

**INFLUENCE OF HUMAN RESOURCE DEVELOPMENT (HRD)  
PRACTICES ON EMPLOYEE COMPETENCIES AND  
ORGANIZATIONAL PERFORMANCE OF THE HOTEL  
INDUSTRY IN GHANA**

A

Thesis

Submitted to



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By

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PUNJAB  
2018**



## **DECLARATION**

I declare that the thesis entitled “Influence of Human Resource Development (HRD) Practices on Employee Competencies and Organizational Performance of the Hotel Industry in Ghana” has been prepared by me under the guidance of Dr. Mridula Mishra, Professor and head Mittal School of Business, Lovely Faculty of Business and Arts, Lovely Professional University, India. No part of this thesis has formed the basis for the award of any degree or fellowship previously.

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## **CERTIFICATE**

This is to certify that the thesis entitled “Influence of Human Resource Development (HRD) Practices on Employee Competencies and Organizational Performance of the Hotel Industry in Ghana”, which is being submitted by Mr. Frank Nana Kweku Otoo for the award of the degree of Doctor of Philosophy in Management from the Faculty of Business and Arts, Lovely Professional University, Punjab, India, is entirely based on the work carried out by him under my supervision and guidance. The work reported, embodies the original work of the candidate and has not been submitted to any other university or institution for the award of any degree or diploma, according to the best of my knowledge.

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## **DEDICATION**

I dedicate this work to my dearest mum, Esther Esi Banwah Bonney, for her immense support, care and encouragement.

## **ACKNOWLEDGEMENT**

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# ABBREVIATIONS

## Abbreviations Description

AFI	Absolute Fit Indices
AGFI	Adjusted Goodness to Fit Index
ATD	Association of Talent Development
AVE	Average Variance Extracted
CC	Change Competency
CD	Career Development
CFA	Confirmatory Factor Analysis
CFI	Comparative Fit Index
CMC	Communication Competency
COM	Compensation
CPM	Classical Product Method
CR	Composite Reliability
CST	Chi-squared Test
DF	Degrees of Freedom
EC	Ethical Competency
EFA	Exploratory Factor Analysis
EI	Employee Involvement
FO	Financial Outcome
GDP	Gross Domestic Product
GFI	Goodness to Fit Index



GOG Government of Ghana

GPMI Parsimony Goodness to Fit Index

GTA Ghana Tourism Authority

HCS Hotel Classification System

HISTOQUAL Historic Quality

HOLSERV Hotel Service Quality

HR Human Resource

HRD Human Resource Development

HRDP Human Resource Development Practices

HRM Human Resource Management

HRMP Human Resource Management Practices

IFI Incremental Fit Index

KM Knowledge Management

KSA Knowledge, Skills, Abilities

LODGQUAL Lodging Quality

MGM Multi-Group Moderation

MOFEP Ministry of Finance and Economic Planning

MOM Model Of Mediation

NFI Normed Fit Index

NFO Non-Financial Outcome

NPAR Number of Distinct Parameters

OC Organizational Commitment

OE	Organizational Effectiveness
OO	Organizational Outcome
OP	Organizational Performance
PA	Performance Appraisal
PI	Performance Indicators
PP	Psychometric Properties
RFI	Relative Fit Indices
RFI	Relative Fit Index
RMSEA	Root Mean Square Error of Approximation
SC	Self-Competency
SEM	Structural Equation Modelling
SERVQUAL	Service Quality
SERVPERF	Service Performance
SHC	Strategic Human Capital
SHRD	Strategic Human Resource Development
SHRDP	Strategic Human Resource Development Practices
SHRM	Strategic Human Resource Management
SHRMP	Strategic Human resource Management Practices
SRMR	Standardized Root Mean Square Residual
TC	Team Competency
TD	Training and Development
TLI	Tucker-Lewis Index

WTO World Tourism Organization

WTTC World Tourism and Travel Council

## **ABSTRACT**

Organizations use human resource development practices as an important strategic mechanism to stimulate positive behaviour in individuals and impact their knowledge, skills and attitudes which can increase productivity and performance. Establishing a competitive edge through people necessitates conscientious thought to processes that perfectly influence these resources. Human resource development practices are more exact than policies; they are programs planned and put into action to enhance employee competencies, for employees to function efficiently and attain performance expectancies. The purpose of the study was to examine the influence of human resource development practices on employee competencies and organizational performance of the hotel industry in Ghana. Specifically, the study sought to analyze the human resource development practices prevailing in the Hotel Industry, evaluate the impact of human resource development practices on employee competencies, study the impact of employee competencies on the performance of the hotel industry as well as study the role of employee competencies on the association between human resource development practices and organizational performance. The study adopted a positivism paradigm as a research philosophy, due to its appropriate formulation of hypothesis, exploration of the relationship and causality between variables in a specific industry, the independence of the researcher in the study and the desired generalization for star-rated hotels. Also, a descriptive research design was applied due to its high degree of objectivity and neutrality. A cross-sectional study design was used for the collection of primary data through a structured questionnaire. The reliability and validity of the dimensions were established through confirmatory factor analysis. Stratified sampling technique was applied in the selection of hotels. Four and five star-rated hotels were selected using a census survey whereas, purposive sampling was used in the selection of one, two and three star-rated hotels. The Yamane (1967) sample size technique was used in determining the sample size of one to three star-rated hotels. The Statistical Package for Social Science (SPSS) 20 and Analysis of Moment Structures (AMOS) 20.0 was applied in analyzing the conceptual properties of the scales and proposed model. The hypothesis developed for the study was tested using correlation analysis, whereas the studies proposed objectives were tested using Structural Equation Modeling (SEM). Baron and Kenny (1986) classical product method of mediation was applied in examining the role of employee competencies on the association between human resource development practices and organizational performance. A multi-group moderation analysis with maximum likelihood criterion was applied in assessing the degree of

correlation in the classification of hotels. The findings of the study indicate that all the six-hypothesis developed for the study were accepted in the data set. The finding further revealed that all relevant and applicable indices of the SEM application were within suggested and recommended thresholds. Accordingly, the overall structural model test indicated a good fit and reflected desirable psychometric properties. Moreover, all the four objectives of the study were supported in the data set except sub-objective 2.3 and 2.4 of objective two. Findings of objective one suggests that career development was perceived high among the other human resource development practices by the hotels. Findings of objective two confirmed a well-articulated human resource development practices have the tendency of enhancing and improving employee competencies. Finding of objective three give credence to the long-held assertion that competent employees are a source of competitive advantage. The findings of objective indicate that employee competencies mediated the association between human resource development practices and organizational performance, when it reported an indirect mediated effect with a zero coefficient. The finding affirmed the assertion that to claim the mediator is absolutely responsible for the relationship between the outcome and the cause, the coefficient should be zero. Hotel classification moderates the path between training and development and employee competencies. Hence for star rated hotels the relationship between training and development and employee competencies are different. Similarly, hotel classification moderated the path between training and development and organizational performance, therefore, there are difference in the relationship between training and development and organizational performance. The finding of the study supports the contention in literature about the subject of improvements of employee competencies as well as addresses the recommendation to further investigate the relationship between human resource development practices and organizational performance. Furthermore, the findings of the study emphasize the relevance of employee competencies as a valuable resource in enhancing the influence of human resource development practices on hotel industry performance. Consequently, the study finding has not been previously established empirically in literature. Distinctively, the study extends the literature by adducing evidence empirically that, employee competencies mediates the association between human resource development practices and organizational performance of the hotel industry in Ghana. The results of the study lead to the consideration of a series of implications for the hotel industry in Ghana. It is recommended for policy makers, stakeholders and management of hotels to encourage the adoption of properly and well-articulated human resource development

practices in the hotel industry. Human resource development practices are a basic factor for employees to acquire competencies that in turn significantly improve organizational functioning. Human resource development practices influence employee competencies through training and development interventions, career development interventions and employee involvement interventions. Management of the hotels should ensure that employees are sponsored to training programs on the basis of relevant training needs. Training needs assessment should be established on a cogent performance appraisal mechanism. Additionally, the training needs identified should be valuable, realistic and established on the business strategy of the organization. Management of the hotels should also ensure, training programs are conducted for employees in all facets of quality as well as see to it that, the activities of the training program meets the needs of the employees. Along the same lines, management of hotels must support career development in the organization since it provides positive influence on the enhancement of the essential competencies for an establishment. Also, management should ensure employee career development plans by assisting employees on how to draw up action plans regarding their career development. Moreover, the management of the hotels should provide coaching to enhance the career of its employees by supporting employees action plans. Furthermore, management of the hotels should ensure that collaboration and team work across working functions are vigorously emboldened in the organization. Also, management should see to it that information is widely shared in the organization. Employees should be extremely involved in their task in the organization and the capacity of employees should be regarded as an essential determinant of competitive edge. Moreover, management should ensure that, tasks are prudently systematized to enhance the linkage between organizational goals and a person's work. The study also highlights the need to create a system of enhancing the competencies of employees, since they influence the conduct of persons, groups and efficacy of an organization. Furthermore, the study suggests that human resource development practices should be configured such that employees function effectually and meet performance expectancies through enhanced personal competencies which culminates in improvements in organizational performance.

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# CHAPTER I

## INTRODUCTION

### **1.1 Background of the Study**

Anyone who is familiar with the major organizations in their area probably has observed firsthand how dramatically the business environment has changed in recent years (Sims, 2002). These changes have had a significant impact on organizational efforts to be successful. In practically every instance organization have tried to more clearly identify and then focus on factors that impact their success (Reich, 1991; Sims, 2002). One factor that seems to be receiving more attention than any other are people who work for organizations (Reich, 1998). Human resource development thrives as an important area of research practice. Human resource development intent towards advancing a diversity of competence of workers and promoting a vigorous work philosophy in the organization to harness the competencies of employees and inordinately enhance organization effectiveness (Rao, 1987). Human resource development has progressively developed importance considering the fact that, the conventional management supposition that there existed only two essential assets, money and time is absolutely not legitimate, given that knowledge has developed into an unvaryingly imperative resource (Delahaye, 2003; Stacey, 2003). Such resources take on special relevance when dealing with labour-intensive service industries, especially, the hospitality industry, where the accomplishment of the business is contingent predominantly on the success of the synergy among the guest and the employee (Ford et al., 2012). Establishing a competitive edge via people necessitates conscientious thought to processes that perfectly influences these resources. Human resource development practices are more exact than policies; they are programs planned and put into action to enhance employee competencies, in order for employee to function efficiently and attain performance expectancies (Clardy,2008; Nilsson and Ellstrom ,2012). Human resource development practices convey a message to employees that the organization values their contribution and supports their long-term development (Bartlett,2001; Macky and Boxall, 2007). Several other authors (Boelle, 2000; Jones et al., 2014; Whitla et al., 2007) posited that, the extremely essential industry globally in the service sector is the tourism industry, where the hospitality industry is a predominant constituent. According to the World Travel and Tourism Council, in 2016, the sector supported almost 292,220 million employments internationally and produced nearly US\$7,613.3 billion, culminating into 10.2% of worldwide GDP (WTTC, 2017).

They further report an anticipation of a 2.5% rise in jobs to 381,700,000 (11.1% of GDP) by 2027. Similarly, the country report on Ghana in 2016, indicate that the total support of the sector to Ghana's economy amounted to GHC11,542.0mn (USD2,967.1mn). The report further shows that the sector supported almost 693,000 thousand jobs and its forecast to rise to 847,000 thousand (5.6% of GDP) by 2027 (WTTC, 2017). Statistics from the 2016 Budget Statement and Economic Policy of the Government of Ghana suggest that the hotel and restaurant subdivision of the service sector experience a negative growth of -4.8% although a 0.5% growth rate was projected (MOFEP, 2016). The hospitality industry encompasses different activities and purposes, including lodging, catering, and other establishments besides hotels. However, Dittmer (2002) argue that, the hotel industry represents a key segment of the hospitality industry. Several other authors (Enz, 2009; Lockyer, 2007; Poulston, 2008; Swain, 2003) deliberates that, the hotel industry is a people industry. They further indicated that employees are cogitated as the focal point of the hotel industry for the reason that, they may possibly develop a dazzling image for prompt and cozy service or taint the perfect vacation reality. Along the same lines, Cheng and Brown (1998) postulate that it is essential for the hotel industry to cultivate progressive human resource policies and practices to facilitate the attraction, retention, development and motivation of competent employees. The effective utilization of human resource is a major challenge facing the hotel industry. The hotel industry is constantly plagued with high staff turnover levels. Woods (1995) reports that staff turnover rate was projected to be a year and a half in the US. Similarly, Rowley and Purcell (2001) indicates that turnover rate ranging between 18 to 24 months are seen as usual in the UK. Along the same lines, Marco-Lajara and Úbeda-García (2013) contends that the staff turnover rate range between 60 % to 300%. The hotel industry in Ghana is characterized by 59.5% labour turnover rate (Honyenuga and Adzoyi, 2012).

## **1.2 Research Gap**

Literature clearly shed light on several studies put forward by several authors regarding Human resource development and its significant value for the development of an organizations human resource (Bartlett,2001; Macky and Boxall, 2007; O'Connell and Lyons, 1995). Human resource development has been studied in different industries across the globe. Nevertheless, relatively fewer studies exist on human resource development in the hospitality setting (Cheng and Brown, 1998; Nankervis and Debrah, 1995; Swain, 2003). Most researches on human resource practices in the hospitality industry predominantly centers on advanced economies such as UK (Maxwell et

al., 2000; Watson et al., 2007), USA (Kalargyrou and Woods, 2011), New Zealand (Poulston, 2008), Spain (Agut et al., 2003), Germany (Langer, 2003), Australia (Davidson et al., 2010; Jago and Deery, 2004), Ireland (Baum and Szivas, 2008; Nolan et al., 2010). However, with some exceptions (Honyenuga and Adzoyi, 2012; Otu, 2013; Mensah-Ansah, 2014) negligible study exists on HR practices in the hospitality industry of West Africa not to mention the Ghanaian hospitality industry. The Association of Talent Development (ATD, 2012) offered eight developing workplace tendencies that influence human resource development and suggested several actions comprising improving employee skills, efficiently expending new technology, evolving new organizational structures and developing cultures that encourages learning and innovation. These evidently have an immense pact to do with human resource development and are very pertinent to the hotel industry in Ghana especially, as the country seeks to enhance its tourism potentials. It is in view of these that, the study sought to examine how human resource development practices can augment the competencies of employee which will invariably enhance the performance of the hotel industry in Ghana.

### **1.3 Objectives of the Study**

The main objective is to examine how human resource can be developed to enhance the performance of the hotel industry in Ghana.

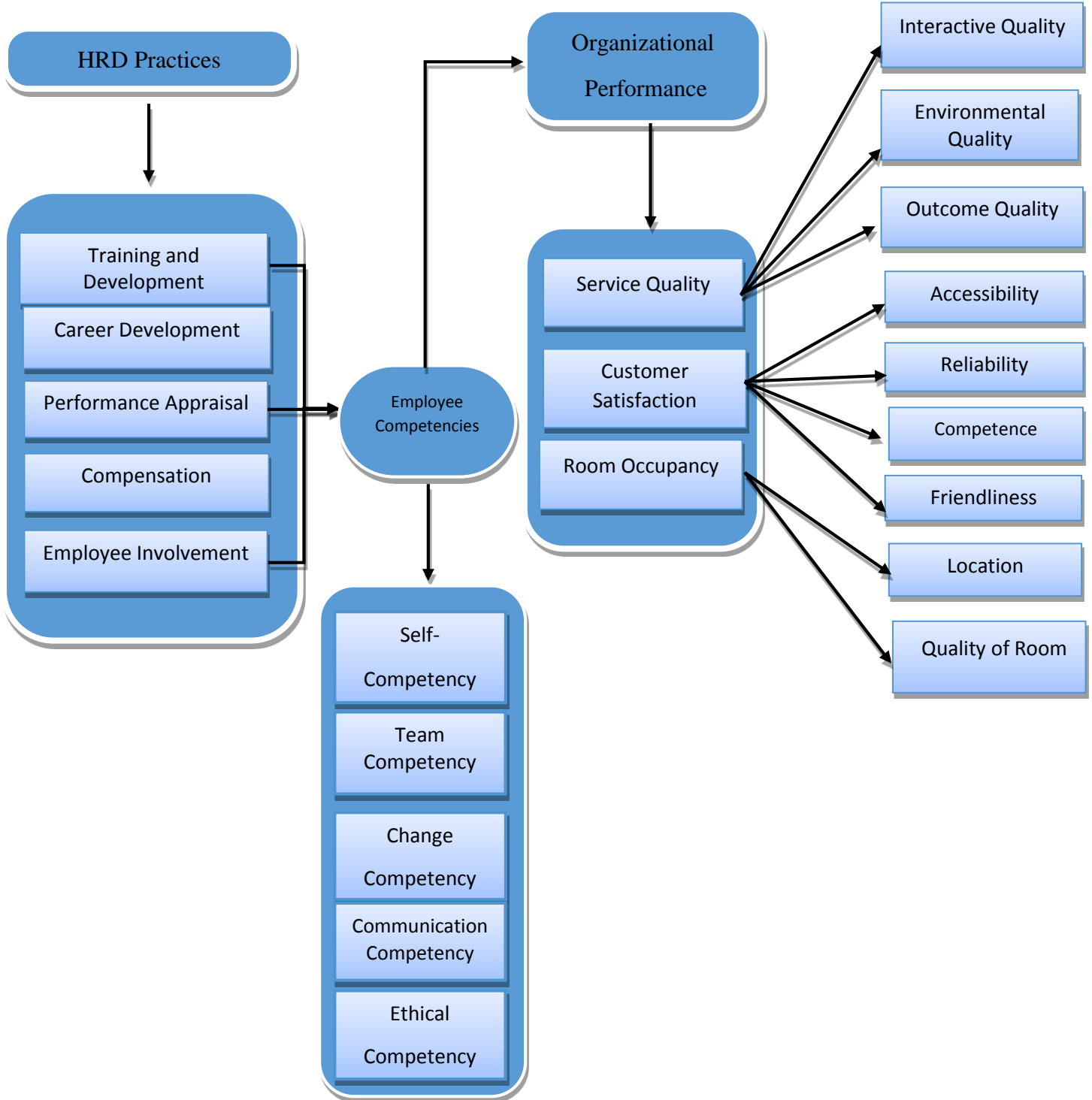
Specific objectives

1. To analyze the human resource development practices prevailing in the hotel industry.
2. To evaluate the impact of human resource development practices on employee competencies.
  - 2.1 The impact of training and development on employee competencies
  - 2.2 The impact of career development on employee competencies.
  - 2.3 The impact of performance appraisal on employee competencies
  - 2.4 The impact of compensation on employee competencies.
  - 2.5 The impact of employee involvement on employee competencies.
3. To study the impact of employee competencies on the performance of the hotel industry.
4. To study the role of employee competencies on the association between human resource development practices and organizational performance.

### 1.4 The Research Model

Figure 1 displays a graphical representation of the conceptual model which guides this research.

Figure 1 Conceptual Frame Work



## **1.5 Definitions of Constructs**

### **1.5.1 Human Resource Development Practices**

Human resource development practices are programs which are designed to be strategically oriented to organizational process for managing the development of human resources to contribute to the overall success of the organization (Werner and DeSimone, 2006, p.26). Similarly, Clardy, (2008) and Nilsson and Ellstrom (2012) posited that human resource development practices are programs planned and put into action to enhance employee competencies, in order for employee to function efficiently and attain performance expectancies. Along the same lines, Bartlett (2001) and Macky and Boxall (2007) opined that human resource development practices convey a message to the workforce that the establishment values their contribution and support their long-term development. Based on literature the following human resource development practices are considered: training and development, career development, performance appraisal, compensation and employee involvement (Rao, 1987; Riordan et al., 2005; Ruona and Gibson, 2004; Smith, 1988; Smith and Walz, 1984; Yuvaraj and Mulugeta, 2013).

#### **Training and Development**

Training and development is generally defined “as a set of formal organizational and individual practices that are designed to enhance the potential contribution of human resources to the organization” (Noe 2005; O’Dwyer and Ryan, 2002; Wentland, 2003). Swanson (2001) defines training and development as “the process of systematically developing expertise in individuals for the purpose of improving performance” (p. 304). Blackburn (1995); Bolla (2000) and Jones (2002) deliberates that training and development programs foster learning and improve competence of overall organizational members.

#### **Career Development**

According to McDaniels and Gysbers (1992) career development is the total constellation of psychological, sociological, educational, physical, economic, and chance factors that combine to shape the career of any given individual over the life span. Hall and Associates (1986) define career development as the outcomes emanating from the interaction of individual career planning and institutional career management processes. McDonald and Hite (2005) postulate that career development interventions enhance employee’s positive attitude towards the organization

## **Performance Appraisal**

DeNisi and Pritchard (2006) posited that performance appraisal is an activity which include the assessment of individual or other level of performance to measure and improve performance that will help in attaining corporate objectives. Obisi (2011) defines performance appraisal as “any work process that entails setting work standards, evaluating employees’ actual performance in relation to these standards”. Several other authors (Armstrong ,2005; Ostroff, 1992; Young et al., 1995) emphasized that integrated human resource and performance management strategies has important impact on the commitment and attitude of employees.

## **Compensation**

Dessler (2009) defined compensation as “all forms of pay or rewards going to employees and arising from their employment” (p. 250). DeNisi and Griffin (2001) define compensation “as a reward system that a company provide to individuals in turn for their willingness to perform various jobs and tasks within organizations”. Mayson and Barret (2006) posited that an organization’s capacity in attracting, motivating and retaining competent human resource by offering competitive remuneration and equitable rewards is connected to the organizations efficiency and development.

## **Employee Involvement**

Employee involvement is the level of participation by members in an organization’s decision-making process and the sense of responsibility and commitment thereby engendered (Denison, 2007). Randolph (2000) and Vroom and Jago (1988) concur with the definition when they referred to employee involvement as the degree to which employees share information, knowledge, rewards and power throughout the organization. Gowen (1990), Rossler and Koelling (1993) opined that employee involvement builds individual competence, control and obligation leading to a concerted foresight, values and aspirations.

### **1.5.2. Employee Competencies**

The concept of “competency” was first brought about by Selznick (1957), White (1959), and subsequently McClelland (1973) remarkably developed the concept of “competency” as significant predictors of employee performance and success. Boyatzis (1982) define competency as the underlying characteristic of a person that could be a motive, trait, and skill, aspect of one’s self-image or social role, or a body of knowledge which he or she uses. Similarly, Milosevic et al.

(2007) emphasized that employee competencies are an assemblage of expertise, proficiencies, and personal qualities as well experience. Along the same lines, Draganidis and Mentzas (2006) concur with this definition when they referred to competence as a combination of tacit and explicit knowledge, behaviour and skills that gives someone the potential for effectiveness in task performance. Hellriegel and Slocum (2011) identified employee's ethical competency, self-competency, diversity competency, cross country competency, team competency and change competency as the seven key competencies that affects the behaviour of individual, teams and effectiveness of an organization. Along the same lines, several authors found team competency, ethical competency, change competency, communication competency and self-competency are major competencies needed for the hospitality occupations (Hai-Yan and Baum, 2006; Sandwith, 1993; [Jauhari](#), 2006). Accordingly, the following competencies are examined: self-competency, team competency, change competency, communication competency and ethical competency.

### **Self - Competency**

Hellriegel and Slocum (2007) defined the concept of self- competency as the overall ability to assess your strength and weaknesses, set and pursue professional goals, balance work and personal life and engage in new learning, including new and modified skills, behaviours and attitudes. Smith (1968) assert that self –competency is the general feeling of an individual as proficient, effectual and decisive. This view appears to be supported by White (1959) who contend that self – competence has an essentially positive intuitive and precious attribute.

### **Team Competency**

Hellriegel and Slocum (2007) defined team competency as the ability to develop, support, facilitate and lead groups to achieve organizational goals. Cannon-Bowers et al. (1995) argued that, team competencies are a main factor for team performance in a work environment. Similarly, Cummings and Worley (2009) emphasize that effectual collaboration and cooperation ensure team efficiency in attaining group goal as well as satisfying needs of team members.

### **Change Competency**

According to Hellriegel and Slocum (2007) change competency is the overall ability to recognize and implement needed adaptation or entirely new transformation in people, task, strategies, structures or technologies in a person's area of responsibility. This view appears to be supported by Tagiuri (1979) who stressed that this capacity gives employee's sensation of capability and a determinant of likeness and mastery. This is consistent with several author who found that the



feeling of control or mystery act as a prominent function amidst contending resources (Pearlin and Schooler, 1978; Schweiger and Ivancevitch, 1985)

### **Communication Competency**

Hellriegel and Slocum (2007) defined communication competency as the overall ability to use all the mode of transmitting, understanding, and receiving ideas, thoughts, and feelings, including verbal, listening, and nonverbal, written, electronic, information and emotional exchanges. Spitzberg and Cupach (1989) postulate that communicative competence frequently suggests an emphasis on suitable representative conduct established in friendly and relational settings. Wiemann's (1977) developed a model of communicative competency composed of five dimensions, affiliation/ support, social relaxation, empathy, behavioral flexibility, and interaction management skills.

### **Ethical Competency**

According to Hellriegel and Slocum (2007) ethical competency is the overall ability to incorporate values and principles that distinguish right from wrong in making decisions and choosing behaviours. Kohlberg (1964) concur with the defined when he referred to ethical competency as the ability in making moral decisions and judgments as well as to make decisions and judgments which are moral and to acting in agreement with the aforesaid judgments and decisions. This is consistent with the study of Trevino (1998) who argued that a robust moral philosophy has an important influence on the moral conduct of employees and organizational commitment.

### **1.5.3. Organizational Performance**

Organizational performance is a complex and multidimensional concept. The potential success of an organization is contingent on its capacity to efficiently implement strategies to accomplish corporate goals (Randeree and Al Youha, 2009). Cho and Dansereau (2010) defined organizational performance as an establishment functioning compared to its objectives and purposes. Along the same lines, Zhang et al. (2008) contends that the organizational performance is the extent of success to which the organization reaches its aims.

### **1.6. Significance of the study**

Human resource development intent towards advancing a diversity of competence of workers and promoting a vigorous work philosophy in the organization to harness the competencies of employees and inordinately enhance organization effectiveness. Swanson and Holton (2009) argue that human resource development practices enhance the capacity of employees for improvement

in organizational efficiency. Employee competencies on the other hand provides potential for effectiveness in task performance (Draganidis and Mentzas, 2006). This study will be of significance to stakeholders, policy makers, government, academia and the general public. The findings of the study will help stakeholders and management of hotels in adopting properly and well-articulated human resource development practices which will help improve the expertise and skills of employees, improve employee competencies to determine the effectiveness of organization performance. This study will further serve as a guide and provides insight for future research regarding human resource development and related field for academia. The study will also contribute to knowledge by contributing to the scarce number of previous studies that have focused on the important function of employee competencies in the human resource development and organizational performance linkage literature in the hotel industry.

### **1.7. Structure of the Study**

This thesis consists of five chapters. The first chapter which introduces the study has been devoted to the background of the study, the research gaps and the objectives of the study. The chapter gives a description of the conceptual framework that guides the study and defines the study constructs. The chapter further indicates the significance of the study.

Chapter two reviews relevant literature concerning the definitions of human resource development, their key concepts and underlying theories. This chapter discusses performance indicators for the hotel industry as well as the dimensions of the various performance indicators. Moreover, this chapter discusses the hypothesis developed for the study.

Chapter three elucidates and discusses methodological issues essential for guiding the study. This chapter covers different topics; types of research paradigms and designs, the research methods selected, the research instrument and measurement of variables used in the study. The chapter also discusses sampling procedures, sample and sample size criteria, research instrument and measurements of variables, the data analysis techniques used, statistical analysis for testing the research model, common methods bias and their controlling techniques and finally ethical considerations.

Chapters four presents the results of the data analysis for study. This chapter covers different topics; descriptive analysis and normality statistics, reliability of scales and confirmatory factor analysis, discriminant analysis. The chapter also discusses correlation analysis, structural equation

modeling, mediation analysis, reports the results of the estimation and modeling process and fit indices and finally testing of research hypothesis and objectives

Chapter five reviews and summarizes findings obtained from the preceding data analysis chapters to draw a broad conclusion for the study. Furthermore, this chapter provides theoretical and empirical implications, and proposes guidelines for future study.



## CHAPTER II

### LITERATURE REVIEW

#### 2.1 Introduction

This chapter focuses on literature related reviews. Section two highlights human resource development definitions, their key concepts and underlying theories. Section three outlines empirical studies on human resource development practices followed by the conceptual framework which guides the study in section four. Section five discusses performance indicators of the hotel industry with dimensions of the various indicators. Section six focuses on hypothesis development and literature linkages. Finally, section seven extracts conclusions from this chapter.

#### 2.2 Defining Human Resource Development (HRD)

Human resource development is multidisciplinary in nature encompassing enormous extents of practice and knowledge. Human resource development derives theories from diverse disciplines in evolving as a distinct area of research and study. In the course of its evolution, Human resource development integrated with economic, system and psychological theories in offering new dimensions to the theoretical underpinnings (Swanson, 2001). Table 1 encapsulates a plethora of human resource development definitions espoused by various authors over the years.

**Table 1: Definitions of Human Resource Development over Time**

AUTHOR	DEFINITION	KEY COMPONENTS	UNDERLYING THEORIES
Harbison and Myers (1964)	Human resource development is the process of increasing and its full utilization economics the knowledge, the skills, and the capacities of all the people in the society (p. 2).	High-level manpower and its full utilization	Development Economics
Nadler (1970)	HRD is a series of organized behavioural change; psychology activities conducted within adult learning a specified time and designed to produce behavioural change (p. 3).	Adult learning; Behavioral change	Psychology

Jones (1981)	HRD is a systematic expansion of people's work-related abilities, focused on the attainment of both organization and personal goals (p. 188).	Individual and organizational goals, Performance.	Economic s, psychology; systems; Philosophical
Chalofsky and Lincoln, (1983)	Discipline of HRD is the study of how individuals and groups in organizations change through learning.	Adult learning	Psychology
Swanson (1987)	HRD is a process of improving an organization's performance through the capabilities of its personnel. HRD includes activities dealing with work design, aptitude, expertise and motivation.	Organizational performance	Economics; psychology; systems
Smith, (1988)	R. HRD consists of programs and activities, direct and indirect, instructional and/or individual that positively affect the development of the individual and the productivity and profit of the organization (p. 1).	organizational performance; Training and development	Psychology; systems; economics
Watkins (1989)	HRD is the field of study and practice responsible for the fostering of a long-term, work-related learning capacity at the individual, group, and organizational level of organizations. As such, it includes but is not limited to training, career development, and organizational development (p. 427).	Career development; training and development; learning capacity	Psychology; systems; economics; performance improvement
Gilley and England (1989)	"HRD is organized learning activities arranged within an organization to improve performance and/or personal	Learning activities; performance improvement	Psychological; system; economic; performance

growth for the purpose of improving the job, the individual and/or the organization” (p. 5).

