



Influence of social support and self-efficacy on training transfer in 5-star hotels: An exploratory qualitative study

Dinesh Basnet^{1*}; Krisha Dumar²

¹Lecturer, Shanker Dev Campus

ORCID ID: 0000-0002-4211-5266; E-mail: dinesh.usms@gmail.com

²BIHM Student, IIMS College, Taylor's University

ORCID ID: 0009-0007-0980-9083, E-mail: krishadumaru2013@gmail.com

Original Article

Correspondence Author*

Received: Jun 01, 2026

Revised & Accept: Jun 12, 2026

Copyright: Author(s) (2026)



This work is licensed under a Creative Commons Attribution-Non-Commercial 4.0 International License

ABSTRACT

In the hospitality industry, particularly at five-star hotels, the quality of service is a key determinant of customer satisfaction, making it crucial to have effective training programs. This study seeks to examine the role of different social support, organizational, peer, and supervisor support, and self-efficacy in training transfer in the five-star hotel industry in Nepal. It is about the role of these within the workplace and how they relate to their application of knowledge and skills acquired in the training, and this will impact their overall job performance. This study was exploratory in nature and utilized a qualitative approach with semi-structured interviews with



hotel employees, managers, and supervisors. These interviews provided detailed information regarding experiences with participants and the effect of a variety of supports and levels of self-efficacy on their ability to transfer new capabilities to their jobs. Thematic analysis was used to identify key themes and patterns, which led to a deeper understanding of factors that affect training transfer. Results of the study indicate that supervisor support is of critical importance to reinforce training practically. More frequent feedback and follow-up on the use of new abilities by the supervisor led to greater training transfer for employees. Peer support also emerged as an important element in fostering a non-threatening environment for teamwork and confidence among staff. Moreover, self-efficacy, or self-confidence to achieve success, has been shown to play a significant role in the transfer of training. Those with higher self-efficacy were more likely to use new skills in their work and were more likely to be proactive in their work. This study is original in terms of its selection of the hotel industry sector (five-star hotels) in Nepal, which has not been studied much recently in the field of training transfer. Using a qualitative approach, this research provides rich, contextualized insights into the unique cultural and organizational challenges faced in Nepal's hospitality sector. It provides a detailed analysis of the effect of support systems and self-efficacy on the successful transfer of training in this context.

The importance of creating a supportive working atmosphere and boosting employee self-efficacy to create good training outcomes is highlighted in this study. These findings can be applied in hotel management, which means the need for continuous supervision of the supervisor engagement, peer collaboration, and confidence-building tactics can greatly increase the return on investment in employee training programs.

Keywords. Organizational support, Peer support, Self-efficacy, Supervisor support.

BACKGROUND

In the Nepali hospitality industry, training transfer is a major concern that remains unnoticed by most of the organizations, and in this context, it is defined as the degree to which the skills, knowledge, and abilities learnt in the training are transferred to the job (Croitoru et al., 2020). It



is crucial to conduct the suggested study, which looks at how the influence of social support and self-efficacy on training transfer in 5-star hotels (Kontoghiorghes, 2013; Wen & Lin, 2014). This study may help to fill a big knowledge gap by providing new insights into the largely unexplored field of organizational psychology. For example, Koh et al. (2024) noted that insufficient uptake of training occurs when it is seen as far removed from the participants' daily work. To solve this, a problem-based learning approach in which trainees face real-world difficulties directly connected to their profession is advised. This method ensures that learners not only absorb the information but also recognize its practical usefulness and can quickly transfer it back to the workplace. In addition to addressing the needs and challenges faced by 5-star Hotels in its employee training programs, the research provides significant insights by investigating this understudied area that is applicable to the broader hospitality sector and beyond. Another essential aspect in facilitating successful transfer is the use of active practice, which requires at least 30-50% of training time to be allocated to real-world applications. This has come out from the informal communication with 5-star hotel employees. Research emphasizes the importance of incorporating hands-on exercises and real-world projects that allow learners to quickly use newly gained skills in safe contexts. This combined with tools such as coaching sessions and multimedia materials, has been demonstrated to significantly improve training efficacy and efficiency.

Factors such as social support, which includes supervisor support, peer support, and organizational support, and self-efficacy have a major impact on training transfer to enhanced work performance (Kontoghiorghes, 2013). Moreover, social support includes encouragement and resources from supervisors and peers that have been found to improve training transfer by increasing employee motivation and providing the required feedback and resources (Kraiger et al., 1993). For instance, when employees receive positive feedback and resources from their coworkers, they are more likely to effectively utilize new abilities in their job tasks. Self-efficacy, or belief in one's ability to do tasks, is another important aspect. High self-efficacy boosts an individual's confidence in applying newly learned abilities, which increases job



performance (Sookhai & Budworth, 2010). Employees who have high self-efficacy are more likely to establish ambitious goals, persevere in the face of adversity, and successfully integrate training into their daily tasks (Gist & Mitchell, 1992). The relationship between social support and self-efficacy is relevant as self-efficacy could be the reinforcement factor of social support. Social support can help raise self-efficacy by providing encouragement and needed resources to deal with challenges, which in turn can facilitate the use of training to enhance work performance (Gist & Mitchell, 1992). Therefore, social support and self-efficacy are both important variables to consider when implementing training to improve job performance.

