



# Exploring the Impact of Employee Training on Motivation and Commitment to the Organization among Vietnamese Tourism Employees

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## ABSTRACT

Contemporary organizations face a dynamic environment characterized by rapid change and intensified competition. To remain competitive, employee motivation and organizational commitment are increasingly recognized as crucial job attitudes. This study investigates the expectations and perceptions of training quality between managers and employees within the Vietnamese tourism industry. It aims to identify implications for enhancing training quality and fostering employee training satisfaction, motivation, and commitment. Through a survey methodology employing 1000 questionnaires (568 valid responses), the research explores the impact of training on employee motivation and organizational commitment in Vietnamese tourism companies. The findings align with existing literature, demonstrating the positive influence of training on employee motivation and commitment in the Vietnamese tourism context. Furthermore, the research contributes empirical evidence specific to the Vietnamese context, distinct from studies conducted in other countries. It reinforces theoretical understanding of training outcomes within the Vietnamese tourism industry.

Keywords: Training, Organizational commitment, Employee motivation, Tourism, Vietnam

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## 1. Introduction

In today's dynamic market economy, characterized by rapid technological advancements and a fiercely competitive global landscape, organizations face an unrelenting struggle for survival and growth. While physical infrastructure and financial resources remain indispensable assets, the human element – the organization's human capital – stands as the cornerstone of innovation and sustainable development. For decades, economic organizations have recognized human resources as the fundamental and most crucial factor driving sustainable organizational growth. However, the effectiveness of human capital hinges upon its quality. Consequently, human resource development has emerged as a pressing imperative for nations and enterprises alike. A well-structured training strategy can unleash the full potential of the workforce, fostering their capabilities, creativity, and a sense of responsibility. This translates into enhanced productivity and organizational efficiency. Particularly in an era of intensifying competition, a highly skilled workforce represents a paramount competitive advantage, enabling businesses to thrive and navigate the complexities of the market. Despite its recognized significance, the quality of human capital in Vietnam remains subpar, falling short of societal development goals. This underscores the criticality of training and skill enhancement initiatives for the workforce.

A review of business and hospitality literature reveals a well-established link between training programs and various employee outcomes, including increased job satisfaction and longer tenures (Conrade & Woods, 1994; Marvin, 1994; Wesley & Skip, 1999). From a service perspective, training can be viewed as an investment in the organization's internal customers – its employees (Lovelock, 1989). The Service-Profit Chain model (Heskett et al., 1994) demonstrates this connection, highlighting how employee satisfaction, loyalty, and productivity ultimately impact customer value and profitability. Managers can leverage this model to cultivate customer satisfaction and loyalty, which in turn, drives profitability and growth. The Service-Profit Chain emphasizes that customer loyalty stems from satisfaction, which is directly influenced by the value proposition delivered. Value creation hinges on a satisfied, loyal, and productive workforce. Employee satisfaction is primarily driven by high-quality internal services and policies that empower employees to deliver customer satisfaction. Notably, the model suggests a strong correlation between high employee retention and satisfaction, with internal work environment quality playing a significant role (Burke, 1995; Hallowell et al., 1994). Training programs are recognized as a key component of internal service quality (Burke, 1995; Hallowell et al., 1994). This body of research reinforces the established positive relationship among training, job satisfaction, and employee retention (Conrade & Woods, 1994; Heskett et al., 1994; Wesley & Skip, 1999).

Vietnam's tourism industry has witnessed a meteoric rise, blossoming into a significant contributor to the nation's economic growth. International visitor arrivals have skyrocketed, placing Vietnam on the global tourism map. However, sustaining this trajectory and fostering robust competition necessitates a competent and highly motivated workforce. By acknowledging the current limitations and actively pursuing the outlined areas for improvement,

Vietnam's tourism industry can cultivate a highly skilled, motivated, and globally competitive workforce. This, in turn, will fuel the sustained growth and success of the industry, solidifying Vietnam's position as a leading tourist destination.

