

Assessing the effectiveness of training and how it affects employee engagement in hotels: The mediating role of person-job fit

Osman Elsayy¹

Hatem Radwan^{1,2}

¹Faculty of tourism and hotels, Suez Canal University, Egypt

²College of Business, Umm Al-Qura University, Saudi Arabia

Abstract

This study aims to assess training effectiveness from employees' point of view using Importance-Performance Analysis (IPA). The study also aims to explore the relationship between training effectiveness and work engagement through person-job (P-J) fit. A questionnaire form with two sections was distributed to a sample of employees of international hotels chains located at Sharm El-Sheikh city, 235 forms were collected back. SPSS version 26 was utilized to evaluate training effectiveness using paired sample T test, and differences of means of performance and importance were calculated and plotted into IPA matrix. Smart PLS was also used to explore the relationships among training effectiveness, P-J fit and work engagement. The results revealed that there were gaps between employees' perceptions of training effectiveness criteria and its actual implementation, these gaps included training needs analysis and training design which need more enhancement. In addition, training effectiveness had a positive and significant effect on work engagement mediated by P-J fit. This study suggests some practical implications to increase training effectiveness in hotels like using the results of performance appraisal as an objective method to properly identify training needs and using suitable training methods which suit training topic. Additionally, achieving P-J fit through proper selection and orientation of employees in advance is crucial for ensuring training effectiveness and achieving work engagement.

Keywords: Training effectiveness, IPA, work engagement, person-job fit - hotels.

Introduction

In today's competitive market, frontline hotel employees play a vital role in achieving effectiveness, efficiency, and customer satisfaction (Kwizera et al., 2019), as they are responsible for dealing with customer complaints, delivering high service quality, addition to employees' role in achieving high sales rates. Having competent and motivated employees who enable managers to achieve a competitive advantage is a top priority among leading hospitality firms (Lu et al., 2016). Work engagement as an attitude is a positive, affective-motivational, and work-related state of mind (Chen, 2019). Previous studies confirmed the importance of work engagement in the context of the hospitality industry (Liu and Cho, 2018). For instance, work engagement improves extra-role customer service and job performance (Cain et al., 2018). Also, individuals with high work engagement tend to be creative, fulfill customer needs and provide good service. Besides, work engagement decreases employees' intention to quit (Kim and Gatling, 2018). Consequently, managers must improve employees' work engagement to facilitate human capital management (Karatepe and Olugbade, 2016). Person-Job fit which describes the similarity between individuals' capabilities and job requirements contributes to the formation of individuals' attitudes and behaviors. (Kristof, 1996). Regarding fit theory, employees' desire to "fit" stems from their desire for needs satisfaction and similarity attraction (Yu, 2016). Consequently, understanding "fit" perceptions could successfully direct hospitality firms to generate an engaged workforce.

Training as an activity of human resource management is beneficial for employees and organizations as well. Forming employees' positive attitudes including work engagement may be due to human resource practices including training (Namuleme et al., 2020). Training is also an important part of strategic investment that leads to labor development and internal promotion. Hence training evaluation became crucial, as it determines whether the organizational investment was spent effectively or not. To evaluate training effectiveness, the IPA model can be used. The IPA is a tool that can measure the gap between employees' perceptions of training (Importance) and the actual delivery of training (performance), consequently providing usable feedback to improve training. Using the IPA in evaluating training is lacking and the majority of previous studies concentrated on evaluating training from employers' perspective rather than employees (Sesen and Ertan, 2021, Elnaga and Imran, 2013). Despite numerous research that addressed work engagement, more research is needed to test the work engagement construct in the context of hospitality industry (Liu et al., 2017), comprehensive model combining training effectiveness, P-J fit and work engagement within hospitality industry in Egypt appears to be absent. Therefore, the aim of this study is twofold, firstly employing the IPA to assess training effectiveness from employees' point of view, secondly assessing the effect of training effectiveness on employees work engagement through person-job fit. This helps us to deepen our understanding of the work engagement formation through training.

Review of literature and hypotheses development

Training Effectiveness

Training is the planned and systematic behavior modification occurs via learning, instruction and programs which enable new and existing employees to gain skills, knowledge, and competencies needed to achieve their work properly (Cascio, 2015). Training is important for both organizations and employees. As organizations face challenges like technological development which necessitates the need of competencies required to perform tasks, effective training became vital to overcome this challenge via employees' capacity building (Daft, 2014). Providing employees with updated skills via learning gives organizations competitive advantage and creates positive image of organizations worldwide. Besides, training can improve service quality, productivity, profitability and employees' satisfaction (Vogetlin *et al.*, 2015). Training effectiveness criteria stem from training process that describes the way that organizations use to structure their training programs. Systematic training process including four phases that are: assessment, design, delivery, and evaluation (Figure 1).

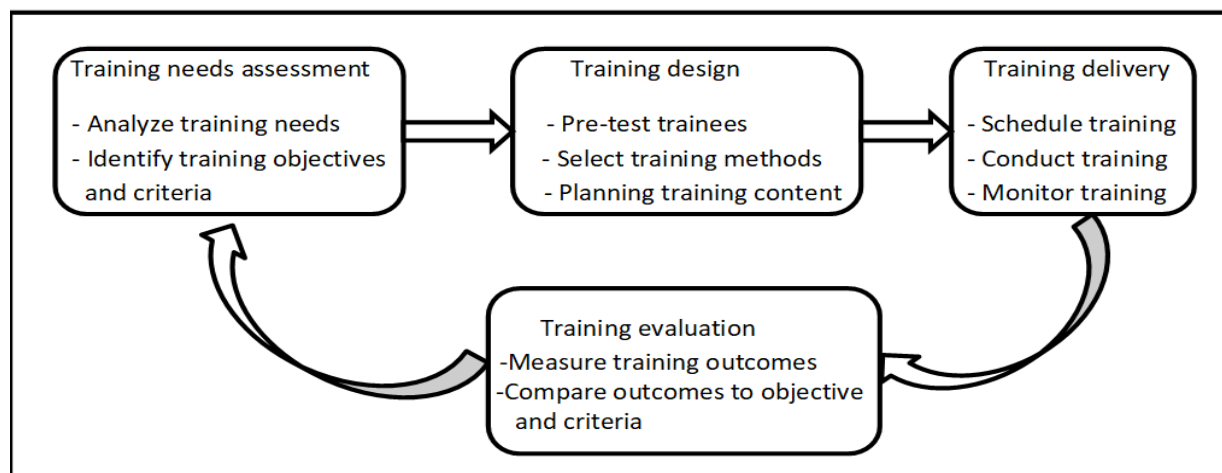


Figure (1): Training Process
Source: - (Mathis & Jackson, 2008)

Assessment phase concentrates on identifying training needs and objectives based on employees and organizational performance compared to what is required in the strategic plan. Observation, questionnaires, interviews, documents, and focus group can be used to analyze training needs (Werner and DeSimone, 2012). Training design aims at addressing the training needs assumed previously. It considers employees readiness to learn via leveraging their motivation to learn. Several factors may affect employees’ motivation to learn such as trainer’s style and encouragement, physical classroom environment, and training methods (Amoah-Mensah and Darkwa, 2016). Training delivery deals with starting the training program where organizations ensure that both trainees and trainer are ready and the training resources like vehicles, teaching aids, budget, and learning materials are available (Bauer *et al.*, 2016). Finally, Training evaluation determines program success compared to objectives and providing recommendations for enhancement.

