

# An Analytical Study on the Impact of Employee Training and Development Practices on Organizational Performance in Heritage Tourism Industry of the Vindhya Region

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**Abstract**—The heritage tourism industry plays a crucial role in preserving cultural identity while contributing to economic development, especially in historically rich but underrepresented regions like the Vindhya region of India. Despite its immense potential, the sector often suffers from poor service quality, unskilled workforce, and low tourist satisfaction largely due to the lack of structured employee training and development practices. This study aims to analyze the impact of employee training and development (T&D) on the organizational performance of heritage tourism enterprises operating in the Vindhya region.

Using a mixed-methods approach, both quantitative surveys and qualitative interviews were conducted with employees, managers, and owners of heritage tourism establishments such as hotels, museums, and tour operators. The research investigates the types, frequency, and effectiveness of training programs and their relationship with key performance indicators like visitor satisfaction, employee retention, operational efficiency, and revenue growth.

Findings reveal that training in communication, cultural interpretation, and customer service significantly improves employee competence and organizational performance. However, challenges such as limited funding, lack of access to expert trainers, and absence of formal HR structures were commonly reported. The study concludes that investing in region-specific, skill-based, and culturally grounded training programs is essential for enhancing the competitiveness and sustainability of heritage tourism in the Vindhya region.

## 1. INTRODUCTION

The tourism industry is one of the most dynamic sectors of the global economy, significantly

contributing to employment generation, foreign exchange earnings, and cultural preservation. Within this broad spectrum, heritage tourism holds a special place as it not only promotes economic development but also ensures the continuity of cultural and historical narratives. In India, which boasts a rich tapestry of history, architecture, and tradition, heritage tourism has witnessed remarkable growth. The Vindhya region, encompassing parts of Madhya Pradesh and Uttar Pradesh, is endowed with numerous historical monuments, temples, forts, and cultural sites that attract both domestic and international tourists. However, the region remains relatively underdeveloped in terms of structured tourism management and skilled human resources compared to established tourism circuits like Rajasthan or Kerala. In this context, employee training and development (T&D) emerges as a pivotal element in enhancing the quality-of-service delivery, tourist satisfaction, and overall organizational performance. The human element in tourism is irreplaceable—tour guides, hospitality staff, cultural interpreters, and local artisans are not just service providers; they are the custodians and storytellers of heritage. However, a lack of formal training, inconsistent skill development, and absence of modern customer service orientation often hinder the potential of heritage tourism operators in the Vindhya region.

Training and development are widely acknowledged in management literature as strategic tools for organizational growth, particularly in service industries. They help improve employee capabilities, ensure standardized service delivery, and boost

motivation and commitment. In heritage tourism, these effects are even more pronounced, as the industry depends heavily on the ability of staff to engage visitors meaningfully, preserve cultural integrity, and manage operations efficiently. Yet, empirical research on the relationship between T&D practices and organizational performance in the heritage tourism context of semi-urban or rural India, such as the Vindhya region, remains scarce.

## 1.2 Statement of the Problem

The heritage tourism industry in the Vindhya region has significant untapped potential due to its abundance of historical sites, temples, cultural landmarks, and traditional crafts. Despite this, the region struggles to attract sustained tourist interest and generate consistent economic returns. One major reason for this underperformance is the lack of professionally trained human resources in the tourism sector. Many local tourism enterprises, heritage hotels, travel agencies, tour operators, and cultural institutions operate without structured training and development systems for their employees.

Without addressing this human resource gap, efforts to promote the Vindhya region as a heritage tourism destination may not yield the desired results. Thus, this study seeks to examine the impact of employee training and development practices on organizational performance, identifying the gaps and opportunities for improvement in the tourism ecosystem of the region.

## 2. LITERATURE REVIEW

### 2.1. Training and Development:

Training and development (T&D) have long been recognized as essential components of human resource management. According to Armstrong (2006), training enhances individual performance, increases job satisfaction, and aligns employee behavior with organizational goals. In service-based industries, such as tourism, where employees interact directly with customers, training plays a pivotal role in delivering consistent, high-quality service.

### 2.2 T&D and Organizational Performance

Multiple studies affirm a strong correlation between employee development and organizational performance. Huselid (1995) demonstrated that investment in training leads to higher productivity, lower employee turnover, and better financial

performance. In the tourism sector, T&D directly influences visitor satisfaction, brand image, and service differentiation (Baum, 2007).