The hospitality sector is one of the most important contributors to the economy (Philipp, 2022) of Nepal, and the hospitality industry in Nepal is also playing a great role in promoting the tourism sector of the country (Shrestha, 2023). These hotels offer top-tier amenities and services to those seeking an enhanced traveling experience while discovering the rich tapestry of Nepal's terrains, ranging from the Himalayan peaks to the plains of the Terai. They are often well-equipped with wellness centers, spas, business facilities, and adventure tours to meet various customer needs (*National Tourism Organization of Nepal*, 2025). The five-star hotels in Nepal are not only opulent but also uphold sustainability. The use of locally sourced products to reduce environmental impact, energy conservation, and waste reduction has all become increasingly common eco-friendly practices used by many to help minimize the environmental footprint in providing services at a high level (Sherpa, 2022). With the tourism industry on the comeback post-pandemic, these hotels will be vital in drawing in visitors from abroad and stimulating the tourism industry. Social support and self-efficacy might have a significant effect on training transfer in 5-star hotels, as previous research indicates that social support and self-efficacy have a positive impact on training transfer (Howardson & Behrend, 2015; Kontoghiorghes, 2013). Training practices designed to build an environment that allows employees to use skills effectively and to build self-efficacy can improve their ability to use skills. By investing in these areas, hotels can improve service quality, employee satisfaction, and overall organizational



performance. Future initiatives should focus on strengthening social networks and building employees' confidence to facilitate successful training transfer.

The hotel business was severely impacted by the COVID-19 pandemic, and although a lot of studies have been done on the immediate consequences, little has been written about the post-pandemic period, especially with regard to training transfer and adaptability. This creates a gap in time since nothing is known about how pandemic-induced changes would affect training in the hotel industry over the long run (Kaushal et al., 2023). Further, most of the studies in this field have been conducted in Western contexts, which leave a gap in understanding the dynamics of such contexts in Nepal. However, the uniqueness of cultural and economic aspects of the Nepali hospitality industry requires special attention as the existing literature lacks a thorough consideration of these local nuances. Additionally, previous research has been done with predominant reliance on quantitative methods, leaving a methodological gap. While quantitative studies provide valuable data, these approaches often fail to capture the full richness of people's life stories and experiences of training transfer, which are essential to understanding the complexities of training transfer. More complicated insights can be achieved using a qualitative approach to data analysis that uses theme or narrative analysis (Bell & Sengupta, 2021). These gaps will allow us to gain a deeper understanding of the transfer of training in the hospitality sector in Nepal.

Prior research has established the relationship between social support and self-efficacy from a quantitative approach. However, rare research has been done from a qualitative perspective. More specifically, in Nepal, Limited research has been done. Hence, the purpose of this qualitative study is to investigate how social support, self-efficacy, and training transfer interact in Nepal's five-star hotels to identify ways to improve employee job performance in this expanding industry. To address the issues, the specific objective of this study is to explore the status of organizational support, supervisor support, peer support, self-efficacy, and training transfer in 5-star hotels.



PREVIOUS STUDIES

A model of the transfer process (Baldwin & Ford, 1988) is the theoretical foundation for this study. In this connection, work environment (organizational, peer, and supervisor support) and trainee characteristics (self-efficacy and motivation) impact the conditions of transfer (training transfer). Based on Baldwin and Ford's (1988) model, questions and follow-up questions were developed. The study variables of this research are described in the following section:

Organizational support

Organizational support involves the resources, culture, and policies put in place to facilitate the application of learned skills (Rhoades & Eisenberger, 2002). In this connection, when employees perceive that their organization values training and development, they are more likely to take initiative in applying new knowledge. In addition, this includes providing employees with the tools, time, and incentives necessary to practice and hone their skills in the workplace. A supportive work environment has a major impact on several parts of the process, including the efficacy of training transfer (Mdhlalose, 2022).

Supervisor Support

According to Jawabreh (2024), supervisor support plays a critical part in guaranteeing that staff members comprehend the training material and can use it effectively in their jobs. Employees' capacity to apply newly acquired abilities to their work can be greatly improved by supervisors who provide regular feedback, direction, and acknowledgment.

Training transfer is significantly influenced by managers' and supervisors' support as well (Abd Razak & Zahidi, 2024). Research conducted by Mehner et al. (2024) indicates that when supervisors actively participate in the training process, offer helpful criticism (Kortsch et al., 2023), and provide opportunities for real-world application. Actively involved supervisors improve their staff members' perceptions of the value of their training and their capacity to apply it effectively (Ghosh & Shanmugam, 2024). Building on these literatures, it can be said that



managers play a critical role in setting clear expectations, providing employee feedback, and providing post-training support.

Peer Support

Peer support includes the encouragement and assistance provided by colleagues, which can enhance the learning experience and facilitate the application of new skills. Lan et al. (2022) emphasize that peer support fosters a collaborative environment where employees feel more confident and motivated to apply training concepts. The exchange of knowledge and experience among peers can lead to improve training effectiveness and greater overall job performance.

Self-efficacy

Self-efficacy, as described by the social learning theory (Bandura et al., 1988), is people's assessments of their capacities to plan and carry out the courses of action necessary to achieve specified types of performance. It cares less about the abilities one possesses and more about evaluations of what one can achieve utilizing whatever skills one has. In accordance with Wood, it is the conviction that a person possesses the abilities required to carry out a task successfully and at a specific performance level (Bandura, 1989). It was found that self-efficacy has an impact on training outcomes (Simosi, 2012). As a result, it is crucial to transfer performance.