Because of training importance in addition to its cost regarding money and time, training evaluation became crucial (Noe, 2013). Training evaluation can also justify the financial input made, serve for quality management purposes, provide feedback to trainers and human resource departments. Additionally, training evaluation results can be used as a marketing tool for human resource management department for retaining qualified employees and attracting potential job candidates within competitive job market (Dias and Silva, 2016).

Four levels for evaluating training programs namely reaction, learning, behavior, and result can be used. Reaction evaluates trainees’ feeling towards the program, learning measures the extent to which trainees have acquired information and skills, besides, behavior relates to the change of trainees’ performance in the work after attending training program, finally, result level measures organizational performance enhancement due to training (Kirkpatrick and Kirkpatrick, 2016). The current study will adopt reaction level to assess training effectiveness, as training activities should be employees oriented.

Importance-Performance Analysis (IPA)

IPA was firstly introduced by Martilla and James (1977). It assumed that satisfaction is a function of two components: the importance of a product/service for customers and the level of organizational performance in providing that product/service. IPA provides two-dimensional importance-performance grids. The Y-axis shows the perceived important of specific attributes, while X-axis shows the actual organizational performance regarding these attributes. Plotting performance against importance yields 4 quadrants (Figure 2).

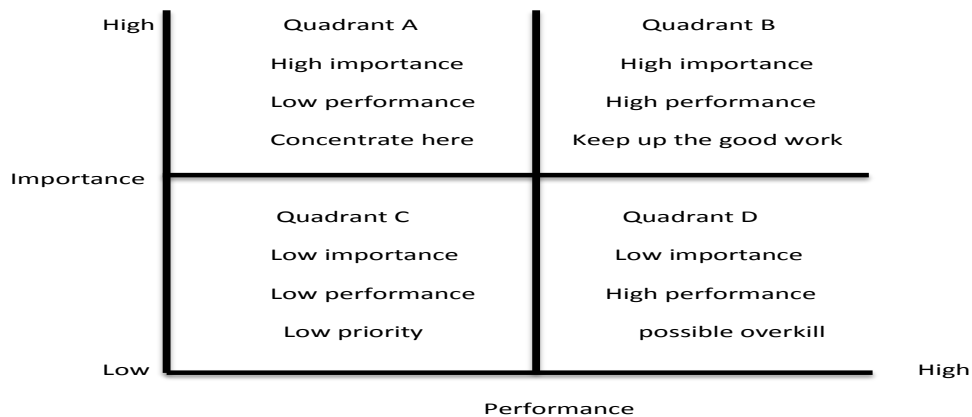


Figure (2): Importance-performance matrix
Source: (Martilla & James, 1977)

Quadrant (A) called concentrate here (occurs when the attribute is important but its performance level is low), this calls for concentrating improvement efforts here. Quadrant (B) called keep up good work (occurs when both importance and performance level is high). Quadrant (C) called low priority (occurs when both importance and performance level is low). Quadrant (D) called possible overkill (occurs when the performance level is higher than the importance of the attribute), this means that organization's resources committed to this attribute should be used elsewhere (Taplin, 2012). IPA has attracted the attention of various academics in different fields including human resources (Siniscalchi *et al.*, 2008), hotels (Deng *et al.*, 2008) and restaurants (Ma *et al.*, 2011).

Person-Job fit

P-J fit describes the congruence between an employee and his job via possessing the abilities and the requirements of the specific job (Lewis, 2007). The theory of work adjustment explains P-J fit, which assumes that employees' skills are important for achieving job demands and in return, postulates the provision of favoured conditions by the firm. P-J fit has been deemed as an essential type of fit, as it assures that employees have the required skills to achieve their assigned tasks. It was revealed that employees who perceive that they can cope with their job demands via possessing the suitable skills are more likely to perform better, and to remain in their jobs (Boon *et al.*, 2011). Achieving p-j fit begins with the appropriate selection of the employees, then it can be enhanced via future training. P-J fit is important for both organizations and employees as well. Previous research indicated that P-J fit relates positively to both organizational commitment and job satisfaction. Additionally, it was revealed that P-J fit affects both employees' turnover intention and burnout negatively (Babakus *et al.*, 2011).

Work Engagement

According to Bakker and Schaufeli (2008), work engagement describes a positive, work-related state of mind. Work engagement is characterized by absorption, dedication and vigor. Absorption refers to "deep concentration in one's work, and having difficulties with detaching from it", while dedication refers to "a sense of inspiration, challenge, pride and enthusiasm". Finally, vigor is defined as "having high degree of mental resilience and energy during work, the tendency to exert efforts in one's work, and persistence regardless of difficulties". (Chen and Chen, 2012). Achieving work engagement leads to many positive outcomes. Work engagement creates a state of energy and involved motivation that directs employee's efforts towards completing work activities and tasks properly (Parker and Griffin, 2011). Besides, engaged employees tend to participate in extra-role discretionary behaviors not included in their job, leading to delighting consumer (Choo, 2016). Additionally, work engagement decreases employees' turnover rate thus saving costs (Park *et al.*, 2020).

Social exchange theory (SET) is one of the most substantial theories for explaining organizational behaviour including work engagement. SET argues that employee's actions are based on the reactions of others. Blau (1964) argues that social exchange is voluntary actions provided by a firm for their employees with reciprocity expectation. The exchange relationship occurs when a firm care for its employee's well-being. Thus, employees perceive themselves to be valued by the firm, this directs them to reciprocate through exhibiting positive work attitudes and behaviours (Miles, 2012). Regarding the relationship between training and SET, it was suggested that when firms invest in employees using training programmes, then employees reciprocate via exhibiting positive work-related behaviours (Shuck and Reio, 2014).

Job demands-resources theory (JD-R) model has been widely used to provide theoretical support for various studies in order to predict work engagement, turnover, organizational commitment, job burnout and job performance (Bakker *et al.*, 2008). JD-R theory assumes that a unique pattern of job stress

associate with each occupation, these stresses include two basic forms: job demands and job resources (Bakker and Demerouti, 2014). Job demands encompass the physical, organizational or psychological aspects of a job that require sustained cognitive and emotional effort or skill. In parallel, job resources are those social, physical or organizational aspects of the job that are essential for achieving work goals and decreasing job demands. Job resources can stimulate employee's development, learning and personal growth. (Demerouti and Bakker, 2011). Work engagement stems from decreasing job stress through balancing job demands using the available various resources.