2.3. Training in the Tourism and Hospitality Industry  
Tourism is a labor-intensive industry, heavily reliant on human interaction. Researchers such as Ladkin (2011) note that training in areas like communication skills, cultural sensitivity, heritage interpretation, safety, and hospitality standards is vital. Moreover, employee development fosters innovation and adaptability—key traits in responding to changing tourist expectations.

### 2.4. Heritage Tourism and Cultural Preservation

Heritage tourism requires not only technical and customer service training but also a deep understanding of local history, art, architecture, and traditions. According to Timothy and Boyd (2003), poorly trained tourism staff can lead to cultural misrepresentation or even degradation of heritage sites. Thus, training supports not just economic performance but also cultural integrity and sustainability.

### 2.5. Challenges in Regional Tourism Training

In developing countries and less industrialized regions like the Vindhya zone, studies highlight barriers to training such as lack of funding, unqualified trainers, absence of structured modules, and limited access to formal education. Seth and Bhat (2012) emphasized that small tourism businesses often underestimate the importance of employee development, despite its long-term benefits.

### 2.6. Indian Context of Heritage Tourism

India, with its diverse cultural legacy, has seen a push toward developing heritage tourism through public-private partnerships and institutions like the Indian Institute of Tourism and Travel Management (IITTM). However, research shows that many small and medium tourism enterprises, especially in semi-urban areas like the Vindhya region, still lack a structured HR framework, leading to inconsistent service delivery and low tourist retention (Tewari & Singh, 2019).

### 2.7. Research Gap

Although a large body of literature addresses training in tourism and its impact on performance, there is a significant lack of region-specific studies focusing on lesser-known but culturally rich areas like the Vindhya region. Moreover, few studies explore how training affects both tangible (e.g., revenue, visitor footfall)

and intangible (e.g., reputation, cultural preservation) aspects of organizational performance in heritage tourism.

### 3. RESEARCH OBJECTIVES

1. To analyze the impact of employee training and development practices on organizational performance in the heritage tourism industry of the Vindhya region.
2. To explore the challenges faced by tourism operators in implementing structured training and development programs.

### 4. RESEARCH METHODOLOGY

This section outlines the systematic approach adopted to investigate the impact of employee training and development on organizational performance in the heritage tourism industry of the Vindhya region.

#### 4.1. Research Design

The study uses a descriptive and analytical research design to examine both current training practices and their effects on organizational outcomes. A mixed-methods approach (qualitative and quantitative) is employed to ensure a comprehensive understanding of the subject matter.

#### 4.2. Study Area

The research is conducted in the Vindhya region, which includes historically significant towns and cities like Rewa, Satna, Chitrakoot, and Maihar—all of

which host heritage tourism sites such as forts, temples, museums, and palaces.

#### 4.3. Target Population

Employees working in heritage tourism enterprises (hotels, guides, cultural centers, museums).

Managers/owners of heritage tourism organizations.

#### 4.4. Sampling Technique

A purposive sampling method is used to select tourism enterprises actively involved in heritage tourism. Within these organizations, stratified random sampling is applied to select employees across different roles.

#### 4.5. Sample Size: 100 respondents

#### 4.6. Data Collection Methods

##### A. Primary Data

**Structured Questionnaire:** To gather quantitative data on training received, satisfaction levels, and perceived impact.

**Semi-Structured Interviews:** With managers and trainers to collect qualitative insights into training strategies and organizational performance.

##### B. Secondary Data

Literature from journals, tourism ministry reports, government training schemes, and tourism department data of Madhya Pradesh.

#### 4.7. Tools of Data Analysis

**Descriptive Statistics:** Percentages and frequency tables.

### 5. DATA ANALYSIS AND INTERPRETATION

#### Section A: Demographic Information

Name (Optional): \_\_\_\_\_

Basis	Responses	Total	Percentage
1. Gender:			
Male	68		
Female	32	100	100
2. Age Group:			
Below 25	27		
26–35	26		
36–45	20		
46–55	21		
Above 55	6	100	100
3. Educational Qualification:			
Below 10th	14		
10th–12th	17		
Graduate	35		

Postgraduate	27		
Other	7	100	100
4. Years of Experience in Tourism Sector:			
Less than 1 year	13		
1–3 years	29		
4–6 years	40		
Above 6 years	18	100	100

Interpretation:

1. Gender Distribution:

Out of the total respondents, 68% are male and 32% are female, indicating that males form the majority of the sample. This suggests a higher male representation in the tourism sector within the surveyed population.