Nadler and Nadler (1989)	HRD is organized learning experiences provided by employees within a specified period of time to bring about the possibility of performance improvement and/or personal growth (p. 6).	Performance improvement; learning	Performance improvement; psychology
D. Smith (1990)	HRD is the process of determining the optimum methods of developing and improving the human resources of an organization and the systematic improvement of the performance and productivity of employees through training, education and development and leadership for the mutual attainment of organizational and personal goals (p. 16).	Performance improvement	Performance improvement; psychology; economics
Garavan (1991)	HRD is the strategic management of training, development and management/professional education intervention, so as to achieve the objectives of the organization while at the same time ensuring that the full utilization of the knowledge in detail and skills of the individual employees.	Learning organization; organizational development; Training development	Human performance; organizational performance and economics; psychology
Chalofsky (1992)	HRD is the study and practice of increasing the learning capacity of individuals, groups, human collectives and organizations through the development and application of learning-based interventions for the purpose of optimizing human and	Performance improvement; learning capacity	Systems; psychology; human  Performance

organizational growth and effectiveness (p. 179).

Marquardt and Engel (1993)	HRD skills include developing a learning climate, designing training programs, transmitting information and experience, assessing results, providing career counseling, creating organizational change, and adapting learning materials.	Performance improvement; learning climate	Psychology; human performance
Meggison et al. (1993)	HRD is an integrated and holistic approach to changing work-related (behaviour using a range of learning techniques.	Behavioral change; learning climate;	Psychology
Marsick and Watkins (1994)	HRD as a combination of training, career development, and organizational development integration offers the theoretical envision to need a learning organization, but it must also be positioned to act strategically throughout the organization (p. 355).	Learning organization organizational development; career development; training and development	Human performance; organizational performance; systems economics; psychology
Swanson (1995)	HRD is a process of developing and unleashing human expertise through organization development and personnel training and development for the purpose of improving performance (p. 208).	Work process, and individual levels; performance improvement at the organization, organization development; training and development;	Systems; economics; psychology
Horwitz et al. (1996)	HRD is concerned with the processes whereby the citizens of a nation acquire the knowledge and skills necessary to perform both specific occupational tasks and other social, cultural, intellectual and political roles in a society.	Training and development; performance improvement at the organization, work process	Human performance; Systems; economics; psychology



Stead and Lee (1996)	HRD is a holistic societal process of learning drawing upon a range of disciplines.	Learning climate; performance improvement	Human performance; Systems; economics; psychology
McLean and McLean (2001)	HRD is any process or activity that, either initially or over the long term, has the potential to develop adults' work-based knowledge, expertise, productivity, and satisfaction, whether for personal or group/team gain, or for the benefit of an organization, community, nation, or, ultimately, the whole of humanity (p. 313).		Development; economics; psychology
Swanson (2009)	HRD is a process of developing and for the unleashing expertise; purpose of improving organizational system, work process, team, and individual performance.	Developing expertise; unleashing expertise; performance improvement	Systems; economics; psychology

Source: Adapted from Weinberger (1998, pp. 77–79)

### 2.3 Empirical Studies on Human Resource Development Practices

Practitioners and academicians alike advocate that effectual hotel operations necessitate an insight of the essence of investing in human resource development (Ramos et al., 2004; Baum and Szivas, 2008) (Please See Error! Reference source not found.).

**Hinkin and Tracey (2010)** examined human resource related issues of the hospitality industry and other companies such as health care and grocery organizations that encounters same issues. The study analyzed issues like, low remuneration, high labour turnover and protracted operating hours. Data were collected from twenty-one companies, comprising three chains hotels, one food service industry and health care and grocery establishments. The results of the study identified,

compensation programs that reflects values and links remuneration to performance, innovative methods of attracting, selection and retention of competent and loyal employees and flexible schedules in meeting the needs of a dynamic workforce as human resource practices pertaining in these organizations. The finding further revealed that most of these human resource practices offers considerable benefits and less costly.

**Alsufyev and Zavyalova (2013)** conducted a study on human resource development practices and innovation: problem overview. The purpose of the study was to review literature in order to differentiate Human Resource Development from Human Resource Management and to provide a synthesis of distinct theories explaining the impact of human resource development on innovation. The literature review shows that personnel training has a significant effect on innovation. The review further revealed the mediating effect of learning practices in the influence of training on innovation. Furthermore, the review indicated the mediating effect of learning climate in the influence of training on innovation.

**Mapelu and Jumah (2013)** conducted a study on the effect of training and development on employee turnover in selected small medium size hotels in Kenya. The aim of the study was to establish the extent to which training and development of employees contributes to employee turnover. Data were collected from 350 employees of the selected hotels through questionnaire. The study adopted Herzberg's two factor theory. The results of the study indicate that employee development significantly affected employee turnover. They further emphasized that, the strategic integration of other human resource practices and policies will have a much greater impact on employees.

**Agwu and Ogiriki (2014)** conducted a study on human resource development and organizational performance in Nigeria Liquefied Natural Gas Company limited. The purpose of the study was to examine the extent of the relationship between HRD practices (training and development) and increased employee motivation/ commitment and organizational performance. Data were collected from 370 employees through questionnaire. The results of the study show that training and development has a significant impact on employee commitment and motivation as well as organizational productivity.

**Galperin and Lituchy (2014)** conducted a study on human resource development in service industries across cultures. The aim of the study was to develop a theoretical model that stresses the importance of human resource development alignment with organizational and national

cultures was developed in increasing perceptions of service quality. The results of the study indicate that the overall effectiveness in service quality will likely increase when human resource development interventions are aligned with national and organizational cultures. They further emphasized the need for human resource managers in service industries to understand the role of national and organizational cultures in the implementation of human resource development interventions.

**Hrout and Mohamed (2014)** reviewed literature on human resource management practices with respect to the tourism and hotel industry. The purpose of the study was to investigate the factors contributing to the unsuitable practices of human resource practices in order to unravel the challenges of human resource practices. The review highlighted on external factors, internal factors, strategy and past practice of HRM. The review recommends the provision of an array of opportunities for capability building and conducive working environment to promote productivity. They further emphasized the need to consider other human resource related issues in respect of employer-employee relationship, attitude of employee, productivity and efficiency of employees, skills and knowledge of employees.

**Shuck et al. (2014)** conducted a study on human resource development practices and employee engagement by examining the connection with employee turnover intentions. The purpose of the study was to better understand the possible linkages of human resource development practices and employee engagements to turnover intentions. Data were collected using an internet based self-reported survey. The results of the study indicate that, participation in human resource development practices, behavioural and cognitive emotional engagements related negatively to turnover intents. The findings further revealed that, engagements partially mediated the relation between turnover intents and human resource development practices.

**Sung and Choi (2014)** examined the multiple dimensions of human resource development and organizational performance. The aim of the study was to investigate the effects of various human resource development dimensions on organizational performance. Data were collected from 207 manufacturing companies over a 5-year period. The results of the study suggest that human resource development enhances employee competence and commitment, which invariably determines the financial performance of an organization. The study further revealed that employee outcomes significantly mediates the association between human resource development and organizational performance.

**El-Fekey (2015)** conducted a study on the effect of human resource development practices on creating learning organizations in the banking sector of Egypt. The aim of the study was to investigate the effects of human resource development practices on creating a learning organization with emphasizes on the effect of training and development, career development and organizational development on creating a learning organization. Data were collected from 285 employees of different private banks through questionnaires. The results of the study suggest that human resource development has a significant impact on general learning organization. The findings further revealed, training and development as the most effectual HRD practice that impact the entire five organizational learning disciplines.

**Prayag and Hosany (2015)** examined human resource development in the hotel industry in Mauritian. The aim of the study was to identify the role, importance and outcomes attributed to human resource development (HRD) by line managers in the Mauritian hotel industry. Data were collected from 135 hotel line managers through an in-depth interview. The results of the study indicate that human resource development is related to improvements in operational efficiency, improvements in service quality, organizational success and knowledge sharing. The study further indicated that, the prevalence of a need-driven approach to HRD and the link between HRD and corporate strategy is not clear.

**Dominguez-Falcón et al. (2016)** examined the mediating role of commitment and satisfaction of managers versus supervisors in the relation between human resource management and performance in the hotel industry. The purpose of the study was to examine influence the development of high commitment HR practices on satisfaction and commitment of two distinct groups: managers and supervisors. A model was proposed and tested. Data were collected from 68 managers and 296 supervisors were collected through questionnaire. The findings indicate that the development of high-commitment HR practices in hotels has a positive and significant effect on the commitment and satisfaction of both managers and supervisors, but their effect on hotel performance is quite different. The findings further revealed that there exists a link between job affective commitment and job satisfaction.

**Nieves and Quintana (2016)** examine the mediating role of human capital in the relation between human resource management practices and innovation in the hotel industry. The purpose of the study was to increase understanding of the mediating role of human capital in the relation between human resource management practices and innovation. Data from 109 organization through

questionnaires by a cross section research design was used. The results of the study show that human resource management practices affect innovation through their influence on human capital. The finding further indicated that recruitment do not enhance the level of human capital of the firms studied, although they do determine their innovation performance.

**Potnuru and Sahoo (2016)** conducted an empirical study on human resource development interventions, employee competencies and organizational effectiveness. The aim of the study is to examine the impact of human resource development (HRD) interventions on organizational effectiveness (OE) by means of employee competencies which are built by some of the selected HRD Interventions. An integrated research model was developed by combining the principal factors from existing literature. Data were collected from 290 executive and non-executive employees through a structured questionnaire. The results of the study indicate that the chosen human resource development interventions have a significant impact in enhancing employee competencies which culminates in the improvements of organizational effectiveness.

**Al Adresi and Darun (2017)** investigated the relationship between strategic human resource management practices and organizational commitment. Data was collected from 52 oil and gas companies through questionnaires. The findings of the revealed that employees are more committed to the organization when they get best SHRM. The study indicated that, internal career ladder on job training and pay for performance were key SHRM practices that influences employee's commitment toward the organization. The study further revealed that, employees are more concerned of their job security and dynamic working environment.

**Sánchez-Marín et al. (2017)** conducted a study on formalized HR practices and firm performance: an empirical comparison of family and non-family firms. The purpose of the study was to examine the formalization and effectiveness of three basic HR practices: selection, training and compensation in different contexts of family and non-family firms. Data were collected from 500 Spanish companies. The results of the study indicate that a higher degree of HR formalization has a positive influence on firm performance. The study further revealed that, the mediating role of selection in the relationship between training and firm performance is smaller in family than non-family firms.

**Singh and Rao (2017)** investigated HR practices, learning culture and human capital: a study on Indian business and professional service sector. The purpose of the study was to examine the role of human resource (HR) practices and learning-oriented culture to influence organizational human

capital through knowledge management (KM) processes. Data were collected from 237 employees of Indian business and professional service providers. The results of the study suggest that the relationship between HR practices and learning oriented culture has a positive influence on organizational human capital. The study further indicates that, knowledge management mediated the associations between HR practices, organizational human capital, learning oriented culture and organizational human capital.

**Boon et al. (2018)** conducted a study on the integration strategic human capital and strategic human resource management. The aim of the study was to increase knowledge about human capital within organization by integrating two streams of research which focused directly on human capital. The results of the study indicate that, integration of strategic human capital and strategic human resource management helps overcome the weakness in both areas and creates a robust approach to the study of human capital. The study further revealed that, a collaboration between strategic human capital and strategic human resource management research will improve research on human capital in organizations.

**Knies et al. (2018)** reviewed literature on strategic human resource management and public-sector performance: context matters. The aim of the review was to address the imbalance by considering strategic human resource management in the public-sector context. The review supplemented initial findings on strategic human resource management in the public-sector context by providing an outlet for studying HRM, employees' attitude and behaviours, and individual and organizational performance in a public-sector context.

**Mierlo et al. (2018)** conducted a study on the dynamic nature of HRM implementation: a structuration perspective. The aim of the study was to challenge the current view on HRM implementation as being too static and one-directional. A comprehensive framework that assist in understanding the process of HRM implementation was developed. The results of the study suggest that, HRM practices are influenced by various organizational actors. The author further indicated that, for successful implementation, HRM practices need to become inscribed into the interpretive schemes of organizational actors, as well as the allocations of resources.

**Uraon (2018)** conducted a study on the impact of HRD practices on organizational commitment and intention to stay within selected software companies in India. The purpose of the study was to examine the impact of comprehensive HRD practices on organizational commitment (affective, continuance, and normative commitment), and employee intention to stay. Data were collected

from 516 employees of different software companies. The results of the study show that, HRD practices have a positive impact on employee intentions to stay as well as on the three components of organizational commitment. The study further revealed that, affective and normative commitment positively affected employee's intention to stay.

### **2.3. Performance Indicators**

Performance measurement methods or approaches in the hospitality industry has been espoused by several other authors (Atkinson and Brander-Brown, 2001; Brander-Brown and McDonnell, 1995; Harris and Mongiello, 2001). Venkatraman and Ramanujam (1986) proposed three dimensions of performance measurement namely; business performance, organizational effectiveness and financial performance. Beatham et al. (2004) posited that to ensure the competitiveness of organizations, much attention should be focused on non-financial or operational outcomes measured by competitiveness. Several other authors in performance management have advocated the significance of an integration of both financial and non-financial performance measures such as service quality, customer satisfaction, competitiveness, resource utilization, technology and organizational flexibility (Atkinson and Brander-Brown, 2001; Harris and Mongiello, 2001; Fitzgerald et al., 1991). Along the same lines, Fitzgerald et al. (1991) emphasized the importance of performance measures in directing attention to such non-financial factors as customer satisfaction and service quality. Similarly, several other authors (Fitzgerald et al., 1991; Lynch and Cross, 1995; Kaplan and Norton, 1992; Haktanir and Harris, 2005) postulate that it was expedient for an organization's performance measures to be linked to its competitive environment, revenue management, strategic intent, its, market orientation and service delivery process within hotels. This view appears to be supported by Harris and Mongiello (2001) who argue that although a hotel is thought of in a service context, in reality it encompasses three distinct kinds of industrial activity viz; rooms, beverage, and food that exhibit distinct business orientations. They further indicated that, these three orientations call for a varied set of performance indicators. In view of the study objectives the following non-financial measures are considered: service quality, customer satisfaction and room occupancy.

#### **2.3.1 Service Quality**

The concept of service quality is deliberated as a problematic construct to analyze, assess and elucidate. Accordingly, definitions of such construct are still not well developed (Ghobadian et al., 1994). Ghobadian et al. (1994) posited that service quality is a necessity for survival and

progress in competitive business environment. Bitner and Hubbert (1994) opined that service quality is the general feelings of the comparative lowliness and excellence of an establishment and its services. Several other authors (Anderson et al., 1994; Brown et al., 1992; Min and Min, 1997; Nadiri and Hussain, 2005) contend that service quality has received much consideration from researchers and practitioners in the hospitality industry due to its substantial impact on economic functioning, customer reservation as well as satisfaction. Several service quality measurement instruments have been espoused in literature with their respective strengths and draw backs. Notably among these instruments is the SERVQUAL, which has been applied in numerous studies by practitioners and academics alike. Curry and Sinclair (2002) stressed that SERVQUAL assesses the difference between perceived service and quality expectancies established on tangibility, responsiveness, reliability, assurance and empathy. However, Curry and Sinclair (2002) stressed that SERVQUAL assesses the difference between perceived service and quality expectancies established on tangibility, responsiveness, reliability, assurance and empathy. Buttle (1996) and Min and Min (1997) argued that SERVQUAL is not an adequate instrument in assessing service performance. Along the same lines, Buttle (1996) and Carman (1990) critiqued the SERVQUAL instrument used in measuring customers' service quality perception and expectations by Parasuraman and colleagues' (1985, 1988). Consequently, Buttle (1996) contended that SERVQUAL was not applicable in measuring quality of service in hotels. Another major limitation of the SERVQUAL was its inability to elucidate the additional variance in a general measure of service quality. Based on this limitation, SERVPERF was developed by Cronin and Taylor (1992) as an alternative approach. Similarly, several other authors (Brady and Cronin's, 2001; Buttle, 1996; Tam, 2000; Teas, 1993) postulated that SERVPERF has superiority over SERVQUAL. However, Cronin and Taylor (1992) could not validate responsiveness, tangibility, empathy, assurance and reliability attributes of the SERVPERF instrument in the hotel industry. In view of this, Getty and Thompson (1994) argued that the efficacy of SERVPERF was deficient. From the foregoing several hospitality and tourism scholars developed diverse service measurement instrument tailored towards measuring quality of service. The LODGQUAL measurement instrument was developed by Getty and Thompson (1994) with the following attributes: empathy, safety and responsive capacity. Similarly, HOLSERV was developed by Mei et al. (1999) with reliability, tangibility and employees as attributes. Along the same lines, HISTOQUAL with attributes like tangibility, responsiveness, empathy, communication and



consumable was developed by Frochot and Hughes (2000). Consequently, several other authors postulate that the aforementioned service quality measurement lacks the efficacy in measuring of service quality attributes in the hospitality industry (Akan, 1995, Babakus and Boller, 1992; Dabholtar et al., 1996; Wilkins, 2005; Zeithaml, 1998). It is therefore imperative to develop efficient and effective measurement instrument in assessing the extent of quality of service. In view of the outlined limitations, this current study adopted the multi-dimensional and hierarchical model. The multi-dimensional and hierarchical model consist of three sub-divisions namely; (a) interactive quality (b) environmental quality and (c) outcome quality

### **Interactive quality**

Interactive quality predominantly centers on the medium of delivery of service (Cronin and Taylor, 1994; Lam et al., 2007; Wong and Keung, 2000). Czepiel et al. (1985) posited that interactive quality has been recognized as a highly significant outcome on the service quality perception. This view appears to be supported by several other authors (Akbaba, 2006; Ekinci, 1999, Mey et al., 2006) who contend that the persona variable is extremely essential since services are integrally impalpable as well as typified by indivisibility. Interaction quality consist of three sub-divisions namely :( a) conduct (b) expertise and (c) problem-solving.

### **Conduct**

Conduct consist of behaviour and attitude. Lam et al., (2007) defined attitude as a client's sensation of the friendliness or unfriendliness through their behavioral functions. Similarly, Czepiel and coworkers (1985) opined that attitude refers to the personalities of an employee being it openness, concern, warmth, politeness or helpfulness. Along the same lines, Pan (2002) assert that behaviour is the obvious capacity that impacts client perceptions.

### **Expertise**

Czepiel et al. (1985) deliberated that expertise is the extent to which synergy is affected by the job- oriented dexterities of the employee. Crosby et al. (1990) opined that the expertise of an employee has a significant impact on a client's evaluation of quality of service.

### **Problem Solving**

Wakefield et al. (1996) and Li (2003) posited that this attribute of service quality is the aptitude of an employee in managing customer complaints and issues.

### **Environmental quality**

Elliott et al. (1992) opined that environmental quality is the bodily characteristics of the service production procedure. Rys et al. (1987) postulate that the inference of a client about the environment quality attributes of service quality is established on their perception of the physical facilities of an establishment. Environmental quality consists of three sub-divisions namely (a) atmosphere (b) facility (c) design.

### **Atmosphere**

Kotler, (1973) defined atmosphere as the deliberate pattern of space to establish definite outcomes in customers that boost their purchase prospects. Heide et al. (2007) emphasized that since atmosphere is an essentially vague concept, customer's evaluation may differ.

### **Facility**

Hilliard and Baloglu (2008) deliberates that, facility, involves the mechanisms used in enhancing room knowledge. Several other authors (Blešić et al., 2011; Chou et al., 2008; Rust and Oliver, 1994) argued that facility constitutes an integral part of the environmental quality attributes of service quality.

### **Design**

Bonn and Joseph Matthews (2007) and Chu and Choi (2000) posited that design symbolizes the design or structure of a service facility, comprising the artistic and practical elements of the physical environment. This appears to be supported by several other authors (Aubert-Gamet, 1997; Bitner, 1992; Tsitskari et al., 2006) who asserted that design demonstrated that design has a better prospective in augmenting positive perception of service quality.

### **Outcome quality**

Powpaka (1996) and Bonn and Joseph Matthews (2007) posited that this attribute is the thought and impression on the mind of a customer after service delivery. Grönroos (1984) postulate that outcome quality is the outcome of service undertaken. Outcome quality consist of three sub-divisions namely: (a) sociability (b) valence and (c) waiting time.

### **Sociability**

Aubert-Gamet and Cova (1999) deliberates that sociability symbolizes the kind, number and conduct of persons apparent in the service setting. Milne and McDonald (1999) contend that sociability is a positive friendly knowledge that results from a friendly satisfaction of being with people who relish the activity.

### **Valence**

Ko and Pastore (2005) defined valance as client's post-utilization evaluations of whether the service result is satisfactory and unsatisfactory. Similarly, several other authors (Baldacchino, 1995; Hornik, 1998; Taylor, 1994) contend that valance is a major factor of a service results.

### **Waiting time**

Hornik (1982); Katz et al. (1991) posited that waiting time is the extent of time that clients expend awaiting service delivery. Hwang and Lambert (2008) emphasized that waiting time should be abridged in order to enhance service outcome.

### **2.3.2 Customer Satisfaction**

The customer satisfaction concept is widely assessed and interpreted in literature which in turn leads to complicate understanding the construct without developing a generic definition (Oliver and Gerald, 1981). Dominici and Guzzo (2010) posited that customer satisfaction is an organizational philosophy in establishing value for client's expectations and handling their expectancies, as well as showing aptitude and concern in satisfying their needs. Kotler and Armstrong (2013) postulate that customer satisfaction is mostly contingent on the accumulation of a customers perceived value regarding a service or a product. Customer satisfaction implies an emotional and affective construct that occurs at the transaction level for customers and users of services and products. Hence, customer satisfaction depends on customers' use or control of a specific product or service (Rust and Oliver, 1994). On the other hand, if customers did not get their expectations and needs, emotional dissatisfaction will emerge (Zeithaml and Bitner, 2003; Olorunniwo et al., 2006). Customer satisfaction consist of four attributes namely: (a) reliability (b) accessibility (c) competence and (d) control.

### **2.3.3 Room occupancy**

The economic feasibility of a hotel is contingent on the demand for the hotel rooms, which is generally assessed by the rate of occupancy (Hanggara, 2009). Zhang et al. (2011) posited that room occupancy, is the assessment of utilization capacity or efficiency of room supply. Room occupancy consist of two distinct attributes namely: (1) room quality, and (2) location.

### **Room Quality**

Mey et al. (2006) argued that room quality is the most effective determinate in ascertaining western travelers' general gratification of guest with hotels. They further admonished hotel establishments in securing supplementary resources in improving their room quality more especially in areas of

room cleanliness and quietness, room set and temperature control in order to augment their occupancy rate

## **Location**

Coltman (1989) posited that location is the provision of a general delivery plan for a specific area. Several other authors (Bitner, 1992; Chou and Colleagues; 2008; Pan, 2002) assert that location is a fundamental criterion in the selection of hotels. Along the same lines, Coltman (1989) argue that traffic and transportation conditions are significant determinates in the selection of hotel by customers.

## **2.4 Hypotheses Development**

### **2.4.1 Human Resource Development contributions to Organizational Performance**

Several practitioners and academic have advanced theories and concept in their quest to investigate and establish a synergy between human resource development and organizational performance. Prior research in human resource development has established an association between these two constructs (Riordan et al., 2005; Smith, 1988; Rao, 1987; Swanson, 2009). Alagaraja et al. (2015) identified five important approaches in examining the human resource development, organizational performance and effectiveness linkage: best-fit model, best-fit approach, best-practice model, combination of best-fit approach and best-practice model and stake holders' perception based. Similarly, several other author authors have conceptualized and empirically established positive relationship between single or interrelated sets of human resource development practices and organizational performance (Colbert et al., 2014; Jiang and Liu, 2015; Rahman et al., 2013). Nilsson and Ellstrom (2012) emphasized that developing human resource development strategies in an organization is an opportunity for employees to enrich their competencies which contributes in aggregate to firm performance.

### **2.4.2 Human Resource Development Practices and Employee Competencies**

HRD practices are more exact than policies; they are programs planned and put into action to enhance employee competencies, in order for employee to function efficiently and attain performance expectancies (Clardy, 2008; Nilsson and Ellstrom, 2012). Yuvaraj and Mulugeta (2013) argued that human resource development practices unceasingly, enhances employee's competencies and efficiency through existing methods of organizational development, performance appraisal and management, career development and training and development. Several other authors recognized recruitment and employee outplacement, compensation,

performance appraisal, career development, employee relations, training and development and employee involvement as HRD practices (Rao, 1987; Riordan et al., 2005; Ruona and Gibson, 2004; Smith, 1988; Smith and Walz, 1984). Along the same lines, Clardy (2008) postulate that human resource development practices are used by organizations practices as an important strategic mechanism to stimulate positive behaviour in individuals and impact their knowledge, skills and attitudes which can increase productivity and performance. Similarly, Kehoe and Wright, (2013) contend that was the basic factor for employees to acquire competencies that in turn significantly improve organizational functioning.

#### **2.4.2.1 Training and Development and Employee Competencies**

The significance of training and development in the enhancement of employee competencies and organizational development has been espoused by several authors (Chang et al., 2011; Swanson, 2001; Youndt and Snell, 2004). Appiah (2010) and Harrison (2000) who contend that training and development generates performance improvement related benefits for the workforce and firm by positively impacting human resource functioning through the enhancement of human resource expertise, competence, knowledge, behaviour and proficiencies. This view appears to be supported by Blackburn (1995), Boella (2000) and Jones (2002) when emphasized that the implementation of various training and development programs foster learning and improve competence of overall organizational members. Similarly, several other authors (Mertens, 2000; Salas and Cannon, 2001; Youndt, et al., 1996 Youndt and Snell, 2004) contends that training and development improves the expertise and competencies of employees, which sequentially, boost their efficiency and performance. These parallels finding of other authors who contend that training and development improves the competencies of a workforce which are contributory in enhancing general functioning (Barzegar and Farjad, 2011; Cheng and Brown, 1998; Swanson, 2001). The following is hypothesized.

H<sub>1</sub>: Training and development is significantly related to employee competencies.

#### **2.4.2.2 Career Development and Employee Competencies**

Gilley et al. (2009) opined that career development interventions assist in building a partnership between the organization and its employees, enriching their knowledge, skills, and abilities, by improving individual competencies. Similarly, McGraw (2014) emphasized that the effective implementation of individual career management processes significantly enhances employee competency and improve individual performance. This is consistent with the contention of

McDonald and Hite (2005) who deliberates that career development interventions enhance employee's positive attitude towards the organization. The following is hypothesized.

H<sub>2</sub>: Career development is significantly related to employee competencies.

#### **2.4.2.3 Performance Appraisal and Employee Competencies**

Meyer and Kirsten (2005) deliberates that managing performance of human resource constitutes an essential fragment of a firm and manifest how their human capital is being managed. Similarly, Osman et al. (2011) contend that an ineffectual appraisal procedure results in numerous undesirable challenges comprising stalled employee efficiency, less morale, less enthusiasm in supporting organizational values and objectives, consequently stalling the effectiveness of the organization. This is consistent with the arguments of several other authors who emphasized that an integrated human resource and performance management strategies has important impact on the commitment and attitude of the workforce (Armstrong, 2005; Ostroff, 1992; Young et al., 1995). The following is hypothesized.

H<sub>3</sub>: Performance appraisal is significantly related to employee competencies.

#### **2.4.2.4 Compensation and Employee Competencies**

Mayson and Barret (2006) emphasized that an organization's capacity in attracting, motivating and retaining competent human resource by offering competitive remuneration and equitable rewards is connected to the organizations efficiency and development. Along the same lines, Armstrong (2009) postulate that compensation is an integral approach to productivity improvements in organizations. Similarly, Sola and Ajayi (2013) stated that compensation was a primary motivating factor for employees to continuously strive for greater heights. They further emphasized that, a well-crafted compensation system is imperative to the success of an organization. This is consistent with several other authors who found that compensation plays an essential role in firms that rely upon human capital as a stimulus in attracting and retaining experienced employee (Frye, 2004; Guthrie et al., 2001; Iverson et al., 2007; Teseema and Soeters, 2013). The following hypothesis is proposed.

H<sub>4</sub>: Compensation is significantly related to employee competencies.

#### **2.4.2.5 Employee Involvement and Employee Competencies**

Gowen (1990) and Rossler and Koelling (1993) argued that employee involvement builds individual competence, control and obligation leading to a concerted foresight, values and aspirations. These views appear to be supported by Ardichvili et al. (2003) when they emphasized

that employee involvement is an essential element in the effective execution of contemporary management strategies and plays a significant role in ascertaining the extent of job satisfaction, increase employee commitment and motivation. Similarly, Chu et al. (1995) postulated that employee involvement helps achieve better implementation of customer focus, quality and continuous improvements. This is consistent with the founding of several other authors who indicated that employee involvement is related positively to the efficiency, performance as well as the satisfaction of the human resources (Denison, 1990; McShane and Von Glinow, 2003; Pfeffer, 1994; Verma, 1995). The following is hypothesized.

H<sub>5</sub>: Employee Involvement is significantly related employee competencies.

#### **2.4.3 Employee Competencies and Organizational Performance**

Milosevic et al. (2007) assert that employee competencies are an assemblage of expertise, proficiencies, and personal qualities as well experience. This view appears to be supported by Lee and Salleh (2009) who contend that competency that is associated with behavioral attributes determine job and organizational performance. Along the same lines, Cartwright and Baron, (2002) assert that the accomplishment of an expected strategic outcomes hinges on the workforce's coherence, interaction, harmonization, dedication and the improvements of suitable competencies. Several other authors who advocated that the choice of an appropriate candidates aimed at suitable locus must be linked with the enhancement and improvement of employee competencies pertinent to the goals and plans of the organization (Lee, 2010; Hellriegel and Slocum, 2011; Naquin and Holton, 2006). Similarly, several others authors contend that the enhancement and improvements of employee competencies are very crucial for organizational performance leading to enhanced employee functioning, greater efficiency and assist in creating essential competencies for firms (Bhardwaj, 2013; Clardy, 2008; Kehoe and Wright, 2013; Levenson et al. 2006). This is consistent with several other authors who found that improvements in employee competencies significantly enhances organizational performance in the following respect: organizational outcomes, financial outcomes and non-financial outcomes. Organizational outcomes in terms of productivity, financial outcomes in terms of revenues or profits and non-financial outcomes in terms of increases in employee engagements and career developments (Adanu, 2007; Asree et al., 2010; Brooks and Nafukho, 2006; Calantone et al., 2002; Junaidah, 2008; Levenson, 2005; Lockhart, 2013; Palan, 2005; Rose et al., 2006). The following is hypothesized.

H<sub>6</sub>: Employee competencies are significantly related to organizational performance.