Recognizing the importance of employee motivation and commitment for sustained competitiveness, this research explores the gap between managers' and employees' perceptions of training quality within Vietnam's tourism industry. The study aims to identify ways to improve training quality and ultimately enhance employee satisfaction, motivation, and organizational commitment.

## 2. Literature review

A growing body of research highlights the significance of training program availability in fostering employee commitment and motivation. Employees who perceive that their organizations invest in their development through training opportunities tend to exhibit higher levels of organizational commitment (Bartlett, 2001; Alexander et al., 2011). This commitment manifests in both continuance commitment, which reflects an employee's intention to remain with the organization due to perceived economic benefits or personal ties, and affective commitment, which represents an employee's emotional attachment to the organization (Meyer, Allen, & Kacmar, 1991).

The link between training program availability and employee commitment is attributed to several factors. Firstly, access to training opportunities signals to employees that their organization values their development and is committed to their long-term success. This perception fosters a sense of psychological ownership and loyalty among employees, leading to increased commitment (Kuva, 2008). Secondly, training opportunities provide employees with the skills and knowledge necessary to advance their careers and contribute more effectively to the organization's goals. This enhanced sense of competence and contribution further strengthens employee commitment (Porter, Lawler, & Hackman, 1978). In addition to enhancing commitment, training program availability also positively impacts employee work motivation. Employees who perceive that their organizations provide ample training opportunities are more likely to feel motivated and engaged in their work (Noe, Tews, & Welch, 2007). This motivation stems from several factors. Firstly, training opportunities offer employees the chance to expand their skillsets and knowledge base, leading to a sense of personal growth and achievement. This intrinsic motivation can drive employees to exert greater effort and dedication in their work (Deci & Ryan, 2000). Secondly, training opportunities can enhance employees' sense of self-efficacy, their belief in their ability to successfully perform their tasks. This perceived self-efficacy fosters a sense of confidence and motivation, leading to improved work performance (Bandura, 1994).

Support from direct supervisors has been shown to significantly impact employee involvement in training (Noe & Wilk, 1993). Bartlett (2001) revealed a positive correlation between direct supervisor support in training and employees' affective and continuance commitment. Redding (1990) suggested that employees tend to be loyal to individuals rather than systems. Studies indicate that employee loyalty is more likely based on personal rapport with their direct supervisor rather than the organization they work for (Chen et al., 2002). In this study, the authors examine the extent to which hotels can enhance employee commitment by encouraging supervisors to provide greater support to their subordinates, particularly in encouraging participation in training activities and applying learned skills to their work. Consequently, the second variable proposed to influence employee work motivation and commitment is supervisor-provided training support.

When evaluating training effectiveness, training quality consistently emerges as a critical factor. Training quality encompasses the elements that instill employee confidence in the effectiveness of training, such as adherence to schedules, adequate support, timeliness, and accurate responses to inquiries (Emin KaHya, 2007). Evidence suggests that training quality indirectly influences organizational commitment. Training quality positively impacts training satisfaction, which in turn influences job satisfaction. Job satisfaction serves as a significant determinant of employee organizational commitment (Chun-Fang Chiang, Ki-Joon Back PhD & Deborah D. Canter PhD, RD, LD, 2005). Additionally, Baker and Crompton (2000) emphasize the crucial role of training quality in managing employee organizational commitment.

Based on the literature review, the conceptual framework was developed as followed.

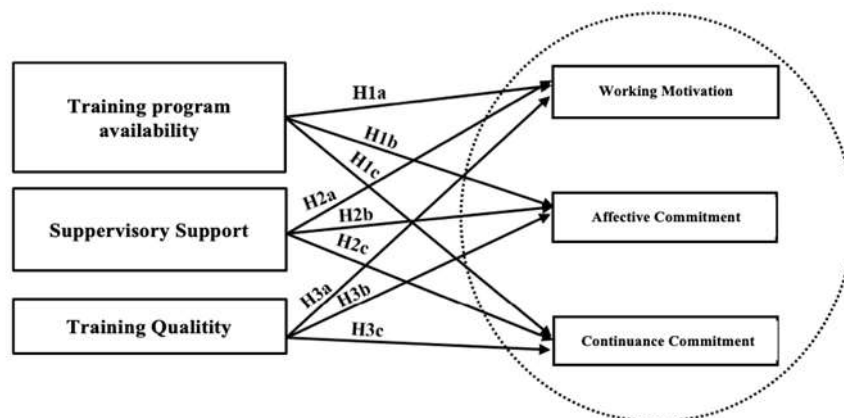


Figure 1: The research framework

Hypothesis 1 (H1a): Training program availability significantly positively impacts on Working motivation

