONS: OPTIMIZING EMPLOYEE PERFORMANCE THROUGH STRATEGIC TRAINING IN LEBANON'S TRAVEL AND TOURISM INDUSTRY

5.1. Conclusion

The research conducted in this study delves into the realm dynamics of employee performance within the travel and tourism industry of Lebanon, revealing key insights into the effectiveness of various training methods. The multifaceted nature of training, encompassing both on-the-job and off-the-job approaches, emerges as a pivotal factor in shaping and enhancing employee performance.

The study's conclusion highlights a departure from the hypothesis that on-the-job and off-the-job training have distinct impacts on employee performance within Lebanon's travel and tourism sector. Contrary to this hypothesis, the findings suggest that both training modalities exert similar and positive effects on employee performance. The empirical evidence indicates that both on-the-job and off-the-job training significantly contribute to enhancing employee skills, knowledge, and overall job performance within the sector.

The provision of hands-on experience through on-the-job training programs is indeed instrumental in facilitating skill acquisition and application within the practical context of employees' roles. Similarly, off-the-job training emerges as a valuable contributor to employee performance, albeit with a slightly higher correlation coefficient. However, both training approaches play synergistic roles in influencing employee competence, job satisfaction, and overall effectiveness within the industry.

Moreover, the study reveals the motivational and satisfaction-enhancing aspects of both on-the-job and off-the-job training initiatives. The correlation between these training interventions and heightened employee motivation translates into tangible improvements in performance and productivity. This finding aligns with prior research, underscoring the significance of both training modalities as cornerstones of effective employee development within Lebanon's travel and tourism sector.

Furthermore, the study provides insights into the current state of the industry, the characteristics of its employees, and the reality of training practices within the sector. These findings underscore the necessity for continuous and effective training programs to enhance employee performance and maintain competitiveness in the market.

In conclusion, the results of this study emphasize the importance of integrating both on-the-job and off-the-job training into comprehensive employee development strategies within Lebanon's travel and tourism industry. Employers are encouraged to consider incorporating these training approaches into their strategies to ensure that their workforce is adequately equipped with the necessary skills and knowledge to excel in their roles effectively.

5.2. IMPLICATIONS: For the Travel and Tourism Industry in Lebanon

5.2.1. Strategic Training Integration:

Incorporating both on-the-job and off-the-job training into the fabric of employee development strategies is imperative for organizations operating in Lebanon's travel and tourism industry. This strategic integration goes beyond a mere checklist of training modules; it involves a thoughtful alignment of training initiatives with the specific demands and intricacies of the industry. By doing so, organizations ensure that their workforce not only possesses the requisite skills but also gains practical, real-world experience integral for optimal job performance.

Tailored Skill Development: Organizations should tailor training programs to address the unique skill sets demanded by roles within the travel and tourism sector. This involves a meticulous analysis of job requirements, enabling the design of training modules that directly contribute to employees' ability to navigate the challenges of the industry.

Practical Application: The emphasis on practical experience in on-the-job training is especially critical. Beyond theoretical knowledge, employees should be exposed to real-world scenarios, enabling them to apply their skills in situations mirroring the dynamic nature of the travel and tourism sector.

Strategic Alignment: The integration of training should be strategically aligned with organizational goals. This involves identifying key performance indicators and ensuring that training efforts directly contribute to achieving these objectives.

5.2.2. Continuous Training Programs:

The dynamic and ever-evolving nature of the travel and tourism sector necessitates a commitment to continuous learning and adaptation. Organizations should view training as an ongoing process rather than a one-time event. Continuous training programs not only address emerging industry trends but also serve as a proactive measure to stay ahead in a competitive market.

Adaptation to Industry Changes: Continuous training programs enable organizations to stay abreast of industry changes, technological advancements, and evolving customer preferences. This adaptability is crucial for maintaining relevance and competitiveness in the fast-paced travel and tourism landscape.

Employee Engagement: Ongoing training initiatives contribute to sustained employee engagement. Regular learning opportunities signal to employees that the organization is invested in their professional growth, fostering a sense of loyalty and commitment.

Flexibility and Agility: Continuous training fosters organizational agility. It equips employees with the agility to respond to unexpected challenges, capitalize on emerging opportunities, and navigate shifts in the competitive landscape.

5.2.3. Enhanced Workforce Competency:

The integration of both on-the-job and off-the-job training serves as a holistic approach to enhancing the overall competency of the workforce. This goes beyond individual skill development and extends to a collective competency that enables the entire organization to thrive in the unique challenges posed by the travel and tourism industry in Lebanon.

Cross-Functional Competency: Training programs should not only focus on role-specific skills but also foster cross-functional competency. This ensures that employees have a comprehensive understanding of the interconnectedness of various functions within the organization.

Leadership Development: Beyond operational skills, training should encompass leadership and decision-making capabilities. This approach empowers employees at various levels to take initiative, make informed decisions, and contribute to the overall success of the organization.

Team Collaboration: Competency development should extend to promoting effective collaboration within teams. This involves fostering a culture where employees can leverage each other's strengths, leading to increased innovation and problem-solving.

5.2.4. Cultivating a Learning Culture:

The call to cultivate a learning culture extends beyond the confines of formal training programs. It encompasses the creation of an organizational environment that values continuous learning, embraces diverse training experiences, and encourages employees to actively seek opportunities for self-improvement.