## **2.5 Conclusions**

This chapter focused on entire reviews related to the study. Human resource development definitions espoused by several authors with their underlying theories and key components were reviewed. Empirical studies on human resource development and practices were also reviewed. The review also took in consideration hotel and other related industry studies. The conceptual framework which guides the study was critically looked at. Explanations and definitions were professed to the various constructs and their elements in the framework. Hotel industry performance measurements instruments were reviewed. In additions, the merits and the drawbacks of the various instruments were addressed, and a justification was professed for the adopted measurement instrument. Finally, the hypothesis developed for the study was analyzed. Six main hypotheses were developed for the study and thoroughly reviewed in order to establish the linkage between various constructs. The studies reviewed established theoretical linkage in support of the hypothesis developed.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter elucidates and discusses methodological issues essential for guiding the study. Section two outlines the research objectives. Section three provides basic background about research philosophy, followed by discussion of the research philosophy adopted in section four. Section five justifies the research design selected and used in this research. Sections six discusses sampling procedures, sample and sample size. Section seven covers the research instrument followed by the measurement of variables used in the study in section eight. Section nine outlines and explains the techniques for data analysis followed by statistical analysis for testing the research model in section ten. Section eleven discusses the techniques in mitigating the effect of method bias followed by the ethical considerations in research in section twelve. Finally, section thirteen extracts conclusions from this chapter.

#### **3.2 Research Objectives**

The main objective is to examine how human resource can be developed to enhance the performance of the hotel industry in Ghana.

The study will be guided by the following specific objectives:

1. To analyze the human resource development practices prevailing in the hotel industry.
2. To evaluate the impact of human resource development practices on employee competencies.
  - 2.1 The impact of training and development on employee competencies.
  - 2.2 The impact of career development on employee competencies.
  - 2.3 The impact of performance appraisal on employee competencies.
  - 2.4 The impact of compensation on employee competencies.
  - 2.5 The impact of employee involvement on employee competencies.
3. To study the impact of employee competencies on the performance of the hotel industry.
4. To study the role of employee competencies on the association between HRD practices and organizational performance

#### **3.3 Research Philosophy**

An in-depth knowledge of research philosophy is extremely effective in determining which research design is appropriate and the motive (Easterby-Smith et al., 1999). Literature parades a rare distinct philosophies or paradigms for guiding studies in business and management science. Consequently, varied designations and categorizations evolved, such as interpretivism, realism, positivism, pragmatism, etc. (Saunders et al., 2003). Accordingly, the literature affords adequate discourse in relation to these distinct philosophies in order define features and divergences in respect of epistemology, methodology and ontology (Healy and Perry, 2000).

Saunders et al. (2003) posited that positivism paradigm hypothesizes objectivity in the analyses and interpretation of gathered data. Along the same lines, this philosophy presumes that, the results procured by the approach are law-like generalizations comparable with outcomes secured by a usual scientist. Similarly, Remenyi et al. (2005) postulate that this philosophy desires quantifiable observations, highly structured methodology and statistical analysis.

Opposed to the positivism paradigm, interpretivism or phenomenology hold distinctive perspective aimed at advancing expertise, concentrating on descriptive and subjective paradigms in dealing with arduous circumstances (Remenyi et al., 2005). Similarly, this philosophical orientation cogitates each business circumstance exceptionally, with distinct and peculiar conditions. This approach abutment the objective disposition of science, i.e. the researcher is independent from what is being studied. Nonetheless, this philosophy likewise supposes that individuality will impinge how people observe the world, i.e. research is subjective. Beyond the convoluted and distinctiveness of the world, this philosophical orientation contemplates and evaluates of the altering circumstances of business organization besides distinct elucidations by people. Hence, this paradigm is not a convenient technique for generalization (Saunders et al., 2003).

Comparable to the positivism philosophy, pragmatism (realism) postulate that veracity does exist. This approach abutment the objective disposition of science, i.e. the researcher is independent from what is being studied. Nonetheless, this philosophy likewise supposes that individuality will impinge how people observe the world, i.e. research is subjective. Consequently, pragmatism paradigm bears multiple clarifications and rationalizations in support of science (Saunders et al., 2003).

Lincoln and Guba (2000) put forward distinct categories of research paradigms. The first being the positivism paradigm, which are absolutely certain about reality and signifies the accuracy of its findings. Survey (quantitative methods) or experiments can be applied in this research paradigm.

Secondly, Critical theory supposes the formation and advancement of reality is based on ethical, economic, social and political principles developed over the years. Along the same lines, this research paradigm creates subjective suppositions regarding reality. Critical theory accordingly espouses particular methods including dialectical or dialogic techniques.

Thirdly, constructivism centers on subjectively understanding specific and multiple designed realities such as values and ideologies constructed by people to establish outcomes. This paradigm asserts that, the researcher in such a subjective analysis should be an ardent participant within the world being investigated.

Finally, realism is extremely prevalent in many research studies that are qualitative in nature. This research paradigm supposes the factual nature of reality, notwithstanding its inadequate understandability. Accordingly, results obtained using this research paradigm are accurate. Convergent interviewing and case studies are the most conventional methods in realism. Along the same line triangulation, a combination of both quantitative and qualitative methods is applicable in this philosophy. Consequently, realism fosters a link between positivism and the subjectivist paradigms.

Table 1 Exhibits the main characteristic of the most conventional research philosophies and draws a comparison between them based on some established criteria.

Table 1: Research Philosophy Comparison

Features	Interpretivism	Positivism	Pragmatism
Generalization	No	Yes	Yes
Sample Size	Small	Large	Both
Measurement	Qualitative	Quantitative	Both
Cross sectional analysis	No	Yes	Yes
Reductionism	No	Yes	Yes
Deductive/inductive	No	Yes	Yes

Identify causality	No	Yes	Yes
Operationalization	No	Yes	Yes
Value – Freedom	Subjective criteria	Objective criteria	Objective and subjective
Independence	Researcher is part of the study	Researcher is independent	Researcher is both independent and part of the study

Source: Saunders et al. (2003)

It can be inferred from the above table that each of the paradigms has distinct and recognizable attributes. Nonetheless, it is obvious that the pragmatism approach incorporates elements of both objectivist and subjectivist philosophical orientation in contributing to a new direction in research philosophy methods. In other words, the pragmatism philosophy structures a perpetuity of research philosophies considering the fact that, no particular research paradigm is superior to the other.

### **3.4 Research Philosophy Adopted**

Owing to the aims and objectives, this research selected the positivism paradigm as a research philosophy and approach. Saunders et al. (2003) posited that positivism paradigm hypothesizes objectivity in the analyses and interpretation of gathered data. Along the same lines, this philosophy presumes that, the results procured by the approach are law-like generalizations comparable with outcomes secured by a usual scientist. Remenyi et al. (2005) postulate that this philosophy desires quantifiable observations, highly structured methodology and statistical analysis. Positivism was espoused due to the following reasons: the appropriate formulation of hypotheses, exploration of relationships and causality between variables in a specific industry, independence of researcher in the study and the desired generalization for star rated hotels.

### **3.5 Research Design Selected**

Crotty (1998) opined that the research question is the principal criterion in determining the type of research design. Accordingly, this current study applied descriptive research design in examining the influence of human resource development practice on employee competencies and the hotel industry's performance in Ghana. Descriptive research design is more expansive than other quantitative methods and gives a broader picture of an event or phenomenon. Using descriptive design helps to explore the relationship between variables included the conceptual framework.

This is consistent with the arguments of Lans and Van der Voordt (2002) who emphasized that descriptive research design has a high degree of objectivity and neutrality

### 3.6 Sampling Procedure

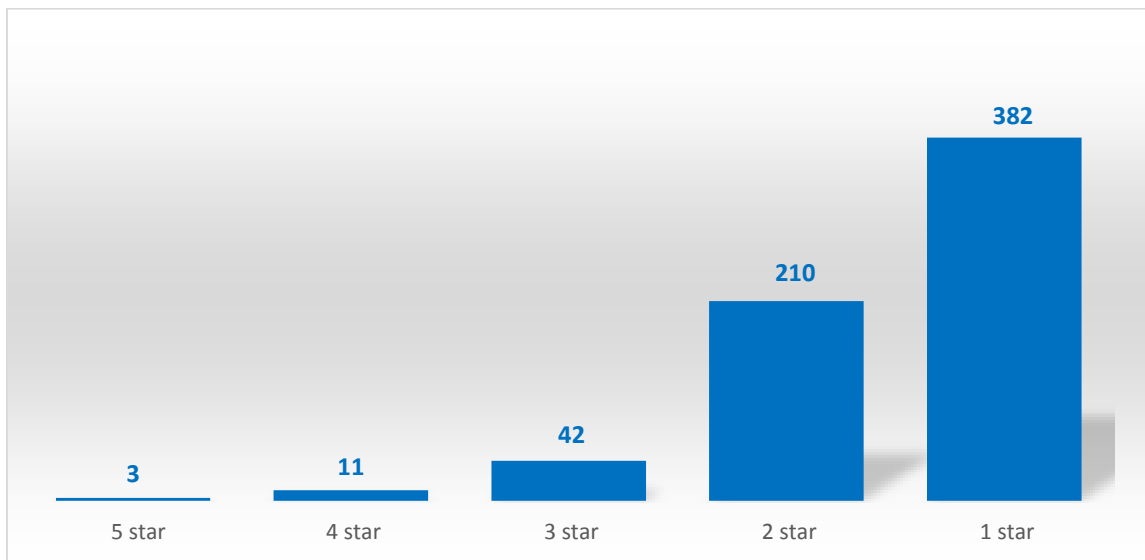
Hotels for the study were selected using stratified sampling technique. Trost (1986) opined that these sampling techniques is based on the concept of homogeneity and heterogeneity. Elements in the population are divided into heterogeneous groups referred to as strata (Fraenkel and Wallen, 2006). Ary, et al. (2002) postulate that these techniques allow researchers to analysis distinctions between a variety of subcategories of a population and ensures that defined groups are represented in the population. Popham (1993) purports that these techniques are comparatively refined than that of a simple random sampling. Hotels were selected based on the following categorization.

- Highly concentrated tourist areas
- Medium concentrated tourist areas
- Lowest concentrated tourist areas
- Hotel ratings

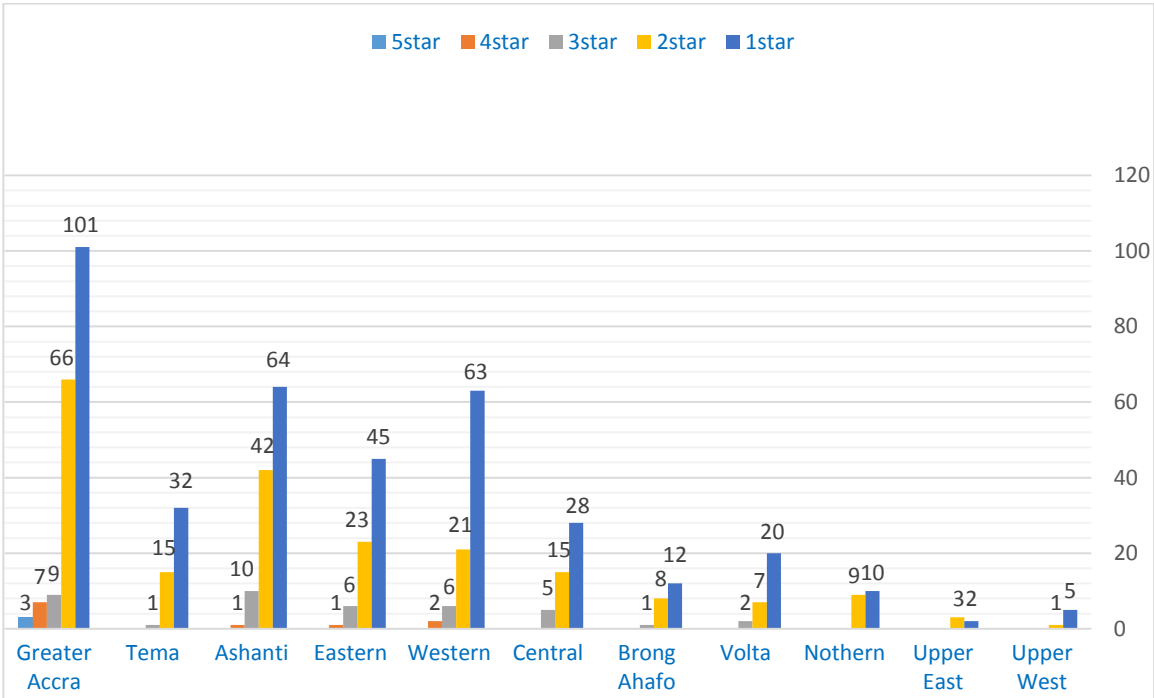
The classification of hotels is presented in

*Figure 1* below.

**Figure 1: Classification of Hotels**



**Figure 2: Regional Distribution of Star rated hotels**



presents the sampling design.

*Figure 3* presents the sampling design.

**Figure 3: Sampling Design**



### 3.6.1. Sample Size

Moher et al. (1991) posited that sample size is recognized as a key parameter for the planning of studies. The conditions required in ascertaining the appropriateness of a sample size were adhered to as stated in 3.1 above, the population of the study was heterogeneous, therefore a census survey and purposive sampling was applied in the selection of hotels. A census survey was used in the selection of four and five star rated hotels, whereas purposive sampling was applied for the selection of three to one star rated hotels. Using purposive sampling, a researcher is allowed to choose a study based on specific features and process which justified the study to be made (Silverman, 2004, p.104). Consequently, the selection of a sample population is more warranted based on a specific set of criteria than can be critically analyzed. Neuman (2005) asserts that purposive sampling technique offers the researcher the chance of choosing cases that have sufficient information to help achieve the aims and objectives of the research. Leong (2001) in his study on marketing practice and internet marketing of Singapore hotels chose the sample of hotels from the Singapore Tourism Board. In the same vein, this present study chooses its sample of hotels from the Ghana Tourism Authority. The Yamane (1967) sample size technique was applied in determining the sample size of three, two and one star rated hotels.

$$n = \frac{N}{1 + N(e)^2}$$

The rationale for the above formula is explained below, where the sample size, level of precision and sample population respectively is denoted by (n, e and N). A 50% degree of variability was assumed whereas, the confidence level was set at 95% and level of precision estimated at 5%. Employees and guests were chosen as key informants for the study. The population of the study was composed of 648 star rated hotels with a target population of 385 star rated hotels. A total of

(1925) respondents were identified and reached in the selected hotels and (1010) respondents made up of (700) employees and (310) guests reverted back with full required information corresponding to a response rate of (52.4%). Six questionnaires were excluded due to inconsistent responses and omitted answers.

Table 2: Profile of Respondents

<b>Employees</b>				<b>Guests</b>			
Variables		Frequency (s)	Percentage of totals (%)	Variables		Frequency (s)	Percentage of totals (%)
Gender	Male	450	64.3	Gender	Male	200	64.6
	Female	250	35.7		Female	110	35.4
Age	18-25	160	22.8	Age	18-25	45	6.4
	26-35	380	54.3		26-35	370	52.8
	36-45	115	16.4		36-45	120	17.4
	46-55	45	6.4		46-55	90	12.8
Education	Junior High	100	14.3	Occupation	56-65	75	16.9
	Senior High	165	23.6		Business executive	120	38.7
	Diploma/HND	260	37.1		Self employed	80	25.8
				Civil servant	40	12.9	



	Bachelor's degree	150	21.4		Public servant	30	9.6
	Master's degree	25	3.6		Student	20	6.5
					Retired	20	6.5
Department	Front office	140	20	Frequency of stay	Less than once a year	20	6.5
	Food and Beverage	230	32.9		Once a year	45	14.5
	Maintenance	90	12.8		Twice a year	158	51.2
	Housekeeping	130	18.6				
	Food production	80	11.4		Four times a year	57	18.3
	Safety and security	30	4.3		Five times or more a year	30	9.5
Experience	Less than one year	90	12.9				
	1-5 years	300	42.8				
	6-10years	125	17.8				
	11-15years	100	14.3				
	16-20years	50	7.1				
	20years and above	35	5				

From

Table 2 majority of the 700 employee respondents were males (64.3%) and in the age group 26 - 35 years (54.3%) with 1 to 5 years working experience in the hotels (42.8%). As far as the 310 guest were concerned, majority (64.6 %) were males, and in the age group 26 - 35 years (52.8%). More than half (51.2%) had stay in the hotel thrice. Schein (2004) emphasis the importance of

getting employee of an organization involved in a research process, when he contends that, employees are the actual people who implement the changes established in an organization. Similarly, Barsky and Nash (2003) and Gruen et al. (2000) postulate that, guest relations are a strategic resource for organization that promptly appreciate and satisfy guest needs. Information on the hotels was taken from the Ghana Tourism Authority Directory (2015). A letter from the Mittal School of Business, Lovely Professional University detailing a comprehensive summary of the study was addressed to the Deputy Executive Director (Finance and Administration) of the Ghana Tourism Authority, introducing the researcher. A meeting was later arranged for the researcher and three senior managers of the Authority namely, the Human Resource Manager, Quality Assurance Manager and Research and Development Manager where the objectives and significance of the current study were discussed. The researcher was officially introduced to all the regional managers of the Ghana Tourism Authority and selected hotels where the study was to be conducted. Staff of research department of the selected regions accompanied and introduced the researcher to the general managers of the selected hotels where the study's purpose and significance were discussed.

### **3.7 Research Instrument**

The technique to be used for data collection follows the selection of a research design, I. e. a longitudinal study or a cross-sectional study. The current study uses cross-sectional study design. The most widely held study design in literature is the cross-sectional survey (Churchill and Brown, 2004). Cross-sectional survey collects data in making a supposition with regard to a population of interest at a particular point in time (Malhotra and Birks, 2003). The cross-sectional study design was conducted using a structured questionnaire developed for the collection of primary data. Lucas (1999) contend that hospitality research mostly adopted the use of questionnaires. A questionnaire occupies a significant space in any research that grapple with quantitative aspect. In designing the questionnaire, issues such as; efficacy in data entry, measurement and quantification were considered (Dillman 1978; Dillman et al.,1993). Some principles were followed in order to construct the questionnaire such as relevance of the questions to the research questions and objectives; avoidance of ambiguity; avoidance of double barreled and leading questions; causing respondents to choose one response over the other dues to wording; and the avoidance of questions that were beyond the respondents' capabilities to answer, and which might frustrate the respondents resulting in poor quality responses ( Green and Donald, 1978; Churchill and Iacobacci

, 2002). The measurement instrument was pretested with fifty faculty members comprising twenty from the Mittal School of Business and thirty from the School of Hospitality Management, Lovely Professional University to ensure its validity and reliability. The measurement instrument was likewise pretested with ten experts from the sector being studied to guarantee respondents comprehend the questionnaire appropriately. The survey instrument was divided into two parts: first part gathers general data of the participants. Part two comprise items that measure variables; training and development, career development, performance appraisal, employee involvement, compensation, employee competencies, service quality, customer satisfaction and room occupancy. (Please see Error! Reference source not found. and Error! Reference source not found.)

### **3.8 Measurement of Variables**

The variables used in this study were assessed using multiple items from different studies in the extant literature. A 5-point Likert-type scale was used in measuring all items, where the respondents had to specify their level of accord with the different statements within a response range from 1 (strongly disagree) to 5 (strongly agree) (Please see Error! Reference source not found.)

**Training and Development:** Santos and Stuart (2003) and Singh (2004) effectiveness of training scale was adopted in measuring training and development. The scale which consists of twenty-five items was modified according to the current study. The scale is made up of ten items.

**Career Development:** Career development was measured by adapting Sturges et al. (2002) scale of organizational support and Denson (2007) career development need survey. The scale which consists of twelve items was modified according to the current study and generated seven items.

**Performance Appraisal:** Walker et al. (2010) and Amin et al. (2013) scales of performance appraisal was adopted in measuring performance appraisal. The scale which consists of seventeen items was modified according to the current study. The scale made up of nine items.

**Compensation:** Compensation was measured by adapting Teseema and Soeters (2013) and Singh (2004) compensation scale. The scale which consists of ten items was modified according to the current study and generated six items.

**Employee Involvement:** Amah and Ahiauzu (2013) employee involvement and Denson (2007) Organizations culture survey was adopted in measuring employee involvement. The scale which consists of twenty items was modified according to the current study. The scale is made up of nine items.

Employee competencies: Five dimensions of employee competencies were measured by adapting Hellriegel and Slocum (2011) employee competency scale.

Self-competency: Tafarodi and Swann (1995) self-competence/self-liking scale was adopted in measuring self-competency. The scale which consists of twenty items was modified according to current study and generated six items.

Team competency: Team competency was measured by adapting Eby and Dobbins (1997) teamwork scale. The scale which consists of eight items was modified according to the current study. The scale is made up of six items.

Change competency: Change competency was measured by adapting Ashford, (1988) change competency scale. The scale which consists of ten items was modified according to the current study. The scale is made up of five items.

Communication competency: Communication competency was measured using Wiemann (1997) communication competency scale. The scale which consists of 25 items was modified according to current study and generated ten entries.

Ethical competency: Ethical competence was measured using Rest (1994) competent model” for determining moral behaviour scale and Duckett and Ryden (1994) implementing the moral decision scale. The scale which consists of thirty –five items was modified according to current study. The scale is made up of ten items.

Service quality: Three dimensions of global service quality was measured using the multi-dimensional and hierarchical measurement scale developed by Martinez Caro and Martinez Garcia (2007). interaction quality, environmental quality and outcome quality.

Interaction quality: Brady and Cronin (2001) and Dabholkar et al. (1996) interactive quality scale was adopted in measuring interactive quality.

Conduct was measured by adapting Ko and Pastore (2005) and Clemes et al. (2001) conduct scale. The scale consists of three items.

Expertise: Dagger et al. (2007) and Chelladurai and Chang (2000) scale of expertise was adopted in measuring expertise. The scale consists of three items.

Problem solving was measured by adapting Dabholkar et al. (1996) Martinez Caro and Martinez Garcia (2007) problem solving scale. The scale is made up of three items.

Environmental quality was measured by adapting McDougall and Levesque (1994) and Wakefield et al. (1996) scale of environmental quality. Environmental quality has three sub- dimensions: atmosphere; facility and design.

Atmosphere was measured by adapting Dagger et al. (2007) and Kim and Moon (2009) atmosphere scale. The scale consists of seven items.

Facility: Li (2003) and Wu et al. (2011) facility scale was adopted in measuring facility. The scale consists of four items.

Design was measured by adapting Bonn and Joseph-Mathews (2007) and Tripathi and Siddiqui (2008) design scale. The scale consists of three items.

Outcome quality: Fassnacht and Koese (2006) and Grönroos (1984) scale of outcome quality was adapted in measuring outcome quality Outcome quality has three sub dimensions: sociability; valance and waiting time.

Sociability was measured by adapting Bonn and Joseph-Mathews (2007) and Brady and Cronin (2001) scale of sociability. The scale consists of three items.

Valance: Martinez Caro and Martinez Garcia (2008) valance scale was adopted in measuring valance. The scale consists of two items.

Waiting time was measured by adapting Brady and Cronin (2001) and Dagger et al. (2007) waiting time scale. The scale consists of five items.

Customer satisfaction: Customer satisfaction scale developed by Matzler and Sauerwein (2002) was adopted. Customer satisfaction has four sub- dimensions: accessibility, reliability, competence and friendliness

Accessibility: Akbaba (2006) accessibility scale was adopted in measuring accessibility scale. The scale consists of four items.

Reliability was measured by adapting Fullerton and Taylor (2002) reliability scale. The scale consists of four items.

Competence: Akan (1995) competence scale was adopted in measuring competence. The scale consists of four items.

Friendliness was measured by adapting the friendliness scale developed by Juwaheer (2004). The scale consists of four items.

Room Occupancy: Zhang et al. (2011) room occupancy scale was adapted in measuring room occupancy. Room occupancy has three sub-dimensions: has two sub- dimensions: location and room quality.

Location was measured by using factors that influence traveler's satisfaction in hotels scale developed by Chou et al. (2008) and Chu and Choi (2000). The scale consists of twelve items.

Room quality was measured by using room quality scale developed by and Wilkins et al. (2007) Chu and Choi (2001). The scale consists of six items.

### **3.9 Data Analysis Techniques**

Data analysis for this study was undertaken using the following techniques:

#### **3.9.1 Validity and Reliability of Measures**

Sekaran (2003) contend it's important to assure that the scales developed and used measure variables accurately and correctly. Literature introduces different tests for reliability and validity. validity and reliability.

##### **3.9.1.1 Validity**

The purpose of validity is to investigate how a measurement instrument items reflects and taps an exact concept as oppose a distinct concept (Sekaran, 2003). Mcdaniel and Gates (2006) assert that validity implies the extent of capturing and measuring a construct.

##### **3.9.1.2 Reliability**

Reliability ascertain the degree to which established scales are free from random error (Pallant, 2005). Sekaran (2003) and Churchill and Brown (2004) contend that reliability strive to maintain consistency and stability of scales.

### **3.10 Testing of the Research Model**

The Statistical Package for Social Science (SPSS) 20 and Analysis of Moment Structure (AMOS) 7.0. was applied in analyzing the conceptual properties of the scales and proposed model. To measure the degree and direction of the relationship among variables a correlation analysis was conducted (Krzanowsk,1998; Rodriguez,1982). Proposed and suggested correlation coefficient values were observed (Galton, 1988). To test and evaluate the causal relationship among variables a structural equation modeling (SEM) was applied (MacCallum and Austin, 2000). SEM is a synthesis of two statistical techniques: path analysis and confirmatory factor analysis (Hoyle 2011). Exploratory factor analysis was performed to select fundamental latent construct for

confirmatory factor analysis (EFA). In order to ensure measures were discriminately and conveniently valid, researcher performed confirmatory factor analysis. Confirmatory factor analysis (CFA) is a latent variable measuring technique (Kline 2010). SEM consist of a structural and measurement model (Kline 2010). The structural model is used in testing the entire hypothetical dependencies established on path analysis (Hoyle, 2011). The measurement model is used in measuring composite or latent variables (Kline 2010). The SEM application involves five coherent steps namely: model specification, model identification, model estimation, model evaluation and finally model validation (Byrne 2013; Kline 2010). Construct reliability and adequacy of internal consistency were ensured in the study through composite reliability as well as average variance extracted. Proposed and suggested threshold values were observed (Fornell and Larcker, 1981).

### **3.11 Common Method Bias**

A bias which can be attributed to a measurement technique as oppose the construct the measures denotes (Podsakoff et al., 2003, p. 879). A bias which can be attributed to a measurement technique as oppose a construct of interest (Bagozzi and Yi (1991, p. 426). Craighead et al. (2011) emphasized that, the unchecked presence of common method bias can dent the contribution to knowledge of a study. This study adapted the techniques in handling common method bias as suggested by Conway and Lance (2010) namely;

- a) Confirmation of pragmatic strides in assuaging the dangers of method effects.
- b) Construct validity evidence.
- c) A contention for the appropriateness of self-reports
- d) Paucity of overlay in items for distinct constructs.

The scales used in the study were adapted from recognized sources and a confirmatory factor analysis was performed for validity testing. The results indicate that the established benchmarks were adequate (Andersson and Bateman,1997; Mossholder et al.,1998). Throughout the process, respondents were assured of the protections of their anonymity thus reducing evaluation apprehension (Conway and Lance,2010; Podsakoff et al., 2012). These approaches warranted common method bias consequences remained insignificant.

### **3.12 Ethical Considerations**

The study participants were adequately educated about the goals of the study and the extent of participation. They were made to understand that participation was voluntary. Interested parties

were requested to indicate their acceptance to participate. Participants were not lured or coerced to participate in the study. The study participants were amply notified about one's ability to withdraw from the study without any retribution or sanction. Deception was not implored or entertained by the researcher in gathering data as respondents were made aware of the academic nature of the study. Confidentiality was maintained as respondent's anonymity was assured. Consent was duly sought from the institutions of study.

### **3.13 Conclusions**

This chapter discussed some methodological steps required for conducting this study. At the beginning of this chapter, after displaying the research objectives, possible and potential research philosophies were discussed and compared against each other. According to the research aim and objectives, the positivism philosophy was selected. Afterward, the appropriate research design for this research was selected after discussion of different options and alternatives. This study selected descriptive research rather than other designs introduced in the related literature and a cross sectional data collection method. Therefore, the chapter identified what sources would be used for the research, i.e. questionnaires. In addition, this chapter explained the measurements to be used for all variables in the study. Moreover, the methodology chapter highlighted sampling issues. Hence, this study targeted 385 star rated hotels in Ghana. Finally, this chapter outlined what statistical techniques would be used. Hypotheses and objectives were tested using correlation analysis and structural equation modelling (SEM) and the ethical considerations in conducting a research as well as the techniques for controlling or minimizing common method biases was addressed.



## **CHAPTER IV**

### **RESULTS AND DISCUSSIONS**

#### **4.1 Introduction**

The data analysis results are presented in this chapter. Section two provides a descriptive analysis for the items and displays the normality statistics for the data which follows in section three. Section four measures the reliability of the scales. Section five runs a confirmatory factor analysis and discriminant analysis. Section six conducts a correlation for the data collected in order to test the hypothesis in section seven. Section eight presents the steps and assumptions in structural equation modeling before reporting the results of the estimation and modeling process and fit indices in section nine. The research objectives are tested in section ten, followed by a mediation analysis to test the role of employee competencies on the association between HRD practices and organizational performance. Finally, section eleven extracts conclusions from this chapter.

#### **4.2 Descriptive Analysis**

This section seeks to measure the respondents' perceptions and evaluations of variables and constructs examined in the study. Items will generally be perceived negatively if their mean score are less than 2.5 perception and evaluation if their mean scores are less than 2.5. Likewise, items will be perceived moderate if their mean scores are greater than 2.5 and less than 3. Finally, items will be perceived more positively if their mean scores are greater than 3.5.

##### **4.2.1 Human Resource Development (HRD) Practices**

This section presents the respondents' evaluation of HRD practices. Five practices are considered.

###### **4.2.1.1 Training and Development**

*Table 1* below encapsulate respondents' evaluation of training and development procedures in hotels.

**Table 1: Training and Development**

<b>Statement</b>	<b>Mean</b>	<b>SD</b>
Official training programs to impart fresh employee the expertise they require.	3.25	1.12
Adequate and relevant knowledge and skills are acquired through training program.	3.25	1.47
The knowledge and skills associated aids used in the training programs are available for use.	3.35	1.42
Training programs are conducted for employees in all facets of quality.	3.33	1.41
The activities of the training programs meet the needs of employees.	3.38	1.29
Employees' efficiency is improved through training.	3.59	1.26
Employees are sponsored to training Programmes on the basis of relevant training needs	3.59	1.19
Training needs are identified through established performance appraisal mechanism.	3.17	1.36
Training needs identified are valuable, realistic and established on the business strategy of the organizations.	3.27	1.55
Training functions emphasizes the development of employee competencies.	3.41	1.22

From the above table it can be observed that, the mean values for training and development ranged between 3.17 and 3.59 with standard deviations of 1.12 and 1.47. Improvement in employees' efficiency had the highest score at a mean of 3.59 (SD=1.26), while the identification of training needs through established performance appraisal mechanism was rated lowest with a mean of 3.17 (SD=1.36).