Training transfer

According to Holton III et al. (1997), training transfer is the degree to which trainees apply what they acquired in their jobs, i.e., the knowledge, skills, behaviors, and attitudes they gained through training. Furthermore, Baldwin and Ford (1988) indicated that training outcomes are defined as the learning that happens during the training program and the retention of that training after the program is completed. Training transfer is influenced by several variables, and developing effective training programs requires an understanding of these characteristics. These elements fall into three groups: the work environment, learner characteristics, and training design (Abd Razak & Zahidi, 2024).



Peer Support and Training Transfer

A number of studies that have shown potential indicators for training transfer. A study conducted by Chiaburu and Marinova (2005) on training transfer at a US-based business, for instance, revealed that while supervisor support was not linked to any of the factors, peer support significantly impacted pertaining motivation and training transfer. Peer support at work is thought to be crucial for enhancing learning outcomes and driving learning motivation to acquire new skills. For instance, Yaghi and Bates (2020) discussed the significance of peer support in fostering learning opportunities and encouraging staff members to impart information acquired from their job experience in chemical factories. Additionally, trainees are encouraged to use their acquired knowledge in the workplace by peer assistance (Hawley & Barnard, 2005). Peer support has been proposed by Nijman et al. (2006) as a potential tool for encouraging trainees to maximize transfer. Peer support enables learners to take responsibility for their learning and engage in training activities (Broad, 1992). Others at work observed trainees put their newly gained abilities to use and help with the transfer of training (Gilpin-Jackson & Bushe, 2007). Networking and information sharing, peers promote training transfer (Martin, 2010).

Supervisor Support and Training Transfer

Supervisors have knowledge of the training needs of their subordinates and collaborate closely with them. As a result, managers urge their staff members to take part in formal training, assist them in putting newly acquired abilities to use, and help them recognize situations in which they might be used. Additionally, supervisors provide suggestions for development. Baldwin and Ford (1988) indicated that supervisor support is a multifaceted construct that can involve discussing with subordinates how to apply new learning (Lim & Johnson, 2002), accepting changes, practicing new skills, and applying knowledge (Chiaburu & Marinova, 2005). Then, supervisors play an important role in creating a work environment at work where staff members may collaborate to produce training materials based on job requirements and input from peers, apply newly acquired information, and encourage knowledge transfer following training. Furthermore, McCracken et al. (2012) demonstrated that managers in the public sector are crucial in fostering



an environment that supports employee participation in training initiatives and the application of acquired knowledge in the workplace. In particular, Westman et al. (2020) found that higher quality treatment performs when there is greater supervisory assistance, according to a recent study using the Agency Supervisor model. Nevertheless, this viewpoint is contradicted by other empirical research (Van der Klink et al., 2001).

Self-efficacy and Training Transfer

Self-efficacy is more concerned with assessments of what can be accomplished with the abilities one does have than in the skills themselves (Bandura, 1986). Numerous meta-analyses confirmed the association between self-efficacy and results related to training (Al-Khudairy et al., 1996) and performance (Stajkovic & Luthans, 1998). Haccoun and Saks (1998) also showed that one of the main factors influencing proximal training results is self-efficacy. According to Mathieu et al. (1993), self-efficacy plays a crucial role in improving training effectiveness and transfer development. This relates to the social cognitive theory, which maintains that a person's behaviour is motivated by their cognition (Simosi, 2012). Training results were shown to be influenced by self-efficacy (Gautam & Basnet, 2022). As such, it is among the essential elements of transfer performance. Research on the impact of self-efficacy on training transfer has resulted in conflicting results (Schindler, 2013). This might be a result of the researchers using several self-efficacy metrics, including training and performance self-efficacy. Velada et al. (2007) looked at how training transfer was influenced by performance self-efficacy. The degree to which a person feels they can do better when called upon is known as performance self-efficacy (Holton III et al., 2000).

Organizational Support and Training Transfer

High levels of perceived organizational support are associated with increased job satisfaction, loyalty, employee performance (Eisenberger et al., 1986), and training transfer. Organizations that foster a supportive environment tend to have higher retention rates, better performance outcomes, and more effective transfer of skills from training to the workplace (Rhoades &



Eisenberger, 2002). The degree to which workers feel that their contributions and well-being are valued by the company has a direct affects on their readiness to transfer training. Employees are more likely to use newly acquired abilities at work if they feel that the company cares about their development (Kraiger et al., 2004). Training transfer is greatly enhanced by a friendly and encouraging work environment where management and coworkers promote the use of new abilities. Employees are more inclined to implement what they have learned if they perceive that their colleagues and superiors are encouraging and anticipate them to do so (Blume et al., 2010). As part of organizational assistance, employers provide staff members with the tools and opportunities to put their newly learned skills to use. Training transfer is facilitated, for instance, by hotels that provide staff members with ongoing feedback or let them practice new skills in real-world situations (Tracey & Tews, 2005).