Hypotheses development

Given that training helps employees to acquire skills, knowledge and attitudes required to perform their tasks effectively (P-J fit), it aids employees to respond rapidly to new technology and the market changing demand that require new skills (Elnaga and Imran, 2013). Thus, well-trained employees tend to have the motivation to cope with work requirements and be more engaged in their jobs, based on their perception of possessing higher levels of skills (Simbula et al., 2011). According to Babakus et al. (2017), work engagement promotion in the context of tourism depends on having sufficient job resource including training and development activities. Besides, Putra et al. (2015) investigated motivational work engagement antecedents and revealed that intrinsic motivation participated effectively in enhancing work engagement. Intrinsic motivation stems from within the employee due to interesting, creative and meaningful nature of the job (Herzberg, 1968). We assume that intrinsic motivation as an antecedent of work engagement can be achieved through training. Additionally, training efforts exerted by the firms communicate to the employee the organization's commitment and preparation to investment in him (Guan and Frenkel, 2019). So, it can be argued that training can boost employees work engagement by improving their technical capabilities and enhancing their work motivation (Fletcher, 2016). Hence, it can be proposed that:

H1: Training effectiveness has a direct positive effect on work engagement.

H2: Training effectiveness has a direct positive effect on p-j fit.

In order to achieve P-J fit, employee makes a "cognitive comparison" between what the job supplies (i.e. resources) compared to the job demands (Wheeler et al., 2013). Achieving P-J fit means that employees have the sufficient resources required to meet the demands of work, this facilitates understanding the expectations they face. Such fit perceptions, in return, shape employees' attitudes toward their work and organization including work engagement (Chen et al., 2014). So, it is proposed that:

H3: P-J fit has a direct positive effect on work engagement.

Given that training is significantly positively related to higher levels of P-J fit, and P-J fit is significantly positively related to work engagement (Shuck and Reio, 2014), it is proposed that P-J fit will act as a mediator between training and work engagement. Studies depends upon the JD-R model, assume that HRM-related job resources including training are positively related to P-J fit, which in turn achieves positive outcomes, such as work engagement (Gruman and Saks, 2011, Memon et al., 2015). Hence, it can be proposed that

H4: P-J fit mediates the relationship between training and work engagement.

Methodology

Secondary data were collected from relevant textbooks, journals, and online databases. Primary data were collected using a questionnaire. Data were collected from five-star hotels at Sharm El-Sheikh city, Egypt during September and October 2022. Sharm El-Sheikh city was selected for the survey because of the variety of hotels chains located in it and it contains the largest number of hotels in Egypt compared to other cities.

Measurement Instrument

The questionnaire included two main sections. The first section aimed to assess employees perceived training effectiveness regarding 4 factors adapted from Mathis and Jackson (2008), including training needs assessment, training design, training delivery and training evaluation. IPA model was employed in order to determine the perceptions of the employees regarding training evaluation criteria (importance) compared to hotels execution of them (performance). The second section aimed to assess the relationship between employees perceived training effectiveness and work engagement through person-job fit. This section encompassed two groups of questions. The first group targeted person-job fit to determine the congruence between employees and the requirements of the job, the questions were derived from the scale of Cable and Judge (1996). The second group aimed to measure work engagement, the questions were derived from Utrecht Work Engagement Scale (UWES), according to Schaufeli et al. (2006). The questionnaire included 19 statements (10 for assessing training effectiveness perceptions, 4 for assessing person-job fit, 5 for work engagement assessment). Respondents were asked to evaluate the manifest variables of the study on a five-point Likert scale, where 5 denotes to strongly agree and 1 denotes to strongly disagree.

Sample and data collection

The questionnaire was distributed among a sample of employees, selected using a random sampling technique in 16 hotels which belong to international chains in Sharm El-Sheikh, Egypt. This category of hotels was chosen as they have clear policies and procedures related to training and employee engagement. It is worthy to note that not all hotels located in Sharm El-Sheikh have training department, instead some of them depend upon training programs provided by the ministry of tourism. Specifically, the selected hotels have training department, 20 employees of every hotel who come into direct contact with customers were selected to fill in the questionnaire sent in electronic form. Only 235 questionnaires were received and 85 were ignored for incompleteness.

Data Analysis

The first section of the questionnaire including training effectiveness was analyzed using SPSS version 26 software through comparing the means of performance to the means of importance using paired sample T test, then, utilizing the means of performance and importance, a two-dimensional matrix was plotted to obtain a visual representation of the training effectiveness in quadrants. The questionnaire's second section data were analyzed using the Partial Least Squares Structural Equation Modeling (PLS-SEM) using the Smart PLS 3.0 software, to examine the interrelationships between the variables of the study. According to Hair et. al., (2016), the main research model was evaluated using two steps including structural model (the inner model) and measurement model (the outer model).

Results

Sample profile

Males represent 91% of the sample and females represent 9%. Regarding the ages of the participants, 81% of the respondents were more than 30 years old and 19% of them between 20-30 years. This study concentrated on participants with higher education, as the majority of participants (85%) were holding bachelor's degrees. Besides, this study shed light on various departments including rooms division employees (44%) of the sample, food and beverages (39%) and other departments (17%). Regarding the years of experience, employees with more than 5 years represent 77% of the respondents, employees with 3:5 years represent 13% of the respondents and finally employees with less than 3 years represent 10% of the respondents.

Assessment of Outer Measurement Model

To analyze the reliability of the variables, Cronbach's alpha method was used. Besides, validity was examined using outer loading, discriminant validity, cross loading and convergent validity. The data collection instrument was proved to be fit for purpose. The interrelationships between the research variables were evaluated using the structural equation modeling (SEM) because of its ability to assess the causal correlations between the manifest variables (Byrne, 2010). Table (1) illustrates the use of Cronbach Alpha to achieve internal consistency and the average variance extracted as well as the test of reliability for the study constructs. As indicated in Table (1), the scales reliability ranged from 0.845 to 0.939. To ensure that the variables are theoretically and practically correlated, convergent validity was adopted through measuring the average variance extracted (AVE) with a cut-off value higher than 0.5, all AVE values for all the latent variables are more than 0.5. According to Hair et al. (2016), the reliability of the measurement scales and the significance of the factor loadings of the measurement items were achieved. Composite reliability was adopted to evaluate the internal consistency of latent factors. It was noted that the values of composite reliability of the model are above 0.7, indicating internal consistency of the model. To ensure the validity of measurement model, outer loadings that describe the saturation value of manifest variables of the latent variables should be more than 0.5. Table (1) indicates that saturation performance values are higher than 0.5 ($P < 0.001$).