#### **4.2.1.2 Career Development**

**Table 2** below summarize respondents' evaluation of the development of their careers and competencies.

Table 2: Career Development

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Statement	Mean	SD
Organization provides coaching to enhance my career.	3.29	1.38
Organization support my individual development strategy.	3.20	1.27
The organization provide unprejudiced career guidance whenever required.	3.48	1.12
Management assign task which improves my skills.	3.67	1.25
The development of my career is of significance to me.	3.92	1.31
Employees appreciate the necessity for an unceasing career development.	3.41	1.25
Career planning are essential to support employee career development.	3.48	1.23

---

It can be inferred from the table above that, the significance employees attach to their career development initiatives, had the highest score at mean 3.92 (SD=1.31). In other words, respondents indicated that the development of their careers are of significance to them.

#### 4.2.1.3 Performance Appraisal

Effectiveness of performance appraisal systems implemented in the hotels standard deviation and means are summarized

**Table 3: Performance Appraisal**

<b>Statement</b>	<b>Mean</b>	<b>SD</b>
Appraisal system is unbiased and transparent.	3.37	1.29
Appraisal system in the organization is growth and developmental oriented.	3.03	1.35
Organization provides a written and operational performance appraisal system.	3.14	1.23
Performance is assessed on established objective and measurable outcomes.	3.26	1.26
The appraisal system has scope for correcting the biases through a review process.	3.33	1.30
Employees are provided performance-based feedback and counseling.	3.66	1.06
Performance review discussions are conducted with the highest quality and care.	3.67	1.12
The appraisal system provides an opportunity for self-review and reflection.	3.81	1.07
Appraisal system has a strong influence on individual and team behaviour.	3.36	1.32

From the above table it can be inferred that the mean values for performance appraisal items ranged between 3.03 and 3.81 with a standard deviation of 1.07 and 1.35. Appraisal system provides an opportunity for self-review and reflection had the highest score at a mean of 3.81 (SD=1.07). On the other hand, appraisal system in the organization is growth and developmental oriented had the lowest score at a mean of 3.03 (SD=1.35). Also, it can be observed that the mean value for

performance review discussions are conducted with the highest quality and care, 3.67 (SD=. 1.12) is slightly higher than that of employees being provided performance-based feedback 3.66 (SD=1.06).

#### 4.2.1.4 Compensation

This section presents subjects' scores for the compensation scale.

*Table 4* summarizes the values.

**Table 4: Compensation**

Statement	Mean	SD
Compensation is established on the competencies and expertise of employees.	3.39	1.31
Compensation is directly linked to employee performance.	3.22	1.26
Remuneration and related allowances are commensurate to current market trends.	3.18	1.21
Job performance is an essential determinant of factor in determining the stimuluses and compensation.	3.31	1.34
Compensation practice connected to the organization goals and objectives.	3.11	1.28
Organizations compensation system is closely connected with its financial results.	3.23	1.27

It can be noticed that the mean values ranged between 3.11 and 3.39 with standard deviation of 1.21 and 1.27. Compensation based on the established on the competencies and expertise of employees was the highest rated item with a mean of 3.39 (SD=1.31). On the other hand, compensation practices connected to the organization goals and objectives was rated lowest score, with a mean of 3.11 (SD=1.28).

#### 4.2.1.5 Employee Involvement

Table 5 below summarize respondents' evaluation of employee involvement.

**Table 5: Employee Involvement**

Statement	Mean	SD
Employees are extremely involved in their task in the organization.	3.32	1.33
Decisions are made on the accessibility of relevant data.	3.33	1.33
Information is widely shared in this organization.	3.37	1.31
Collaboration and team work across working functions are vigorously emboldened.	3.30	1.29
Team work is the hallmark of this organization.	3.43	1.32
Tasks are prudently systematized to enhance the linkage between organizational goals and a person's work.	3.22	1.34
Everyone believes that he/she can make an impact.	3.25	1.39
The capacity of employees is regarded as an essential determinant of competitive edge.	3.41	1.26
The organization relies on horizontal control and coordination.	3.46	1.17

From the above table it can be observed that the mean values for employee involvement ranged between 3.22 and 3.46 with a standard deviation of 1.17 and 1.39. Organization relaying on horizontal control and coordination had the highest score at a mean of 3.46 (SD=1.17), while tasks are prudently systematized to enhance the linkage between organizational goals and a person's

work rated lowest with a mean of 3.22 (SD=1.34). Additionally, the mean value for team work is the hallmark of this organization, 3.43 (SD=. 1.32) is slightly higher than that of capacity of employee are regarded as an essential determinant of competitive edge, 3.41 (SD=1.39).

#### 4.2.2 Employee Competencies

This section explores the respondents' evaluation of the knowledge and skills that are needed for an effective performance. Five competencies which are necessary to enhance organizational performance will be assessed.

##### 4.2.2.1 Self-Competency

**Table 6** below summarize respondents' evaluation of the level the overall ability to assess one's strength and weaknesses, set and pursue professional goals.

**Table 6: Self- Competency**

Statement	Mean	SD
By virtues of my capabilities, I have much potential.	3.11	1.34
I perform adequately in many important situations.	3.08	1.31
I have accomplished much in life so far.	3.16	1.38
I perform very well at a number of things.	3.25	1.40
I am a capable person.	3.11	1.36
I am very talented.	3.11	1.35
I deal appropriately with challenges.	3.35	1.27
I am very competent	3.15	1.36

The mean values for self-competency ranged between 3.08 and 3.35 with a standard deviation of 1.27 and 1.40. Dealing appropriately with challenges had the highest score at a mean of 3.35 (SD=1.27), having much potential by virtue to one's capabilities was rated lowest with a mean of 3.11 (SD=1.34). In addition, it can be seen that the mean value for performing very well at a number of things, 3.25 (SD=. 1.40) is slightly higher than that of accomplish much in life so far, 3.16 (SD=1.38).

#### 4.2.2.2 Team Competency

This section presents the mean and standard deviation values for subjects' scores for the team competency

**Table 7: Team Competency**

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<b>Statement</b>	<b>Mean</b>	<b>SD</b>
I can work very effectively in a group setting.	3.23	1.36
I can contribute valuable insight to a team project.	3.18	1.35
I can easily facilitate communication between people.	3.16	1.35
I am effective at delegating responsibility for tasks.	3.14	1.33
I can effectively coordinate tasks and activities of a group.	3.16	1.25
I am able to resolve conflicts between individuals effectively.	3.17	1.34

---

It can be noticed that the mean values ranged between 3.14 and 3.23 with a standard deviation of 1.25 and 1.36. Working very effectively in a group setting was the highest rated item with a mean of 3.23 (SD=1.36), On the other hand, effective at delegating responsibility for task was rated lowest score, with a mean of 3.14 (SD=1.33).

#### 4.2.2.3 Change Competency

This section presents the mean and standard deviation values for subjects' scores for the team competency scale.

**Table 8** summarizes the values.

**Table 8: Change Competency**

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<b>Statement</b>	<b>Mean</b>	<b>SD</b>
I am confident in dealing with planned structural changes.	3.27	1.31
I am confident and able to do all that is demanded by the restructuring.	3.12	1.34
I believe, I perform well in job situation following the restructuring.	3.15	1.30
Provided training, I can perform well following the restructuring.	3.14	1.37
I see restructuring as an opportunity.	3.14	1.33

The mean values for change competency ranged between 3.12 and 3.27 with a standard deviation of 1.31 and 1.37. Confident in dealing with planned structural changes had the highest score at a mean of 3.27 (SD=1.31), while seeing restructuring as an opportunity was rated lowest with a mean of 3.14 (SD=1.33).

#### **4.2.2.4 Communication Competency**

**Table 9** below encapsulate respondents' evaluation score for the communication competency scale.

**Table 9: Communication Competency**

<b>Statement</b>	<b>Mean</b>	<b>SD</b>
I am a good listener.	3.17	1.39
I won't argue with someone just to prove am right.	3.33	1.33
I generally know what type of behaviour is appropriate in any given situation.	3.35	1.33
I generally know how others feel.	3.20	1.35
I say the right thing at the right time.	3.24	1.35
I deal with others effectively.	3.30	1.34
I am personal and close with others	3.18	1.38
I am sensitive to the needs to others	3.16	1.35

I easily get along with others	3.13	1.35
I use my body and voice expressively	3.24	1.36

From the above table it can be observed that the mean values for communication competency ranged between 3.13 and 3.35 with standard deviations between 1.33 and 1.39. I generally know what type of behaviour is appropriate in any given situation had the highest score at a mean of 3.35 (SD=1.33), while I easily get along with others was rated lowest with a mean of 3.13 (SD=1.35). In addition, the mean value for won't argue with someone just to prove am right, 3.33 (SD=. 1.33) is slightly higher than that of dealing with others effectively, 3.30 (SD=1.34).

#### 4.2.2.5 Ethical Competency

This section presents the mean and standard deviation values for subjects' scores for the ethical competency scale.

**Table 10** summarizes the values

**Table 10: Ethical Competency**

Statement	Mean	SD
I have the strength of will not to be defeated by direct problem or opposition.	3.18	1.33
I have the courage to face problems or opposition directly.	3.18	1.36
I have the emotional strength that can withstand trials and tribulations.	3.24	1.34
I have a strong sense of responsibility.	3.31	1.31
I am confident my values, thinking and judgment are appropriate.	3.32	1.33
I try to positively face up to difficult situations where views clash.	3.22	1.35
I make decisions based on reliable evidence.	3.25	1.32
I consider all possibilities before making a decision.	3.22	1.37
I make decisions with priority on the thoughts and values of the organization.	3.20	1.33
I make decisions in consideration of what the organization places importance on.	3.26	1.36

It can be inferred from the above table that the mean values for ethical competency ranged between 3.18 and 3.32 with a standard deviation of 1.31 and 1.37. I am confident my values, thinking and judgment are appropriate had the highest score at a mean of 3.32 (SD=1.33), while having the courage to face problems or opposition directly was rated lowest with a mean of 3.14 (SD=1.33).

#### 4.2.3 Organization Performance

Three key performance indicators of hotels were assessed.

##### 4.2.3.1 Service Quality

**Table 11** below summarizes respondents' assessments of service quality scale. Three dimensions of global service quality were assessed.

**Table 11: Service Quality**

Statement	Mean	SD
<b>Interactive Quality</b>		
The conduct of the employees instils confidence in guest.	3.27	1.32
The attitude of employees of the hotel shows their readiness in helping guests.	3.23	1.27
The attitude of employees indicates an appreciation of guest need.	3.19	1.30
Employees of the hotel possess the required knowledge in meeting guest's needs.	3.16	1.37
Employees are conversant with their enshrined duties and responsibilities.	3.22	1.33
Employees of hotel are competent.	3.18	1.38
Employees shows genuine concern in resolving guest issues.	3.27	1.29
Employees appreciate the significance of resolving guest grievance.	3.16	1.33

Employees have the expertise in handling guest grievances efficiently. 324 1.35

### **Environmental Quality**

The hotel atmosphere is what a guest expects. 3.26 1.31

Guests like the style of the hotel décor. 3.18 1.33

Guests really enjoy the hotel atmosphere. 3.23 1.29

The hotel furnishings show a great deal of style and thought. 3.28 1.33

The hotel furnishing is elegant and good-looking. 3.24 1.33

The hotel ambience is excellent. 3.25 1.34

The hotel atmosphere is serene and appropriate for the purpose of stay. 3.16 1.32

The hotel has accessible fire exits. 3.20 1.35

The hotel has noticeable sprinkler systems. 3.17 1.34

The hotel has a diversity of food and beverage facilities. 3.25 1.36

The hotel provides secure safes in guest rooms. 3.24 1.28

The hotel design is artistically appealing. 3.21 1.34

The hotel design enhances guest mobility. 3.20 1.34

The hotel design caters for the needs of guests. 3.20 1.36

### **Outcome Quality**

Hotel provides socialization opportunities. 3.20 1.33

Guest of the hotel feel a sense of belonging. 3.18 1.34

The hotel offers an avenue for social contacts. 3.24 1.34

Guest feels their expectations were meet on leaving the hotel. 3.09 1.37

The hotel services are evaluated favorably by guests. 3.13 1.32

The waiting time for hotel services are realistic.	3.24	1.33
Employees try to minimize guest waiting time.	3.27	1.32
Employees appreciate the importance of waiting time to guest.	3.17	1.33
Employees renders service to the guests in good time.	3.26	1.36
Employees of the hotel show their interest in accelerating service.	3.19	1.36

From the above table it can be observed that the mean values for service quality items ranged between 3.13 and 3.28 with a standard deviation of 1.27 and 1.38. The hotel furnishing is elegant and good-looking had the highest score at a mean of 3.28 (SD=1.33) On the other hand, the hotel services are evaluated favorably by guests had the lowest score at a mean of 3.13 (SD=1.32). In addition, it can be seen that the mean value for environmental quality dimension, 3.28 (SD=1.36) is slightly higher than that of interactive and outcome quality dimension 3.27 (SD=1.38, 1.37) respectively.

#### 4.2.3.2 Customers Satisfaction

**Table 12** below summarizes respondents' assessment of the outcome of guest's perception of the value received in a transaction or relationship in hotels. Four attributes which are necessary to ensure overall satisfaction were assessed.

**Table 12: Customers Satisfaction**

Statement	Mean	SD
<b>Accessibility</b>		
The hotel is easily accessible.	3.50	1.30
Obtaining information about hotel facilities and services via phone, internet, direction signs etc. is easy.	3.94	1.14
The operating hours of the hotel are convenient to guest requirements and expectations.	3.57	1.23

Guest safety and security are ensured.	3.25	1.34
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**Reliability**

The hotel does not renege in rendering services pledge.	3.22	1.31
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The hotel ensure precision in service delivery.	3.33	1.34
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Employees of the hotel are always available when needed.	3.31	1.36
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The hotel offers adaptability in its services to meet guest's exigencies.	3.41	1.37
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The hotel keeps accurate records.	3.27	1.35
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**Competence**

Employees of the hotel possess the required skills and knowledge to perform the service.	3.41	1.35
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Employees of the hotel have insight in the peculiar necessities of guest.	3.30	1.37
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Employees have in-depth professional knowledge in terms of foreign language, communication skills, etc.	3.38	1.30
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Employees of the hotel possess the requisite knowledge in offering support to guests in relation to recreational facilities, museums and shopping etc.	3.16	1.42
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**Friendliness**

Employees of the hotel handles guest in an affable demeanor.	3.37	1.35
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Employees are courteous at all times.	3.43	1.28
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Employees of the hotel provides guests personalized care.	3.37	1.31
---	------	------

Employees upholds customers best interests at heart.	3.05	1.36
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The mean values for customer satisfaction items ranged between 3.05 and 3.94 with a standard deviation of 1.14 and 1.42. Obtaining information about hotel services and facilities via phone, internet, direction signs had the highest score at a mean of 3.94 (SD=1.14) On the other hand, employees upholding customer's best interests at heart had the lowest score at a mean of 3.05 (SD=1.42). In addition, it can be seen that the mean value for accessibility dimension, 3.94 (SD=1.14) is slightly higher than that of friendliness dimension 3.43 (SD=1.28)

### 4.2.3.3 Room Occupancy

**Table 13** below report respondents' evaluations of room supply efficiency or capacity utilization. Two attributes which are necessary to determine the price of a room were assessed.

**Table 13: Room Occupancy**

<b>Statement</b>	<b>Mean</b>	<b>SD</b>
<b>Location</b>		
The hotel has a convenient and accessible location.	3.02	1.36
The hotel has a convenient parking space.	3.02	1.36
The hotel has visually appealing buildings and facilities.	3.19	1.34
Shops and other sales outlets in the hotel are conveniently located.	3.15	1.33
The dining-out facilities of the hotel are expediently situated.	3.14	1.35
The hotel has sufficient capacity in terms of swimming pools, bars as well as dining- out facilities etc.	3.07	1.40
The hotel has sufficient capacity in terms of conference or meetings room and business center facilities etc.	3.12	1.39
Necessities associated hotel services are adequate and sufficient.	3.06	1.30
The food and beverage facilities are clean, sufficient and adequate.	3.01	1.30
The hotel has state of the art apparatus like elevators, communication and air conditioners devices.	3.21	1.36
The hotel has efficient equipment without rampant faults.	3.14	1.37
Employees have an uncluttered and professional appearance.	3.07	1.29
<b>Quality of Room</b>		
Guest rooms has quality/sufficient accessories.	3.18	1.33

Guest room beds, pillows and chairs are comfortable and appropriate for stay.	3.03	1.30
Guest room size is adequate.	3.24	1.34
Guest room bath and toilet are clean.	3.11	1.31
Guest rooms are clean and quite.	3.20	1.31
Guest room temperature control is of superior quality.	3.22	1.33

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It can be observed from the above table that the mean values for room occupancy items ranged between 3.01 and 3.24 with a standard deviation of 1.29 and 1.40. Guest room size is adequate had the highest score at a mean of 3.24 (SD=1.34) On the other hand, food and beverage facilities are clean, sufficient and adequate had the lowest score at a mean of 3.01 (SD=1.30). In addition, it can be seen that the mean value for quality of dimension 3.24 (SD=1.34) is slightly higher than that of location dimension 3.21 (SD=1.36).

#### **4.3 Normality of the Data**

For estimating data normality, skewness and kurtosis information values were observed (Hair et al., 2010; Kline, 2010). Skewness specifies distribution symmetry, whereas, kurtosis indicates distribution peakedness (Pallant, 2010). Values of skewness and kurtosis presented in **Table 17 below**.



**Table 14: Values of Skewness and Kurtosis**

<b>Statement</b>	<b>Skewness</b>	<b>Kurtosis</b>
Training and Development	-0.506	-0.368
Career Development	-0.650	-0.031
Performance Appraisal	-0.270	-0.047
Compensation	-0.114	-0.058
Employee Involvement	-0.523	0.293
Self-Competency	-0.058	-0.438
Team Competency	0.608	-0.188
Change Competency	-0.150	-1.085
Communication Competency	-0.160	-0.684
Ethical Competency	-0.189	-0.355
Service Quality	0.154	-0.290
Customer satisfaction	-0.272	-0.141
Room Occupancy	-0.019	-0.458

As shown in Table 17 majority of the values were between -1 and +1 and did not exceed normal levels, thus the data gathered can be considered normally distributed (Pallant, 2005). Peat and Barton (2008) postulated that if kurtosis and skewness values of variables are between -1 and +1, the data can be assumed normally distributed.

#### **4.4 Reliability Statistics**

Reliability ascertain how established scales are free from random error (Pallant, 2005). Sekaran (2003) and Churchill and Brown (2004) contended that reliability strive to maintain consistency and stability of scales. Cronbach Alpha Statistic was used is in assessing the stability and reliability of the scales (Churchill, 1979; Peter, 1979; Pallant, 2005).

##### **4.4.1 Human Resource Development (HRD) Practices Scale**

Having identified the five human resource development practices (training and development, career development, performance appraisal, compensation and employee involvement), this section aims to check the reliability of the five selected human resource development practices.

**Table 15** displays the Cronbach alpha coefficients and item to total correlations.

**Table 15: Reliability of the Human Resource Development Practices Scale**

Item	Cronbach Alpha	Item to total correlation
<b>Training and Development</b>	0.85	
Adequate and relevant knowledge and skills are acquired through training program.		0.42
The knowledge and skills associated aids used in the training programs are available for use.		0.65
Training programs are conducted for employees in all facets of quality.		0.45
The activities of the training programs meet the needs of employees.		0.53
Employees are sponsored to training programmes on the basis of relevant training needs.		0.48
<b>Career Development</b>	0.82	
Organization provides coaching to enhance my career.		0.50
Organization support my individual development strategy		0.45
Organization provide unprejudiced career guidance whenever required.		0.60
<b>Performance Appraisal</b>	0.76	
Appraisal system in this organizations is growth and developmental oriented.		0.44
Organization provides a written and operational performance appraisal system		0.54

Performance is assessed on established objective and measurable outcomes. 0.51

Performance review discussions conducted with the highest quality and care. 0.51

**Compensation** 0.74

Remuneration and related allowances are commensurate to current market trends. 0.48

Job performance is an essential determinant of factor in determining the stimuluses and compensation. 0.43

Compensation practice connected to the organization goals and objectives. 0.46

Organizations compensation system is closely connected with its financial results. 0.39

**Employee Involvement** 0.78

Information is widely shared in this organization. 0.43

Collaboration and team work across working functions are vigorously emboldened. 0.43

Everyone believes that he/she can make an impact. 0.42

The capacity of employees is regarded as an essential determinant of competitive edge. 0.57

The organization relies on horizontal control and coordination. 0.63

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Individual items of human resource development practices exceed the recommended threshold of (0.70) (Nunnally and Bernstein, 1994; Kline, 2010). In addition, item to total correlations exceeds the minimum value of (0.50). Therefore, it is confirmed that this scale is reliable for measuring human resource development practices.

#### 4.4.2 Employee Competencies Scale

**Table 16** displays Cronbach alpha scores and item to total correlations for the five employee competencies scale

**Table 16: Reliability of the Employee Competencies Scale**

<b>Item</b>	<b>Cronbach Alpha</b>	<b>Item to total correlation</b>
<b>Self-Competency</b>		
	0.78	
By virtue of my capabilities, I have much potential.		0.51
I perform adequately in many important situations.		0.56
I perform very well at a number of things.		0.53
I am very competent.		0.42
I am very talented		0.56
I deal appropriately with challenges.		0.46
<b>Team Competency</b>		
	0.75	
I can contribute valuable insight to a team project.		0.41
I can easily facilitate communication between people.		0.53
I am effective at delegating responsibility for tasks.		0.50
<b>Change Competency</b>		
	0.82	
I believe, I perform well in job situation following the restructuring.		0.69
Provided training, I can perform well following the restructuring.		0.69
<b>Communication Competency</b>		
	0.80	

I am a good listener.	0.50
I generally know what type of behaviour is appropriate in any given situation.	0.66
I generally know how others feel.	0.60
I say the right thing at the right time.	0.62
I deal with others effectively.	0.50
<b>Ethical Competency</b>	0.79
I have the strength of will not to be defeated by direct problem or opposition.	0.47
I am confident my values, thinking and judgment are appropriate.	0.54
I try to positively face up to difficult situations where views clash.	0.52
I make decision based on reliable evidence.	0.51
I make decision with priority on the thoughts and values of the organization.	0.52

Table 16 summarizes reliability results for individual items related to employee competencies. The Cronbach's coefficient alpha estimates of the items exceed the recommended value of (0.70) (Nunnally and Bernstein, 1994; Kline, 2010). Item to item correlation exceeds the minimum value of (0.50). Hence, the scale is reliable for measuring employee competencies.

#### 4.4.3 Organizational Performance Scale

Three organizational performance indicators were identified (service quality, customer satisfaction and room occupancy), this section aims to check the reliability of the three selected organizational performance indicators. **Table 17** displays the Cronbach Alpha Coefficients and item to total correlations.

**Table 17: Reliability of the Organizational Performance Scale**

Item	Cronbach Alpha	Item to total correlation
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<b>Service Quality</b>	0.88
The attitude of employees of the hotel shows their readiness in helping guests.	0.57
Employees of the hotel possess the required knowledge in meeting guest's needs	0.61
Employees of hotel are competent.	0.61
Employees appreciate the significance of resolving guest grievance	0.44
The hotel furnishings are elegant and good-looking.	0.58
The hotel ambience is excellent	0.57
The hotel atmosphere is serene and suitable for the purpose of stay	0.56
The hotel has accessible fire exist	0.49
The hotel design enhances guest mobility.	0.42
The hotel design caters the for needs of guests.	0.39
Guests feel a sense of belonging	0.47
The hotel services are evaluated favorably by guests	0.60
The waiting time for services is realistic	0.42
Employees try to minimize guest waiting time	0.61
Employees appreciate the importance of waiting time to guest.	0.60
Employees show their interest in accelerating service	0.55

<b>Customer Satisfaction</b>	0.82
The hotel is easily accessible	0.41
Obtaining information about hotel facilities and services via phone, internet, direction signs etc. is easy.	0.40

The operating hours of the hotel are convenient to guest requirements and expectations.	0.40
The hotel does not renege in rendering services pledge.	0.42
The hotel ensure precision in service delivery	0.42
The hotel offers adaptability in its services to meet guests exigencies	0.43
Employees of the hotel possess the required skills and knowledge to perform the service	0.30
Employees of the hotel have in-depth professional knowledge in terms of foreign language, communication skills etc.	0.43
Employees of the hotel possess the requisite knowledge in offering support to guests in relation to recreational facilities, museums and shopping etc.	0.34
Employees of the hotel handles guest in an affable demeanor	0.40
Employees are courteous at all times	0.58
Employees of the hotel provides guests personalized care	0.40
<b>Room Occupancy</b>	<b>0.77</b>
The hotel has visually appealing building and facilities	0.58
The dining-out facilities of the hotel are expediently situated	0.30
The dining-out facilities of the hotel are conveniently located	0.48
The hotel has sufficient capacity in terms of conference or meetings room and business center facilities etc.	0.42
The hotel has state of the art apparatus like elevators, communication and air conditioners devices	0.40
Guest rooms has quality/sufficient accessories	0.50

Guest room size is adequate	0.40
Guest rooms are clean and quite	0.40
Guest rooms temperature control is of superior quality	0.39

Individual items of organizational performance exceed the recommended threshold of (0.70) (Nunnally and Bernstein, 1994; Kline, 2010). Additionally, item to total correlations exceeds the minimum value of (0.50). Therefore, it is confirmed that this scale is reliable for measuring organizational performance. Similarly, individual items of human resource development practices, employee competencies and organizational performance value of (0.92) exceeded the recommended threshold of (0.70) (Nunnally and Bernstein, 1994; Kline, 2010) which shows that the measurement instrument was reliable.

#### 4.5 Confirmatory Factor Analysis

Fundamental latent construct for confirmatory factor analysis (CFA) were selected through exploratory factor analysis. In order to ensure measures were discriminately and convergently valid, the researcher performed confirmatory factor analysis. Confirmatory factor analysis (CFA) is a latent variable measuring method (Byrne 2013; Hoyle 2011; Kline 2010). Construct reliability and adequacy of internal consistency were ensured in the study through composite reliability as well as average variance extracted. Proposed and suggested threshold values were observed (Fornell and Larcker, 1981). **Table 18** below summarizes the results of the confirmatory analysis conducted.

**Table 18: Confirmatory Factor Analysis**

Factor Names, Cronbach's alpha and Factor Loadings

Factor	Items	( $\lambda$ )	AVE	CR
Training and Development ( $\alpha=0.850$ )	Adequate and relevant knowledge and skills are acquired through training program	0.625		



	The knowledge and skills associated aids used in the training programs are available for use.	0.886		
	Training programs are conducted for employees in all facet of quality.	0.680		
	The activities of the training programs meet the needs of employees.	0.763	0.59	0.87
	Employees are sponsored to training programmes on the basis of relevant training needs.	0.840		
Career Development ( $\alpha=0.820$ )	Organization provides coaching to enhance my career	0.825		
	Organization support my individual development strategy	0.656	0.61	0.86
	Organization provide unprejudiced career guidance whenever required.	0.781		
	Management assign task which improves my skills	0.856		
Performance Appraisal ( $\alpha=0.760$ )	Appraisal system in our organization is growth and development oriented.	0.771		
	Organization provides a written and operational performance appraisal system.	0.781		
	Performance is assessed on established objective and measurable outcomes.	0.778	0.55	0.89

	Performance review discussions are conducted with the highest quality and care.	0.815		
Compensation ( $\alpha=0.740$ )	Remuneration and related allowances are commensurate to current market trends.	0.781		
	Job performance is an essential determinant of factor in determining the stimuluses and compensation.	0.739		
	Compensation practice is connected to the organization goals and objectives.	0.754	0.55	0.83
	Organizations compensation system is closely connected with its financial results.	0.683		
Employee Involvement ( $\alpha=0.780$ )	Information is widely shared in this organization.	0.713		
	Collaboration and team work across working functions are vigorously emboldened.	0.683		
	Everyone believes that he/she can make an impact.	0.710	0.61	0.83
	The capacity of employees is regarded as an essential determinant of competitive edge.	0.865		
	The organization relies on horizontal control and coordination.	0.894		
Self -competency ( $\alpha=0.780$ )	By virtue of my capabilities, I have much potential.	0.825		
	I perform adequately in many important situations.	0.856		

	I perform very well at a number of things.	0.872		
	I am very competent.	0.641	0.66	0.92
	I am very talented.	0.852		
	I deal appropriately with challenges.	0.792		
Team competency ( $\alpha=0.750$ )	I can contribute valuable insight to a team project.	0.859		
	I can easily facilitate communication between people.	0.846	0.69	0.87
	I am effective at delegating responsibility for tasks.	0.777		
Change competency ( $\alpha=0.821$ )	I believe, I perform well in job situation following the restructuring.	0.789		
	Provided training, I can perform well following the restructuring.	0.884	0.70	0.82
Communication competency ( $\alpha=0.800$ )	I am a good listener.	0.906		
	I generally know what type of behaviour is appropriate in any given situation.	0.758		
	I generally know how others feel.	0.914	0.68	0.91
	I say the right thing at the right time.	0.749		
	I deal with others effectively.	0.790		

Ethical competency ( $\alpha=0.790$ )	I have the strength of will not to be defeated by direct problem or opposition.	0.814		
	I am confident my values, thinking and judgment are appropriate.	0.715		
	I try to positively face up to difficult situations where views clash.	0.703	0.65	0.90
	I make decision based on reliable evidence.	0.889		
	I make decision with priority on the thoughts and values of the organization.	0.893		
Service quality( $\alpha=0.882$ )	The attitude of employees of the hotel shows their readiness in helping guests.	0.811		
	Employees of the hotel possess the required knowledge in meeting guest's needs	0.975		
	Employees of hotel are competent.	0.855		
	Employees appreciate the significance of resolving guest grievance	0.665		
	The hotel furnishings are elegant and good-looking.	0.905		
	The hotel ambience is excellent	0.964		
	The hotel atmosphere is serene and suitable for the purpose of stay	0.826	0.68	0.97
	The hotel has accessible fire exist	0.784		
	The hotel design enhances guest mobility.	0.627		
The hotel design caters for the needs of guests.	0.620			

	Guest of the hotel feel a sense of belonging	0.730
	The hotel services are evaluated favorably by guests	0.832
	The waiting time for services is realistic	0.740
	Employees try to minimize guest waiting time	0.964
	Employees appreciate the importance of waiting time to guest.	0.886
	Employees show their interest in accelerating service	0.905
Customer satisfaction( $\alpha=0.800$ )	The hotel is easily accessible	0.931
	Obtaining information about hotel facilities and services via phone, internet, direction signs etc. is easy.	0.972
	The operating hours of the hotel are convenient to guest requirements and expectations.	0.764
	The hotel does not renege in rendering services pledge.	0.652
	The hotel ensure precision in service delivery	0.650
	The hotel offers adaptability in its services to meet guests exigencies	0.688
	Employees of the hotel possess the required skills and knowledge to perform the service	0.815

	Employees of the hotel have in-depth professional knowledge in terms of foreign language, communication skills etc.	0.817	0.64	0.95
	Employees of the hotel possess the requisite knowledge in offering support to guests in relation to recreational facilities, museums and shopping etc.	0.916		
	Employees of the hotel handles guest in an affable demeanor	0.615		
	Employees are courteous at all times	0.929		
	Employees of the hotel provides guests personalized care	0.770		
Room occupancy ( $\alpha=0.780$ )	The hotel has visually appealing building and facilities	0.999		
	Shops and other sales outlets in the hotel are conveniently located	0.718		
	The dining-out facilities of the hotel are expediently situated	0.728		
	The hotel has sufficient capacity in terms of conference or meetings room and business center facilities etc.	0.671		
	The hotel has state of the art apparatus like elevators, communication and air conditioners devices	0.801	0.64	0.94
	Guest rooms has quality/sufficient accessories	0.798		
	Guest room size is adequate	0.878		

Guest rooms are clean and quite	0.808
Guest room temperature control is of superior quality	0.704

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Notes: AVE denotes variances of averages extracted; CR represents reliability of composites. All factor loadings are significant at ( $p < 0.05$ ).