RESEARCH METHODOLOGY

The ontology of this research was based on the assumption that reality is not a single, unchanging concept, but rather a collection of multiple perspectives. In the context of a five-star hotel, each employee, manager, or supervisor may see and experience training transfer differently. This means that the study recognizes that each person's reality is unique, and it seeks to capture those varied experiences. The epistemology of this study was an interpretivist approach, which guides this study, focusing on understanding the unique and personal meanings that individuals give to their experiences.

By listening to employees, their stories, and by offering a space for them to share and be heard. The study aims to reveal the more subtle and frequently unconscious factors that affect perceptions. How training is used in their work life. The researchers admit that they incorporate their own thoughts and beliefs into this project. The children understand that their backgrounds and biases of the person doing the analysis may inform the analysis. Nevertheless, they make an effort to stay and identify and appraise different viewpoints, appreciating that there may never be complete objectivity. Rather, they are candid in their values so that a fuller and more truthful description of their values can be given. Interpretation of the results was based on the perception



of five-star hotel employees. The rhetoric of this study used straightforward and informal language, ensuring that the findings could be understood not only by academics but by practitioners in the hospitality industry. This choice is intended to make the research insights practical and relevant, to be easily understood and applied by hotel staff/managers.

This study employed an exploratory qualitative research approach to examine the relationship between self-efficacy and social support with the training transfer phenomenon in five-star hotels. An exploratory analysis of the intricate, situation-specific elements affecting training results was made possible by this methodology. Attitudes and opinions of staff members in hotels about the impact of their support systems and confidence on the transfer of skills they have learned to the real world. Their jobs were recorded by the study using qualitative data collection methodologies. To give an in-depth understanding of multiple forms of social support (organizational, supervisor, and peer), emotional, as well as individual self-efficacy, affects workers' capacity to use newly acquired skills in the workplace. A descriptive approach was used. In high-end hospitality settings, this approach made it easier to get rich, detailed data directly from participants, providing insights into the complex links between training environments and the efficacy of training transfer (Bandura et al., 1988).

This study was carried out in the hospitality industry. Since they are more knowledgeable about the training and development they get and offer, leaders, employees, and leadership trainers from various industries were approached to collect data. The respondents were encouraged to respond candidly and freely due to the comfortable and familiar atmosphere, as well as the open yet targeted semi-structured interviews. Pretesting and meticulous preparation went into the interview rules for the in-depth interviews. The location and atmosphere of the interview are crucial as they may influence the research's conclusions (Koekemoer, 2014). As a result, every effort was made to guarantee the interview site's comfort, seclusion, and tranquility inside the participating firms. The interview basically covered the type and degree of assistance received from peers, managers, and the company, and the assurance of participants in using the abilities they acquired throughout training. In order to verify accuracy, each interview was recorded with



the participants' permission and lasted roughly 45 to 60 minutes. For a comprehensive examination, the tapes were exactly transcribed. The research captured detailed, context-dependent aspects that could have been missed otherwise because of the semi-structured technique, which enabled deeper exploration of themes.

Eight respondents who had recently completed training courses at five-star hotels were chosen using a purposive selection technique. More enlightening information was given by this strategy, which made sure that people with recent, pertinent training transfer experiences were included. The hotel employees, managers, and supervisors who took part in training programmes were included in the sample. This varied group provided perspectives from supervisory and trainee views, so that they will be able to have a complete understanding of the role of self-efficacy and social support in the transfer of training.

Thematic analysis was used to analyze the data obtained from the interviews. This required classifying the transcripts in order to find recurrent themes and trends pertaining to the research variables. The three constructs were training transfer, self-efficacy, and social support. The following were important themes, significant points, and codes found: i. Peer encouragement, ii. Feedback from Supervisors, iii. Incentives offered by the organization, iv. Self-assurance when using skills. The data were broken down into the following categories: relevant groupings that were eased by using the thematic analysis, and were able to be drawn. Draw inferences about the relationships between these attributes as they relate to five-star hotels. The aim of the study was to find out the effect of different types of support systems and the personal self-efficacy levels on either enhanced or hindered training transfer.

Consistency and Trustworthiness

After the researcher reached up to eight interviewees, the responses of the interviewees were similar, and there were comparable perspectives and observations. This participant alignment resulted in data saturation, the point at which more interviews would no longer yield appreciably new information. Consequently, the results were more trustworthy and had a higher degree of



reliability. This is most likely because most of the answers had a similar theme, implying that the data collected was true common knowledge or an experience of the interviewees. This uniformity ensures that the findings are not just anomalies or isolated incidents, but a more representative and comprehensive understanding of the situation. Once data saturation was reached, the inferences drawn are supported, and there is confidence that the data is truly representative of the key concepts of the topic.

DATA ANALYSIS

RQ1: How do you think supervisor support influences training transfer?

A question was asked of hospitality employees related to supervisor support influences training transfer. The feedback from employees identifies some important key areas in where the company can improve.

The more involved a supervisor is, the better the newly acquired skills will be implemented in real-life situations.

One of the working members replied:

“As a hotel employee, I have seen excellent training made pertinent by the supervisor. For instance, when asked by my manager before a session about how the new skills will benefit guests, I can explain the concepts. For example, I could explain the concepts when asked by my manager prior to a session on how the new skills will benefit guests. If it is a service, I'm more interested in learning. After training, when they follow up, such as asking, ‘What stood out? Either by giving me opportunities to use the new techniques, or by giving me chances to apply the new techniques—it reinforces what I learned.’”