Table (1): Assessment of the formative measurement model.

Code	Items	Outer loading	α	Composite Reliability	Average Variance Extracted (AVE)
TE	Training effectiveness		0.939	0.948	0.645
TE1	Setting reasonable training objectives achieving employees improvement.	0.845			
TE2	The appropriate determination of the targeted employees for training.	0.759			
TE3	Usefulness and relevance of training content.	0.812			
TE4	Variety of training methods applied that encourage participation.	0.786			
TE5	The suitability of used training methods to achieve training objectives.	0.820			
TE6	Trainer skillfulness in providing training program.	0.854			
TE7	Trainer encouragement of trainee participation.	0.774			
TE8	The suitability of training rooms capacity and equipment.	0.795			
TE9	Effectiveness of trainee satisfaction assessment tools.	0.768			

TE10	Suggestions provided by management for future training improvement.	0.815			
Pj fit	Person-job fit		0.861	0.903	0.701
Pj fit 1	To what extent does your knowledge cope with the job requirements?	0.818			
Pj fit 2	To what extent do your skills cope with the job requirements?	0.823			
Pj fit 3	To what extent do your abilities match the job requirements?	0.871			
Pj fit 4	To what extent are the tasks on the job are similar to the tasks you want to do?	0.835			
WE	Work engagement		0.845	0.889	0.616
WE1	I devote a lot of energy to do my job.	0.772			
WE2	I am proud of my job.	0.803			
WE3	I strive as hard as I can to complete my job.	0.776			
WE4	At work, I am absorbed by my job	0.807			
WE5	I feel positive about my job.	0.766			

To achieve model’s discriminant validity, three criteria were implemented including heterotrait-monotrait ratio (HTMT), Fornell-Larcker criterion and cross-loading. As a part of discriminant validity, Table 2, represents the cross loadings values of the study variables, it was evident that, the outer loading values for each variable (bold and underlined) are more than the cross-loading values, this achieves the discriminant validity. As illustrated in Table 3, the bolded values of the AVEs in the diagonals are greater than the correlation coefficient between variables. According to Gold (2001), it was stated that the readings of HTMT should be below 0.90. The results indicated that the levels for HTMT were below this value (see Table 3). Discriminant validity of the model structure has been approved based on the results. Consequently, the outer measurement model’s outputs were sufficient to proceed with the structural model’s evaluation.

Table (2): Cross loadings for discriminant validity

Items	Variables		
	Training effectiveness	Person-job fit	Work engagement
TE1	0.845	0.513	0.426
TE2	0.759	0.479	0.338
TE3	0.812	0.487	0.403
TE4	0.786	0.542	0.353
TE5	0.820	0.465	0.412
TE6	0.854	0.532	0.541
TE7	0.774	0.525	0.527
TE8	0.795	0.471	0.410
TE9	0.768	0.453	0.292
TE10	0.815	0.479	0.448
P_j fit 1	0.474	0.818	0.257
P_j fit 2	0.448	0.823	0.334
P_j fit 3	0.538	0.871	0.412
P_j fit 4	0.560	0.835	0.619
WE1	0.393	0.336	0.772
WE2	0.441	0.407	0.803
WE3	0.442	0.393	0.776

WE4	0.426	0.479	0.807
WE5	0.345	0.381	0.766

Table (3): Inter-construct correlations, the square root of AVE, and HTMT results.

variables	AVEs values			HTMT results		
	P-j fit	TE	WE	P-j fit	TE	WE
P-j fit	0.837					
TE	0.611	0.803		0.667		
WE	0.512	0.524	0.785	0.562	0.577	

Assessment of training effectiveness using IPA

A gap analysis was conducted using the data derived from Part 1 of the questionnaire. To calculate gap values for every aspect of training effectiveness criterion, the means of importance of every aspect were subtracted from the means of performance. Paired sample T test was used to calculate the differences between importance and performance of 4 criteria of training effectiveness. It was observed that there is a statistically significant gap (negative value) regarding all of the criteria of training effectiveness ($P \leq 0.05$) except for training evaluation ($P > 0.05$). This means that the performance mean is smaller than the importance means, reflecting the need for improvement see Table (4).

Table (4): Gap analysis between performance and importance of training effectiveness criteria

Training effectiveness criteria	Items	P	I	Difference	T. value	Sig.
Training needs analysis	Setting reasonable training objectives achieving employee's	4.43	4.68	-0.25	-4.723	.000
	The appropriate determination of the targeted employees for training.	4.40	4.56	-0.16	-2.603	.010
Training design	Usefulness and relevance of training content.	4.49	4.62	-0.13	-2.646	.009
	Variety of training methods applied that encourage participation.	4.47	4.60	-0.13	-2.400	.017
	The suitability of used training methods to achieve training objectives.	4.40	4.63	-0.23	-4.479	.000
Training delivery	Trainer skillfulness in providing training program.	4.40	4.61	-0.21	-3.725	.000
	Trainer encouragement of trainee participation.	4.51	4.71	-0.2	-4.208	.000
	The suitability of training rooms regarding to capacity and equipment.	4.55	4.68	-0.13	-2.704	.007
Training evaluation	Effectiveness of trainee satisfaction assessment tools.	4.49	4.57	-0.08	-1.489	.138
	Suggestions provided by management for training future improvement.	4.43	4.52	-0.09	-1.764	.079

Utilizing the means of importance and performance, a two-dimensional matrix was plotted to provide a visual representation of the training effectiveness criteria in quadrants. To locate the axes for the four quadrants matrix, IPA matrix adopted a data-cantered quadrants approach based on the average mean values of importance and performance. The training effectiveness criteria distribution is shown on IPA matrix (see table 3). Quadrant A, which includes variables that are high in importance combined with low performance, resulting in dissatisfaction, this quadrant included training needs analysis and training design, where more attention should be paid. Quadrant B, describes elements with both high importance and performance, resulting in satisfaction, this quadrant involved training delivery, suggesting that sufficient efforts were exerted in this aspect. Quadrant C didn't include any criteria of training effectiveness, reflecting the importance of the whole criteria adopted. Quadrant D includes elements with low importance for employees but firms exerted big effort in it. This area included training evaluation, indicating that this aspect was overly satisfied.