Cronbach's alpha values of constructs ranged between 0.74 and 0.88 which exceeds the suggested threshold of (0.70) (Nunnally and Bernstein, 1994; Kline, 2010). Constructs standard estimates ranged between 0.62 and 0.97 exceeding the recommended criterion of (0.60) or higher (Hair et al., 2010), and statistically significant ( $p < 0.05$ ). Constructs average variance extracted ranged between 0.55 and 0.70 which exceeds suggested threshold of (0.50) indicating higher reliability of a construct (Fornell and Larcker, 1981; Hoyle, 2011; Kline, 2010; Wu et al., 2008). Constructs composite reliability ranged between 0.82 and 0.97 which exceeds the recommended criterion (0.70) indicating consistency adequacy (Fornell and Larcker, 1981; Hair et al., 2006; Hoyle, 2011; Kline, 2010). Results of all the values were above the suggested threshold, confirming convergent validity.

To ensure that scales measuring distinct constructs are not related to each other, a discriminate validity test was performed based on the Fornell and Larcker (1981) discriminant validity criteria.

**Table 18** below summarizes the results of the discriminate validity test conducted.

**Table 19: Discriminant Validity**

	1	2	3	4	5	6	7	8	9	10	11	12	13
1. Training and development	(0.770)												
2. Career development	0.396	(0.825)											
3. Performance appraisal	0.313	0.343	(0.742)										
4. Compensation	0.396	0.195	0.497	(0.742)									
5. Employee involvement	0.313	0.527	0.298	0.303	(0.781)								
6. Self-competency	0.396	0.257	0.135	0.052	0.193	(0.812)							
7. Team competency	0.313	0.133	0.051	0.036	0.134	0.504	(0.831)						
8. Change competency	0.396	0.233	0.134	0.117	0.236	0.537	0.302	(0.837)					
9. Communication competency	0.313	0.240	0.193	0.165	0.243	0.657	0.368	0.601	(0.906)				
10. Ethical competency	0.396	0.324	0.086	0.061	0.305	0.641	0.484	0.556	0.644	(0.806)			
11. Service quality	0.221	0.249	0.118	0.116	0.224	0.211	0.167	0.127	0.215	0.213	(0.825)		
12. Customer satisfaction	0.121	0.136	0.072	0.064	0.122	0.115	0.091	0.069	0.117	0.116	0.167	(0.800)	
13. Room occupancy	0.198	0.233	0.132	0.104	0.200	0.189	0.149	0.113	0.192	0.190	0.127	0.394	(0.794)

Notes: Diagonal values denotes squared root of average variance extracted

It can be inferred that discriminant validity was established since, constructs AVE squared values exceed the correlation among constructs (Fornell and Larcker 1981; Gaski and Nevin, 1985).



#### 4.6 Correlation Analysis.

The degree and direction of the relationship among variables were measured using correlation analysis (Krzanowsk, 1988; Rodriguez, 1982). Proposed and suggested correlation coefficient values were observed (Galton, 1988). The correlation coefficient (r) measures the strength of the association between each pair of variable.

**Table 20** reports the correlation matrix computed.

**Table 20: Correlation Matrix**

Items	Mean	SD	1	2	3	4	5	6	7
1.Training and Development	16.91	4.77	1						
2.Career Development	13.66	3.78	0.389**	1					
3.Performance Appraisal	13.12	3.65	0.317**	0.345**	1				
4.Compensation	12.84	3.61	0.230**	0.195**	0.500**	1			
5.Employee Involvement	16.80	4.47	0.357**	0.530**	0.287**	0.294**	1		
6.Employee Competencies	67.11	16.85	0.371**	0.310**	0.157**	0.120**	0.287**	1	
7.Organizational Performance	121.09	22.83	0.244**	0.235**	0.153**	0.117**	0.255**	0.218**	1

\*\*p<0.01; \* p<0.05.

Table **20** shows positive and significant relationship among training and development, employee competencies and organizational performance (r=0.371, r=0.244, p <.05). Furthermore, the correlation matrix indicates a positive and significant correlation between the career development, employee competencies and organizational performance (r=0.310, r=0.235, p <.05). Additionally, there remain a weakly positive but significant relationship between performance appraisal, employee competencies and organizational performance (r=0.157, r=0.153, p <.05). Also, there existed a very weak but positively significant correlation between compensation, employee

competencies ( $r=0.120$ ,  $r=0.117$ ,  $p < .05$ ). Employee involvement was positively and significantly correlated with employee competencies and organizational performance ( $r=0.287$ ,  $r=0.255$ ,  $p < .05$ ). Moreover, the correlation matrix shows positive and significant relationship employee competencies and organizational performance ( $r=0.218$ ,  $p < .05$ ).

#### 4.7 Hypotheses Testing

The research hypotheses developed will be tested using correlation analysis (Churchill and Brown, 2004).

##### 4.7.1 Hypothesis 1

This proposition aims to investigate whether training and development has a significant relationship with employee competencies.

H<sub>0</sub>: Training and development is not significantly related to employee competencies

H<sub>1</sub>: Training and development is significantly related to employee competencies.

**Table 21** summarizes the finding of the correlation matrix.

**Table 21: Correlation Matrix: Hypothesis 1**

	1	2	p value
1. Training and Development	1		
2. Employee Competencies	0.371**	1	0.000

\*\* $p < 0.01$ ; \*  $p < 0.05$ .

Training and development was positively and significantly related to employee competencies ( $r=0.371$ ,  $p < .05$ ). Therefore, the findings reject the null hypothesis. This result is compatible with the arguments and findings of Appiah (2010) and Harrison (2000) who contend that training and development generates performance improvement related benefits for the workforce and organization by positively impacting human resource functioning through the enhancement of human resource expertise, competence, knowledge, behaviour and proficiencies. Furthermore, the result parallels findings by other studies which emphasized that the implementation of various training and development programs foster learning and improve competence of overall organizational members (Blackburn, 1995; Bolla, 2000; Jones, 2002).

##### 4.7.2 Hypothesis 2

This proposition seeks to examine whether career development has a significant relationship with employee competencies.

H<sub>0</sub>: Career development is not significantly related to employee competencies.

H<sub>1</sub>: Career development is significantly related to employee competencies.

**Table 22** displays results of the relationship

**Table 22: Correlation Matrix: Hypothesis 2**

	1	2	p value
1.Career Development	1		
2. Employee Competencies	0.310**	1	0.000

\*\*p<0.01; \* p<0.05.

Career development correlated with employee competencies significantly ( $r=0.310$ ,  $p <0.05$ ). Hence, the findings reject the null hypothesis. This result is compatible with the study by Gilley et al. (2009) who contended that career development interventions assist in building a partnership between the organization and its employees, enriching their knowledge, skills, and abilities, by improving individual competencies. Moreover, this result is supported by previous empirical findings of McGraw (2014) who indicated that the effective implementation of individual career management processes significantly enhances employee competency and improve individual performance.

### 4.7.3 Hypothesis 3

The purpose of this proposition was to investigate whether there exists a significant relationship between performance appraisal and employee competencies.

H<sub>0</sub>: Performance appraisal is not significantly related to employee competencies.

H<sub>1</sub>: Performance appraisal is significantly related to employee competencies.

**Table 23** summarizes the finding of the correlation matrix.

**Table 23: Correlation Matrix: Hypothesis 3**

	1	2	p value
1.Performance Appraisal	1		

2. Employee Competencies	0.157**	1	0.000
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\*\*p<0.01; \* p<0.05.

Performance appraisal is significantly and positively correlated with employee competencies ( $r=0.157$ ,  $p < 0.05$ ). Accordingly, the alternative proposition is accepted. This result is consistent with other authors who found that integrated human resource and performance management strategies has important impact on the commitment and attitude of workforce (Armstrong, 2005; Ostroff, 1992; Young et al., 1995). Additionally, this result provides credence to the empirical evidence adduced by Meyer and Kirsten (2005) who assert that managing performance of human resource constitutes an essential fragment of a firm and manifest how their human capital is being managed.

#### 4.7.4 Hypothesis 4

This proposition aims to examine whether the relationship between compensation and employee competencies was significant.

H<sub>0</sub>: Compensation is not significantly related employee competencies.

H<sub>1</sub>: Compensation is significantly related employee competencies.

**Table 24** displays results of the relationship.

**Table 24: Correlation Matrix: Hypothesis 4**

	1	2	p value
1.Compensation	1		
2.Employee Competencies	0.120**	1	0.000

\*\*p<0.01; \* p<0.05.

Compensation was positively and significantly related to employee competencies ( $r=0.120$ ,  $p < 0.05$ ). Therefore, the findings reject the null hypothesis. This results parallels finding of other studies which found that compensation plays an essential role in firms that rely upon human capital as a stimulus in attracting and retaining experienced employee (Frye, 2004; Guthrie et al., 2001; Iverson et al., 2007; Teseema and Soeters, 2013). Furthermore, this finding supports the supposition of Mayson and Barret (2006) who argue that an organization's capacity in attracting, motivating and retaining competent human resource by offering competitive remuneration and equitable rewards is connected to the organizations efficiency and development.

#### 4.7.5 Hypothesis 5

The purpose of this proposition was to investigate whether employee involvement has a significantly relationship with employee competencies.

H<sub>0</sub>: Employee Involvement is not significantly related employee competencies.

H<sub>1</sub>: Employee Involvement is significantly related employee competencies.

**Table 25** summarizes the finding of the correlation matrix.

**Table 25: Correlation Matrix: Hypothesis 5**

	1	2	p value
1. Employee Involvement	1		
2. Employee Competencies	0.287**	1	0.000

\*\*p<0.01; \* p<0.05.

Employee involvement is significantly and positively correlated with employee competencies (r=0.310, p <0.05). Accordingly, the alternative preposition is accepted. This results parallels findings by other studies which found that employee involvement builds individual competence, control and obligation leading to a concerted foresight, values and aspirations (Gowen, 1990; Rossler and Koelling; 1993). Also, this result is consistent with other several studies which found that human resource, involvement is related positively to the efficiency, performance as well as the satisfaction of the human resources (Denison, 1990; McShane and Von Glinow, 2003; Pfeffer, 1994; Verma, 1995).

#### **4.7.6 Hypothesis 6**

This proposition seeks to investigate whether the relationship between employee competencies and organizational performance was significant.

H<sub>0</sub>: Employee competencies are not significantly related to organizational performance

H<sub>1</sub>: Employee competencies are significantly related to organizational performance

**Table 26** summarizes the finding of the correlation matrix.

**Table 26: Correlation Matrix: Hypothesis 6**

	1	2	p value
1.Employee competencies	1		
2.Organizational performance	0.218**	1	0.000

\*\*p<0.01; \* p<0.05.

Employee competencies correlated with organizational performance significantly ( $r=0.218$ ,  $p < 0.05$ ). However, the alternate hypothesis is accepted. This outcome of this hypothesis is compatible with the arguments and findings by several other authors which indicated that employee competencies plays a central role for sustained competitive advantage and determines organizational effectiveness. (Hendry and Pettigrew, 1986; Hoge et al. 2005; Lado and Wilson, 1994; Kamoche, 1996). Furthermore, this result is supported by the findings by Draganidis and Mentzas (2006) who postulated that competencies provides the potential for effectiveness in task performance.

**Table 27: Summary of Hypotheses Testing**

Hypothesis	Correlation coefficient (r)	p value	Result
H <sub>1</sub> : Training and development is significantly related to employee competencies	0.371	0.000	Accepted
H <sub>2</sub> : Career development is significantly related to employee competencies.	0.310	0.000	Accepted
H <sub>3</sub> : Performance appraisal is significantly related to employee competencies.	0.157	0.000	Accepted
H <sub>4</sub> : Compensation is significantly related employee competencies.	0.120	0.000	Accepted

H <sub>5</sub> : Employee Involvement is significantly related to employee competencies.	0.287	0.000	Accepted
H <sub>6</sub> : Employee competencies are significantly related to organizational performance	0.218	0.000	Accepted

\*\*p<0.01; \* p<0.05.

From

**Table 27** it can be observed that all six hypotheses were supported and accepted in this data set.

#### **4.8 Structural Equation Modeling (SEM)**

To examine and evaluate causal relationship among variables a Structural Equation Modeling (SEM) was used (McCullum and Austin, 2000). Structural Equation Modeling is a synthesis of two statistical methods: path analysis and confirmatory factor analysis (Hoyle 2011). Structural Equation Modeling consist of a structural and measurement model (Kline 2010). The structural model is used in testing the entire hypothetical dependencies established on path analysis (Hoyle, 2011). The measurement model is used for measuring composite or latent variables (Kline 2010). The Structural Equation Modeling application involves five coherent steps namely: specification, identification, estimation, evaluation and finally validation (Byrne 2013; Hoyle 2011; Kline 2010). Fit indices act as significant pointers for the performance of a model. By virtue of their distinct properties they remain sensitive towards copious determinants, such as the size of the model, missing data, sample size and data distribution (Barrett, 2007; Hu and Bentler, 1999). Fit indices are classified as relative fit and absolute fit indices (Fan and Sivo 2005; Hoe, 2008; Hoyle, 2011; Hu and Bentler 1999).

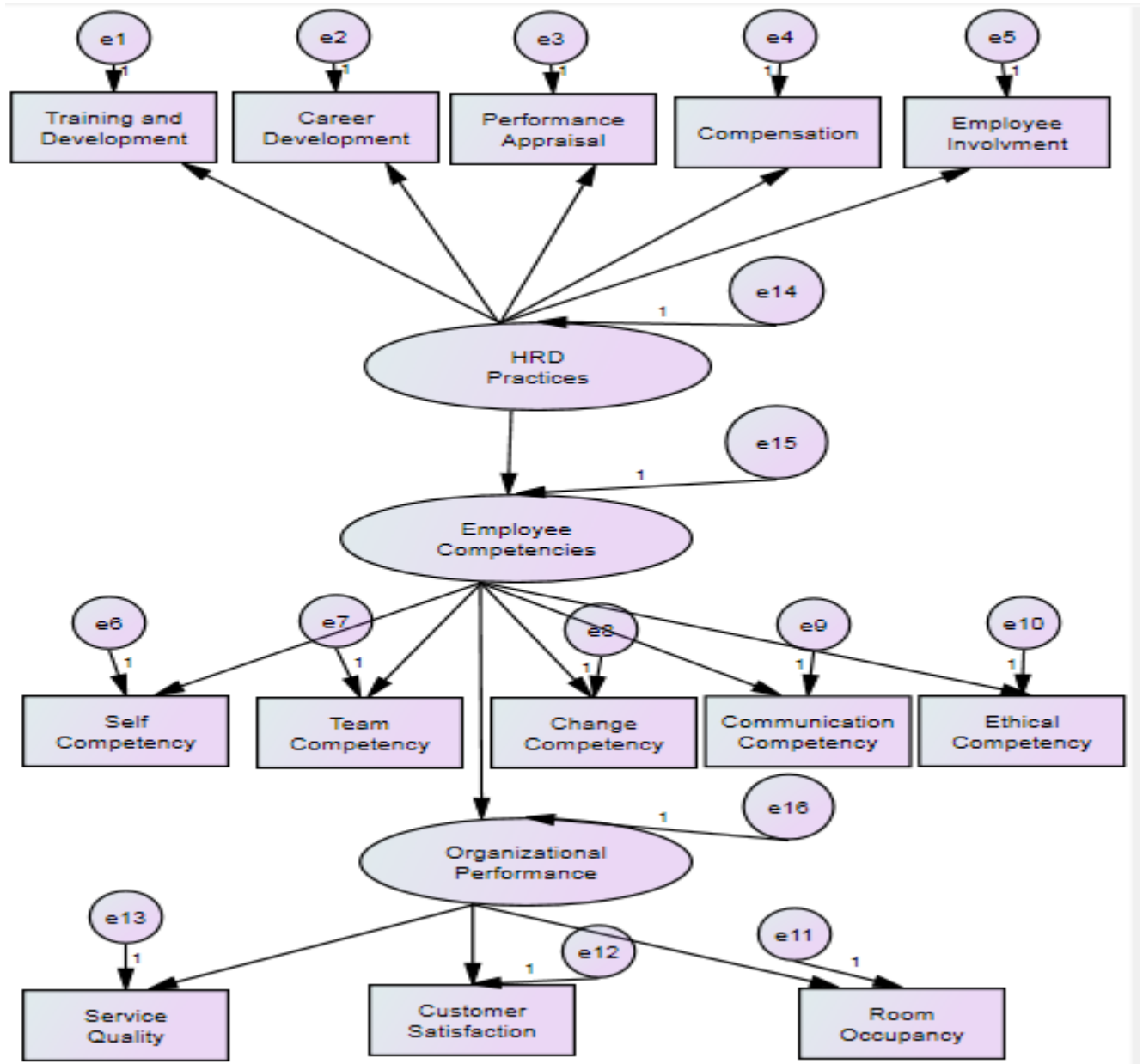
Absolute fit indices are used in establishing the suitability of a priori model in fitting or replicating the data (Hoe, 2008; Hoyle, 2011). These indices consist of SRMR (standardized root mean square residual), RMSEA (root mean square error of approximation) GFI (goodness-of-fit statistic), AGFI (adjusted goodness-of-fit statistic) and chi-squared test (Bentler and Bonnet, 1980; Byrne 2013; Fan and Sivo 2005; Sharma et al, 2005).

Relative fit indices are referred to incremental fit indices (Bentler, 1999; Tanaka, 1993) or comparative fit indices (Bentler 1990; McDonald and Ho 2002). McDonald and Ho (2002) indicated that, the null hypothesis in such models are formulated as entire variables are

uncorrelated. Relative fit indices consist of normed fit, tucker-lewis or non -normed fit and comparative fix (Bentler and Bonett 1980; Bentler 1990; Hoyle 2011; Hu et al., 1995).



**Figure 1: Structural Equation Model**



#### 4.9 Report of the SEM Results

This section presents a Structural Equation Modeling report which consist of the entire estimation and modeling process and fit indices.

##### 4.9.1 Chi-square ( $\chi^2$ ) test

**Table 28** displays the results of the chi-square test.

**Table 28: Chi-squared ( $\chi^2$ ) test**

Model	NPAR	$\chi^2$	Df	P	$\chi^2/df$
Default model	57	119.456	37	0.000	3.22
Saturated model	91	0.000	0		
Independent model	13	4528.402	78	0.000	58.056

*Note:* NPAR= number of distinct parameters ( $q$ ) being estimated,  $\chi^2$ = minimum value, of the discrepancy,  $df$ = number of degrees of freedom  $p = p$  value

Chi-square/df ratios of (3.22) were lower than the suggested threshold (i.e., <5.0) indicating a reasonable fit (Byrne 2013; Hoyle 2011; Kline 2010). This result parallels findings of several other authors (Hoe, 2008; Hu and Bentler, 1999; Wheaton et al., 1977) who contend that recommendations of  $\chi^2$  test ranged between 5 and 2. However, several other authors (Byrne 2013; Fan and Sivo 2005; Sharma et al, 2005) postulate that one should not be overly concerned regarding the  $\chi^2$  test because of its sample size sensitivity as well as its incomparability among different SEMs.

#### 4.9.2 Root Mean Square Error of Approximation (RMSEA) Index

**Table 29** below presents the result of the RMSEA index

**Table 29: Root Mean Square Error of Approximation (RMSEA) Index**

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	0.047	0.038	0.057	0.685
Independent model	0.238	0.232	0.244	0.000

RMSEA value of 0.047 was lower than the suggested threshold (. i.e., <0.06) indicating a good fit (Brown and Cudeck 1993; Hoe 2008). This result is compatible with other empirical studies of several other authors (Byrne 2013; Hoyle 2011; Kline 2010) who remarked that acceptable RMSEA index should be less than 0.06. Furthermore, these results support the supposition of

several other authors who found that RMSEA is useful for detecting model misspecification (Bentler and Bonnet, 1980; Brown and Cudeck 1993; Byrne 2013)

#### 4.9.3 Goodness-of-fit Index

**Table 30** below encapsulate the results of the goodness to fit statistics.

**Table 30: Goodness-of-fit Index**

	SRMR	GFI	AGFI	PGFI
Default model	0.040	0.983	0.958	0.400
Saturated model	0.000	1.000		
Independent model	9.793	0.486	0.400	0.416

*Note:* SRMR= standardized root mean square residual; **GFI**= goodness to fit index; **AGFI**= adjusted goodness to fit index, PGFI = parsimony goodness to fit index.

SRMR value of (0.04) was lower than the suggested threshold (i.e., <0.05) indicating a good fit (Fan and Sivo 2005; Hoyle 2011; Kline, 2011). In addition, all other indices (i.e., GFI and AGFI estimates) exceeded the recommended criterion of (0.95) indicating a good fit (Jöreskog and Sörbom,1996; Tabachnick and Fidell, 2007; Tanaka and Kuba, 1985). This result parallels finding by other studies which indicated that SRMR values less than (0.05) as well as GFI and AGFI exceeding (0.95) indicates a good fit (Hooper et al., 2000 a, b; Miles and Shevlin, 1998; MacCallum and Hong 1997). However, Sharma et al. (2005) postulate that the goodness to fit and adjusted goodness to fit indices as highly sensitive to sample size and not recommended for use.

#### 4.9.4 Base line Comparisons

**Table 31** below presents the results of the base line comparisons.

**Table 31: Base line Comparisons**

Model	NFI	RFI	IFI	TLI	CFI
Default model	0.974	0.944	0.982	0.961	0.981
Saturated model	1.000		1.000		
Independent model	0.000	0.000	0.000	0.000	0.000

*Note:* NFI=, normed fit index; RFI= relative fit index; IFI= incremental fit index, TLI=Tucker-Lewis index; CFI=Comparative fit index.

The TLI as well as the CFI exceeded the recommended criterion (0.95) indicating a good fit (Bentler 1990, Bentler and Bonnet, 1980; Fan et al. 1999; Schermelleh-Engel and Moosbrugger, 2003). In addition, all other indices (i.e., NFI and IFI estimates) exceeded the recommended criterion of (0.95) signifying a good fit (Bollen, 1990; Bentler and Bonnet, 1980; Hooper et al. 2008a, b). This result supports the supposition of Hu and Bentler, (1999) who contend that, a greater value of TLI and CFI are required to avoid the acceptance of misspecified models and recognized TLI and CFI exceeding 0.95 as indicative of a good fit. However, Bentler (1990) and Hoyle (2011) assert that the Normed fit index (NFI) is highly sensitive to samples size and an obsolete measure of fit hence not recommended for use.

#### 4.10 Objective of the study

The research objectives developed was tested using structural equation modelling (SEM).

##### 4.10.1 Objective 1

To analyze the human resource development practices prevailing in the hotel industry. The human resource development practices examined in this study were training and development, career development, performance appraisal, compensation as well as employee involvement. The standardized estimates values of the human resource development practices are encapsulated in **Table 32.** below

**Table 32: Measurement Model: HRD Practices**

Relationships	Standardized Estimates	Std. error	p value
Training and Development <--- HRD Practices	0.550	0.204	0.000
Career Development <--- HRD Practices	0.779	0.152	0.000
Performance Appraisal <--- HRD Practices	0.440	0.129	0.000
Compensation <--- HRD Practices	0.403	0.191	0.000
Employee Involvement <--- HRD Practices	0.677	0.170	0.000

From the above table it can be observed that the standardized estimates and standard error values of human resource development practices ranged between 0.403 and 0.779 with standard error of 0.129 and 0.204. Career development had the highest standardized estimate of 0.779 (SE=0.152), while compensation had the lowest standardized estimate of 0.403 (SE=0.191). The results support objective 1 since, the selected practices were significant ( $p < 0.05$ ). This result is compatible with the arguments and findings of Yuvaraj and Mulugeta (2013) who contend that human resource development practices unceasingly enhances employee’s competencies and efficiency through existing methods of organizational development, performance appraisal and management, career development and training and development. Furthermore, this result is consistent with other studies which recognized recruitment and employee outplacement, compensation, performance appraisal, career development, employee relations, training and development and employee involvement as human resource development practices (Rao ,1987; Riordan et al., 2005; Ruona and Gibson, 2004; Smith, 1988; Smith and Walz, 1984).

#### 4.10.2 Objective 2

To evaluate the impact of human resource development practices on employee competencies. As alluded to in objective one above, training and development, career development, performance appraisal, compensation and employee involvement were chosen as HRD practices. Hence the following sub –objectives are indicated below.

2.1. The impact of training and development on employee competencies. **Table 33** displays results for testing this objective.

**Table 33: Measurement Model: Predicting Employee Competencies**

Relationships	Standardized Coefficient	Std. Error	$R^2$	p value
	B			
Employee Competences <--- Training and Development	0.400	0.009	0.23	0.000

The above table indicates training and development had a positive and significant impact on employee competencies ( $B=0.400$ ,  $p < 0.05$ ) which implies that for every unit increase in training and development, there is a 0.400 increase in employee competencies. The  $R^2(0.23)$  indicates that

23% of the variance of employee competencies are explained and attributed to training and development. The results therefore support objective 2.1. This results parallels findings by other studies which found that, training and development improves the expertise and competence of employees, which sequentially, boost their efficiency and performance (Chang et al., 2011, Mertens, 2000; Salas and Cannon, 2001; Youndt, et al., 1996 Youndt and Snell, 2004). Moreover, this result parallels findings of several other authors who emphasized that training and development improves the competencies of employees which are contributory in enhancing general performance (Barzegar and Farjad, 2011; Cheng and Brown, 1998; Swanson, 2001). However, However, Tzafrir (2005) posited that it was reasonable in inferring that financing training yields certain unfavorable consequences particularly where there is no mutual dedication from the work force. Similarly, Hitt et al. (2001) postulate that investments in training produces unfavorable consequences on outcomes until knowledge is transferred. This notwithstanding, Swieringa and Wierdsma (1992) opined that for organization to contend with the accelerated altering conditions, it is expedient to endow in reeducation, improvement, modernizing as well as transforming the dexterities of the current employees. Along the same lines, several other authors deliberate that in order to encourage industry keenness and organizational functioning employee training and development is an important adjunct (Agnew et al., 1997; Ward et al., 1994).

2.2. The impact of career development on employee competencies. **Table 34** below summarize the results of this objective.

**Table 34: Measurement Model: Predicting Employee Competencies**

Relationships	Standardized Coefficient	Std. Error	R <sup>2</sup>	p value
Employee Competences <--- Career Development	0.092	0.012	0.233	0.021

The above table shows that career development had a positive and significant impact on employee competencies ( $B=0.092$ ;  $p < 0.05$ ). Hence, for every unit increase in career development, there is a 0.092 increase in employee competencies. The  $R^2$  value of (0.233) indicates the prediction and explanation power of career development on employee competencies. The results therefore support objective 2.2. This result is consistent with the empirical findings of McGraw (2014) who

emphasized that the effective implementation of individual career management processes significantly enhances employee competency and improve individual performance. Also, this result supports the contention of McDonald and Hite (2005) who deliberates that, career development interventions enhance employee’s positive attitude towards the organization. However, several other authors (Guerrier and Deery,1998; Lee-Ross,1999; Lucas,1995) contend that career development expectations are not many in the industry as well as attempts in employee retention through stimuluses or elevations are the exception than the rule. This notwithstanding, Gilley et al. (2009) opined that career development interventions assist in building a partnership between the organization and its employees, enriching their knowledge, skills, and abilities, by improving individual competencies.

2.3. The impact of performance appraisal on employee competencies. **Table 35** presents the results of this objective.

**Table 35: Measurement Model: Predicting Employee Competencies**

Relationships	Standardized Coefficient	Std. Error	R <sup>2</sup>	p value
	B			
Employee Competences <--- Performance appraisal	-0.069	0.014	0.233	0.120

Table 4.34 produced an unexpected result performance appraisal had no significant impact on employee competencies ( $B= -0.069$ ). Therefore, every unit increase in performance appraisal, will culminate in a -0.069 decrease in employee competencies. Consequently, performance appraisal did not make a significant contribution in predicting employee competencies ( $p >.05$ ). Results do not support objective 2.3. This result is not consistent with other studies which found that integrated human resource and performance management strategies has important impact on the commitment and attitude of the workforce (Armstrong, 2005; Ostroff, 1992; Young et al., 1995). Furthermore, this result supports the findings by Osman et al. (2011) who contended that an ineffectual appraisal procedure results in numerous undesirable challenges comprising stalled employee efficiency, less morale, less enthusiasm in supporting organizational values and

objectives, consequently stalling the effectiveness of the organization. Nonetheless, Meyer and Kirsten (2005) deliberates that managing performance of human resource constitutes an essential fragment of a firm and manifest how their human capital is being managed.

2.4. The impact of compensation on employee competencies. **Table 36** displays results for testing this objective.

**Table 36: Measurement Model: Predicting Employee Competencies**

Relationships	Standardized Coefficient <i>B</i>	Std. Error	<i>R</i> <sup>2</sup>	p value
Employee Competences <--- Compensation	-0.031	0.013	0.233	0.442

As displayed in Table 39 the beta value shows a negative and non-significant impact of compensation on employee competencies (*B*= -0.031). Hence every unit increase in compensation will result to a -0.031 decrease in employee competencies. Consequently, compensation did not make a significant contribution in predicting employee competencies (*p* >.05). The results therefore do not support objective 2.4. This result is not compatible with the findings and arguments of Mayson and Barret (2006) who postulated that an organization’s capacity in attracting, motivating and retaining competent human resource by offering competitive remuneration and equitable rewards is connected to the organizational efficiency and development. Additionally, these results contradict the findings by Frye (2004) who posited that compensation plays an essential role in firms that rely upon human capital as a stimulus in attracting and retaining experienced employee. However, Armstrong (2009) stressed that compensation is an integral approach to productivity improvements in organizations. Similarly, Sola and Ajayi (2013) stated that compensation was a primary motivating factor for employees to continuously strive for greater heights. They further emphasized that a well-structured compensation system is imperative to the success of an organization.

2.5. The impact of employee involvement on employee competencies. **Table 37** below summarize the results of this objective.

