

**การประเมินหลักสูตรฝึกอบรมของ โรงแรม เซ็นตรา
เซ็นทรัลสเตชัน กรุงเทพฯ
Evaluation for Training Program of Centra Central
Station Hotel Bangkok**

วัชรวีร์ เทพประภักษ์¹

บทคัดย่อ

ธุรกิจโรงแรมในประเทศไทยมีอัตราการเติบโตอย่างรวดเร็ว การพัฒนาบุคลากรด้วยการฝึกอบรมจึงถือเป็นสิ่งที่ควรปฏิบัติอย่างต่อเนื่องและมีประสิทธิภาพสู่ความเป็นเลิศขององค์กร และเกิดข้อได้เปรียบทางการแข่งขัน การศึกษาวิจัยเรื่อง “การประเมินหลักสูตรฝึกอบรมของโรงแรม เซ็นตรา เซ็นทรัลสเตชัน กรุงเทพฯ” ใช้รูปแบบการประเมินด้วยแบบจำลองชิปปี้ มีวัตถุประสงค์เพื่อศึกษา (1) ปัจจัยที่มีอิทธิพลต่อความผูกพันและทัศนคติที่ดีต่อองค์กร (2) วิธีการเรียนรู้ที่มีอิทธิพลต่อการรับรู้ของผู้เข้าฝึกอบรม (3) ผลลัพธ์หรือความพึงพอใจต่อการฝึกอบรมของโรงแรม เซ็นตรา เซ็นทรัลสเตชัน กรุงเทพฯ และ (4) ความสัมพันธ์ระหว่างบริบท ปัจจัยนำเข้า กระบวนการฝึกอบรม และผลลัพธ์ของการฝึกอบรม การศึกษาค้นคว้านี้เป็นการศึกษาวิจัยเชิงสำรวจ (Survey Research) โดยเก็บรวบรวมข้อมูลด้วยแบบสอบถามจากประชากรซึ่งเป็นพนักงานระดับปฏิบัติการถึงระดับหัวหน้างานจำนวน 78 คน สถิติที่ใช้ในการวิจัย ได้แก่ การแจกแจงค่าความถี่ (frequency) ค่าร้อยละ (percentage) ค่าเฉลี่ย (mean) ส่วนเบี่ยงเบนมาตรฐาน (standard deviation) ค่าสหสัมพันธ์เพียร์สัน (Pearson correlation) และตัวแบบสมการโครงสร้าง (Structural Equation Model – SEM) ด้วยโปรแกรม PLS-Graph

¹ นักศึกษาหลักสูตรบริหารธุรกิจมหาบัณฑิต คณะบริหารธุรกิจ มหาวิทยาลัยรามคำแหง

ผลการศึกษาพบว่า (1) ปัจจัยที่ทำให้เกิดความผูกพันและทัศนคติที่ดีต่อองค์กรมากที่สุด คือ หัวหน้างาน ผู้บังคับบัญชา เพื่อนร่วมงาน ชื่อเสียงและความมั่นคงขององค์กร ตามลำดับ (2) รูปแบบการเรียนรู้ที่มีอิทธิพลต่อการรับรู้และความเข้าใจมากที่สุด คือการสัมผัส/ลงมือทำ/ฝึกปฏิบัติ โดยมีคะแนนสูงถึง 70.5% (3) พนักงานระดับปฏิบัติการและหัวหน้างานของโรงแรม เช่นทรา เช่นทริลสเตชัน กรุงเทพฯ มีความคิดเห็น/ความพึงพอใจต่อบริบทปัจจัยนำเข้า กระบวนการ และผลลัพธ์ของการฝึกอบรมฯ ในภาพรวมอยู่ในระดับมากทุกหมวด และ (4) องค์ประกอบต่าง ๆ ของหลักสูตรฝึกอบรมล้วนมีความสัมพันธ์ต่อกันอย่างมีนัยสำคัญ ผลการวิเคราะห์ตัวแบบสมการโครงสร้างพบว่าบริบทและปัจจัยนำเข้ามีอิทธิพล/ความสัมพันธ์ต่อกระบวนการ ในขณะที่กระบวนการมีอิทธิพล/ความสัมพันธ์ต่อผลลัพธ์หรือความพึงพอใจต่อหลักสูตรฝึกอบรมฯ