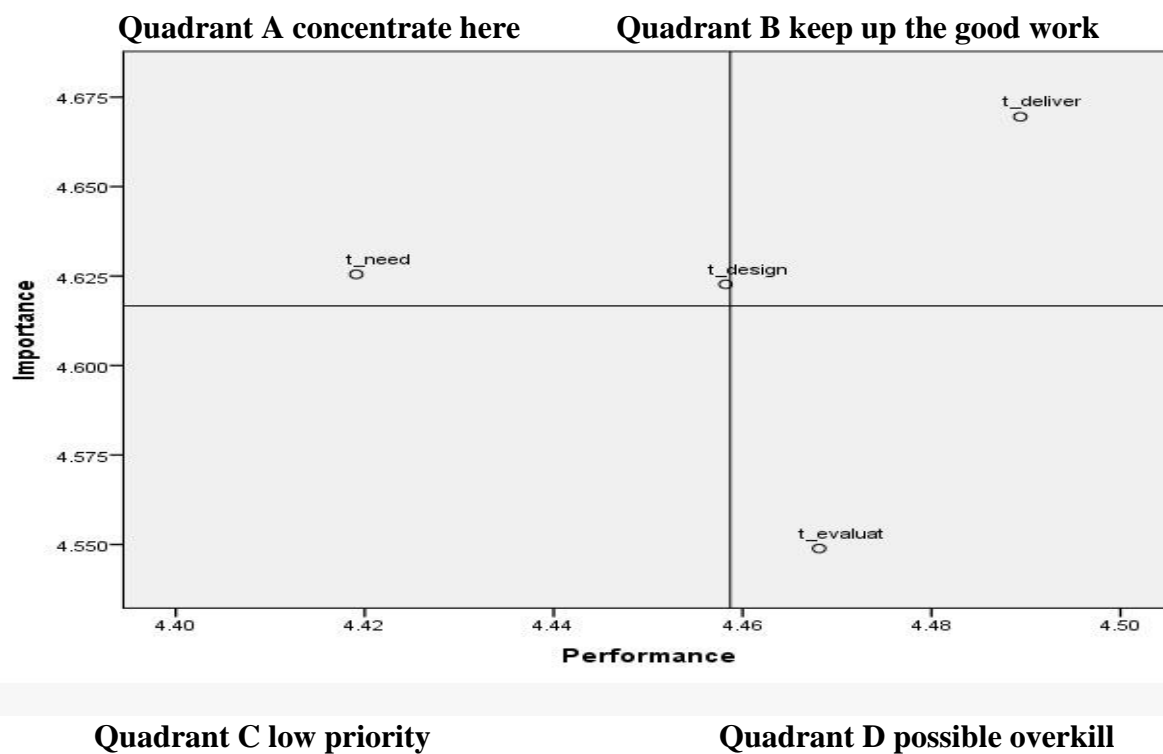


Figure (3) IPA matrix with data-cantered quadrants

Assessment of the Structural Model

To test the hypotheses, the structural equation analysis was utilized, the explanatory power and the predictive capacity of the model were analyzed. Regarding the explanatory power of the model, R^2 was utilized. According to Chin (1998), the values of R^2 should be at least 0.10. Therefore, the R^2 value of the variables of the study are acceptable (0.374 and 0.334). Besides, the model predictive capacity was tested using the Stone-Geisser Q^2 test, it was indicated the variables value are greater than zero, as illustrated in (Table 3), this provides adequate predictive validity of the model according to Henseler et al. (2010). Consequently, it became clear that the structural model has enough predictive validity.

To avoid multicollinearity in the structural model, the VIF values of the manifest variables were tested (ranging from 1 to 1.596) which are below the suggested threshold value of 5.0, proving inexistence of multicollinearity according to Hair et al., (2016).

Table (3): Coefficient of determination (R^2) and (Q^2) of the model

Endogenous latent construct	(R^2)	(Q^2)
Person-job fit	0.374	0.235
Work engagement	0.334	0.160

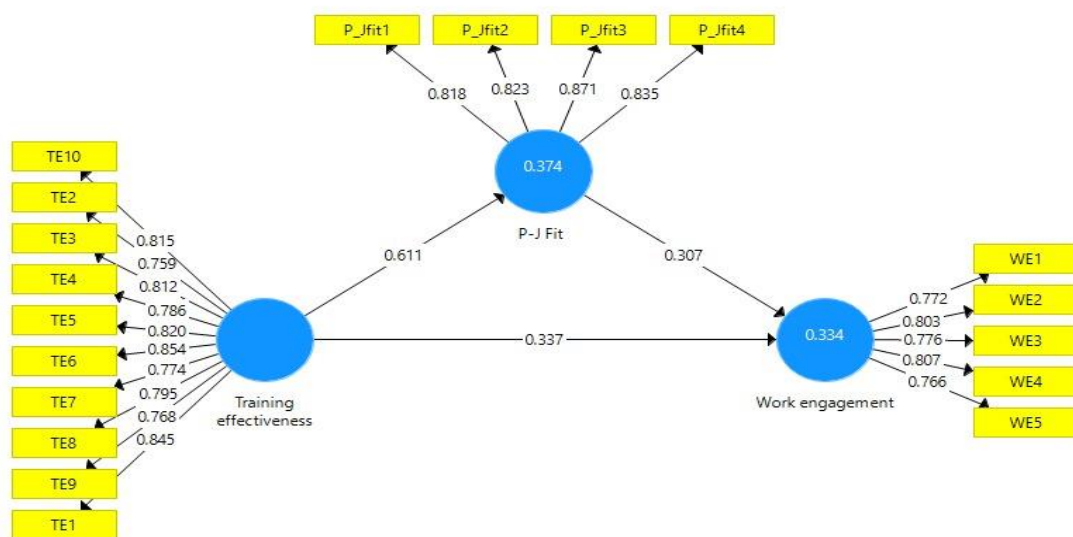


Figure (4): The structural Model

Results and Analysis:

Bootstrapping technique was used to analyze the t-value of the hypothesized association and the path coefficient. According to table 4 and 5, it was revealed that training effectiveness had positive and significant correlation with work engagement $\beta = 0.337$, $p = 0.01$, and person-job fit as well $\beta = 0.611$, $p < 0.001$, so H1 and H2 were supported. The correlation between person-job fit and work engagement was found to be positive and significant $\beta = 0.307$, $p < 0.01$, supporting H3. The results also confirm the mediation effect of person-job fit between training effectiveness and work engagement. The H4 was accepted since training effectiveness had a positive effect on work engagement through person-job fit $\beta = 0.187$, $p < 0.01$.