2. Age Group:

The respondents are fairly distributed across age groups, with the highest proportion in the Below 25 age group (27%) and 26–35 age group (26%), reflecting significant participation from younger and early-career individuals. The 46–55 age group (21%) also has notable representation, followed by 36–45 years (20%). Only 6% are above 55 years, indicating limited involvement from older professionals.

3. Educational Qualification:

A majority of respondents hold a graduate degree (35%) or postgraduate qualification (27%), showing that the tourism workforce is relatively well-educated. Those with 10th–12th education (17%) and below 10th (14%) represent a smaller proportion, while 7% fall into 'Other' qualifications (possibly diplomas or certifications).

4. Years of Experience in Tourism Sector:

Most respondents have 4–6 years of experience (40%), indicating a strong presence of mid-career professionals. 1–3 years of experience accounts for 29%, suggesting many are in the early stages of their careers. 18% have more than 6 years of experience, showing the presence of seasoned professionals, while only 13% are newcomers with less than 1 year in the field.

Section B: Training and Development Practices

5. Have you received any formal training related to your job?

Basis	Responses	Percentage
Yes	65	65
No	35	35
Total	100	100

Interpretation:

The data showing that 65% of respondents have received formal training, while 35% have not.

6. What type of training did you receive?

Basis	Responses	Percentage
Customer Service	32	32
Communication Skills	22	22
Heritage Interpretation	21	21
Hospitality/Hotel Operations	15	15
Language Training	2	2
Technology/Software Skills	3	3
Safety and Emergency Handling	5	5
Other:	-	-
Total	100	100

**Interpretation:**

The data shows a strong focus on customer service (32%), communication skills (22%), and heritage interpretation (21%), while training in language (2%), technology (3%), and safety (5%) remains limited, indicating skill gaps in these areas.

**7. Duration of your most recent training:**

Basis	Responses	Percentage
1 day	45	29
2–3 days	35	35
1 week	12	24
More than 1 week	8	12
Total	100	100

**Interpretation:**

The data shows that the Most trainings were short, with 2–3 days (35%) and 1 day (29%) being most common, while longer sessions of a week (24%) or more (12%) were less frequent.

**8. Frequency of Training Provided by Organization:**

Basis	Responses	Percentage
Never	35	35
Once a year	50	50
Twice a year	15	15
Regular/Monthly	-	-
Total	100	100

**Interpretation:**

The data shows that half of the respondents (50%) receive training once a year, 35% never receive training, and only 15% get it twice a year, indicating infrequent training opportunities and a lack of regular skill enhancement.

**9. Who conducted the training?**

Basis	Responses	Percentage
In-house trainer	34	34
External agency	44	44
Government body	17	17
Not sure	5	5
Total	100	100

**Interpretation:**

The data shows that training is most often conducted by external agencies (44%), followed by in-house trainers (34%), while government bodies account for 17%. A small proportion (5%) are unsure of who conducted the training, indicating that external expertise is preferred over internal or government-led programs.

**10. Do you feel the training was useful for your current job role?**

Basis	Responses	Percentage
Yes	85	85
No	12	12
Somewhat	3	3

**Interpretation:**

The data reveals that the vast majority (85%) found the training useful for their current job role, 12% did not find it useful, and 3% felt it was only somewhat beneficial, indicating a high overall effectiveness of the training programs.

**11. Rate the following on a scale of 1 (Strongly Disagree) to 5 (Strongly Agree):**

Statement	1	2	3	4	5
a. Training improved my job performance.	-	-	4	18	78
b. I feel more confident dealing with tourists after training	-	-	8	28	64
c. Training helped me understand the heritage/culture better.	-	-	10	40	50
d. Training increased my satisfaction and motivation.	-	-	10	50	40
e. I want more regular training opportunities.	-	-	5	45	50

Interpretation:

The ratings show a highly positive response to the training programs. An overwhelming majority strongly agreed that training improved job performance (78%) and boosted confidence in dealing with tourists (64%), with the rest agreeing. Most participants agreed or strongly agreed that it enhanced their understanding of heritage/culture (90%) and increased job satisfaction and motivation (90%). Furthermore, almost all respondents (95%) expressed a strong desire for more regular training opportunities, reflecting both the perceived value of training and the need for its continuity

#### Section C: Organizational Performance

12. In your opinion, how has training impacted the organization?

Basis	Responses	Percentage
Improved visitor satisfaction	37	37
Increased bookings/revenue	31	31
Better employee coordination	25	25
No major change	6	6
Don't know	1	1
Total	100	100

Interpretation

The data shows that training has mainly led to improved visitor satisfaction (37%) and increased bookings/revenue (31%), followed by better employee coordination (25%), while only 6% saw no major change and 1% were unsure, indicating overall positive organizational impact.