แม้พนักงานโรงแรม เช่นทรา เช่นทริลสเตชัน กรุงเทพฯ จะพอใจหลักสูตรฝึกอบรมฯในภาพรวมในระดับมาก แต่ยังมีบางประเด็นอยู่ในระดับปานกลาง ได้แก่ ขนาดและบรรยากาศของห้องฝึกอบรม เวลาในการฝึกอบรม สำหรับปัจจัยนำเข้า ส่วนด้านกระบวนการควรเปิดโอกาสให้พนักงานฯ ได้ทดลองปฏิบัติมากขึ้น และปรับปรุงกิจกรรมระหว่างการฝึกอบรมให้น่าสนใจ และส่งเสริมการเรียนรู้มากขึ้นด้วย

คำสำคัญ : การประเมินหลักสูตร การฝึกอบรม แบบจำลองชิปปี้

Abstract

The hospitality industry of Thailand has grown rapidly. The human capital of development through training should be planned effectively and conducted consistently in order to pursue service

excellence for any organization so as to be able to be a leader with a competitive edge.

This independent study entitled “The Evaluation for Training Program of Centra Central Station Hotel Bangkok” by using CIPP Model which is a design to examine the followings :

(1) Factors influencing positive attitude and organization engagement

(2) Learning style best fitted for participants’ perception

(3) Staff satisfaction of training programs by Centra Central Station Hotel Bangkok

(4) Relation between Context, Input, Process and Product or training satisfaction.

This survey research by questionnaire was compiled from a pool of 78 employees, rank ranging from a supervisory level to the rank and file. The data analyses are based on Frequency, Percentage, Mean Values, Standard Deviation, Pearson Correlation, and Structural Equation model (SEM by PLS-Graph).

The results of this study are as follows :

The top 3 factors influencing Organization Engagement and Attitude are Superiority, Staff Engagement and Organization’s Reputation

The kinesthetic method was the best learning style with the highest score at 70.5%

The staff highly satisfied in all 4 types of evaluation ; Context, Input, Process, and Product or result of Centra Central Station Hotel Bangkok’s training programs

All 4 types of evaluation were statistical significantly related, PLS-Graph revealed that the Context and Input directly triggering the Process while Process directly affected to produce the Product or training satisfaction.

The study also suggested that the size and environment of the training room, the time set for training period should be improved. For Process, the staff needed more kinesthetic learning style and preferred it to have interesting activity during the training.

Keywords : Evaluation Training CIPP Model

Introduction

The Thai government has issued a policy to promote and have been continuously encouraging the tourism for decades. Emphasis on redesigning on the tourism experience in order to have rapid growth rates for the hotel industries and the tourism in general. Readiness in service innovation to respond and increased the perception of customer expectations. The key factor lies in Service to enhance customer's supreme impression with the intention of drawing them back to the land of smiles, beyond location, room rate, facility, and decoration.

Managing Human Resources role is not only effective recruitment, but also to develop employees competency, efficiency and readiness in preparation in adaptation of changes such as politics, economics, sociocultural changes, marketing

competition or even risk of disaster, for psychological value adding to customers and organization's excellence.

Many hotels owners consider the training is an investment with no returns. As such many organizations rather invest in the facility of the building then investing in training but Centra Central Station Hotel Bangkok was opened on July, 2013 among the chaos political situation that didn't subserve Thailand tourism, located near the famous touristic sites, has a different vision and mission. The management gives top precedence to training and developments of its employees with a vision to excel in great service in order to attract and retain its customers and to grow profitably.

The research on the evaluation for training program of Centra Central Station Hotel Bangkok applied many theories, for example, employee engagement, learning style, CIPP model, and concerned research as guideline for the effective research.