Table (4): Summary of direct effect testing

Hypotheses	β	T Statistics	P Values	Test result
H1- Training effectiveness -> Work engagement	0.337	2.634	0.009	supported
H2- Training effectiveness -> P-J Fit	0.611	10.167	0.000	supported
H3- P-J Fit -> Work engagement	0.307	2.761	0.006	supported

Table (5): Mediation Results

Hypothesis	β	T Statistics	P Values	Test result
H4 - Training effectiveness -> P-J Fit -> Work engagement	0.187	0.184	0.004	supported

Discussion

This study adds to the literature of human resource management and organizational behaviour. It had two objectives, firstly to assess perceived training effectiveness from employees' point of view using IPA model, and secondly to test the relationship between perceived training effectiveness and work engagement through P-J fit. According to Mathis and Jackson (2008), four training effectiveness criteria including training needs analysis, training design, training delivery and training evaluation were adopted to evaluate training effectiveness from employees' point of view. To calculate training effectiveness using IPA, the importance of every aspect of training effectiveness was compared to its actual performance. The study revealed that the average of importance of training effectiveness aspects reported by employees are higher than the actual performance of training programs implemented by hotels in question. Differences between importance and performance were clear regarding two aspects of training effectiveness including training needs analysis ($T = -4.24, P \leq 0.001$) and training design ($T = -4.30, P \leq 0.001$). Regarding the other aspects including training delivery and evaluation, there are no obvious differences (hotels do not need to pay more attention to them).

Regarding training needs analysis which concentrates mainly on identifying the skills needed to be provided for trainees, the results indicated that hotels in question do not conduct training needs analysis properly. Given that training design aims at ensuring trainees feeling that training content reflects their job requirements via devising training program contents and using the appropriate method for training (Kauffeld and Lehmann-Willenbrock, 2010), the results revealed that a gap exists between the employees' importance and performance of training design where hotels must address this gap to enhance training effectiveness.

Achieving the second objective of the research, the effect of employees' perceptions of training effectiveness on work engagement was explored directly and indirectly through P-J fit. The results indicated that the direct relationship between employees perceived training effectiveness and work engagement was positive and significant supporting H1, this is in line with Shuck and Reio (2014). Illustrating this result, SET was adopted as an antecedent of work engagement. In the light of SET, employees tend to reciprocate when offering them valuable offers, training can be considered as a valuable solution to employees which merits exhibiting positive attitudes including work engagement in return.

It was obvious that training effectiveness can enhance P-J fit, supporting H2, this coincides with Rayton et al. (2018). Since P-J fit describes the congruence between an employee and his/her job, training can provide employees with the required competencies to establish positive fit perceptions about the requirements and supplies of a job, consequently P-J fit arises.

Notwithstanding the importance of training in enhancing P-J fit, proper selection of employees affects P-J fit to a large extent. Consequently, it is worthy to note that P-J fit formation doesn't depend only on training but also on employee selection. If the right person is not selected for the right job, then training will not affect employee's performance. Training effect on the performance is conditioned by the accurate selection of employees, supporting the notion that says 'good training will not fix for bad selection'. (Bhat, 2014).

Also, the results indicated that employees with high P-J fit tend to have the motivation to master challenging tasks because of their belief that they possess the required skills and abilities to do their job, consequently their work engagement increases, this justifies H3 and coincides with Greguras and Diefendorff (2009). This explanation stems from JD-R theory which assumes that having the ability to cope with the demands of the job results in forming positive attitudes including work engagement.

Finally, the indirect positive relationship between training effectiveness and work engagement through P-J fit was confirmed, supporting H4. The explanation of this hypothesis depends on the notion that training affects work engagement directly via offering sacrifice for employees to increase their well-being, so employees exhibit engagement in return. Relatively, training can help to raise P-J fit through providing employees with the required skills, as a result, P-J fit enhances work engagement.

Practical implications

The findings of the current study have several vital implications for human resource development practitioners in the hospitality industry. The results revealed that attaining training effectiveness from employee's perspective is related to higher levels of P-J fit and consequently work engagement. Given the importance of P-J fit as a mediator between training effectiveness and work engagement, hotels have to raise P-J fit via accurate selection of employees. P-J fit occurs initially through appropriate selection and then training can improve it more. Interestingly, managers should concentrate on selecting individuals initially who share the values of the hotel and fit with the job. In this direction, the selection process should cover Person-Organization fit (P-O) and P-J fit assessments, then socialization and training should be utilized to enhance fit perceptions. Two gaps were found while assessing training effectiveness including training needs analysis and training design. So, it is recommended that training needs analysis must be conducted accurately based on effective methods like performance appraisal, managers observation or employees' opinions. After deciding the topics in which the employees will be trained, the suitable place must be chosen and equipped to implement the training successfully. Then, it is vital to select the suitable trainer with adequate ability to improve the employees' knowledge and skills. Various training instruction methods should also be utilized to cope with different conditions. For example, the suitability of training techniques (e.g., lecture, role-playing) depends on the objectives, the trainees and the task.

Limitations and future research

The empirical findings of this research need to be considered in light of its limitations. First, training effectiveness was assessed from employees' point of view, however there are other ways for assessment that can be adopted in further research like financial consequences of training (ROI) or organization performance. Second, this study considered P-J fit as a mediator between training and work engagement. Future studies may consider other forms of fit including person-supervisor fit, person-organization fit and person-group fit which may moderate or mediate the explored relationships. This might provide HR practitioners with crucial information that may facilitate engaging employees. Finally, this study shed light on training only as an antecedent of work engagement, future studies may test more antecedents of work engagement like supervisor's support, leadership style and human resources practices like performance appraisal and compensation.

References:

- Amoah-Mensah, A. and Darkwa, P. (2016), "Training and development process and employees' performance in the "Chop Bar" industry", *Journal of Research and Development*, 3(1), 34-57.