13. Do you think lack of training affects tourist satisfaction negatively?

Basis	Responses	Percentage
Yes	71	71
No	20	20
Not sure	9	9
Total		

Interpretation:

The data indicates that most respondents (71%) believe a lack of training negatively affects tourist satisfaction, 20% disagree, and 9% are unsure, highlighting a strong perception of training's importance in maintaining service quality.

14. What are the challenges in training and development in your organization? (Select all that apply)

Basis	Responses	Percentage
Lack of time	10	10
No budget for training	20	20
Lack of trainers	21	21
No management support	30	30
Staff not interested	4	4
Others:	18	18
Total	100	100

**Interpretation:**

The data shows that the biggest challenge in training and development is lack of management support (30%), followed by lack of trainers (21%) and no budget for training (20%). Other issues include time constraints (10%), low staff interest (4%), and miscellaneous factors (18%), indicating that organizational and resource-related barriers are the primary obstacles.

15. Do you believe that investing in employee training will improve overall performance of the heritage tourism industry in this region?

Basis	responses	Percentage
Strongly Agree	38	38
Agree	57	57
Neutral	5	5
Disagree	-	-
Strongly Disagree	-	-
Total	100	100

**Interpretation:**

The data shows overwhelming agreement that investing in employee training will improve the heritage tourism industry's performance, with 38% strongly agreeing and 57% agreeing, while only 5% are neutral and none disagree, reflecting near-unanimous positive sentiment.

## 6. MAJOR FINDINGS

1.. The analysis reveals that 65% of respondents have received formal training related to their job, indicating that a majority of employees in the tourism sector have access to structured skill development programs, which can enhance job performance, efficiency, and service quality. However, 35% of respondents have not undergone any formal training, highlighting a potential skills gap within the workforce. This suggests that while the sector shows a positive trend towards professional development, there remains a significant opportunity for organizations to expand training initiatives, ensuring that all employees are equipped with the necessary competencies to deliver standardized and high-quality services, ultimately contributing to improved customer satisfaction and overall industry growth.

2. The data shows that customer service training is the most common area, with 32% of respondents indicating they have received training in this domain, reflecting the industry's strong emphasis on enhancing guest satisfaction and service quality. Communication skills (22%) and heritage interpretation (21%) are also prominent, highlighting the importance of effectively conveying cultural and historical information to visitors. Training in hospitality/hotel operations accounts for 15%, indicating a focus on operational

efficiency. However, language training (2%) and technology/software skills (3%) are notably low, suggesting potential skill gaps in multilingual communication and digital competency. Safety and emergency handling training is also relatively limited (5%), which may require attention to ensure preparedness for unforeseen situations. Overall, while the data reflects strong customer-oriented training, there is scope to strengthen technical, linguistic, and safety-related competencies.

3. The conditions show a largely positive response to the training programs. An inviting maturity explosively agreed that training bettered job performance( 78) and boosted confidence in dealing with excursionists( 64), with the rest agreeing. utmost actors agreed or explosively agreed that it enhanced their understanding of heritage/ culture( 90) and increased job satisfaction and provocation( 90). likewise, nearly all repliers( 95) expressed a strong desire for further regular training openings, reflecting both the perceived value of training and the need for its durability

4. The data shows that the biggest challenge in training and development is lack of operation support( 30), followed by lack of coaches( 21) and no budget for training( 20). Other issues include time constraints( 10), low staff interest( 4), and eclectic factors( 18),

indicating that organizational and resource- related walls are the primary obstacles.

## 7. CONCLUSION

Based on the collected data, it is evident that training plays a crucial role in enhancing employee skills, confidence, and performance in the heritage tourism sector of the region. Most respondents have received training—primarily short-term and delivered by external agencies—which they overwhelmingly found useful for their job roles. Training has been reported to improve visitor satisfaction, increase revenue, and enhance employee coordination. However, challenges such as lack of management support, limited budgets, shortage of trainers, and infrequent training opportunities hinder its effectiveness. Respondents strongly believe that investing in regular and well-structured training programs will significantly boost the overall performance and sustainability of the heritage tourism industry, underscoring the need for strategic commitment and resource allocation toward training and development.

## 8. LIMITATIONS

The study is limited by its regional focus, small sample size, and reliance on self-reported data, which may introduce bias. It reflects a specific time period and mainly considers formal training, overlooking informal learning. Additionally, results are sector-specific to heritage tourism and may not be generalizable to other industries.

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