**Table 37: Measurement Model: Predicting Employee Competencies**



Relationships	Standardized Coefficient	Std. Error	$R^2$	p value
B				
Employee Competences <--- Employee Involvement	0.121	0.010	0.233	0.002

The above table shows that employee involvement had a positive and significant impact on employee competencies ( $B=0.121$ ,  $p < 0.05$ ). The  $R^2$  value of (0.233) indicates the prediction and explanation power of employee involvement on employee competencies. The results therefore support objective 2.5. This result is compatible with the findings and arguments by Ardichvili et al. (2003) who emphasized that employee involvement is an essential element in the effective execution of contemporary management strategies as well as plays a significant role in ascertaining the extent of job satisfaction, increase employee commitment and motivation. Furthermore, this result is consistent with earlier empirical studies which found that employee involvement is related positively to the efficiency, performance as well as the satisfaction of the human resources (Denison, 1990; McShane and Von Glinow, 2003; Pfeffer, 1994; Verma, 1995). Similarly, the result supports the findings by Chu et al. (1995) accentuated that employee involvement helps achieve better implementation of customer focus, quality and continuous improvements.

#### 4.10.3 Objective 3

To study the impact of employee competencies on the performance of the hotel industry. **Table 38** displays results for testing this objective.

**Table 38: Measurement Model: Predicting Organizational Performance**

Relationships	Standardized Coefficient	Std. Error	$R^2$	p value
B				
Organizational Performance <--- Employee Competencies	0.211	0.037	0.176	0.000

Table 41 indicates that employee competencies are positive and significant predictors of organizational performance ( $B=0.211$ ,  $p < 0.05$ ). Hence every unit increase in employee competencies will culminate to a 0.211 increase in organizational performance. The  $R^2(0.176)$

indicates that 18% of the variance of organizational performance are explained and attributed to employee competencies. The results therefore support objective 3. These results parallels findings of other empirical studies which found that improvements in employee competencies significantly enhances organizational performance in the following respect: organizational outcomes, financial outcomes and non-financial outcomes. Organizational outcomes in terms of productivity, Financial outcomes in terms of revenues or profits and non-financial outcomes in terms of increases in employee engagements and career developments (Adanu, 2007; Asree et al., 2010; Brooks and Nafukho, 2006; Caniëls and Kirschner, 2010; Junaidah, 2008; Levenson, 2005; Lockhart, 2013; Palan, 2005; Rose et al., 2006). Moreover, this result is supports the findings by Bhardwaj (2013) and Levenson et al. (2006) who contend that improvements in employee competencies affects the behaviour of individuals, teams and organizational effectiveness. Also, these results support the supposition by Cartwright and Baron, (2002) when they contend that the accomplishment of an expected strategic outcomes hinges on the employee's coherence, interaction, harmonization, dedication and the improvements of suitable competencies.

#### **4.10.4 Objective 4**

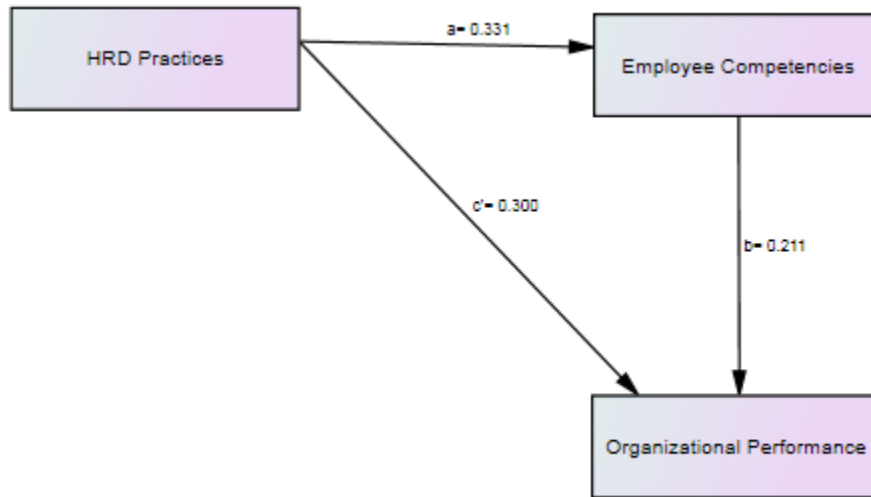
To study the role of employee competencies on the association between HRD practices and organizational performance.

To achieve the objective a mediation analysis was performed. Mediation is an essential concept in my studies. The classical product method of mediation developed by Baron and Kenny (1986) was used in testing this objective. Baron and Kenny (1986) suggested four necessities aimed at establishing mediation using the classical product method. However, MacKinnon, et al. (2007) posited that as a result of illogical mediation, the first condition is not applied by majority of researchers. The necessities put forward by Baron and Kenney are discussed below.

1. The coefficient is not zero, when the mediator is disregarded as result of the cause affecting the outcome.
2. If the cause is affected by the mediator, the coefficient (a) is not zero.
3. The coefficient (b) is not zero, when the mediator manipulates the cause as a result of affecting the outcome.
4. To assert that mediator is absolutely accountable for the relationship between the cause and outcome the coefficient (c') should be zero.

The underlying principle of the classical product method is elucidated in **Figure 2** below where human resource development practices, employee competencies and organizational performance denotes the cause, mediator and the outcome. The direct effects of the path coefficients are epitomized as a, b and c'. **Table 39** reports the standardized direct, indirect and total effect of human resource development practices.

**Figure 2: Model of Mediation with Path Coefficients**



**Table 39: Standardized direct, indirect and total effects of HRD Practices**

	HRD Practices			
	Direct	Indirect	Total effect	P value
Employee competencies	0.331		0.331	0.000
Organizational performance	0.300	0.07	0.37	0.000

The above table indicates that human resource development practices had a positive indirect (mediated) effect on organizational performance (0.07) which implies that for every unit increase in human resource development practices, there is a 0.07 increase in organizational performance. Furthermore, human resource development practices had a significant mediated effect on organizational performance ( $p < 0.05$ ). Therefore, objective 4 is supported. This result is in conformity with the recommendations of Baron and Kenney (1968) who emphasized that an

assertion that the mediator is absolutely accountable for the relationship amongst the outcome and the cause, the coefficient should be zero. With this study the coefficient of the indirect mediated effect of human resource development on organizational performance is zero (0.07). Accordingly, this study can report that employee competencies mediates the association between HRD practices and hotel industry's performance. This result is compatible with the findings and arguments of Nilsson and Ellstrom (2012) who postulate that developing human resource development strategies in an organization is an opportunity for employees to enrich their competencies that contribute, in aggregate to firm performance. Furthermore, these results support the findings by several other authors who advocated that the choice of an appropriate candidates aimed at suitable locus must be linked with the enhancement and improvement of employee competencies pertinent to the goals and plans of the organization (Lee, 2010; Hellriegel and Slocum, 2011; Naquin and Holton, 2006). Also, this results parallels findings by others study which found that the enhancement and improvements of employee proficiencies are very crucial for organizational performance leading to enhanced employee functioning, greater efficiency and assist in creating essential competencies for firms (Bhardwaj, 2013; Clardy, 2008; Kehoe and Wright, 2013; Levenson et al. 2006).

**Table 40: Summary of Objectives**

<b>Objectives</b>	<b>Standardized Coefficient (B)</b>	<b>Std Error</b>	<b>p value</b>
<b>1.To analyze the human resource development practices prevailing in the hotel industry.</b>			
1.1 Training and Development	0.550	0.204	0.000
1.2 Career Development	0.779	0.152	0.000
1.3 Performance Appraisal	0.440	0.129	0.000
1.4 Compensation	0.403	0.191	0.000
1.5 Employee Involvement	0.607	0.170	0.000
<b>2.To evaluate the impact of human resource development practices on employee competencies.</b>			
2.1 Impact of training and development on employee competencies	0.400	0.009	0.000

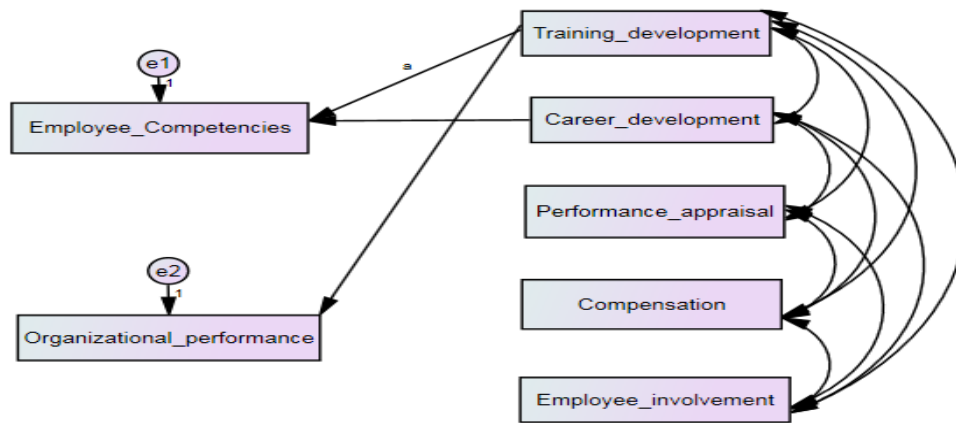
2.2 Impact of performance appraisal on employee competencies	0.092	0.012	0.021
2.3 Impact of career development on employee competencies	-0.069	0.014	0.120
2.4 Impact of compensation on employee competencies	-0.031	0.013	0.442
2.5 Impact of employee Involvement on employee competencies	0.121	0.010	0.002
<b>3. To study the impact of employee competencies on the performance of the hotel industry.</b>	0.211	0.037	0.000
<b>4. To study the role of employee competencies on the association between HRD practices and organizational performance.</b>	Direct effect	Indirect effect	
	0.300	0.07	0.000

From table 43 it can be observed that all the four objectives were supported in this data set. However sub-objective 2.3 and 2.4 of objective 2 were not supported.

#### 4.11 Multi-Group Moderation

Hotel classification systems are widely used in the accommodation sector as a means of providing to both clients and intermediaries on the standard to be found at individual establishments (WTO, 2015). The rating system provides consumers with an easy way to compare hotels (Gilbert 1990, Gee, 1994; Callan, 1995). The symbol most universally recognized is stars, as most countries have at least one rating system using stars to represent quality grades (Callan,1993; Kozak and Rimmington, 1999, Narangajavana and Ho,2008, Stutts, 2001). A multi-group moderation analysis with maximum likelihood criterion was applied in assessing the degree of correlation in the classification of hotels. Constrained and unconstrained models were run to measure whether the relation between human resource development practices, employee competencies and organizational performance changes as a function of hotel classifications (Baron and Kenny, 1986; Aiken et al., 1991). **Figure 3** below depicts the multi-group moderation.

### Figure 3: Multi-Group Moderation



**Table 41** report the constrained and unconstrained model with hotel calssification as a moderator. Similary **Table 42** encapsulates the path by path analysis of the relationship between constructs

**Table 41: Multi-Group Moderation**

Hotel classification as a Moderator					
Parameters	Unconstrained Model	Constrained Model	Model Difference	Groups	P-value
Chi-square	112.574	159.169	46.59		
Degree of freedom	32	38	6	4	0.000

**Table 42: Path by Path Analysis**

Parameters	Chi-square Threshold	5 star	4 star	3star	2 star	Df	P-value
90% confidence	120.35					35	0.000
Difference							7.78
95% confidence	122.06					35	0.000
Difference							9.49

99% confidence	125.85					35	0.000
Difference							
13.28							
Employee competencies <--- Training and development	132.523	0.269	0.250	0.219	0.210	35	0.000
Employee competencies <--- Career development	113.450						
Organizational performance <- -- Training and development	139.124	188	154	148	146	35	0.000

---

At 99% confidence level (132.523) hotel classification moderates the path between training and development and employee competencies. Hence for star rated hotels the relationship between training and development and employee competencies are different. Similarly, at 99% confidence level (139.124) hotel classification moderated the path between training and development and organizational performance, therefore, for star rated hotels there are difference in the relationship between training and development and organizational performance. This result is consistent with the contentions of Ordanini et al. (2011) and Pikkemaat et al. (2005) who indicated that four to five-star rated hotels are synonymous with luxury and provide excellent and extensive facilities, a high quality of service and highest degree of personal service. Furthermore, this result parallels findings of other studies which found that when choosing hotels, guests staying in three to five star rated hotels use rating systems more often than those staying at one and two star rated hotels (Callan, 1995; Gilbert 1990).

#### 4.12 Conclusions

This chapter explains the entire techniques espoused. The demographic statistics as well as characteristics of respondents were discussed at the beginning of this chapter. A descriptive analysis was performed to measure the respondents' perceptions and evaluations of variables and constructs examined in the study. Skewness and kurtosis values were observed in estimating normality. Cronbach Alpha Statistic was used in assessing the stability and reliability of the scales. The Cronbach alpha estimates of the items of the measurement instrument exceeded the recommended threshold, an indication that the measurement instrument was reliable. To ensure measures were discriminately and convergently valid, researcher performed confirmatory factor analysis. In addition, a discriminate validity test was performed to ensure that scales measuring

distinct constructs are not related to each other. The hypothesis developed for the study was tested using correlation analysis and all the six hypothesis were accepted in the data set. SEM was applied in testing the study objectives. Structural model test indicates a good fit. Hence, overall structure reflects desirable psychometric properties. Moreover, all the four objectives of the study were accepted in the data set except sub-objective 2.3 and 2.4 of objective 2. Furthermore, the Baron and Kenney (1986) classical product method of mediation was used in studying the role of employee competencies on the association between human resource development practices and organizational performance. The necessities aimed at establishing mediation using the classical product method was observed and the results obtained were in conformity with the recommendations of Baron and Kenny (1986). Finally, a multi-group moderation analysis with maximum likelihood criterion was applied in assessing the degree of correlation in the classification of hotels.



## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATION**

#### **5.1 Introduction**

This chapter reviews and encapsulates the results of the data analysis in the preceding chapter. Section two highlights the objectives of the study. Section three summarizes the findings from the data analysis chapter. Section four emphasizes the theoretical implication of the study, while section five discusses the practical implications. Section six identifies some limitation of the study. Finally, section seven suggests areas and directions for future research.

#### **5.2. Objectives of the Study**

The main objective was to examine how human resource can be developed to enhance the performance of the hotel industry in Ghana. This study had the following specific objectives

1. To analyze the human resource development practices prevailing in the hotel industry.
2. To evaluate the impact of human resource development practices on employee competencies.
  - 2.1 The impact of training and development on employee competencies.
  - 2.2 The impact of career development on employee competencies.
  - 2.3 The impact of performance appraisal on employee competencies.
  - 2.4 The impact of compensation on employee competencies.
  - 2.5 The impact of employee involvement on employee competencies.
3. To study the impact of employee competencies on the performance of the hotel industry.
4. To study the role of employee competencies on the association between HRD practices and organizational performance.

#### **5.3 Summary**

The data used in the study were assumed to be normally distributed since the skewness and kurtosis values were within accepted thresholds (Pallant, 2005). The reliability statistics indicates the measurement instrument was reliable since the Cronbach's coefficient alpha estimates for the individual items of human resource development practices, employee competencies and organizational performance exceeded the suggested and recommended threshold (Nunnally and Bernstein, 1994; Kline, 2010). Convergent validity was established because the results of all the values in the confirmatory factor analysis were above the suggested threshold. Similarly, discriminant validity was established since constructs AVE

squared values exceeds the correlation among constructs. All the six hypothesis developed for the study were accepted in the data set. The findings support the contention of Swanson and Holton (2009) who emphasized that human resource development practices enhance the competence of employees.

Also, the results support the supposition of Draganidis and Mentzas (2006) who indicated that employee competencies provide potential for effectiveness of task performance. As alluded to in chapter 4, the study objectives were tested using Structural Equation Modeling. All relevant and applicable indices were reported. The findings indicated that all the indices were within suggested and recommended thresholds (Byrne 2013; Hoyle 2011; Kline 2010). Accordingly, the structural model test indicated a good fit and reflected desirable psychometric properties (Fan and Sivo 2005; Hoe, 2008; Hoyle, 2011; Hu and Bentler 1999). The findings are compatible with other empirical studies where the structural model reflected psychometric properties (Che Wu and Jae Ko, 2013; Gupta et al., 2016). Moreover, all the four objectives of the study were accepted in the data set except sub-objective 2.3 and 2.4 of objective 2.

The findings of objective 1 indicates that career development was perceived high among the other four selected human resource development practices by the hotels (Std estimate= 0.779; Std error =0.152;  $p < 0.05$ ). The results support the contention of McDonald and Hite (2005) who deliberates that career development interventions enhance employee's positive attitude towards the organization. Findings of objective 2 confirms that a well- articulated human resource development practices have the tendency of enhancing and improving employee competencies. The results give credence to the contention of Clardy (2008) who postulated that human resource development practices are used by organizations practices as an important strategic mechanism to stimulate positive behaviour in individuals and impact their knowledge, skills and attitudes which can increase productivity and performance. Results of objective 3 upholds the long-held assertion that competent employees are a source of competitive advantage, when it indicted that, employee competencies impact organizational performance. This result is compatible with the arguments of Cartwright and Baron, (2002) who contended that the accomplishment of an expected strategic outcomes hinges on the employee's coherence, interaction, harmonization, dedication and the improvements of suitable competencies.

Finally, the findings of objective 4 confirms that employee competencies mediate the association between human resource development practices and organizational performance. This result is in conformity with the recommendations of Baron and Kenney (1968) who emphasized that an assertion that the mediator is absolutely accountable for the relationship

amongst the outcome and the cause, the coefficient should be zero. With this study the coefficient of the indirect mediated effect of human resource development on organizational performance is zero (0.07). This result parallels the finding by Nilsson and Ellstrom (2012) when they asserted that developing human resource development strategies in an organization is an opportunity for employees to enrich their competencies that contribute, in aggregate to firm performance. Hotel classification moderates the path between training and development and employee competencies. Hence for star rated hotels the relationship between training and development and employee competencies are different. Similarly, hotel classification moderated the path between training and development and organizational performance, therefore, for star rated hotels there are difference in the relationship between training and development and organizational performance.

#### **5.4 Theoretical Implications**

The finding of this study supports the contention in literature on the subject of improvements of employee competencies suggested by Levenson (2005) and Palan (2005) about which further research is needed in the hotel industry. Human resource development plays a significant role in ever sphere of life, nonetheless its relevance is much seen in the hotel industry. The hotel industry is viewed as a people industry and the effective utilization of human resource is a major challenge facing this industry (Enz, 2009; Lockyer, 2007; Poulston, 2008; Swain, 2003). This industry is characterized by being labour-intensive depending on the social and technical skills of its personnel, their ingenuity and hard work, their commitment and attitude' for competitive success, which makes it unique for studying certain HR-related challenges (Gabriel, 1998).

The finding of this study addresses the recommendation to further investigate the relationship between human resource development practices and organizational performance based on the premise that investment in human resource development practices are important strategic mechanism to stimulate positive behaviour in individuals and impact their knowledge, skills and attitudes which can increase productivity and performance (Clardy, 2008). Leopold and Harris (2009) posited that human resource development practices allow organizations to enhance their staff knowledge and capabilities. Similarly, Aksu (2005) opined that human resource development practices contribute to the provision of superior service quality and customer satisfaction. Relatively few studies exist on human resource development in the hospitality setting (Cheng and Brown, 1998; Cho et al., 2006; Esichaikul and Baum, 1998;

Swain, 2003). Similarly, relatively few studies existed on employee competencies in this organizations (Bhardwaj, 2013; Kehoe and Wright, 2013; Levenson et al. 2006).

The finding of the study also assists in clarifying the ambiguity in literature in relation to human resource development and organizational performance (Bartlett, 2001; Clardy, 2008; Macky and Boxall, 2007; Nilsson and Ellstrom, 2012). The findings of the study indicate that human resource development practices influence employee competencies through training and development interventions which is the systematic acquisition of skills, rules, concepts, or attitudes that result in improved performance (Goldstein,1986, p.837), career development interventions which is becoming aware of self, opportunities, constraints, choices and consequences, identifying career-related goals and programming of work, education, and related development experience (Storey,1978) and employee involvement interventions, which is the degree to which employees share information, knowledge, rewards and power throughout the organization (Randolph, 2000; Vroom and Jago, 1988) has a significant influence on employee competencies.

The findings support the suppositions of the theory of human capital initially developed by Becker (1964, 1993) who regarded training as a form of investment that leads to higher individual productivity. They are also consistent with the results of other authors who found that organizational efforts in training and development are an investment in assets rather than an expense (Chang et al., 2011; Yamao et al., 2009; Youndt and Snell, 2004). Similarly, these findings support the contention of several other authors who argued that a well-designed career development system enables organizations to tap their wealth of in house talent for staffing and promotion by matching the skills, experience, and aspirations of individuals to the needs of the organizations (Kapel and Shepherd, 2004; Kaye, 2005). They are also consistent with the study of Milkovich and Boudreau (1998) who accentuated that a well-planned career development system along with internal advancement opportunities based on merit, results in high motivation among employees, which has an impact on firm performance.

Furthermore, these findings support the arguments of Chu et al. (2005) who contend that employee involvement helps achieve better implementation of customer focus, quality and continuous improvements. They are also consistent with the study of Denison (1990) who asserts that receiving input from organization members increases the quality of the decisions and improves their implementation. The study further revealed that employee competencies impact organizational performance. These findings support the contentions of several other authors who postulate that employee competencies play a central role for sustained competitive advantage (Hendry and Pettigrew, 1986; Kamoche, 1996; Lado and Wilson, 1994). They are

also consistent with the results of several other authors who found that employee competencies provide the potential for effectiveness in task performance, contribute towards an individual's personal effectiveness as well as determine the effectiveness of organizational performance (Draganidis and Gregoris, 2006; Hoge et al., 2005; McCall,1998). Previous empirical and theoretical study on human resource development and organizational performance linkage focused on strategy and design, whereas the current study focused on employees. The study contributes to the scarce number of previous studies that have focused on the important function of employee competencies in the human resource development and organizational performance linkage literature in the hotel industry. The findings of this study emphasize the relevance of employee competencies as a valuable resource in enhancing the influence of human resource development practices on hotel industry performance. Consequently, the current study finding has not been previously established empirically in literature. Distinctively, the current study extends the literature by adducing evidence empirically that employee competencies mediates the association between human resource development practices and organizational performance of the hotel industry in Ghana

### **5.5 Practical Implications**

The results of this study lead to the consideration of a series of implications for the hotel industry. It is recommended for policy makers, stakeholders and management of hotels to encourage the adoption of properly and well-articulated human resource development practices in hotel industry. Human resource development practices the study revealed are basic factor for employees to acquire competencies that in turn significantly improve organizational functioning (Kehoe and Wright, 2013). Along the same lines, Shih et al. (2006) assert that these practices help improve the skills and abilities of employees to generate returns through increased productivity and business performance. Similarly, Swanson and Holton (2009) opined that, human resource development practices improve the competence of employees and enhance organizational effectiveness. This view appears to be supported by Clardy (2008) who postulate that human resource development practices are important strategic mechanisms that stimulate positive behaviour in individuals and impact their knowledge, skills and attitudes, which increase productivity and performance.

Also, several other authors emphasized that human resource development practices enhance the quality of human capital and creates sustainable competitive advantage (Aragón-Sánchez et al., 2003; Scheel et al., 2014). Several other others posited that the success of hotel operations is dependent on staff quality and the lack of qualified personnel impacts on the service

experience and affects future hotel patronage demand (Agut et al. 2003; Aksu, 2005; Hai-Yan and Baum, 2006). Sung and Choi (2014) concurred with this view when they proposed that organizations should design and implement human resource development practices to enable people to work effectively and attain performance expectations through improved individual competencies. The socio-economic advancement for a non-industrialized economy like the Ghanaian economy, hinges to a large extent on the growth of the tourism industry, where the hotel industry is a principal element (Boelle, 2000).

It is therefore imperative for the hotel industry to develop progressive people management practices and policies that will enable them to attract, retain, develop and motivate competent employees, who will in turn contribute to the successful achievement of organizational objectives (Cheng and Brown, 1998). The findings of the study indicated that HRD practices influences employee competencies through training and development interventions, career development interventions and employee involvement interventions. Training and development is a human resource development practice of major importance to organizations (Swanson, 2001). Training and development interventions are designed to maintain and improve effectiveness and efficiency of individuals and groups in an organization (Mondy and Noe,1981). Management of the hotels should ensure that employees are sponsored to training programs on the basis of relevant training needs. Training needs reviews learning and development needs within an organization which considers the skills, knowledge and behaviour that people need and how to develop them effectively (Thompson et al., 1999; Lundberg t al., 2010).

Training needs assessment should be established on a cogent performance appraisal mechanism. Additionally, the training needs identified should be valuable, realistic and established on the business strategy of the organization. Management of the hotels should also ensure, training programs are conducted for employees in all facets of quality as well as see to it that, the activities of the training program meets the needs of the employees. Also, management should ensure that, adequate and relevant knowledge and skills are acquired through training programs. It is of essence for the management of hotels to ensure that the knowledge and skills associated aids used in the training programs are available for use. Career development is a key component of human resource development practices (Storey, 1997). Career development generally involves the assessment of individual skills, interests, and attitudes; the appraisal of the work environment; and the application of a decision-making strategy in determining and developing career programs and practices (Walker and Gutteridge, 1979).

Management of the hotels must support career development in the organization since it provides positive influence on the enhancement of the essential competencies for an establishment. Also, management should ensure employee career development plans by assisting employees on how to draw up action plans regarding their career development. Moreover, the management of the hotels should provide coaching to enhance the career of its employees by supporting employee's action plans. Additionally, management should provide unprejudiced career guidance when required by training employees on how to manage their own careers. Furthermore, management should assign task which will improve the skills of its employees by providing performance feedback related feedback. Employee Involvement interventions are processes by which influence is shared among individuals who are otherwise hierarchically unequal (Locke and Schweiger, 1990; Wagner, 1994).

Armstrong (2006) contends that employee involvement ensures that employees are given the opportunity to influence management decisions and to contribute to the improvement of organizational performance. Management of the hotels should ensure that, collaboration and team work across working functions are vigorously emboldened in the organization. Also, management should see to it that information is widely shared in the organization. Employees should be extremely involved in their task in the organization and the capacity of employees should be regarded as an essential determinant of competitive edge. Moreover, management should ensure that, tasks are prudently systematized to enhance the linkage between organizational goals and a person's work. The findings of the study further revealed that employee competencies significantly impact organizational performance. This study highlights the need to create a system of enhancing the competencies of the employees.

Levenson et al. (2006) posited that competency is an important concept in organization management since it is closely related to excellent work performance. This view appears to be supported by Wright and McMahan (1992) who postulate that employee competencies are the competitive capabilities that a firm can develop to survive in a dynamic environment. Along the same lines, Cartwright and Baron (2002) contend that the accomplishment of an expected strategic outcome hinges on the workforce's coherence, interaction, harmonization, dedication and the improvement of suitable competencies. Therefore, the hotel industry should encourage the improvements of these competencies since they influence the conduct of persons, groups and efficacy of an organization (Bhardwaj, 2013; Levenson et al. 2006). Garavan (1991) and McCracken and Wallace (1999) deliberated that a strategically focused HRD structure is argued to consist of the ability of organisations to formulate plans and policies for HRD and integrate them with plans and policies in HR and also with overall business plans.

Consequently, the study suggests that human resource development practices should be configured such that employees function effectually and meet performance expectancies through enhanced personal competencies which will culminate in improvements in organizational performance.

### **5.6 Limitations of the Study**

This current study had some limitations. One limitation was that data was collected using a cross-sectional research design, however, the adoption of a longitudinal research design would have assisted in testing the casual relationship among variables. Moreover, quantitative research design was used in analyzing data collected through structured questionnaires. A profound qualitative data is encouraged in future studies. The adoption of both qualitative and quantitative approaches would have provided a more in-depth as well as valuable clarifications. Furthermore, the data used in this study are extensively subjective opinions of employees and guests. Adoption of objective measures is encouraged in future studies. This area could be improved by receiving feedback from multiple source and cross validating the responses to identify personal biases from individual respondents. Another limitation is the generalizability of the study. The results of this study cannot be generalized because they come from a sample of hotels in a specific context. We should also be careful when applying the results obtained to other sectors, given the specific characteristics of the hotel industry.

Five human resource development practices were chosen for this study, however, there are other human resource development practices such as employee welfare and quality of life, employee counselling and coaching, role analysis, employment security and promotion. Similarly, five employee competencies were examined, nonetheless, there are others like cultural and diversity competencies. The incorporation of these practices and competencies are encourage in future studies. Future research is encouraged to explore these other practices and competencies. Finally, a non –financial performance measures were used in this study. The adoption of financial measures or a merger is encouraged in future studies.

### **5.7 Areas and directions for future research**

Employees are cogitated as the focal point of the hotel industry for the reason that, they may possibly develop a dazzling image for prompt and cozy service or taint the perfect vacation reality. The present study meaningfully expands the SHRD literature by elaborating different types of HRD practices and conceptually and empirically exploring the mediating mechanism that explains the effect of HRD practices on organizational performance. As revealed in the present study, employee competencies mediated the association between HRD practices and



organizational performance. Nevertheless, further conceptual and empirical endeavors are needed to achieve a clear and comprehensive understanding of the HRD - organizational performance link. With regard to HRD practices, employee performance could be a promising mediating mechanism that underlies the effect of HRD practices on organizational performance. Future research is encouraged to examine the possible mediating effect of employee performance on the association between HRD practices and organizational performance using distinct HRD practices.



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## APPENDICES

### Appendix 1: Questionnaire (Employees)

Dear Sir/ Madam,

I am a PhD scholar in the Mittal school of Business, Lovely Professional University, conducting a study on **Influence of Human Resource Development (HRD) Practices on Employee Competencies and Organizational Performance in the Hotel Industry of Ghana**. You are requested to spare some time to complete this questionnaire. Your response and participation form a critical part of the success of my research. Please be reassured you that your response will be kept strictly confidential and will only be used for the purposes of this academic research.

Kind regards.

#### Part 1: Human Resource Development Practices

**Direction:** This section looks at some human resource development practices with scales that measure these practices. Please read each statement carefully and indicate your level of agreement by ticking (✓) the point scale; 1= Strongly Disagree, 2= Disagree, 3= Neither agree or disagree, 4= Agree, 5= Strongly Agree.

#### Training and Development

Sr. No	Statements	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
1	Official training programs to impart fresh employee the expertise they require.					
2	Adequate and relevant knowledge and skills are acquired through training program.					
3	The knowledge and skills associated aids used in the training programs are available for use.					

4	Training programs are conducted for employees in all facets of quality.					
5	The activities of the training programs meet the needs of employees.					
6	Employees' efficiency is improved through training.					
7	Employees are sponsored to training programmes on the basis of relevant training needs					
8	Training needs are identified through established performance appraisal mechanism.					
9	Training needs identified are valuable, realistic and established on the business strategy of the organizations.					
10	Training functions emphasizes the development of employee competencies.					

### **Career Development**

Sr. No	Statements	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
11	Organization provides coaching to enhance my career.					
12	Organization support my individual development strategy.					