“It also helps when we are encouraged by our supervisors to do new things, even if we make mistakes. Once I got a scary guest and did it in a different way, it didn't work out quite as I had hoped, but... I was encouraged by the feedback that I received from the manager. It's easy to fall



back if you don't have that type of support. But if supervisors remain engaged, the training will stick and make a difference in old habits."(H1)

Another member replied:

"There is a significant difference due to supervisor support. For instance, following a food safety training, during kitchen inspections, the manager was reminded to use the new checklist. Initially, it was a little bit tough to get into a new routine, but after my supervisor followed up every day, it became part of our routine."

"At one time I missed a step, but my manager didn't fault me for it, she said, 'It's a learning experience.' process—just keep practicing.' This helped me feel more confident to get it because of all the encouragement, and the next time, right around. If not for that, then we would have reverted to our old ways. After the training, they followed up with their own training that helped it stick." (A1)

RQ2: How do you think peer support influences training transfer?

Questions regarding peer support influences training transfer were asked of the hospitality worker. When discussing how peer support influences the transfer of training in the hospitality industry, the feedback from employees suggests that the support and collaboration of colleagues can make a significant positive difference to the motivation to apply new skills and how well the skills are applied to tasks in the real world.

Peer support has an impact on the transfer of training

One of the employees answered:

"Peer support is vital in the hotel for effective training transfer." Based on my experience, a supportive team gives confidence and facilitates the application of new skills, particularly in real-time guest interactions. Feedback from peers during the project enables immediate adjustments to accommodate guests. Expectations combined with accountability help us strive



for continuous practice. This teamwork approach helps everyone to feel comfortable and well-equipped to perform exceptional service."(H1)

Another employee replied:

"Peer support is crucial for training transfer in a hotel setting. For instance, my team taught me the new standards of service and urged me to practice with them. They gave good advice on how I do things and offered their own ideas for getting in touch with guests. This support made me more confident to deal with real guests' interactions, and assisted me.

I would have been able to apply what I knew faster if I had been in the middle of the arena. This open and collaborative space was great for us all to enhance and deliver a better guest experience every time." (A1)

RQ3: How does organizational support influence training transfer?

Organizational support provides the employees with motivation, tools, and encouragement to successfully implement training and achieve better individual and organizational performance.

One employee answered:

"Umm... yes, Organizational support is essential for effective training transfer in a hotel. For example, when I was trained in guest service skills, I found that having resources such as simulations to practice and encouragement from my managers to use what I learned, made it easier to do so. I was also encouraged to use the skills I had learned to improve guest experience, knowing that I had opportunities to do so, such as being promoted to supervisor." (H1)

Another replied:

"For instance, having additional training sessions and job aids from my hotel to practice and reference on the job helped me master new booking software, which my manager urged me to



use on a regular basis so I could become confident with it as I knew it could help me advance in my career in the future.”(A1)

RQ4: How do you believe self-efficacy influences training transfer?

Self-efficacy significantly influences training transfer through its effect on the approach to training, the use of new skills, and knowledge.

One worker answered:

“Self-efficacy has a significant impact on training transfer. It's not only the knowledge, but practice and demonstrating being confident in what we do. If we don't have faith, then “we won't be able to step forward and take responsibilities.”(H1)

Another worker replied:

“When things were tough, such as processing complicated reservations, I didn't back down. Rather, I kept on going because I thought I could puzzle it out. This mindset also helped me set specific goals, such as reducing my check-in times, which ultimately improved my performance. Overall, having confidence in my skills reduced my anxiety and allowed me to deliver a better experience for our guests.”(A1)

RQ5: Which supportive behaviors do you think were most helpful in enhancing training transfer?

When exploring which specific supportive behaviors most effectively enhance the transfer of training in the hospitality industry, employees provided valuable insights into the types of actions and attitudes that contribute to successful skill application.

One of the employees replied:

“In my experience, peer support has been incredibly valuable; having colleagues who encourage and provide feedback makes it easier to practice new skills. For instance, after a training session on guest service, I had a coworker who helped me role-play different scenarios, which made applying those skills in real situations much more comfortable.”(H1)



Another employee replied:

"For me, self-efficacy plays a key role as well. When I believe in my ability to perform tasks, I'm more likely to take the initiative. Positive reinforcement from peers and colleagues really helps build that confidence, allowing me to tackle challenges head-on."(A1)

RQ6: How important do you think training transfer is for better employee job performance?

Supportive behaviors that facilitate transfer of training involve providing timely feedback, encouraging practice, and fostering collaboration.

When one of the employees answered, he said:

"I think it's really important to develop training transfer to improve employee performance. When employees successfully apply the skills and knowledge they've gained from training, it not only enhances their own performance, but plays a supporting role in the success of the team organization." (H1)

Another employee replied:

"Training transfer is an essential factor for the effectiveness of the employees' work in a hotel. An example of this is when I can effectively utilize customer service training to improve the way that I interact with customers, boosting satisfaction. Consistency of training means consistent service levels, which builds guest trust. Also, providing effective training transfer increased my confidence in doing so, as it made me more proactive and adaptable to change, such as new booking systems. Overall, it not only enables me to perform better, but also helps me to grow in my career organization."(A1)

RQ7: What additional support, if any, would you have liked your organization to provide?