There are 4 learning styles suggested by Fleming and Mills (1992) called "The VARK Modalities" that seemed to reflect the experiences of the students and teachers. The acronym VARK stands for Visual, Aural, Read/write and Kinesthetic sensory modalities. Visual preference includes the depiction of information in maps, diagrams, charts, graphs and all the symbolic arrows, circles, hierarchies and other devices that people use to represent what could have been presented in words. Aural/Auditory perceptual mode describes a preference for information that is "heard or

spoken”. Read/write preference is for information displayed as words, emphasizes text-based Input and output-reading and writing in all its form especially manual, reports, essays and assignments. Kinesthetic modality refers to the perceptual preference related to the use of experience and practice (simulated or real).

The CIPP Evaluation Model by Daniel L. Stufflebeam (2003 :31-33) is a comprehensive framework for guiding evaluations of programs, projects, personnel, products, institutions and evaluation systems. The four CIPP’s core concepts are Context, Input, Process and Product evaluation. Context evaluations assess needs, problems and opportunities within a defined environment. Input evaluations assess competing strategies and the work plans and budgets of approaches chosen for implementation. Process evaluations monitor, document and assess activities. Product evaluations identify and assess short-term, long-term, intended and unintended outcomes.

Objectives of the Research

To examine the factors influencing positive attitude and organization engagement.

To examine the learning style best fitting participants’ perception.

To examine the staff satisfaction to training program of Centra Central Station Hotel Bangkok.

To examine the relation between Context, Input, Process and Product or training satisfaction.

Data Analysis

This survey research collected data from the questionnaires with both close-end questions and open-end questions that were answered by all Centra Central Station Hotel Bangkok's operational to supervisory level staff. The total number is 78 employees.

The data was analyzed by

Frequency and percentage to explain the opinion to employee engagement and learning style.

Mean and Standard Deviation to explain the opinion level to training evaluation Process

Pearson Correlation and SEM (Structural Equation Modeling by PLS-Graph 3.0) to analyze the relationship between each factor of CIPP model (Context, Input, Process, Product).

Result

1. The top 3 highest score of factors influenced to employee engagement were superior, colleague, company reputation and company stability respectively.

2. The number of 70.5% agreed that the kinesthetic technique was the most influent learning style.

3. The staffs' participation with the Context at a high level.

The Training Program's Element in Context	Value	S.D.	Meaning
1. The competition among hotel business is increasing, so the training is a key factor to develop the staff to service excellence.	3.9	0.91	High
2. The economics and social changes, including the technology need to be updated such as the reservation system, the imitated banknote check.	3.55	1.01	High
3. The coming of AEC pushes the learning awareness of other language and culture to manage expectation.	3.69	0.94	High
4. The governmental policy to support tourism and gives more opportunity to hotel business, so the continuous staff development is necessary to maintain the service excellences.	3.77	0.94	High
Total	3.73	0.75	High

4. The staffs agreed with the program's Input. The top three highest score factors where the participants is able to apply the knowledge from training given. The training program matches their responsibility and the trainer's reliability projects to be good role model.

The Training Program's Element in Input	Value	S.D.	Meaning
1. The trainer is able to adapt and have knowledge in each subject.	3.63	0.97	High
2. The trainer is reliable and project as a good role model.	3.69	0.87	High
3. The participant understands the importance of the training and is willing to participate and pays attention to detail.	3.68	0.85	High
4. The participant expects to gain knowledge and applies to their daily task.	3.95	0.82	High
5. The audio-visual equipment is ready to use.	3.61	0.87	High
6. The media is varied, suitable, and attractive.	3.63	0.84	High
7. The size of room and the number of the participant are suitable.	3.44	0.8	Moderate
8. The room's atmosphere promotes to the training.	3.49	0.88	Moderate
9. The training programs are varied and useful for work.	3.63	0.85	High
10. The training programs are suitable to the staff responsibility.	3.72	0.85	High
11. The training programs improve the staff capability.	3.64	0.87	High
12. The training programs enhance to nurture the work and service ethics.	3.53	0.91	High
13. The training content conforms to the program title and outline.	3.65	0.68	High
14. The training content is interesting, aligns with the current environment.	3.63	0.76	High
15. The training duration is suitable.	3.55	0.92	High
16. The training time is suitable.	3.24	0.93	Moderate
Total	3.61	0.62	High