13	The organization provide unprejudiced career guidance whenever required.					
14	Management assign task which improves my skills.					
16	The development of my career is of significance to me.					
17	Employees appreciate the necessity for an unceasing career development.					
18	Career planning are essential to support employee career development.					

### **Performance Appraisal**

Sr No	Statements	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
20	Appraisal system is unbiased and transparent.					
21	Appraisal system in our organization is growth and development oriented.					
22	Organization provides a written and operational performance appraisal system.					
23	Performance is assessed on established objective and measurable outcomes.					
24	The appraisal system has scope for correcting the					

	biases through a review process.					
25	Employees are provided performance-based feedback and counseling.					
26	Performance review discussions are conducted with the highest quality and care.					
27	Appraisal system has a strong influence on the individual and team behavior.					
28	The appraisal system provides an opportunity for self-review and reflection.					

### **Compensation**

Sr. No	Statements	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
29	Compensation is established on the competencies and expertise of employees.					
30	Compensation is directly linked to employee performance.					
31	Remuneration and related allowances are commensurate to current market trends.					
32	Job performance is an essential determinant of factor in determining the stimuluses and compensation.					

33	Compensation practice connected to the organization goals and objectives.					
34	Organizations compensation system is closely connected with its financial results.					

### **Employee Involvement**

Sr. No	Statements	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
33	Employees are extremely involved in their task in the organization.					
34	Decisions are made on the accessibility of relevant data.					
35	Information is widely shared in this organization.					
36	Collaboration and team work across working functions are vigorously emboldened.					
37	Team work is the hallmark of this organization.					
38	Tasks are prudently systematized to enhance the linkage between organizational goals and a person's work.					
39	Everyone believes that he/she can make an impact.					
40	The capacity of employees is regarded as an essential determinant of competitive edge.					

41	The organization relies on horizontal control and coordination.					
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**Part II: Employee Competencies**

**Direction:** This section looks at some competencies attributes with scales that measure these attributes. Please read each statement carefully and indicate your level of agreement by ticking (✓) the point scale; 1= Strongly Disagree, 2= Disagree, 3= Neither agree or disagree, 4= Agree, 5= Strongly Agree

**Self-Competency**

Sr No	Statements	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
43	By virtue of my capabilities, I have much potential.					
44	I perform adequately in many important situations.					
45	I have accomplished much in life so far.					
46	I perform very well at a number of things.					
47	I am a capable person.					
48	I am very talented.					
49	I deal appropriately with challenges.					
50	I am very competent.					

**Team Competency**

Sr No	Statements	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree

51	I can work very effectively in a group setting.					
52	I can contribute valuable insight to a team project.					
53	I can easily facilitate communication between people.					
54	I am effective at delegating responsibility for tasks.					
55	I can effectively coordinate tasks and activities of a group.					
56	I am able to resolve conflicts between individuals effectively.					

### **Change Competency**

Sr No	Statements	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
57	I am confident in dealing with planned structural changes.					
58	I am confident and able to do all that is demanded by the restructuring.					
59	I believe, I perform well in job situation following the restructuring.					
60	Provided training, I can perform well following the restructuring.					
61	I see restructuring as an opportunity.					

### **Communication Competency**



Sr No	Statements	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
62	I am a good listener.					
63	I won't argue with someone just to prove am right.					
64	I generally know what type of behaviour is appropriate in any given situation.					
65	I generally know how others feel.					
66	I say the right thing at the right time.					
67	I deal with others effectively.					
68	I am close and personal with others.					
69	I am sensitive to the needs of others.					
70	I easily to get along with others.					
71	I use my voice and body expressively.					

### **Ethical Competency**

Sr no	Statements	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
62	I have the strength of will not to be defeated by direct problems or opposition.					
63	I have the courage to face problems or opposition directly.					
64	I have the emotional strength that can withstand trials and tribulations.					

65	I have a strong sense of responsibility.					
66	I am confident my values, thinking and judgment is appropriate.					
67	I try to positively face up to difficult situations where views clash.					
68	I make decisions based on reliable evidence.					
69	I consider all possibilities before making a decision.					
70	I make decisions with priority on the thoughts and values of the organization.					
71	I make decisions in consideration of what the organization places importance on.					

**Part 3: About You**

**Direction:** This part is designed to get information about you. Please answer the questions below by ticking (✓) the appropriate option.

**Gender:**

Male  Female

**Age (Years)**

18–25  26–35  36–45  46–55  56–65

**Marital status:**

Married  Single  Other  . . . . . (Please indicate)

**Education:**

Junior high  Senior High  Diploma

Higher National Diploma  Bachelor's degree  Master's degree

**Department:**

Front office  Food & Beverage service  Maintenance

Housekeeping  Food production (Kitchen)  Safety and security

**Experience in the organization**

Less than once a year  1-5 years  6-10 years

11-15 years  16-20 years  20 years and above

## Appendix 2: Questionnaire Guests

Dear Sir/ Madam,

I am a PhD scholar in the Mittal school of Business, Lovely Professional University, conducting a study on **Influence of Human Resource Development (HRD) Practices on Employee Competencies and Organizational Performance in the Hotel Industry of Ghana**. You are requested to spare some time to complete this questionnaire. Your response and participation form a critical part of the success of my research. Please be reassured you that your response will be kept strictly confidential and will only be used for the purposes of this academic research.

### Part 1: Service Quality

**Direction:** This section looks at some service quality attributes with scales that measure these attributes. Please read each statement carefully and indicate your level of agreement by ticking (✓) the point scale; 1= Strongly Disagree, 2= Disagree, 3= Neither agree or disagree, 4= Agree, 5= Strongly Agree.

#### A: Service Quality

	<b>Interactive Quality</b>					
Sr No	Statements	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
	<b>Conduct</b>					
1	The conduct of the employees instils confidence in guest.					
2	The attitude of employees of the hotel shows their readiness in helping guests.					
3	The attitude of employees indicates an appreciation of guest need.					
	<b>Expertise</b>					
4	Employees of the hotel possess the required					

	knowledge in meeting guest's needs.					
5	Employees are conversant with their enshrined duties and responsibilities.					
6	Employees of the hotel are competent.					
	<b>Problem solving</b>					
7	Employees shows genuine concern in resolving guest issues.					
8	Employees appreciate the significance of resolving guest grievance.					
9	Employees have the expertise in handling guest grievances efficiently.					

### Environmental Quality

Sr. No	Statements	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
	<b>Atmosphere</b>					
10	The hotel atmosphere is what a guest expects.					
11	Guests like the style of the hotel décor.					
12	Guests really enjoy the hotel atmosphere.					
13	The hotel furnishings show a great deal of style and thought.					
14	The hotel furnishing is elegant and good-looking.					

15	The hotel ambience is excellent.					
16	The hotel atmosphere is serene and appropriate for the purpose of stay					
	<b>Facility</b>					
17	The hotel has accessible fire exits.					
18	The hotel has noticeable sprinkler systems.					
19	The hotel has a diversity of food and beverage facilities.					
20	The hotel provides secure safes in guest rooms.					
	<b>Design</b>					
21	The hotel design is aesthetically attractive.					
22	The hotel design is artistically appealing.					
23	The hotel design enhances guest mobility.					
24	The hotel design caters for the needs of guests.					

### Outcome Quality

Sr. No	Statements	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
	<b>Sociability</b>					
25	Hotel provides socialization opportunities.					
26	Guest of the hotel feel a sense of belonging.					

27	The hotel offers an avenue for social contacts.					
	<b>Valence</b>					
28	Guest feels their expectations were meet on leaving the hotel.					
29	The hotel services are evaluated favorably by guests.					
	<b>Waiting time</b>					
30	The waiting time for hotel services are realistic.					
31	Employees try to minimize guest waiting time.					
32	Employees appreciate the importance of waiting time to guest.					
33	Employees renders service to the guests in good time.					
34	Employees of the hotel show their interest in accelerating service.					

**Part II: Customer Satisfaction**

**Direction:** This section looks at some customer satisfaction attributes with scales that measure these attributes. Please read each statement carefully and indicate your level of agreement by ticking (✓) the point scale; 1= Strongly Disagree, 2= Disagree, 3= Neither agree or disagree, 4= Agree, 5= Strongly Agree.

**B: Customer Satisfaction**

Sr. No	Statements	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
	<b>Accessibility</b>					

35	The hotel is easily accessible.					
36	Obtaining information about hotel facilities and services via phone, internet, direction signs etc. is easy.					
37	The operating hours of the hotel are convenient to guest requirements and expectations.					
38	Guest safety and security are ensured.					
	<b>Reliability</b>					
39	The hotel does not renege in rendering services pledge.					
40	The hotel ensure precision in service delivery.					
41	Employees of the hotel are always available when needed.					
42	The hotel offers adaptability in its services to meet guest's exigencies.					
43	The hotel keeps accurate records.					
	<b>Competence</b>					
44	Employees of the hotel possess the required skills and knowledge to perform the service.					
45	Employees of the hotel have insight in the peculiar necessities of guest.					
46	Employees have in-depth professional knowledge in					



	terms of foreign language, communication skills, etc.					
47	Employees of the hotel possess the requisite knowledge in offering support to guests in relation to recreational facilities, museums and shopping etc.					
	<b>Friendliness</b>					
48	Employees of the hotel handles guest in an affable demeanor.					
49	Employees are courteous at all times.					
50	Employees of the hotel provides guests personalized care.					
51	Employees upholds customers best interests at heart.					

### Part III: Room Occupancy

**Direction:** This section looks at some room occupancy attributes with scales that measure these attributes. Please read each statement carefully and indicate your level of agreement by ticking (✓) the point scale; 1= Strongly Disagree, 2= Disagree, 3= Neither agree or disagree, 4= Agree, 5= Strongly Agree.

#### C: Room Occupancy

Sr. No	Statements	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
	<b>Location</b>					
52	The hotel has a convenient and accessible location.					

53	The hotel has a convenient parking space.					
54	The hotel has visually appealing buildings and facilities.					
55	Shops and other sales outlets in the hotel are conveniently located.					
56	The dining-out facilities of the hotel are expediently situated.					
57	The hotel has sufficient capacity in terms of swimming pools, bars as well as dining- out facilities etc.					
58	The hotel has sufficient capacity in terms of conference or meetings room and business center facilities etc.					
59	Necessities associated hotel services are adequate and sufficient.					
60	The food and beverage facilities are clean, sufficient and adequate.					
61	The hotel has state of the art apparatus like elevators, communication and air conditioners devices.					
62	The hotel has efficient equipment without rampant faults.					

63	Employees have an uncluttered and professional appearance.					
	<b>Quality of Room</b>					
64	Guest rooms has quality/sufficient accessories.					
65	Guest room beds, pillows and chairs are comfortable and appropriate for stay					
66	Guest room size is adequate.					
67	Guest room bath and toilet are clean.					
68	Guest rooms are clean and quite					
69	Guest room temperature control is of superior quality.					

**Part 3: About You**

**Direction:** This part is designed to get information about you. Please answer the questions below by ticking (✓) the appropriate option.

**Gender**

Male  Female

**Age (Years)**

18–25  26–35  36–45  46–55  56–65

**Marital status:**

Married  Single  Other  . . . . . (Please indicate)

**Occupation:**

Business Executive  Self-employed  Civil servant  Public servant

Student  Retired  Other  . . . . . (Please indicate)

**Education**

Junior high  High school  Diploma / HND

Bachelor's degree  Master's degree  Doctorate degree

**Frequency of stay at hotels:**

Less than once a year  once a year  twice a year

Three times a year  Four times a year  Five times or more a year

## Appendix 3: Summary of Licensed Accommodation establishments

**SUMMARY OF LICENSED ACCOMMODATION UNITS AS AT DECEMBER 2011**

REGION	5-STAR			4-STAR			3-STAR			2-STAR			1-STAR			GUEST HOUSE			BUDGET			SUPPLEMENTARY			TOTAL LICENSED ACC. ESTS.			TOTAL STAR RATED		
	NO.	RMS	BEDS	NO.	RMS	BEDS	NO.	RMS	BEDS	NO.	RMS	BEDS	NO.	RMS	BEDS	NO.	RMS	BEDS	NO.	RMS	BEDS	NO.	RMS	BEDS	NO.	RMS	BEDS	NO.	RMS	BEDS
<b>GREATER ACCRA</b>	1	104	128	4	530	616	3	802	342	67	1317	2396	32	1530	1330	63	416	465	470	4827	6021	53	781	1521	753	11017	14063	173	4333	6062
<b>ASHANTI</b>				1	166	207	4	109	131	43	1319	1637	44	882	1016	25	178	195	202	2320	2776	4	41	71	323	5215	6033	38	2476	3051
<b>EASTERN</b>				3	187	134	10	233	365	18	376	430	11	84	116	103	1337	1463	2	15		153	2238	2534	31	862	383			
<b>WESTERN</b>				3	137	137	16	373	388	32	563	665	12	100	104	33	1419	1558	2	46	32	158	2638	2344	51	1073	1190			
<b>CENTRAL</b>				3	150	281	3	268	362	14	213	263	3	62	73	103	1655	1833	1	3	51	145	2337	2315	26	631	306			
<b>BRONG AHAFO</b>				1	32	50				5	124	218	3	15	20	32	1251	1376				41	1482	1764	6	216	368			
<b>VOLTA</b>							5	347	438	12	222	255	3	13	21	56	538	611				76	1126	1325	17	563	633			
<b>NORTHERN</b>							7	153	163	6	33	33	3	72	78	49	775	1035	4	85	219	75	1178	1608	13	246	256			
<b>UPPER EAST</b>													2	23	23	2	23	30	44	433	616	1	11	11	49	562	686	2	23	23
<b>UPPER WEST</b>																									12	185	230	24	370	0
<b>TOTAL</b>	<b>1</b>	<b>104</b>	<b>128</b>	<b>5</b>	<b>756</b>	<b>823</b>	<b>23</b>	<b>1477</b>	<b>1835</b>	<b>163</b>	<b>4676</b>	<b>5809</b>	<b>225</b>	<b>4082</b>	<b>4349</b>	<b>137</b>	<b>975</b>	<b>1108</b>	<b>1176</b>	<b>15000</b>	<b>17671</b>	<b>67</b>	<b>988</b>	<b>1965</b>	<b>1737</b>	<b>28058</b>	<b>34288</b>	<b>441</b>	<b>11465</b>	<b>13544</b>



**SUMMARY OF LICENSED ACCOMMODATION UNITS AS AT DECEMBER 2012**

REGION	5-STAR			4-STAR			3-STAR			2-STAR			1-STAR			GUEST HOUSE			BUDGET			SUPPLEMENTARY			TOTAL LICENSED ACC. ESTS.			TOTAL STAR RATED HOTELS		
	NO.	RMS	BEDS	NO.	RMS	BEDS	NO.	RMS	BEDS	NO.	RMS	BEDS	NO.	RMS	BEDS	NO.	RMS	BEDS	NO.	RMS	BEDS	NO.	RMS	BEDS	NO.	RMS	BEDS	NO.	RMS	BEDS
GREATER ACCRA	2	239	383	4	530	616	8	740	849	72	2231	2795	33	1648	2088	62	423	475	469	5394	5382	710	11285	13128	179	5508	6731			
TEMA							8	318	434	8	318	434	20	388	466	13	500	538	109	1254	1454	150	2460	2852	28	706	900			
ASHANTI				1	166	207	5	229	309	32	1270	1572	49	902	1027	24	1618	1830	255	3183	3553	386	7374	8438	107	2567	3115			
EASTERN							3	187	194	11	304	380	32	619	637	8	61	77	121	1423	1553	175	2534	2301	46	1110	1271			
WESTERN							5	236	251	16	374	381	40	816	919	17	131	140	106	1363	1505	184	2920	3196	61	1426	1551			
CENTRAL							4	175	306	8	226	260	17	279	366	14	98	119	118	1753	2044	161	2531	3085	29	680	932			
BRONG AHAFO							1	83	150	3	73	78	2	38	49	2	10	15	104	1365	1444	112	1579	1736	6	204	277			
VOLTA							1	80	120	5	283	348	15	319	349	4	24	26	63	683	778	88	1389	1621	21	682	817			
NORTHERN										9	179	191	5	213	214	11	93	100	61	849	1156	86	1334	1661	14	332	405			
UPPER EAST												4	51	51	1	10	10	32	579	733	57	640	794	4	51	51				
UPPER WEST										1	40	40	1	36	66	1	4	4	24	237	242	27	317	392		76	106			
<b>TOTAL</b>	<b>2</b>	<b>239</b>	<b>383</b>	<b>5</b>	<b>756</b>	<b>823</b>	<b>27</b>	<b>1740</b>	<b>2179</b>	<b>185</b>	<b>5298</b>	<b>6479</b>	<b>278</b>	<b>5309</b>	<b>6292</b>	<b>157</b>	<b>2972</b>	<b>3394</b>	<b>1482</b>	<b>18049</b>	<b>20384</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2156</b>	<b>34423</b>	<b>39934</b>	<b>437</b>	<b>13402</b>	<b>16156</b>





**SUMMARY OF LICENSED ACCOMMODATION UNITS AS AT DECEMBER 2013**

REGION	5-STAR			4-STAR			3-STAR			2-STAR			1-STAR			GUEST HOUSE			BUDGET			SUPPLEMENTARY			TOTAL LICENSED ACC. ESTS.			TOTAL STAR RATED			
	NO.	RMS	BEDS	NO.	RMS	BEDS	NO.	RMS	BEDS	NO.	RMS	BEDS	NO.	RMS	BEDS	NO.	RMS	BEDS	NO.	RMS	BEDS	NO.	RMS	BEDS	NO.	RMS	BEDS	NO.	RMS	BEDS	
																															NO.
<b>GREATER ACCRA</b>	2	424	538	4	670	831	6	624	688	73	2437	2845	77	1346	1502	51	376	404	401	4363	5430				614	10840	12238	162	5501	6404	
<b>TEMA</b>							12	337	433	31	614	616	17	116	124	115	1467	1464								175	2334	2663	43	1011	1055
<b>ASHANTI</b>				1	161	212	3	763	303	43	1131	1312	54	355	1030	24	220	214	302	3379	4263				433	7215	8023	107	3016	3552	
<b>EASTERN</b>				4	203	111	19	547	632	23	622	633	10	75	85	147	1828	1830								208	3275	3337	51	1372	1432
<b>WESTERN</b>				6	367	388	18	436	508	37	675	680	13	137	144	105	1502	1434								185	3167	3214	61	1528	1576
<b>CENTRAL</b>				5	251	365	13	313	371	22	515	555	8	54	63	143	2237	2344								136	3370	3638	40	1073	1231
<b>BRONG AHAFO</b>				1	103	160	3	30	86	9	221	220	3	16	16	114	1406	1400								130	1342	1632	13	420	466
<b>VOLTA</b>				3	251	334	5	157	176	17	343	388	5	35	46	77	344	1012								107	1736	1956	25	757	838
<b>NORTHERN</b>							10	301	275	8	346	555	10	74	79	57	833	315								85	1560	1824	18	647	830
<b>UPPER EAST</b>							3	88	32	3	31	31				53	612	643							65	731	766	6	113	123	
<b>UPPER WEST</b>							1	40	40	4	88	112				25	231	237							30	419	443	5	128	132	
<b>TOTAL</b>	2	424	538	5	831	1043	34	2574	2384	200	5387	6326	230	5762	6388	147	1103	1175	1550	4444	21222	0	0	0	433	36743	40716	531	15578	17779	



**SUMMARY OF LICENSED ACCOMMODATION UNITS AS AT DECEMBER 2014**

REGION	5-STAR		4-STAR		3-STAR		2-STAR		1-STAR		GUEST HOUSE		BUDGET			SUPPLEMENTARY			TOTAL LICENSED ACC. ESTS.			TOTAL STAR RATED HOTELS					
	NO.	FMS	BEDS	NO.	FMS	BEDS	NO.	FMS	BEDS	NO.	FMS	BEDS	NO.	FMS	BEDS	NO.	FMS	BEDS	NO.	FMS	BEDS	NO.	FMS	BEDS			
																									NO.	FMS	BEDS
GREATER ACCRA	2	424	538	5	784	354	6	547	587	2336	38	1577	1387	64	438	436	6146				747	11974	13444	185	5737	6802	
TEMA							5	573	639	29	613	642	16	107	117	120	1426	1505				180	2125	2903	44	1192	1281
ASHANTI				1	160	160	10	482	577	46	1190	1426	16	128	146	310	4038	4246				433	6386	7633	113	2820	3241
EASTERN				1	84	112	4	231	357	25	718	829	13	103	133	181	2318	2547				253	4304	4817	65	1883	2137
WESTERN							7	405	411	17	475	476	53	1128	1128	16	131	131	1197			216	3332	3843	77	2008	2015
CENTRAL							5	273	377	14	411	460	26	644	741	9	59	68	2622			220	3712	4268	45	1334	1578
BRONG AHAFO							1	109	109	5	243	243	11	303	321	2	13	142	1780			161	2370	2466	17	653	673
VOLTA							3	266	328	6	231	345	22	411	427	6	44	91	1558	1250		128	2170	2336	31	968	1100
NORTHERN										9	275	319	11	381	477	10	71	348	1144			100	1674	2011	20	656	736
UPPER EAST										3	106	106	3	31	31	3	22	75	778	860		84	937	1019	6	137	137
UPPER WEST										1	40	40	6	151	181	1	13	28	343	373		36	547	607	7	191	221
<b>TOTAL</b>	<b>2</b>	<b>424</b>	<b>538</b>	<b>7</b>	<b>1028</b>	<b>1226</b>	<b>36</b>	<b>2379</b>	<b>2746</b>	<b>214</b>	<b>6731</b>	<b>7819</b>	<b>351</b>	<b>7017</b>	<b>7652</b>	<b>1148</b>	<b>1256</b>	<b>1804</b>	<b>24270</b>	<b>0</b>	<b>0</b>	<b>2570</b>	<b>41831</b>	<b>45507</b>	<b>610</b>	<b>17579</b>	<b>19381</b>



**SUMMARY OF LICENSED ACCOMMODATION UNITS AS AT DECEMBER 2015**

REGION	5-STAR		4-STAR		3-STAR		2-STAR		1-STAR		GUEST HOUSE		BUDGET		SUPPLEMENTARY		TOTAL LICENSED ACC. ESTS.		TOTAL STAR RATED											
	NO.	RMS	NO.	RMS	NO.	RMS	NO.	RMS	NO.	RMS	NO.	RMS	NO.	RMS	NO.	RMS	NO.	RMS	NO.	RMS	NO.	RMS	NO.	RMS	NO.	RMS				
GREATER	3	559	728	7	174	1344	9	742	821	66	2234	2737	101	1623	1882	53	409	441	460	5430	704	12237	13726	185	6308	7492				
TEMA							1	67	67	5	530	677	32	708	759	22	144	153	164	1885	234	3334	3621	48	1365	1903				
ASHANTI							1	160	160	10	483	574	42	1162	1361	64	111	137	323	4334	455	7379	8180	117	2906	3314				
EASTERN							1	84	112	6	414	462	23	642	692	45	362	105	116	125	137	193	2105	3000	284	4392	5468	75	2102	2391
WESTERN							2	337	337	8	334	448	21	556	556	63	130	132	136	192	192	249	4654	4720	34	2337	2653			
CENTRAL										5	279	377	15	337	437	28	784	881	27	333	349	116	2282	2500	251	4075	4574	48	1460	1635
BRONG AHAFO										1	134	116	8	304	346	12	301	306	4	31	32	160	1843	1916	185	2613	2700	21	739	800
VOLTA							2	212	274	7	370	425	20	402	425	7	59	59	100	121	123	136	2245	2512	23	364	1124			
NORTHERN										9	287	330	10	308	377	8	60	60	75	1056	1237	102	1711	2004	19	535	707			
UPPER EAST										3	106	106	2	21	21	5	38	38	76	763	819	86	328	384	5	127	127			
UPPER WEST										1	40	40	5	154	118	1	13	13	31	313	406	38	536	637	6	134	218			
<b>TOTAL</b>	<b>3</b>	<b>559</b>	<b>728</b>	<b>11</b>	<b>175</b>	<b>1953</b>	<b>42</b>	<b>2725</b>	<b>3189</b>	<b>210</b>	<b>6658</b>	<b>7709</b>	<b>382</b>	<b>7710</b>	<b>8405</b>	<b>182</b>	<b>1467</b>	<b>1564</b>	<b>1834</b>	<b>4888</b>	<b>2568</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2724</b>	<b>44754</b>	<b>49216</b>	<b>648</b>	<b>19407</b>	<b>21894</b>



## Appendix 4: Introductory Letter (From Lovely Professional University)



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**MITTAL**  
SCHOOL OF BUSINESS  
(Accredited by ACBSP, USA)

Ref. No. LPU/SOB/1/170512/15227/409  
Date 12/05/2017

The Deputy Executive Director  
Finance and Administration  
Ghana Tourism Authority  
Accra-Ghana.

Dear Sir / Madam.

**INTRODUCTORY LETTER: MR. FRANK NANA KWEKU OTOO**

I write to introduce **Mr. Frank Nana Kweku Otoo** a Ph. D. (Management) scholar at Mittal School of Business, Lovely Professional University. Mr. Otoo, is carrying out a study on "Influence of Human Resource Development (HRD) Practices on Employee Competencies and Organizational Performance of the Hotel Industry in Ghana" for his Ph. D work.

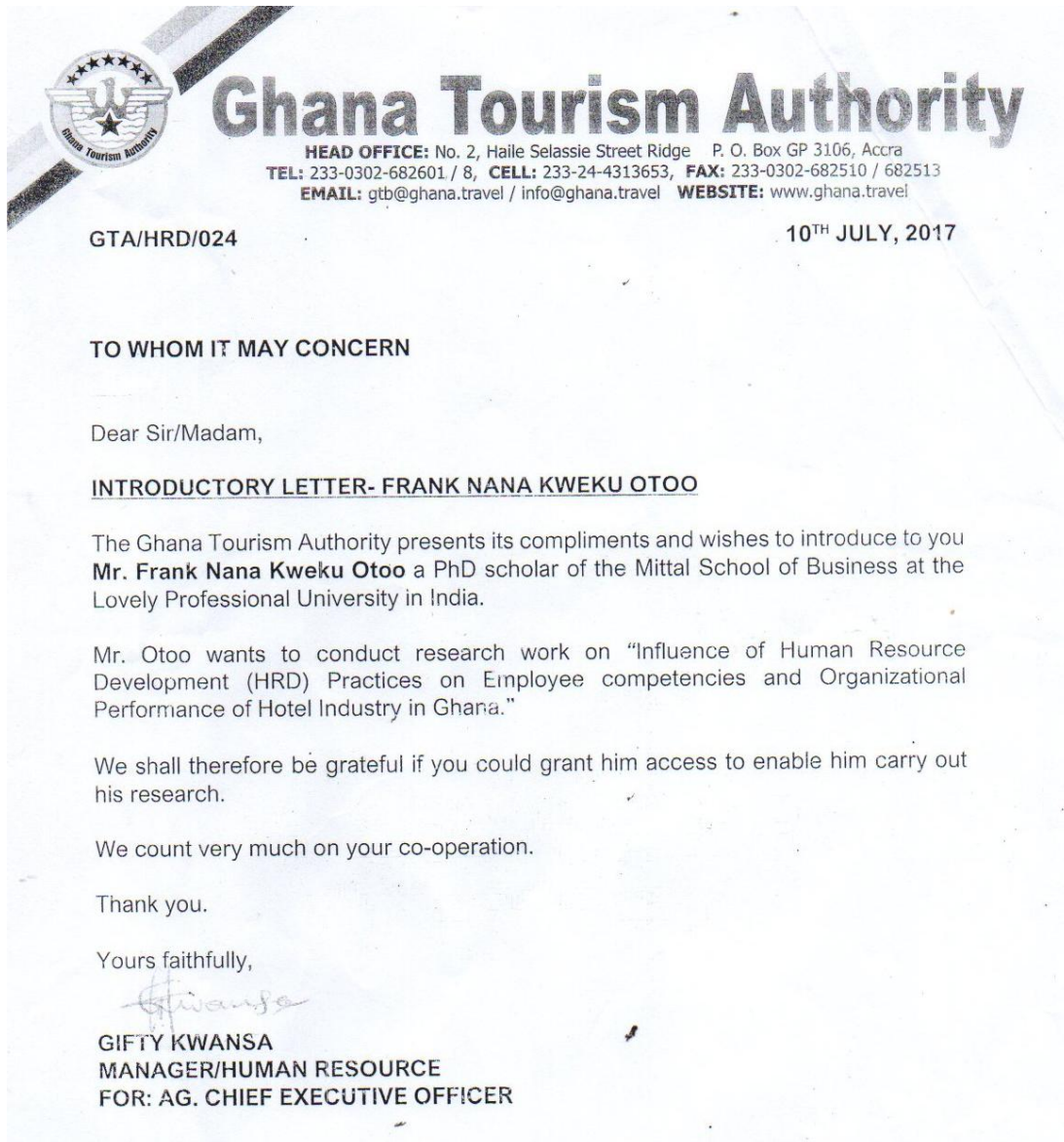
I shall be grateful if he could be given the necessary assistance in soliciting information and other relevant data that would facilitate his study as well as being introduced to the selected hotels. Please be assured you that any information and relevant data he is provided with will be used only for academic purposes.

Counting on your usual cooperation.

Dr. Mridula Mishra  
Professor and Research Guide  
Mittal School of Business,  
Lovely Professional University, Phagwara, Punjab  
Mob: 9815622851, 8360953952  
e-mail mridula.mishra@lpu.co.in



Appendix 5: Introductory Letter (From Ghana Tourism Authority)



Appendix 6: Empirical Studies on Human Resource Development Practices

NAME OF AUTHOR	TITLE	OBJECTIVES OF STUDY	RESEARCH METHODOLOGY	FINDINGS	ARTICLE	REFERENCES
Hinkin (2010)	What makes it so great? an analysis of human resource practices among Fortune’s best companies to work for.	To examine human resources issues, such as long operating hours, relatively high turnover, and relative low pay of the hotel industry with other organizations that share similar HR issues	Questionnaires	The results of the study identified, compensation programs that reflects values, and links remuneration to performance, innovative methods of attracting, selection and retention of competent and loyal employees and flexible schedules in meeting the needs of a dynamic workforce as human resource practices pertaining in in these organizations. The study further indicated that, most of these human resource practices offer considerable benefits and less costly.	Empirical	Cornell Hospitality Quarterly, Vol.51 No.2, pp. 158-170.