Further support that may facilitate transfer of training: provide more structured mentoring programs in which the more experienced employee actively provides mentoring to the less experienced employee; provide time for applying skills before performance pressure.

One of the staff members said:

"One aspect I believe more support could be useful on is to foster 'ownership' of the training process: I enjoyed receiving training; however, more emphasis on ownership would have had a very positive impact on my engagement and commitment to using what I had learnt." (H1)

Another employee replied:

"I would have liked some extra training on some aspects in the hotel, such as workshops on new service techniques, to help me continue to build that into my service and to keep me informed about what is best practice." (A1)

RQ8: What kind of support do you feel is lacking from the organization?

The support that is so often missing from the organizations is continuous mentorship and follow-up after initial training.

One of the employees said:

"I do think that there is a lack of acknowledgment. In the field, it appears that they aren't really recognizing our efforts. It's more a matter of "who has seen something first, they are the ones who get that acknowledged. If you do not receive direct feedback or your name is not included in the feedback, without a review, you don't get recognized." (H1)

Another employee replied:

"I feel there are a few key areas of support that could be improved within the hotel. For example, while we receive initial training, there seems to be a lack of ongoing development opportunities. Offering refresher courses or advanced workshops on topics like upselling techniques could help us stay current and continuously enhance our skills." (A1)



Based on the interview, it can be said that in most cases, in most hospitality sectors, employees are not acknowledged for their efforts.

DISCUSSION

The findings of this study show a relationship between organizational support and training transfer, which aligns with the findings of previous research (Bhurtel & Bhattarai, 2023). It indicates that if the employees received support from the organization, which eventually leads to what employees learn from the training, they are able to transfer back into their workplace. Moreover, self-efficacy in driving the effectiveness of training programs within Nepal's luxury hospitality industry. The summary of the discussion is shown in the following Table 1.

Table 1

Comparing and Contrasting with previous studies

Previous studies and their conclusions		Conclusion of this study
Authors	Conclusion	
Bhurtel and Bhattarai (2023)	OS->TT (Supported)	Consistent with the previous findings.
Yaghi and Bates (2023)	SS->TT (Supported)	Align with the previous findings
Yaghi and Bates (2023)	PS->TT (Supported)	In line with the previous findings.
Yaghi and Bates (2023)	SE-> TT (Supported)	Consistent with the findings of prior literature
New insight from this study		
The relationships between OS and TT, SS and TT, PS and TT, SE and TT are supported by qualitative studies in 5-star hotels in Nepal.		
In the Nepali hospitality sector, employees' efforts were not acknowledged and were		



ignored leading to low motivation among employees.

The organization conducted employee training but did not achieve the expected financial returns.

The results indicate that support from supervisors plays a role in enhancing the transfer of training knowledge. Employees who benefit from feedback, follow-up opportunities, and encouragement from their supervisors are more inclined to put their acquired skills into practice, as this kind of support ensures ongoing engagement and reduces the likelihood of falling back into old patterns (Yaghi & Bates, 2020). Supporting one another has proven to be essential in ensuring that training knowledge is effectively applied in real-world settings; working together fosters a sense of assurance. Allows for improvement of skills as needed. Receiving feedback from colleagues and sharing experiences play a role in helping employees incorporate methods seamlessly into their everyday tasks; this not only boosts team productivity but also enhances each individual's use of the training material (Du et al., 2023).

Furthermore, it is evident that support from the organization plays a role in this context. Offering resources like follow-up meetings, tools for work-related tasks, and chances for career advancement establishes an environment that encourages employees to regularly apply their training. Acknowledgment and incentives also strengthen the dedication to applying skills, which is in line with the conclusions drawn by Bhurtel and Bhattarai (2023). Training transfer is heavily influenced by self-efficacy, or an employee's confidence in their capacity to succeed, as more self-assured individuals are more likely to overcome obstacles and meet training goals. Self-efficacy encourages initiative and goal setting, which leads to improved performance results, according to an earlier study (Perifanou et al., 2023).

The study also highlighted the factors, such as contextual and cultural factors, that are unique to Nepal's 5-star hotel industry. The motivation of employees is often declines when their efforts go to waste. Firms must improve their recognition programs because of their unacknowledged. With



good intentions, the organization could start funding to ensure the success of training, establish mentoring systems, provide regular feedback, and implement strategies to improve confidence (Yaghi & Bates, 2023). Future studies could be longitudinal and might incorporate a variety of cultural contexts and sectors to explore the impact of long-term cultivation in these areas on training transfer. Five-Star Hotels in Nepal can achieve the best outcomes from their training, and can train their staff to raise their standards, improve their overall organizational performance, and contribute to their happiness by addressin with these issues.

IMPLICATIONS

This research emphasizes how creating encouraging atmospheres, in 5-star hotels, by providing feedback from supervisors and fostering collaboration among peers can improve the use of training techniques effectively over time. Measures such as assessments, training sessions, and then a check-in play are a part of the sustained impact of training programs. Increases knowledge about training methods emphasizing the impact of others' interaction and personal belief in skill use, which together influence the effectiveness of training. Potential future studies could delve into these interactions, both within and outside of context, between sectors and/or cultural contexts, to extend our understanding of training practices.