Hypothesis 2 (H1b): Training program availability significantly positively impacts on Affective commitment

Hypothesis 3 (H1c): Training program availability significantly positively impacts on Continuance commitment

Hypothesis 4 (H2a): Supervisory support significantly positively impacts on Working motivation

Hypothesis 5 (H2b): Supervisory support significantly positively impacts on Affective commitment

Hypothesis 6 (H2c): Supervisory support significantly positively impacts on Continuance commitment

Hypothesis 7 (H3a): Training quality significantly positively impacts on Working motivation

Hypothesis 8 (H3b): Training quality significantly positively impacts on Affective commitment

Hypothesis 9 (H3c): Training quality significantly positively impacts on Continuance commitment

### 3. Methodology

This study investigates the impact of training on employee motivation and organizational commitment within Vietnamese tourism companies. Employees from these companies were recruited through public or private social network groups on Facebook. Their contact information (emails or online profiles) was used to send online surveys after an introduction to the research. A two-phase data collection process was employed. In phase 1, a pilot test with 10 participants ensured the questionnaire's clarity. Based on the pilot test feedback, the questionnaire was refined before the second phase. During phase 2, the final online survey with an introduction was sent to participants via email or online profiles. Statistical analysis included descriptive statistics and quantitative techniques for data analysis (e.g., Exploratory Factor Analysis (EFA), Confirmatory Factor Analysis (CFA), and Structural Equation Modeling (SEM)). This study specifically used CFA to validate construct measurements and SEM to test the research hypotheses.

#### *Demographic information of respondents*

About 1000 questionnaires were sent out and 568 valid responses were collected for the further analysis. The Training program availability is measured by the 5-item scale developed by Alexander Newman, Rani Thanacoody & Wendy Hui (2011). Supervisory Support is measured by the 12-item scale developed by Alexander Newman, Rani Thanacoody & Wendy Hui (2011). Training Quality is measured by 7-item developed by Chun-Fang Chiang, Ki-Joon Back PhD & Deborah D. Canter PhD, RD, LD (2005). Working motivation is measured by the 5-item scale developed by Kenneth R. Bartlett and Dae-seok Kang (2004). The Affective Commitment is measured by the 3-item scale developed by Alexander Newman, Rani Thanacoody & Wendy Hui (2011). Finally, the employee Continuance Commitment is measured by 3-item scale developed by Alexander Newman, Rani Thanacoody & Wendy Hui (2011).

**Table 1: Demographic information of respondents**

	Frequency	Ratio (%)
<b>Gender</b>		
Female	292	51.40%
Male	276	48.60%
Other	0	0.00%
<b>Age</b>		
Under 30	401	70.60%
30 to 45	100	17.60%
Over 45 to 60	67	11.79%
Over 60	0	0.00%
<b>Working time</b>		
Under 1 year	256	45.07%
1 to 3 years	186	32.75%
Over 3 to 5 years	98	17.25%
More than 5 years	28	15.90%

**Table 2: Gender of respondents' direct managers**

	Frequency	Ratio
<b>Manager's gender</b>		
Female	258	45.42%
Male	222	39.08%
Other (Both male and female)	88	15.49%

It could be seen from the two above tables that most of the respondents are male and they count for about 39.08%. However, the male managers seem to be dominant while it is recorded around 45.42% of the respondents' direct managers are male. In addition, the age of respondents is quite low when people who are under 30 years old count for more than 70% and 17.60.43% is the figure recorded for 30-to-45- year-old respondents.