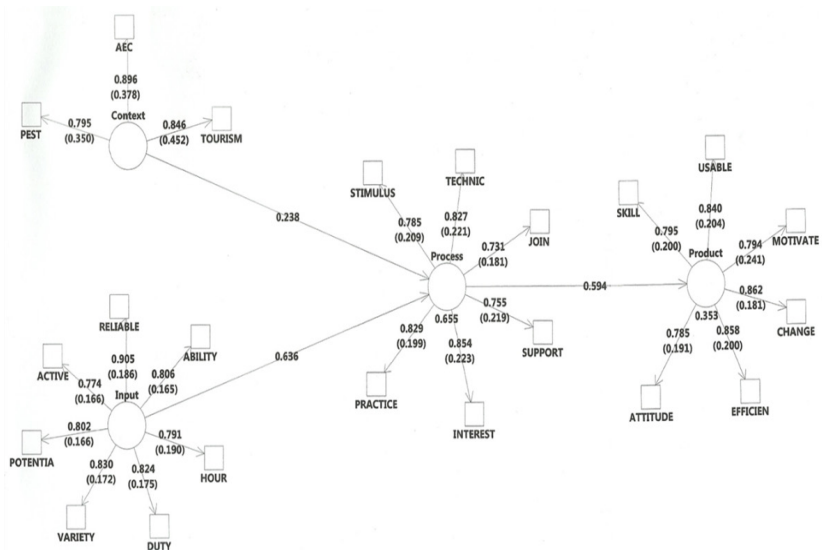
5. The staffs are satisfied the program’s Process at a high level. The top three highest score factors were the manager/ superior supporting them to participate in the training. There always an evaluation after training and the trainer can instruct well.

The Training Program’s Element in Process	Value	S.D.	Meaning
1. The trainer can instruct well, good in passing on knowledge.	3.69	0.81	High
2. The trainer can motivate the participants to learn.	3.56	0.82	High
3. The trainer has good techniques to simplify the content to understand.	3.58	0.83	High
4. The trainer can control the training schedule.	3.53	0.72	High
5. The participant has a part in the program.	3.62	0.83	High
6. The participant has chances to participate.	3.47	1.03	Moderate
7. The activity during the training is interesting, promote learning.	3.47	0.83	Moderate
8. The training support team working and cooperation.	3.68	0.88	High
9. There a evaluation after training.	3.72	0.88	High
10. The manager/superior supports the staff to participate the training.	3.73	0.82	High
Total	3.61	0.64	High

6. The staff satisfied the training result (Product) at a high level. The factor with the highest score was the training program to set better attitude to the colleague customer, and company. The next are the program can support the work efficiency and change behavior either for work or life respectively.

The Training Result	Value	S.D.	Meaning
1. To develop the knowledge and skills.	3.51	0.80	High
2. To apply the knowledge/skills from OJT to task.	3.64	0.84	High
3. To be inspired to improve work for company excellence.	3.59	0.81	High
4. To change behavior either for work or life.	3.67	0.78	High
5. To increase professional work efficiency.	3.71	0.76	High
6. To have better attitude to the colleague, customer, and company.	3.81	0.79	High
Total	3.65	0.66	High

7. By SEM, the Context, Input, Process and Product have the significant relation. The Context and Input relate to the Process, the Process relates to Product or satisfaction.



8. The antecedent or independent variables most directly affected (Direct Effect - DE) to dependent variables, by the Process mostly affected to satisfaction and the Input mostly affected to Process, please see **.

Dependent Variable	R ²	Effect	Antecedent		
			Context	Input	Process
Satisfaction	0.353	Direct Effect	0.000	0.000	0.594 **
		Indirect Effect	0.141	0.378	0.000
		Total Effect	0.141	0.380	0.594
Process	0.655	Direct Effect	0.238 **	0.636 **	N/A
		Indirect Effect	0.000	0.000	N/A
		Total Effect	0.238	0.636	N/A

9. The result of hypothesis found that the Context directly affect to the Process significantly at 0.01. The Input directly affected to the Process significantly at 0.01. The Process significantly affected to program satisfaction at 0.01.