LIMITATIONS

The study's limited sample size was specific to the context, restricting its applicability to areas or regions. Self-reported data may be subject to bias, and the short-term nature of the data may be a limitation. This study does not take into account the presence of sustained training effects. Future studies need to focus on a more diverse sample. Develop other methods (e.g., observation) as part of a longitudinal study. It is hoped that designs will be developed to obtain a more in-depth understanding of the long-term training effects. Future researchers might conduct phase-wise analysis, i.e., experimental research followed by the survey methods, to enrich the findings of this study.

ETHICAL CONSIDERATIONS



Throughout the entire research process, the ethical guidelines were closely followed. Before the study began, the participants were informed of the study and provided their informed consent at the start of the study objectives. To protect the privacy of the persons involved, all data was anonymized. The participants were also informed that there would be no penalties for dropping out of the study at any time point. All materials were kept safe (to ensure privacy), and recordings were made only with express permission.

REFERENCES

- Abd Razak, S. R., & Zahidi, M. (2024). Transfer of training on employee job performance: A literature review. *International Journal of Academic Research in Business and Social Sciences*, 14(2), 1780-1805.
- Abd Razak, S. R., & Zahidi, M. H. Transfer of training on Employee Job Performance: A Literature Review.
- Al-Khudairy, L., Loveman, E., Colquitt, J. L., Mead, E., Johnson, R. E., Fraser, H., Olajide, J., Murphy, M., Velho, R. M., & O'Malley, C. (1996). Diet, physical activity and behavioural interventions for the treatment of overweight or obese adolescents aged 12 to 17 years. *Cochrane database of systematic reviews*, 2017(6).
- Baldwin, T. T., & Ford, J. K. (1988). Transfer of training: A review and directions for future research. *Personnel psychology*, 41(1), 63-105.
- Bandura, A. (1986). Social foundations of thought and action.
- Bandura, A. (1989). Human agency in social cognitive theory. *American psychologist*, 44(9), 1175.
- Bandura, A., Cioffi, D., Taylor, C. B., & Brouillard, M. E. (1988). Perceived self-efficacy in coping with cognitive stressors and opioid activation. *Journal of personality and social psychology*, 55(3), 479.
- Bhurtel, A., & Bhattarai, P. C. (2023). Trainee Characteristics Affecting Training Transfer Among the TVET Instructors. *Journal of Technical Education and Training*, 15(2), 61-71.



- Blume, B. D., Ford, J. K., Baldwin, T. T., & Huang, J. L. (2010). Transfer of training: A meta-analytic review. *Journal of Management*, 36(4), 1065-1105.
- Broad, M. (1992). Transfer of training: Action-packed strategies to ensure high payoff from training investments. *Assison-Welsey Company*.
- Chiaburu, D. S., & Marinova, S. V. (2005). What predicts skill transfer? An exploratory study of goal orientation, training self-efficacy and organizational supports. *International Journal of Training and Development*, 9(2), 110-123.
- Du, Y., Chen, Z., Salamon, J., Russell, B., & Owens, A. (2023). Conditional generation of audio from video via foley analogies. Proceedings of the IEEE/CVF Conference on Computer Vision and Pattern Recognition,
- Eisenberger, R., Huntington, R., Hutchison, S., & Sowa, D. (1986). Perceived organizational support. *Journal of Applied psychology*, 71(3), 500.
- Gautam, D. K., & Basnet, D. (2022). Training Factors for Transfer Performance: The Mediating Role of Learning Performance. *Quest Journal of Management and Social Sciences*, 4(2), 157-171.
- Ghosh, P., & Shanmugam, S. K. (2024). Enhancing transfer of training in a power major in India. *Journal of Management Development*.
- Gilpin-Jackson, Y., & Bushe, G. R. (2007). Leadership development training transfer: a case study of post-training determinants. *Journal of Management Development*, 26(10), 980-1004.
- Gist, M. E., & Mitchell, T. R. (1992). Self-efficacy: A theoretical analysis of its determinants and malleability. *Academy of Management review*, 17(2), 183-211.
- Haccoun, R. R., & Saks, A. M. (1998). Training in the 21st century: Some lessons from the last one. *Canadian Psychology/Psychologie canadienne*, 39(1-2), 33.
- Hawley, J. D., & Barnard, J. K. (2005). Work environment characteristics and implications for training transfer: A case study of the nuclear power industry. *Human Resource Development International*, 8(1), 65-80.
- Holton III, E. F., Bates, R. A., & Ruona, W. E. (2000). Development of a generalized learning transfer system inventory. *Human Resource Development Quarterly*, 11(4), 333-360.