Leadership Role: Leadership plays a pivotal role in cultivating a learning culture. Leaders should actively endorse and participate in learning initiatives, setting an example for the rest of the organization.

Knowledge Sharing: Organizations should facilitate knowledge-sharing mechanisms, encouraging employees to share insights, best practices, and lessons learned. This not only enriches the collective knowledge base but also fosters a collaborative and supportive work environment.

Adaptability and Innovation: A learning culture is a breeding ground for innovation. Employees who feel empowered to experiment, learn from failures, and adapt to change contribute significantly to an organization's ability to innovate in response to market demands.

5.3. Limitations

Small Sample Size: The limited number of employees working in the surveyed tourism offices resulted in a small sample size, potentially impacting the generalizability and statistical power of the findings.

Security and Political Situation: The volatile security and political situation in Lebanon presented significant obstacles throughout the research process, affecting the accessibility and willingness of participants to engage in the study.

Lack of Cooperation: Some employees exhibited a lack of cooperation due to personal reasons, which hindered data collection efforts and may have influenced the reliability and completeness of the data gathered.

5.4. Suggestions For Future Research

Future research in Lebanon's tourism sector could focus on several key areas to enhance our understanding of employee performance and training strategies. These areas include conducting longitudinal analyses to assess the long-term impact of training, exploring cross-cultural perspectives to adapt training methods to diverse cultural contexts, investigating the integration of emerging technologies in training programs, examining the relationship between employee well-being, job satisfaction, and performance, and comparing training practices across different sectors within Lebanon.

Additionally, researchers could explore the link between employee training, job satisfaction, and customer satisfaction, investigate dynamic training strategies that respond to industry trends, and assess the impact of training on employee retention. Qualitative exploration of training perceptions through interviews could provide rich insights, and global benchmarking could help identify best practices on an international scale.

Moreover, delving into the effects of the E-learning training techniques on employee performance is certainly worth trying, as this approach is unique and certainly holds its own advantages apart from the ones explored in the on-the-job and off-the-job methods.

These suggested research directions aim to contribute to the development of tailored and effective training strategies within Lebanon's tourism sector, fostering industry growth and competitiveness.

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APPENDICES

APPENDIX A: QUESTIONNAIRE

Please choose the adequate answer:

1. Gender: Male Female

2. Age: 20-30 30-40 40 and above

3. Level of Education: Bachelor's degree Master's Degree PhD Degree
Other

4. Marital Status: Single Married Divorced Widowed

5. Position: CS Ticketing Visa issuer Accountant Branch Manager
Other
please specify: _____

6. Years of working: Less than one year 1-2 years 2-4 years 4-6
years 6-8 years 10+ years

Please answer the following questions:

7. Have you ever got job related training?

Yes No

8. What type of training did you receive?

Computer Accounting Communication

Leadership and Management Other, please specify

9. Have you got on-the-job or off-the-job training?

On-the-Job training Off-the-Job training

Please put “X” in the adequate box:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Training					
I think the training programs are designed based on the requirements of the job					
The type of training I have taken is adequate for my job					
I know the objective of the training and development processes					
Employee Performance					
Training improves my skills, knowledge, attitude change, new capability					
I get sufficient training that enabled me to do my job as required					
I believe that the training leaves impact on employee performance					
I feel a sense of belonging to this organization as a result of the training.					
The training provided helped me to eliminates lack of skills					
On-the-Job Training					
On-the-Job training enhances knowledge about cases that are related directly to job.					

On-the-Job provide familiarity with different occupation in the firm.					
I think On-the-Job training transfers theoretical knowledge to practical.					
On-the-Job enhances the relationship between employees inside the firm, which affect positively performance.					
Off-the-Job Training					
The external training teaches the worker new ways in performing his duties from outside expert.					
Off-the-Job training provides extra skills and knowledge wider than the employee's current position.					
Off-the-Job training gives confidence when starting the job to perform efficiently.					

SAYI: B.30.2.İEÜ.0.05.05-020-374

30.04.2024

KONU : Etik Kurul Kararı hk.

Sayın Prof. Dr. Mehmet Gençer ve Lina Yaghi,

“OPTIMIZING EMPLOYEE PERFORMANCE: COMPARING THE IMPACT OF DIFFERENT TRAINING METHODS IN THE TRAVEL AND TOURISM INDUSTRY OF LEBANON” başlıklı projenizin etik uygunluğu konusundaki başvurunuz sonuçlanmıştır.

Etik Kurulumuz 25.04.2024 tarihinde sizin başvurunuzun da içinde bulunduğu bir gündemle toplanmış ve Etik Kurul üyeleri projeleri incelemiştir.

Sonuçta 30.04.2024 tarihinde **“OPTIMIZING EMPLOYEE PERFORMANCE: COMPARING THE IMPACT OF DIFFERENT TRAINING METHODS IN THE TRAVEL AND TOURISM INDUSTRY OF LEBANON”** konulu projenizin etik açıdan uygun olduğuna oy birliğiyle karar verilmiştir.

Gereği için bilgilerinize sunarım.

Saygılarımla,

Prof. Dr. Murat Bengisu

Etik Kurul Başkanı