Hypothesis	Coefficient	t-stat	Result
The Context affects to Process	0.238	2.591**	support
The Input affects to Process	0.636	8.419**	support
The Process affects to result or satisfaction	0.594	7.201**	support

Remark : *statistic significant at 0.05 (=1.96-2.57), ** statistic significant at 0.0 1(>2.58)

10. All latent variables had high loading value (above 0.707) and statistic significant were at 0.01 because the t-stat values were higher than 2.58. The values of composite reliability (CR) showed that all variables were high reliable, the values were higher than 0.60. The values of average variance extract (AVE) were higher than 0.50, showed that the latent variables could reflect factorial indicator well as same as the factorial indicator could explain the latent variables well.

	Loading	t-stat	CR	AVE
Context			0.883	0.716
Environment of economics, society, and technology	0.795	12.14		
Starting of AEC	0.896	17.74		
Government Policy to support tourism	0.846	21.35		
Input			0.935	0.672
Knowledge of the trainer	0.806	16.34		
Reliability and being role model of the trainer	0.905	42.58		
Enthusiasm of the participants	0.774	10.61		
Variety and usefulness of the program	0.830	17.93		
Program's compatibility to job responsibility	0.824	17.78		
Staff potential encouragement	0.802	25.03		
Duration of each program	0.791	18.34		
Process			0.913	0.637
Motivation for learning	0.786	12.08		
Training techniques	0.827	15.94		
Staff's opportunity to be a part of training	0.731	12.19		
Staff's opportunity to try out	0.829	26.08		
Activity during the training	0.854	14.65		
Supporting from superior	0.755	15.63		

	Loading	t-stat	CR	AVE
Result/Satisfaction			0.926	0.677
The improvement of knowledge/skills	0.795	19.17		
Application of the trained knowledge/skills	0.840	22.59		
Inspiration for company's excellence	0.794	14.66		
The change of behavior	0.862	19.79		
The efficiency of productivity	0.858	21.83		
The better attitude to colleagues, customers, and company	0.785	13.81		

11. The $\sqrt{\text{AVE}}$ value of all variables (** in below table) were higher than correlation between all constructs in the same column. It meant that all factorial indicators could measure the validity in the same group.

Construct	AVE	Construct			
		Context	Input	Process	Satisfaction
Context	0.716	0.846 **			
Input	0.672	0.641	0.820 **		
Process	0.637	0.646	0.789	0.798 **	
Satisfaction	0.677	0.470	0.558	0.594	0.823 **

Remark : AVE = Average Variance Extract, ** = $\sqrt{\text{AVE}}$

Conclusions of Research

From the study, we found that

1. The top three highest score of factors influenced to employee engagement were superior, colleague, company reputation and company stability respectively. This conformed

to the study of Prachuab Kong-in (2011) which found that the factors affected to staff engagement of Peerapat Technology Public Company Limited are leadership (in this term, it means superior), compensation, relations (in this term, it means colleague), job description and opportunity.

2. The staff believed that the kinesthetic technique was the most influent learning style, conformed to Kingfha Sinthuwong (2007) mentioned that nowadays learning is a result of doing/trying out through physical, verbal and mental practice. It also aligned with the research of training needs analysis for hotels industry in Phuket by Prasong Ritthidet (2007), found that the most effective and efficient way for training was practice to have direct experience and skilled.

3. Overall comment to suitability level of training in Context, Input, and Process was high, however, there were a few points were moderate ; duration of training, room size and number of participants and training room's atmosphere. It might be because the hotel was just opened, many areas were still under construction/decoration, also the small number of staff, so they were tired or not convenient to participate the training. This working environment did not encourage staff to join the training like this matches Dean R. Spitzer's point of view. And for the Process, the staff satisfied in high level, however, the level of a few items were still in moderate ; the opportunity to try out and the activity during the training, as same as the recommendation

on modern learning by Kingfha Sinthuwong (2007) to build kinesthetic learning and variety of both methods and sources.