- Babakus, E.; Yavas, U. and Ashill, N.J. (2011), “Service worker burnout and turnover intentions: roles of person-job fit, servant leadership, and customer orientation”, *Services Marketing Quarterly*, 32 (1), 17-31.
- Babakus, E.; Yavas, U. and Karatepe, O.M. (2017), “Work engagement and turnover intentions: correlates and customer orientation as a moderator”, *International Journal of Contemporary Hospitality Management*, 29 (6), 1580-1598.
- Bakker, A. B. and Schaufeli, W. B. (2008), “Positive organizational behavior: engaged employees in flourishing organizations”, *Journal of Organizational Behavior*, 29 (2), 147-154.
- Bakker, A. B. and Demerouti, E. (2014), “Job demands-resources theory”, in Chen, P.Y. and Cooper, C.L. (Eds), *Work and Wellbeing: Wellbeing: A Complete Reference Guide*, John Wiley & Sons, Vol. 3
- Bauer, K. N.; Orvis, K. A.; Ely, K. and Surface, E .A. (2016), “Re-examination of motivation in learning contexts: Meta-analytically investigating the role type of motivation plays in the prediction of key training outcomes”, *Journal of Business and Psychology*, 31(1), 33-50.
- Bhat, Z. H. (2014), “Job matching: the key to performance”, *International Journal of Research in Organizational Behavior and Human Resource Management*, 2(4), 257-269.
- Blau, P. (1964), *Exchange and Power in Social Life*, Wiley, New York, NY
- Boon, C.; Den Hartog, D. N.; Boselie, P. and Paauwe, J. (2011), “The relationship between perceptions of HR practices and employee outcomes: examining the role of person–organisation and person–job fit”, *The International Journal of Human Resource Management*, 22(01), 138-162.
- Byrne, B. M. (2010), “Structural Equation Modeling with AMOS: Basic Concepts, Applications, and Programming”, 2nd ed., Routledge, Taylor & Francis Group, New York, NY.
- Cable, D. M. and Judge, T. A. (1996), “Person-organization fit, job choice decisions, and organizational entry”, *Organizational Behavior and Human Decision Processes* 67 (3), 294-311.
- Cain, L.; Busser, J. and Kang, H.J. (2018), “Executive chefs’ calling: effect on engagement, work-life balance and life satisfaction”, *International Journal of Contemporary Hospitality Management*, 30 (5), 2287-2307.
- Cascio, W. (2015), “Managing Human Resources: Productivity, Quality of Work Life, Profits ”, 10th Ed., McGraw-Hill Education, New York, USA.
- Chen, C. Y. (2019), “Does work engagement mediate the influence of job resourcefulness on job crafting? An examination of frontline hotel employees”, *International Journal of Contemporary Hospitality Management*, 31 (4), 1684-1701.
- Chen, C. F. and Chen, S. C. (2012), “Burnout and work engagement among cabin crew: antecedents and consequences”, *The International Journal of Aviation Psychology*, 22 (1), 41-58
- Chen, C. Y., Yen, C. H. and Tsai, F.C. (2014), “Job crafting and job engagement: the mediating role of person-job fit”, *International Journal of Hospitality Management*, 37, 21-28
- Chin, W.W. (1998), “The Partial Least Squares Approach for Structural Equation Modeling”, Lawrence Erlbaum, New Jersey.
- Choo, L.S. (2016), “A study of the role of work engagement in promoting service-oriented organizational citizenship behavior in the Malaysian hotel sector”, *Global Business and Organizational Excellence*, 35 (4), 28-43.
- Daft, R. (2014), “Management”, 11th Ed., Cengage Learning, Mason, OH, USA.
- Deng, W.; Kuo, Y. and Chen, W. (2008), “Revised importance–performance analysis: three factor theory and benchmarking”, *The Service Industries Journal*, 28(1), 37-51.
- Dias, Á. And Silva, R. (2016), “Organizational training and organizational commitment: a literature review and conceptual development”, *International Journal of Innovative Science, Engineering & Technology*, 3(1), 387-399.
- Elnaga, A. and Imran, A. (2013), “The effect of training on employee performance”, *European Journal of Business and Management*, 5(4), 137-147.

- Fletcher, L. (2016), "Training perceptions, engagement, and performance: comparing work engagement and personal role engagement", *Human Resource Development International*, 19 (1), 4-26.
- Greguras, G. J. and Diefendorff, J. M. (2009), "Different fits satisfy different needs: linking person environment fit to employee commitment and performance using self-determination theory", *Journal of Applied Psychology*, 94 (2), 465-477.
- Gruman, J. A., and Saks, A. M. (2011), "Performance management and employee engagement", *Human Resource Management Review*, 21 (2), 123-136
- Guan, X. and Frenkel, S. (2019), "How perceptions of training impact employee performance: Evidence from two Chinese manufacturing firms", *Personnel Review*, 48 (1), 163-183.
- Hair, J. F.; Black, W. C.; Babin, B. J. and Anderson, R. E. (2010), "Confirmatory factor analysis. Multivariate Data Analysis", 7th ed.; Pearson Education, Inc.: Upper Saddle River, NJ, USA, 600-638.
- Henseler, J. and Fassott, G. (2010), "Testing moderating effects in PLS path models: an illustration of available procedures", in Esposito Vinzi, V., Chin, W.W., Henseler, J. and Wang, H. (Eds), *Handbook of Partial Least Squares: Concepts, Methods and Applications*, Springer, Berlin, pp. 713-735.
- Herzberg, F. (1968), "One more time: How do you motivate employees", January/February, pp. 53-62.
- Karatepe, O.M. and Olugbade, O.A. (2016), "The mediating role of work engagement in the relationship between high-performance work practices and job outcomes of employees in Nigeria", *International Journal of Contemporary Hospitality Management*, 28 (10), 2350-2371.
- Kauffeld, S. and Lehmann-Willenbrock, N. (2010), "Sales training: effects of spaced practice on training transfer", *Journal of European industrial training*, 34 (1), 23-37.
- Kim, J. and Gatling, A. (2018), "The impact of using a virtual employee engagement platform (VEEP) on employee engagement and intention to stay", *International Journal of Contemporary Hospitality Management*, 30 (1), 242-259.
- Kirkpatrick, D.L. and Kirkpatrick, J.D. (2010), "Evaluating Training Programs: The Four Levels", 3rd Ed., Berrett-Koehler Publishers, USA.
- Kirkpatrick, J. D. and Kirkpatrick, W. K. (2016), "Kirkpatrick's four levels of training evaluation", Association for Talent Development.
- Kristof, A.L. (1996), "Person-organization fit: An integrative review of its conceptualizations, measurement, and implications", *Personnel Psychology*, 49 (1), 1-49.
- Kwizera, M.; Osunsan, O.K.; Irafu, F.; Wandiba, A.; Abiria, P. and Bayo, I. (2019), "Effect of Organizational Change on Employee Performance among selected Commercial Banks in Bujumbura, Burundi", *East African Scholars Journal of Economics, Business and Management*, 2(4): 225-234.
- Lewis, L.K. (2007), "An organizational stakeholder model of change implementation communication", *Communication Theory*, 17 (2), 176-204.
- Liu, J. and Cho, S. (2018), "Interaction effect of display rules and emotional intelligence on hotel managers' and non-managers' work engagement", *International Journal of Contemporary Hospitality Management*, 30 (3), 1903-1919.
- Liu, J.; Cho, S. and Putra, E. D. (2017), "The moderating effect of self-efficacy and gender on work engagement for restaurant employees in the United States", *International Journal of Contemporary Hospitality Management*, 29 (1), 624-642.
- Lu, L.; Lu, C.; Gursoy, D. and Neale, N. R. (2016), "Work engagement, job satisfaction, and turnover intentions: a comparison between supervisors and line-level employees", *International Journal of Contemporary Hospitality Management*, 28(4), 737-761.
- Ma, E.; Qu, H. and Njite, D. (2011), "U.S. Customer Perceptions towards Chinese Restaurant Service Quality: An Importance and Performance Approach", *Journal of Foodservice Business Research*, 14(3), 290-308.