- Holton III, E. F., Bates, R. A., Seyler, D. L., & Carvalho, M. B. (1997). Toward construct validation of a transfer climate instrument. *Human Resource Development Quarterly*, 8(2), 95-113.
- Howardson, G. N., & Behrend, T. S. (2015). The relative importance of specific self-efficacy sources in pretraining self-efficacy beliefs. *International journal of training and development*, 19(4), 233-252.
- Jawabreh, O. (2024). Career Perception of Undergraduate Students in the Tourism and Hospitality Industry in Jordan. *Linguistic and Philosophical Investigations*, 23(1), 312–323-312–323.
- Kaushal, V., Lalhall, A., Sharma, S., & Srivastava, S. (2023). COVID-19 Pandemic and Beyond: Investigating Extant Human Resource Management Issues in India's Hotel Industry.
- Koekemoer, E. (2014). An explorative study on factors influencing the career success of management employees. *SA Journal of Industrial Psychology*, 40(2), 1-10.
- Kontoghiorghes, C. (2013). A systemic perspective of training transfer. In *Transfer of learning in organizations* (pp. 65-79). Springer.
- Kortsch, T., Bashenkhaeva, V., & Kauffeld, S. (2023). Learning from leaders: the mediating role of leadership between national culture and organizational learning culture. *Human Resource Development International*, 26(2), 151-174.
- Kraiger, K., Ford, J. K., & Salas, E. (1993). Application of cognitive, skill-based, and affective theories of learning outcomes to new methods of training evaluation. *Journal of applied psychology*, 78(2), 311.
- Kraiger, K., McLinden, D., & Casper, W. J. (2004). Collaborative planning for training impact. *Human Resource Management: Published in Cooperation with the School of Business Administration, The University of Michigan and in alliance with the Society of Human Resources Management*, 43(4), 337-351.
- Lan, J., Wong, C.-S., & Wong, I. A. (2022). The role of knowledge sharing in hotel newcomer socialization: a formal intervention program. *International journal of contemporary hospitality management*, 34(6), 2250-2271.
- Lim, D. H., & Johnson, S. D. (2002). Trainee perceptions of factors that influence learning transfer. *International Journal of Training and Development*, 6(1), 36-48.



- Martin, H. J. (2010). Workplace climate and peer support as determinants of training transfer. *Human Resource Development Quarterly*, 21(1), 87-104.
- Mathieu, J. E., Martineau, J. W., & Tannenbaum, S. I. (1993). Individual and situational influences on the development of self-efficacy: implications for training effectiveness. *Personnel psychology*, 46(1), 125-147.
- McCracken, M., Brown, T. C., & O'Kane, P. (2012). Swimming against the current: Understanding how a positive organisational training climate can enhance training participation and transfer in the public sector. *International Journal of Public Sector Management*, 25(4), 301-316.
- Mdhlalose, D. (2022). An analysis of the impact of the environment on the transfer of training in the workplace: A systematic review. *International Journal of Research in Business and Social Science* (2147-4478), 11(10), 55-62.
- Mehner, L., Rothenbusch, S., & Kauffeld, S. (2024). How to maximize the impact of workplace training: a mixed-method analysis of social support, training transfer and knowledge sharing. *European Journal of Work and Organizational Psychology*, 1-17.
- National Tourism Organization of Nepal. (2025). Nepal Tourism Board.
- Nijman, D. J. J., Nijhof, W. J., Wognum, A., & Veldkamp, B. P. (2006). Exploring differential effects of supervisor support on transfer of training. *Journal of European industrial training*, 30(7), 529-549.
- Perifanou, M. A., Tzafilkou, K., & Economides, A. A. (2023). Teacher intention to transfer ICT training when integrating digital technologies in education: The teacher transfer of ICT training model (TeTra-ICT). *European Journal of Education*, 58(1), 111-129.
- Philipp, J. (2022). World Travel & Tourism Council (WTTC).
- Rhoades, L., & Eisenberger, R. (2002). Perceived organizational support: a review of the literature. *Journal of applied psychology*, 87(4), 698.
- Schindler, L. A. (2013). *A mixed methods examination of the influence of dimensions of support on training transfer*. Walden University.
- [Record #59 is using a reference type undefined in this output style.]



- Simosi, M. (2012). The moderating role of self-efficacy in the organizational culture–training transfer relationship. *International Journal of Training and Development*, 16(2), 92-106.
- Sookhai, F., & Budworth, M. H. (2010). The trainee in context: Examining the relationship between self-efficacy and transfer climate for transfer of training. *Human Resource Development Quarterly*, 21(3), 257-272.
- Stajkovic, A. D., & Luthans, F. (1998). Self-efficacy and work-related performance: A meta-analysis. *Psychological Bulletin*, 124(2), 240.
- Tracey, J. B., & Tews, M. J. (2005). Construct validity of a general training climate scale. *Organizational research methods*, 8(4), 353-374.
- Van der Klink, M., Gielen, E., & Nauta, C. (2001). Supervisory support as a major condition to enhance transfer. *International Journal of Training and Development*, 5(1), 52-63.
- Velada, R., Caetano, A., Michel, J. W., Lyons, B. D., & Kavanagh, M. J. (2007). The effects of training design, individual characteristics and work environment on transfer of training. *International Journal of Training and Development*, 11(4), 282-294.
- Wen, M. L.-Y., & Lin, D. Y.-C. (2014). Trainees' characteristics in training transfer: The relationship among self-efficacy, motivation to learn, motivation to transfer and training transfer. *International Journal of Human Resource Studies*, 4(1), 114.
- Westman, J. G., Daleiden, E. L., & Chorpita, B. F. (2020). The agency supervisor model: developing supervisors who facilitate therapist transfer of training in community behavioral health service organizations. *The Clinical Supervisor*, 39(1), 45-65.
- Yaghi, A., & Bates, R. (2020). The role of supervisor and peer support in training transfer in institutions of higher education. *International Journal of Training and Development*, 24(2), 89-104.
- Yaghi, A., & Bates, R. (2023). Validating the Learning Transfer System Inventory-Version 4 among Managers within an Arabic Higher Education Environment. *International Journal of Public Administration*, 46(2), 144-155.