4. The staff satisfied the training result (Product) in high level. Mostly believed that the training could encourage the positive attitude among colleagues, customers, and organization. The next is that the training could improve the effectiveness of professional performance. The third is changing to better behavior in both work and daily life. These are similar to the idea of many adapts (Chuchai Smithikrai, 2005; Pong Horadan, 1997; Vichit Awakul, 1997; Somchart Kityanyong and Ornjaree Na Takuatung, 2006) mentioned that the training could be a tool to build a good or expected attitude, promoted satisfaction and effectiveness of work.

5. The Context and Input affected to training Process, while the Process affected to result/satisfaction (Product), as same as the research of Ungsinun Intarakamhang (2012) on 3-Self Behavior Modification Programs Base on the PROMISE Model for Clients at Metabolic Risk which showed that the Context, Input, and Process significantly affected to project success (Product). This research found that the training Process mostly related to result (Product), disagreed with the research of Kanyawee and others (2013) on Evaluation of English Camp “Putting BMA on the road to ASEAN 2015” by Department of Education Bangkok Metropolitan Administration which indicated that the Input mostly affected to the project outcome.

Recommendations

1. The staff aware of Asean Economics Community (AEC) and needed the training of third language for work.

2. The Executive and Training Manager should consider the training room's size and number of participants, the atmosphere to promote the learning, duration/period of the training, for example, the training in the afternoon was preferred, split the training program into a few sessions to avoid boring or exhausting during training because of the limited number of staff and shift work.

3. For training Process, more kinesthetic learning style and more interesting activity during training were required. The staff needed to participate the training, also preferred the superior to involve in the training evaluation for the program directly concerned their duties and responsibilities.

4. The training was a staff development tool that should be planned continuously, also conducted efficiently and consistently for staff excellence and organization's great service performance. Over than the evaluation after each training program, the evaluation on overall training and/or the training needs analysis should be also done every year.

References

- Chuchai Smithikrai. (2005). **The training for company's personnel.** Fourth edition. Bangkok : Chulalongkorn University.
- Daniel L.Stufflebeam. (2003). **International Handbook of Educational Evaluation.** Great Britain : Kluwer Academic.
- Kanyawee Sriburi and others. (2013). **Evaluation of English Camp “Putting BMA on the road to ASEAN 2015” by Department of Education Bangkok Metropolitan Administration.** Nakornpathom : Mahidol University.
- Kingfha Sinthuwong. (2007). **Teaching to develop thinking and learning.** Khonkaen : Khonkaen University.
- Neil Fleming. (n.d.). **The VARK Modalities.** Retrieved on December 20, 2013, from [http : //www.vark-learn.com/english/page.asp?p=categories](http://www.vark-learn.com/english/page.asp?p=categories)
- Pong Horadan. (1997). **Fundamental of industrial psychology and organization.** N.p.\
- Prachuap Kong-in. (2011). **The factors affected to staff engagement level case study : Peerapat Technology Public Company Limited.** Thesis for Master of Business Administration, Stamford University.
- Prasong Ritthidet. (2007). **Training needs analysis of hotels in Phuket.** Thesis for Master of Business Administration, Sukhothai Thammithirat Open University.

- Somchart Kityanyong and Ornjaree Na Takuatung. (2006).
Technics of effective training. Second edition. Bangkok :
Se-Education.
- Ungsinun Intarakamhang. (2013). **3-Self Behavior Modification
Programs Base on the PROMISE Model for Clients at
Metabolic Risk.** from [http : //www.ccsenet.org/journal/
index.php/gjhs/article/download/11261/9726](http://www.ccsenet.org/journal/index.php/gjhs/article/download/11261/9726).
- Vichit Awakul. (1997). **Training (The management of training).**
Second edition. Bangkok : Chulalongkorn University.
- Yutthana Chaijukul. (2008). **SuperMotivation.** Trans. Dean R.Spitzer.
Bangkok : A Team Business.