- Martilla, J. and James, J. (1977), “Importance-Performance Analysis”, *Journal of Marketing*, 41(1), 77-79.
- Mathis, R. and Jackson, J. (2008), “Human Resource Management”, 12th Ed., *Thomson South-Western*, Mason, OH, USA.
- Memon, M. A.; Salleh, R. and Baharom, M. N. R. (2015), “Linking Person-Job Fit, Person-organization fit, employee engagement and turnover intention: A three-step conceptual model”, *Asian Social Science*, 11(2), 313.
- Miles, J.A. (2012), *Management and Organization Theory*, Wiley.
- Namuleme, B.; Mugume, T.; Osunsan, O.K.; Nakato, S. and Nakacwa, K.S. (2020), “Service Environment and Customer Satisfaction in Centenary Bank Kabalagala Branch, Kampala, Uganda”, *The International Journal of Business & Management*, 8 (1): 16-22.
- Noe, R.A. (2013), “Employee training and development”, 6th Ed., *McGraw-Hill*, New York, USA.
- Park, S.; Oh, S. and Lee, Y. (2020), “The relationships between person organization value fit and employee attitudes in a Korean government sector”, *The International Journal of Human Resource Management*, 31 (16), 2089–2114.
- Parker, S. K. and Griffin, M. A. (2011), “Understanding active psychological states: embedding engagement in a wider nomological net and closer attention to performance”, *European Journal of Work and Organizational Psychology*, 20 (1), 60-67.
- Putra, E.D.; Cho, S. and Liu, J. (2015), “Extrinsic and intrinsic motivation on work engagement in the hospitality industry: test of motivation crowding theory”, *Tourism and Hospitality Research*, 17 (2), 228-241.
- Rayton, B.; Yalabik, Z.Y. and Rapti, A. (2019), “Fit perceptions, work engagement, satisfaction and commitment”, *Journal of Managerial Psychology*, 34 (6), 401-414.
- Schaufeli, W. B.; Bakker, A. B. and Salanova, M. (2006), “The measurement of work engagement with a short questionnaire: A cross-national study”, *Educational and Psychological Measurement*, 66(4), 701-716.
- Sesen, H. and Ertan, S. S. (2021), “The effect of the employee perceived training on job satisfaction: the mediating role of workplace stress”, *European Journal of Training and Development*. 46(9), 953-973.
- Shuck, B. and Reio Jr, T. G. (2014), “Employee engagement and well-being: A moderation model and implications for practice”, *Journal of Leadership & Organizational Studies*, 21(1), 43-58.
- Silva, F. and Fernandes, P. (2010), “Using importance-performance analysis in evaluating institutions of higher education: A case study”, *International Conference on Education and Management Technology*, 121-123.
- Simbula, S.; Guglielmi, D. and Schaufeli, W. B. (2011), “A three-wave study of job resources, self-efficacy, and work engagement among Italian schoolteachers”, *European Journal of Work and Organizational Psychology*, 20(3), 285-304.
- Taplin, R. (2012), “Competitive importance-performance analysis of an Australian wildlife park”, *Tourism Management*, 33(1), 29-37.
- Voegtlin, C.; Boehm, S. and Bruch, H. (2015), “How to Empower Employees: Using Training to Enhance Work Units’ Collective Empowerment”, *International Journal of Manpower*, 36(3), 354-373.
- Werner, J.M. and DeSimone, R.L. (2012), “Human Resource Development”, 6th Ed., *Thomson South-Western*, Mason, OH, USA.
- Wheeler, A. R.; Halbesleben, J. R. B. and Shanine, K. (2013), “Exploring the middle range of person-environment fit theories through a conservation of resources perspective”. In A. L. Kristof-Brown & J. Billsberry (Eds.), *Organizational fit: Key issues and new directions* (pp. 170–194). Wiley Blackwell.
- Yu, K. Y. T. (2016), “Inter-relationships among different types of person–environment fit and job satisfaction”, *Applied Psychology*, 65 (1), 38–65.

تقييم فعالية التدريب وكيف يؤثر في الاستغراق الوظيفي في الفنادق: الدور الوسيط للتوافق بين إمكانيات الأفراد ومتطلبات الوظائف

عثمان الصاوي¹

حاتم رضوان^{1,2}

اقسم إدارة الفنادق – كلية السياحة والفنادق – جامعة قناة السويس – مصر
² كلية إدارة الأعمال – جامعة أم القرى – المملكة العربية السعودية

الملخص العربي

انطلاقاً من أهمية الاستغراق الوظيفي لتحسين الأداء الوظيفي، وزيادة ارتباط العاملين بالمؤسسة، تهدف الدراسة إلى تحقيق هدفين، أولهما: تقييم فعالية التدريب من منظور العاملين بالفنادق، وثانيهما: قياس أثر فعالية التدريب في تحقيق الاستغراق الوظيفي بشكل مباشر وفي حالة وجود التوافق بين إمكانيات الفرد ومتطلبات الوظيفة بشكل غير مباشر. تم تصميم استمارة استقصاء لهذا الغرض ووزعت على عينة من فنادق الخمس نجوم بمدينة شرم الشيخ، حيث وزع 320 استمارة على 16 عامل من التابعين لسلاسل استرد منها 235 صالحة للتحليل الإحصائي. تم معالجة البيانات احصائياً باستخدام برنامجي SPSS، Smart PLS حيث تم تقييم فعالية التدريب من خلال تحليل الفروق بين الأداء والأهمية IPA لأربعة عناصر لتقييم فعالية التدريب متضمنة تحديد الحاجات التدريبية، تصميم البرامج، تنفيذ التدريب وتقييم نتائجه، وذلك باستخدام تحليل الفروق عبر اختبار paired sample T test وتوصلت الدراسة لمجموعة من النتائج أبرزها عدم التحديد الدقيق للحاجات التدريبية للعاملين، عدم الدقة في تصميم البرامج التدريبية من ناحية المحتوى ومدى استخدام الوسائل التدريبية المناسبة، فضلاً عن وجود تأثير إيجابي معنوي لفعالية التدريب في درجة الاستغراق الوظيفي لدى العاملين، يزداد هذا التأثير إذا كان لدى الفرد توافقاً بين إمكانياته ومتطلبات الوظيفة. وتوصى الدراسة بتخطيط البرامج التدريبية بشكل فعال من خلال اعتمادها على نتائج تقييم الأداء والاستفادة من آراء العاملين، وكذا الاختيار السليم للعاملين وتوجيههم بما يزيد من درجة توافقهم مع الوظيفة وبالتالي استفادتهم من التدريب بشكل أفضل ورفع درجة الاستغراق الوظيفي لديهم.

الكلمات المفتاحية: فعالية التدريب، إدارة الموارد البشرية، الفنادق المصرية، الاستغراق الوظيفي، التوافق بين الفرد والوظيفة