<p>Alsufyev and Zavyalova (2013)</p>	<p>Human resource development practice and innovation: problem overview.</p>	<p>To review literature in order to differentiate human resource development from human resource management and to provide a synthesis of distinct theories explaining the impact of human resource development on innovation.</p>	<p>Model development</p>	<p>The literature review shows that personnel training has a significant effect on innovation. The review further revealed the mediating effect of learning practices in the influence training on innovation. Furthermore, the review indicated the mediating effect of learning climate in the influence of training on innovation.</p>	<p>Review of Literature</p>	<p>St. Petersburg State University, Working Paper No. 9 (E)–2013</p>
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<p>Mapelu and Jumah (2013)</p>	<p>Effect of training and development on employee turnover in selected medium sized hotels in Kisumu City, Kenya</p>	<p>To establish the extent to which training and development of employees contributes to employee turnover</p>	<p>Questionnaires</p>	<p>The results of the study indicate that employee development significantly affected employee turnover. The study further emphasized that, the strategic integration of other human resource practices and policies will have a much greater impact on employees</p>	<p>Empirical</p>	<p>Journal of Tourism, Hospitality and Sports, Vol.1, pp. 1-6.</p>
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<p>Agwu and Ogiriki (2014)</p>	<p>Human resource development and organizational performance in the Nigeria Liquefied Natural Gas Company Limited, Bonny</p>	<p>To examine the extent of the relationship between HRD practices (training and development) and increased employee motivation/commitment and organizational productivity to develop a theoretical model that stresses the importance of HRD alignment with national and organizational culture in increasing perception of service quality.</p>	<p>Questionnaires</p>	<p>The results of the study show that training and development has a significant impact on employee commitment and motivation as well as organizational productivity.</p>	<p>Empirical</p>	<p>Journal of Management and Sustainability, Vol.4 No.4, pp. 134-146.</p>
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Galperin and Lituchy (2014)	Human resource development in service firms across cultures	To develop a theoretical model that stresses the importance of HRD alignment with national and organizational culture in increasing perception of service quality.	Model development	The results of the study indicate that the overall effectiveness in service quality will likely increase when HRD interventions are aligned with the national culture and organizational culture. The study further emphasized the need for human resource managers in service industries to understand the role of national and organizational cultures in the implementation of human resource development interventions	Theory	Human Resource Development Review, Vol.13 No.3, pp. 336-368.
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<p>Hrout and Mohamed (2014)</p>	<p>Human resource management practice: Tourism and Hotel Industry</p>	<p>To investigate the factors contributing to the unsuitable practices of human resource practices in order to unravel the challenges of human resource practices</p>	<p>Review of Literature</p>	<p>The review recommends the provision of array of opportunity for capacity building and conducive working environment to promote productivity. The review further emphasizes the need to consider other human resource related issues in respect of employer-employee relationship, attitude of employee productivity and efficiency of employees, skills and knowledge of employees.</p>	<p>Review of Literature</p>	<p>SHS Web of Conferences , Vol.12 No.76, pp. 1-6.</p>
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<p>Shuck et al. (2014)</p>	<p>Human resource development practice and employee engagements examining the connection with employee turnover intentions</p>	<p>To better understand the possible linkages of human resource development practices and employee engagement to turnover intentions.</p>	<p>An Internet based self-reputed survey battery utilizing a four-stage preparation method</p>	<p>The results of the study indicate that, participation in human resource development practices, behavioural and cognitive emotional engagements related negatively to turnover intent. The findings further revealed that, engagements partially mediated the relation between turnover intents and human resource development practices.</p>	<p>Empirical</p>	<p>Human Resource Development Quarterly, Vol.25 No.2, pp. 239-270.</p>
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<p>Sung and Choi (2014)</p>	<p>Multiple dimensions of human resource development and organizational performance</p>	<p>To investigate the effects of various human resource development dimensions on organizational performance.</p>	<p>Questionnaires</p>	<p>The results of the study suggest that human resource development enhances employee competence and commitment, which invariably determines the financial performance of an organization. The study further revealed that employee outcomes significantly mediates the association between human resource development and organizational performance.</p>	<p>Theory</p>	<p>Journal of Organizational Behavior, Vol.35 No.6, pp. 851-850.</p>
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<p>El-Fekey (2015)</p>	<p>The Effect of human resource development practices on creating learning organization : An empirical study on the banking sector in Egypt</p>	<p>To investigate the effect of human resource development practices on creating a learning organization . More especially the effect of training and development , organizational development and career development on learning organization .</p>	<p>Questionnaires</p>	<p>The results of the study suggest that human resource development has a significant impact on general learning organization. The findings further revealed, training and development as the most effectual HRD practice that impact the entire five organizational learning disciplines.</p>	<p>Empirical</p>	<p>Journal of Business and Management Sciences, Vol.3 No.4, pp. 130-137.</p>
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<p>Prayag and Hosany (2015)</p>	<p>Human Resource Development in the Hotel Industry of Mauritius: Myth or Realty?</p>	<p>To identify the role, importance and outcomes attributed to HRD by line managers in the Mauritian hotel industry</p>	<p>In-depth Interview</p>	<p>HRD is related to improvements in operational efficiency, improvements in service quality, organizational success and knowledge sharing. The study further indicated that, the prevalence of the need-driven approach to HRD and the linkage between HRD and corporate strategy is not clear.</p>	<p>Empirical</p>	<p>Current Issues in Tourism, Vol.18 No.3, pp. 249-266.</p>
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<p>Domínguez-Falcón et al. (2016)</p>	<p>Human resources management and performance in the hotel industry: the role of the commitment and satisfaction of managers versus supervisors</p>	<p>To examine influence the development of high commitment HR practices on satisfaction and commitment of two distinct groups: managers and supervisors.</p>	<p>Questionnaires</p>	<p>The findings indicate that the development of high-commitment HR practices in hotels has a positive and significant effect on the commitment and satisfaction of both managers and supervisors, but their effect on hotel performance is quite different. The findings further revealed that there exists a link between job affective commitment and job satisfaction.</p>	<p>Empirical</p>	<p>International Journal of Contemporary Hospitality Management, Vol.28 No.2, pp.366-396</p>
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<p>Nieves and Quintana (2016)</p>	<p>Human resource practices and innovation in the hotel industry: the mediating role of human capital</p>	<p>To increase understanding of the mediating role of human capital in the relation between human resource management practice and innovation</p>	<p>Questionnaires</p>	<p>The results of the study show that some human resource management practices affect innovation through their influence on human capital. The finding further indicated that recruitment do not enhance the level of human capital of the firm studied, although they do determine innovation performance.</p>	<p>Empirical</p>	<p>Tourism and Hospitality Research, Vol.18 No.1, pp. 1-12.</p>
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<p>Potnuru and Sahoo (2016)</p>	<p>HRD interventions, employee competencies and organizational effectiveness:</p>	<p>To examine the impact of human resource development (HRD) interventions on organizational effectiveness by means of employee competencies which are built by some selected HRD interventions</p>	<p>Model Development Questionnaires</p>	<p>The results of the study indicate that the chosen human resource development interventions have a significant impact in enhancing employee competencies which culminates in the improvements of organizational effectiveness.</p>	<p>Empirical</p>	<p>European Journal of Training and Development, Vol.40 No.5, pp.345-365</p>
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<p>Al Adresi and Darun (2017)</p>	<p>Determining relationship between strategic human resource management practices and organizational commitment</p>	<p>To investigate the relationship between strategic human resource management practices and organizational commitment</p>	<p>Model Development</p>	<p>The results suggest that of the revealed that employees are more committed to the organization when they get best strategic human resource management. The study further revealed that employee is more concerned of their job security and dynamic working environment.</p>	<p>Empirical</p>	<p>International Journal of Engineering Business management, Vol.9, pp.1-9</p>
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<p>Sánchez-Marín et al. (2017)</p>	<p>Formalized HR practices and firm performance: an empirical comparison of family and non-family firms</p>	<p>To examine the formalization and effectiveness of three basic HR practices: selection, training and compensation in different context of family and non-family firms</p>	<p>Questionnaires</p>	<p>The results of the study indicate that a higher degree of HR formalization has a positive influence on firm performance. The study further revealed that the mediating role of selection in the relationship between training and firm performance is smaller in family than non-family firms</p>	<p>Empirical</p>	<p>The International Journal of Human Resource Management, pp.1-27</p>
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Singh and Rao (2017)	HR practices, learning culture and human capital: a study on Indian business and professional service sector	To examine the role of human resource (HR) practices and learning-oriented culture to influence organizational human capital through knowledge management processes	Questionnaires	The results of the study suggest that the relationship between HR practices and learning oriented culture has a positive influence on organizational human capital. The study further revealed that knowledge management mediated the association between HR practices, organizational human capital, learning oriented culture and organizational human capital.	Empirical	Global Business Review, Vol.18 No.3, pp. 1-13
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<p>Boon et al. (2018)</p>	<p>Integrating strategic human capital and strategic human resource management</p>	<p>To increase knowledge about human capital within organization by integrating two streams of research which focused directly on human capital.</p>	<p>Model Development</p>	<p>The results of the study indicate that, integration of strategic human capital and strategic human resource management helps overcome the weakness in both areas and creates a robust approach to the study of human capital. The study further indicated that a collaboration between strategic human capital and strategic human resource management research will improve research in human capital in organizations</p>	<p>Empirical</p>	<p>The International Journal of Human Resource Management, Vol.29 No.1, pp. 34-67</p>
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Knies et al. (2018)	Strategic human resource management and public-sector performance: context matters	To address the imbalance by considering strategic human resource management in the public-sector context.	Model Development	The review supplemented initial findings on strategic human resource management in the public-sector context by providing an outlet in studying strategic human resource management, employee attitude and behaviours and individual and organizational performance in the public sector.	Review of Literature	The International Journal of Human Resource Management
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Mierlo et al. (2018)	The dynamic nature of HRM implementation: a structuration perspective	To challenge the current view on HRM implementation as being too static and one - directional.	Model Development	The results of the study suggest that, HRM practices are influenced by various organizational actors. The study further indicated that, for successful implementation, HRM practices need to become inscribed into the interpretive schemes of organizational actors, as well as the allocation of resources.	Theory	The International Journal of Human Resource Management,
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<p>Uraon (2018)</p>	<p>Examining the impact of HRD practices on organizational commitment and intention to stay within selected software companies in India</p>	<p>To examine the impact of comprehensive HRD practices on organizational commitment (affective, continuance, and normative commitment) and employees intention to stay.</p>	<p>Questionnaires</p>	<p>The results of the study show that, HRD practices have a positive impact on employee intentions to stay as well as on the three components of organizational commitment. The study further revealed that, affective and normative commitment positively affected employee's intention to stay.</p>	<p>Empirical</p>	<p>Advances in Developing Human Resources, Vol.20 No.1, pp. 11-43</p>
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## Appendix 7: MEASUREMENT INSTRUMENT

Sno	AUTHOR	PARAMETERS	TITLE OR TOPIC	JOURNAL
1	Santos and Stuart (2003)	HRD PRACTICES: Training and Development	Employee perceptions and their influence on training effectiveness	Human Resource Management Journal, Vol 13 No 1, pp. 27-45
2	Singh (2004)	HRD PRACTICES: Training and Development	Impact of HR practices on perceived firm performance in India	Asia Pacific Journal of Human Resources Vol 42 No 2.
3	Sturges et al. (2002)	HRD PRACTICES: Career Development	A longitudinal study of the relationship between career management and organizational commitment among graduates in the first ten years	Journal of Organizational Behavior, Vol 23 , pp. 27-45
4	Denson (2007)	HRD PRACTICES: Career Development	Career development needs assessment survey	( <a href="http://www.orghealth.com/cdn/">http://www.orghealth.com/cdn/</a> )
5	Walker et al. (2010)	HRD PRACTICES: Performance Appraisal	Management innovation and organizational performance: the mediating effect of performance management	Journal of Public Administration Research and Theory, Vol 21 , pp. 367-386

6	Amin et al. (2013)	HRD PRACTICES: Performance Appraisal	The impact of human resource management practices on performance: evidence from a public university	The TQM Journal, Vol 16 No 2, pp. 125-142
7	Teseema and Soeters (2013)	HRD PRACTICES: Compensation	Challenges and prospects of HRM in developing countries: testing the HRM– performance link in the Eriterian civil service	The International Journal of Human Resource Management, Vol 17 No 1, pp. 86-105
8	Singh (2004)	HRD PRACTICES: Compensation	Impact of HR practices on perceived firm performance	Asia Pacific Journal of Human Resources Vol 42 No 2.
9	Amah and Ahiauzu (2013)	HRD PRACTICES: Employee Involvement	Employee involvement and organizational effectiveness	Journal of Management Development, Vol. 32 No.7, pp. 661 - 674
10	Denson (2007)	HRD PRACTICES: Employee Involvement	Denison organizational culture survey	Denison Consulting, LLC
11	Tafarodi and Swann (1995)	EMPLOYEE COMPETENCIES: Self-competency	Self-liking and self competence as dimensions of global self esteem: intial validation of a measure	Journal of Persoanlity Assessment, Vol. 65 No.2, pp. 322 - 342

12	Eby and Dobbins (1997)	EMPLOYEE COMPETENCIES: Team competency	Collectivistic orientation in teams: an individual and group-level analysis	Journal of Organizational Behaviour, Vol 18 , pp. 275-295
13	Ashford (1988)	EMPLOYEE COMPETENCIES: Change Competency	Individual strategies for coping with stress during organizational transitions	Journal of Applied Behavioral Science, Vol. 28 No.19
14	Wiemann (1997)	EMPLOYEE COMPETENCIES: Communication Competency	Explication and test of a model of communication competence	Human Communication Research, Vol. 3 No.3
15	Rest (1994)	EMPLOYEE COMPETENCIES: Ethical Competency	Background: theory and research	Psychology and Applied Ethics, pp. 1-26
16	Duckett and Ryden (1994)	EMPLOYEE COMPETENCIES: Ethical Competency	Education for ethical nursing practice	Psychology and Applied Ethics, pp. 57-70
17	Wadongo et al. (2010)	ORGANIZATIONAL PERFORMANCE	Key performance indicators in the Kenyan hospitality industry: a managerial perspective	Benchmarking: An International Journal, Vol. 17 No.6, pp.858-875
18	Martinez Caro and Martinez Garcia (2008)	SERVICE QUALITY: Interactive Quality	Developing a multidimensional and hierarchical service quality model for the travel agency industry	Tourism Management, Vol 29 , pp. 706-720



19	Hung Che Wu & Yong Jae Ko (2013)	SERVICE QUALITY	Assessment of service quality in the hotel industry	Journal of Quality Assurance in Hospitality & Tourism, Vol. 14 No.3, pp. 218-244
20	Brady and Cronin (2001)	SERVICE QUALITY	Some new thoughts on conceptualizing perceived service quality: a hierarchical approach	Journal of Marketing, Vol. 65 No.3, pp.34-49.
21	Dabholkar et al. (1996)	SERVICE QUALITY: Interactive Quality	A measure of service quality for retail stores: scale development and validation.	Journal of the Academy of marketing Science, Vol. 24 No.1, pp. 3-16
22	Ko and Pastore (2005)	SERVICE QUALITY: Interactive Quality : Conduct	A hierarchical model of service quality for the recreational sport industry	Sport Marketing Quarterly, Vol. 19 No.1, pp. 84-97.
23	Clemes et al. (2001)	SERVICE QUALITY: Interactive Quality : Conduct	Patients' perceptions of service quality dimensions: an empirical examination of health care in New Zealand.	Health Marketing Quarterly, Vol. 19 No.1, pp. 3-22.
24	Dagger et al. (2007)	SERVICE QUALITY: Interactive Quality : Expertise	A hierarchical model of health service quality: scale development and investigation of an integrated model.	Journal of Service Research, Vol. 10 No.2, pp. 123-142.

25	Chelladurai and Chang (2000)	SERVICE QUALITY: Interactive Quality : Expertise	Targets and standards of quality in sport services	Sport Management Review, Vol. 3 No.1, pp. 1–22.
26	Martinez Caro and Martinez Garcia (2007)	SERVICE QUALITY: Interactive Quality : Problem Solving	Measuring perceived service quality in urgent transport service	Journal of Retailing and Consumer Services, Vol. 14 No.1, pp. 60–72
27	Dabholkar et al. (1996)	SERVICE QUALITY: Interactive Quality : Problem Solving	A measure of service quality for retail stores: scale development	Journal of the Academy of marketing Science, Vol. 24 No.1, pp. 3-16
28	McDougall and Levesque (1994)	SERVICE QUALITY: Environmental Quality	A revised view of service quality dimensions: an empirical investigation	Journal of Professional Service Marketing, Vol. 11 No.1, pp. 189 - 209
29	Wakefield et al. (1996)	SERVICE QUALITY: Environmental Quality	Measurement and management of the sport cape	Journal of Sport Management, Vol. 10 No.1, pp. 15–31.
30	Dagger et al. (2007)	SERVICE QUALITY: Environmental Quality : Atmosphere	A hierarchical model of health service quality: scale development and	Journal of Service Research, Vol. 10 No.2, pp. 123–142.

31	Kim and Moon (2009)	SERVICE QUALITY: Environmental Quality : Atmosphere	Customers' cognitive, emotional, and actionable response to the servicescape: A test of the moderating effect of the restaurant type	International Journal of Hospitality Management, Vol. 28 No.1, pp. 144–156.
32	Li (2003)	SERVICE QUALITY: Environmental Quality : Facility	Quality of food and beverage service of some star-rated hotels: problems and countermeasures.	Journal of Zhejiang University of Science and Technology, Vol. 17 No.3, pp. 204–208.
33	Wu et al. (2011)	SERVICE QUALITY: Environmental Quality : Facility	An empirical analysis of synthesizing the effects of service quality, perceived value, corporate image and customer satisfaction on behavioural intentions in the transport industry: a case of Taiwan high-speed rail	Innovative Marketing, Vol. 7 No.3, pp. 83–100.
34	Bonn and Joseph-Mathews (2007)	SERVICE QUALITY: Environmental Quality : Design	Heritage/cultural attraction atmospherics: creating the right environment for the heritage/cultural visitor	Journal of Travel Research , Vol. 45 No.3, pp. 345–354.

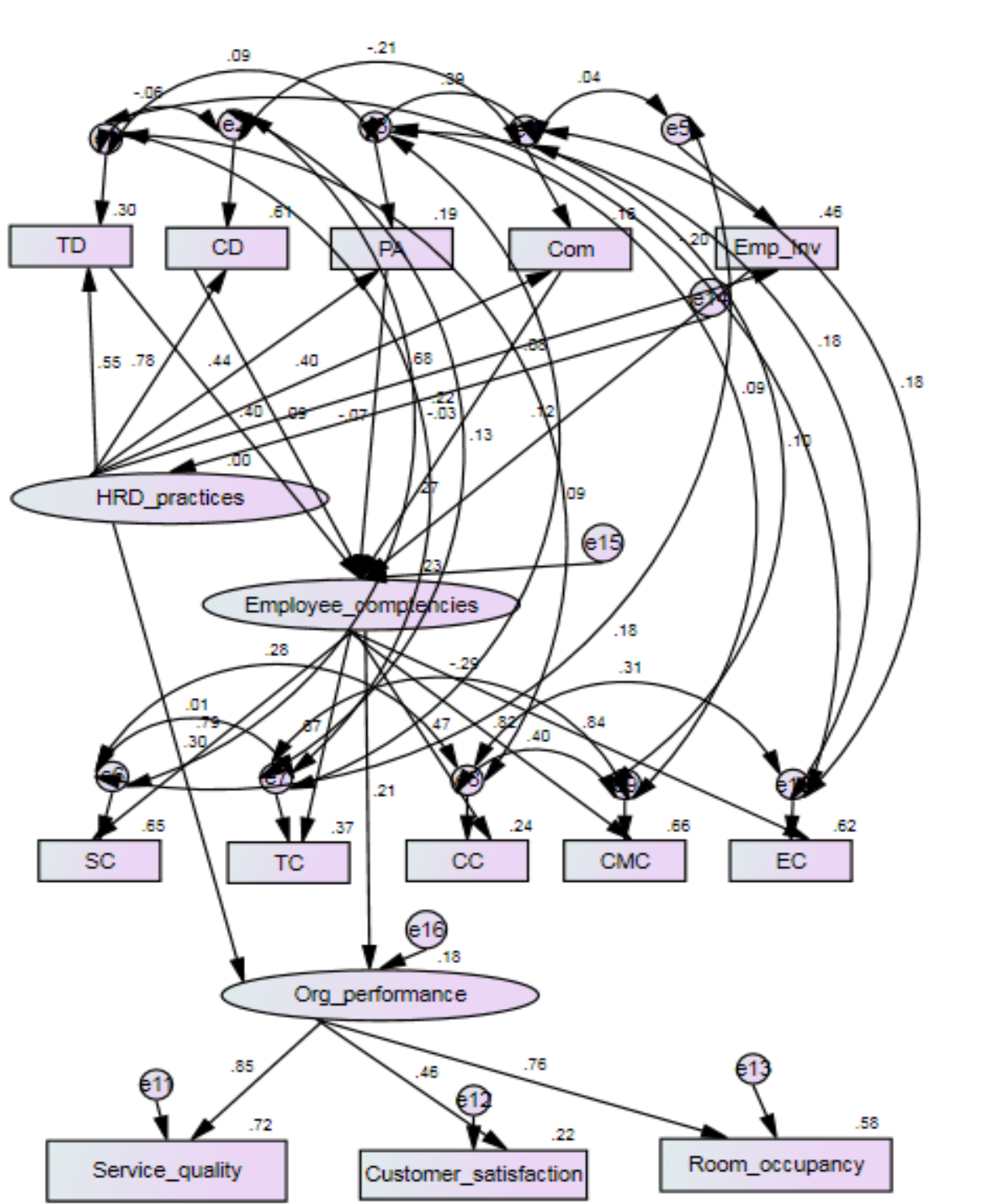
35	Tripathi and Siddiqui (2008)	SERVICE QUALITY: Environmental Quality : Design	Servicescape of a shopping mall: a hierarchical framework	AIMS International Journal of Management, Vol. 2 No.3, pp. 215–235.
36	Fassnacht and Koese (2006)	SERVICE QUALITY: Outcome Quality	Quality of electronic services: conceptualising and testing a hierarchical model	Journal of Service Research, Vol. 9 No.1, pp. 219–237.
37	Grönroos (1984)	SERVICE QUALITY: Outcome Quality	A service quality model and its marketing implications.	European Journal of Marketing, Vol. 18 No.4, pp. 36–44.
38	Bonn and Joseph-Mathews (2007)	SERVICE QUALITY: Outcome Quality : Sociability	Heritage/cultural attraction atmospherics: creating the right	Journal of Travel Research , Vol. 45 No.3, pp. 345–354.
39	Brady and Cronin (2001)	SERVICE QUALITY: Outcome Quality : Sociability	Some new thoughts on conceptualizing perceived	Journal of Marketing, Vol. 65 No.3, pp.34–49.
40	Martinez Caro and Martinez Garcia (2008)	SERVICE QUALITY: Outcome Quality : Valence	Developing a multidimensional and hierarchical service quality model	Tourism Management, Vol 29 , pp. 706-720
41	Brady and Cronin (2001)	SERVICE QUALITY: Outcome Quality : Waiting time	Some new thoughts on conceptualizing perceived	Journal of Marketing, Vol. 65 No.3, pp.34–49.

42	Dagger et al. (2007)	SERVICE QUALITY: Outcome Quality : Waiting time	A hierarchical model of health service quality: scale development and	Journal of Service Research, Vol. 10 No.2, pp. 123–142.
43	Matzler and Sauerwein	CUSTOMER SASTIFACTION	The factor structure of customer sastifaction : an empirical test of the Importance grid and the penalty-reward- contact analysis	International Journal of Service Industry Mngement, Vol. 14 No.4, pp. 314–332.
44	Akbaba (2006)	CUSTOMER SASTIFACTION: Accessibility	Measuring service quality in the hotel industry: a study in a business hotel in Turkey	International Journal of Hospitality Management, Vol. 25 No.2, pp. 170–192.
45	Fullerton and Taylor (2002)	CUSTOMER SASTIFACTION: Reliability	Mediating, Interactive, and Non-linear effects in service quality and satisfaction	Canadian Journal of Administrative Sciences, Vol. 19 No.2, pp. 124–136.
46	Akan (2005)	CUSTOMER SASTIFACTION: Competence	Dimensions of service quality: A study in Istanbul	Managing Service Quality, Vol. 5 No.6, pp. 39–43.

47	Juwaheer (2004)	CUSTOMER SASTIFICATION: Friendlines	Exploring international tourists' perceptions of hotel operations by using a modified SERVQUAL approach: a case study of Mauritius.	Managing Service Quality, Vol. 14 No.5, pp. 350–364.
48	Zhang et al (2011)	ROOM OCCUPANCY	Determinants of hotel room price – an exploration of travellers	International Journal of Contemporary Hospitality Management, Vol.23 No.7, pp. 350–364.
49	Chou et al. (2008)	ROOM OCCUPANCY: Location	A fuzzy multi-criteria decision model for international tourist hotels location selection	International Journal of Contemporary Hospitality Management, Vol.27 No.2, pp. 293–301.
50	Chu and Choi (2000)	ROOM OCCUPANCY: Location	An importance-performance analysis of hotel selection factors in the Hong Kong hotel industry: a comparison of business and leisure travelers.	Tourism Management, Vol.21 No.4, pp. 363–377.
51	Wilkins et al. (2007).	ROOM OCCUPANCY: Room quality	Towards an understanding of total service quality in hotels	Hospitality Management Vol.26 No.4, pp. 840–853

52	Chu and Choi (2001).	ROOM OCCUPANCY: Room quality	Determinants of hotel guests' satisfaction and repeat patronage in the Hong Kong hotel industry	International Journal of Hospitality Management, Vol.20 No.3, pp. 277-297
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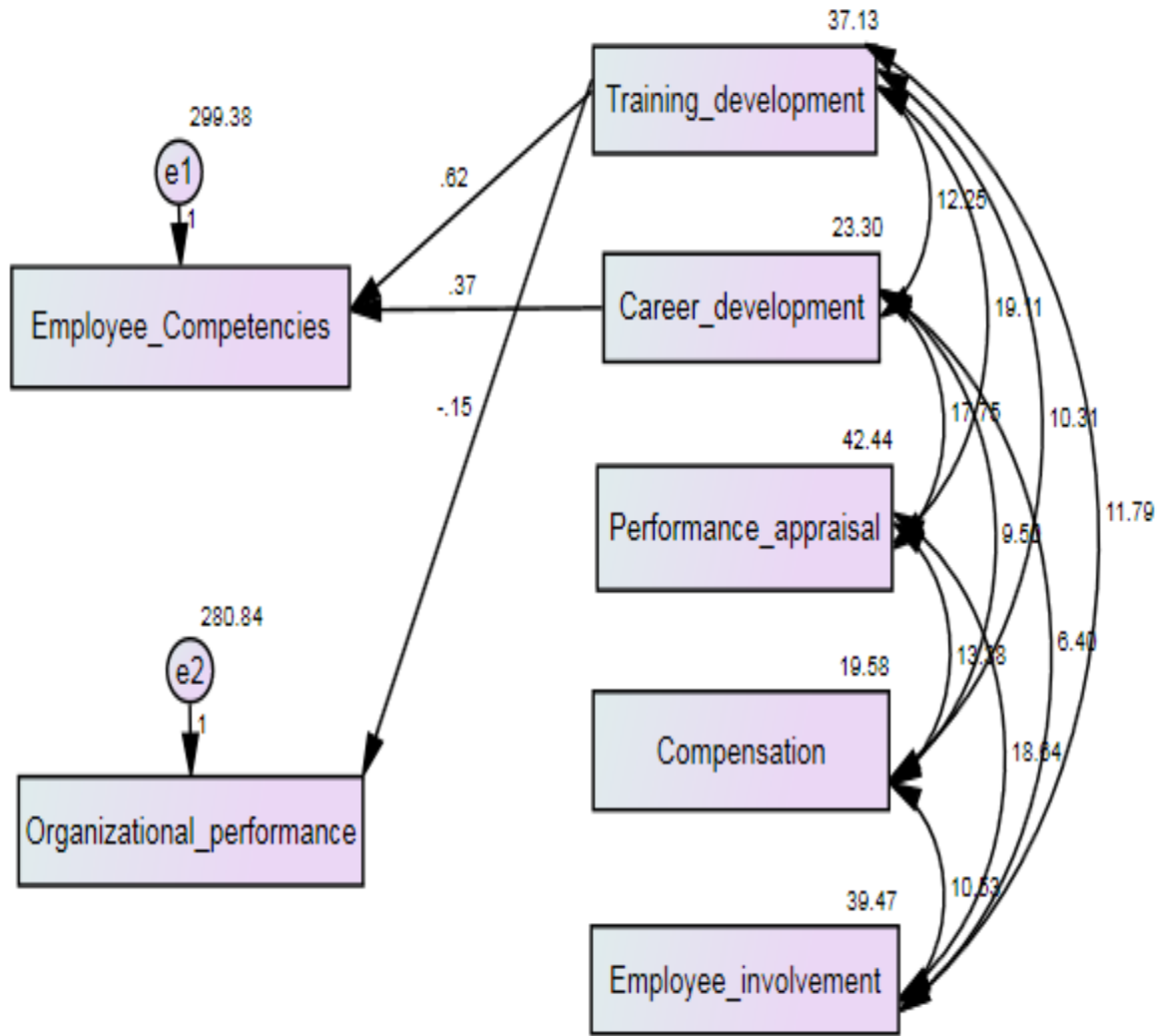
## Appendix 8: Structural Model Output







Appendix 9: Multi-Group Moderation Output



## **PUBLICATIONS**

Publication 1: Frank Nana Kweku Otoo and Mridula Mishra. (2018), “Influence of human resource development (HRD) practices on organizational effectiveness: the role of employee competencies”, *International Journal of Management Studies*, Vol.5 No.2, pp.110-124. DOI: [http://dx.doi.org/10.18843/ijms/V5i2\(6\)/13](http://dx.doi.org/10.18843/ijms/V5i2(6)/13).

Publication 2: Frank Nana Kweku Otoo and Mridula Mishra. (2018), “Impact of human resource management (HRM) practices on organizational performance: the mediating role of employee competencies”, *India Journal of Commerce & Management Studies*, Vol.9 No.2, pp. 17-29. DOI: [http://dx.doi.org/10.18843/ijcms/V9i2\(6\)/03](http://dx.doi.org/10.18843/ijcms/V9i2(6)/03).

Publication 3: Frank Nana Kweku Otoo. (2018), “Human resource development (HRD) practices and organizational performance: the mediating role of employee competencies”, *International Journal of Management Studies*, Vol.5 No.3 pp. 91-105: DOI: [http://dx.doi.org/10.18843/ijms/V5i3\(1\)/12](http://dx.doi.org/10.18843/ijms/V5i3(1)/12).

Publication 4: Frank Nana Kweku Otoo and Mridula Mishra. (2018), “Influence of human resource development (HRD) practices on hotel industry performance: the role of employee competencies”, *European Journal of Training and Development*, (Accepted, Scopus index, Emerald Publication, UK).

Publication 5: Frank Nana Kweku Otoo. (2018), “Impact of human resource development (HRD) practices on employee competencies”, *International Journal of Management Studies*, (Accepted, Index Copernicus International (ICI), Poland). DOI: 10.18843, impact factor 2.26

Publication 6: Frank Nana Kweku Otoo and Mridula Mishra (2018), Human resource development and organizational effectiveness: the mediating role of employee competencies”, *India Journal of Social Research*, (Accepted, Index Copernicus International (ICI), Poland). ISSN No 00195626 impact factor 2.52)