#### **Confirmatory Factor Analysis (CFA)**

Similar to the purification of observed variables discussed in Chapter 3, confirmatory factor analysis (CFA) is employed to assess the model's fit to the collected data. The fit of the research model is evaluated using various indices, including chi-square (CMIN), normed chi-square (CMIN/df), Comparative Fit Index (CFI), Tucker-Lewis Index (TLI), and Root Mean Square Error Approximation (RMSEA).

Drawing on Nguyen Khanh Duy (2009), the model is considered to have an acceptable fit if:

The chi-square test has a p-value greater than 0.05.

The chi-square probability value is greater than 0.08, and both the GFI and CFI indices are close to 1. The RMSEA index should be below 0.08 (Browne & Cudek, 1992). The CMIN/df < 3, the model demonstrates good fit (Kettinger & Lee, 1995).

A table summarizing these criteria is presented below.

**Table 3: Confirmatory Factor Analysis results**

CMIN/df	RMSEA	GFI	TLI	CFI
1.3956	0.0592	0.7443	0.8917	0.9008

#### **Convergent validity**

Convergent validity, which assesses the degree to which measures capture the intended constructs, was evaluated using standardized regression weights and composite reliability (CR) and average variance extracted (AVE). Standardized regression weights for all 28 measures exceeded the recommended value of 0.05 by Anderson & Gerbing (1988), ranging from 0.528 to 0.955. Additionally, all five latent variables had CR values exceeding 0.6 (Bagozzi & Yi, 1988) and AVE values above 0.5 (Fornell & Larcker, 1981). While the AVE values for the "verbal element" and "structural element" constructs fell slightly below 0.5 at 0.462 and 0.401 respectively, SheuFen et al. (2012) suggest that such values are still acceptable. Overall, these results provide evidence of convergent validity for all five variables. Specific results are presented in the following table.

**Table 4: Composite reliability and AVE results**

Latent Variables	Composite reliability	AVE
Supervisory Support	0.946	0.615
Training Quality	0.844	0.440
Training program availability	0.894	0.631
Working motivation	0.820	0.480
Affective Commitment	0.809	0.586
Continuance Commitment	0.804	0.578

#### **Research Model Test**

Structural Equation Modeling (SEM) was employed to examine the relationships among the proposed research hypotheses. The results demonstrated a good fit with the empirical data, as indicated by the fit indices presented in the table 5.

**Table 5: The model fit test of structural model**

CMIN/df	RMSEA	GFI	TLI	CFI
1.4096	0.0602	0.7393	0.8879	0.8879

Following the assessment of model fit, the study proceeds to evaluate the findings of the SEM analysis. This evaluation is based on the unstandardized regression weights presented in Table X (Group number 1 - Default model) and the standardized regression weights presented in Table Y (Group number 1 - Default model) in the appendix. These tables are synthesized into a comprehensive SEM analysis results table (Table 6).

**Table 6: Research model without moderator tested by SEM**

		Estimate	S.E.	C.R.	P-value	Std Regression Weights
MOTIVATION	← SUPPORT	-0.031	0.069	-0.4574	0.6474(N.S)	-0.0477
AFFECTIVE	← SUPPORT	0.047	0.054	0.8751	0.3815(N.S)	0.0881
CONTINUANCE	← SUPPORT	-0.072	0.055	-1.2932	0.1959(N.S)	-0.1217
MOTIVATION	← QUALITY	-0.995	0.166	-0.5997	0.5487(N.S)	-0.0663
AFFECTIVE	← QUALITY	0.373	0.140	2.6572	0.0079	0.3088
CONTINUANCE	← QUALITY	0.744	0.173	4.3123	0.000	0.5616
MOTIVATION	← AVAILABILITY	0.164	0.086	1.9195	0.0549	0.2108
AFFECTIVE	← AVAILABILITY	0.135	0.066	2.0474	0.0406	0.2154
CONTINUANCE	← AVAILABILITY	0.076	0.067	1.1405	0.2541(N.S)	0.1104

**Table 4.11: The results of multiple linear regression.**

Hypotheses	Results
Hypothesis 1 (H1a): Training program availability significantly positively impacts on Working motivation	Positive
Hypothesis 2 (H1b): Training program availability significantly positively impacts on Affective commitment	Positive
Hypothesis 3 (H1c): Training program availability significantly positively impacts on Continuance commitment	Negative
Hypothesis 4 (H2a): Supervisory support significantly positively impacts on Working motivation	Negative
Hypothesis 5 (H2b): Supervisory support significantly positively impacts on Affective commitment	Negative
Hypothesis 6 (H2c): Supervisory support significantly positively impacts on Continuance commitment	Negative
Hypothesis 7 (H3a): Training quality significantly positively impacts on Working motivation	Negative
Hypothesis 8 (H3b): Training quality significantly positively impacts on Affective commitment	Positive
Hypothesis 9 (H3c): Training quality significantly positively impacts on Continuance commitment	Positive

## Results and Discussion

According to the results of testing the research hypotheses for employees working in tourism companies in Vietnam, the following hypotheses are accepted:

*Hypothesis 1 (H1a): Training program availability significantly positively impacts on Working motivation*

*Hypothesis 2 (H1b): Training program availability significantly positively impacts on Affective commitment*

*Hypothesis 8 (H3b): Training quality significantly positively impacts on Affective commitment*

*Hypothesis 9 (H3c): Training quality significantly positively impacts on Continuance commitment*

Similar to many previous research findings, the availability of training programs and employees' commitment are positively related (Bartlett, 2001; Alexander Newman, Rani Thanacoody & Wendy Hui, 2011; Anonymous, 2006). Employees working in tourism companies in Vietnam are no exception.

The availability of training programs is one of the factors contributing to employees' commitment. A rich and diverse training program that provides more training opportunities for employees enhances their commitment, and vice versa. Enriching training programs for employees can help Vietnamese tourism companies attract and retain employees for the long term. Additionally, employee satisfaction with training quality tends to foster long-term commitment to the organization (Emin KaHya, 2007; Chun-Fang Chiang, Ki-Joon Back PhD & Deborah D. Canter PhD, RD, LD, 2005; Crompton, 2000). Training quality encompasses factors that build employees' trust in the effectiveness of training, such as meeting expectations, providing comprehensive support, timely assistance, and accurate responses. When companies genuinely prioritize training, offering favorable conditions in terms of facilities and knowledgeable instructors, employees become more satisfied and trusting, leading to stronger long-term commitment to the company.

In a survey conducted among employees working in tourism companies in Vietnam, there is no positive correlation between training support from supervisors and work motivation or commitment to the organization. However, numerous studies on the impact of training support from supervisors on work motivation and employee commitment have reached the same conclusion: there is no evidence of a relationship between training support from supervisors and employee commitment (Eisenberger et al., 2002). In fact, enhancing training support from supervisors may have a negative effect on employees because it can lead to dependency on supervisors and passivity during training participation (Maertz et al., 2007).

The next index we need to consider from Table 6 is the standardized coefficient. Looking at the analysis results, it is evident that for the groups of factors influencing the commitment rate, the training quality factors have a stronger impact than the availability factors of training programs. We can conclude that when the training quality of a company increases by 1 unit, employee commitment to retention will increase by an additional 0.5616 units, and emotional commitment will increase by 0.3088 units. Therefore, to enhance the effectiveness of training, companies should pay special attention to the quality of trainers/instructors and create favorable conditions for employees participating in training programs

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## Findings and implication

This finding should be considered in light of the specific characteristics of employees working in Vietnamese tourism companies. During the survey, employees evaluated training support from supervisors based on their actual experiences. When employees agree with the factors measured by the training support scale, they exhibit good work motivation and a tendency to continue working long-term with the company. However, the survey also revealed that some employees disagreed with certain aspects of training support from supervisors but still maintained strong work motivation and expressed an intention to stay with the company for the long term. While there is still agreement regarding training support from supervisors, the level of agreement with work motivation and commitment varies and tends to be moderate.

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