

**THE ROLE OF CUSTOMER SERVICE TRAINING IN THE
HOSPITALITY SECTOR: A CASE OF THE WILD COAST SUN
HOTEL**

BY

SESHINI GUNPATH

Submitted in full requirement for

MASTER'S IN MANAGEMENT SCIENCES

In the

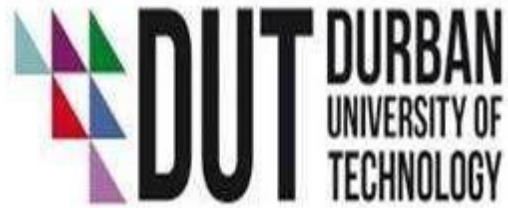
**DEPARTMENT OF HOSPITALITY AND TOURISM Faculty
of Management Sciences**

at

DURBAN UNIVERSITY OF TECHNOLOGY

SUPERVISOR: DR MELANIE LOURENS JANUARY

2022



**THE ROLE OF CUSTOMER SERVICE TRAINING IN THE
HOSPITALITY SECTOR: A CASE OF THE WILD COAST SUN
HOTEL**

BY

SESHINI GUNPATH

Submitted in full requirement for

MASTER'S IN MANAGEMENT SCIENCE

In the

**DEPARTMENT OF HOSPITALITY AND TOURISM Faculty
of Management Sciences**

at

DURBAN UNIVERSITY OF TECHNOLOGY

**SUPERVISOR: DR MELANIE LOURENS JANUARY
2022**

**SUPERVISOR:
DR. M. LOURENS**

DATE

ABSTRACT

The purpose of the study was to determine the role of customer service training in the Hospitality industry using the Wild Coast Sun as a case study. The study aimed to add value in identifying the different types of customer service training in the Hospitality industry and serving as a benchmark for the industry. The research methodology employed in this study was a quantitative approach, which aimed to measure and describe the facts, the design used, the numbers and the statistics to reach a conclusion. In this study, the creation and design of the questionnaire went through numerous drafts, which required a considerable amount of time to improve until the final research instrument was formulated. The questionnaire for this study contained a combination of structured questions with closed-ended responses and Likert-scale statements, formulated to focus on a specific area to obtain precise data that allowed for statistical analysis. The responses were analysed using the latest version of the Statistical Package for the Social Sciences (SPSS) version 27 for Windows. The statistical breakdown was conducted in two phases, namely a descriptive statistical analysis and inferential statistics to test the hypotheses. Many significant findings developed from the comprehensive theoretical scrutiny of the statistics. Additionally, these conclusions were also substantiated by other authors and researchers who performed similar studies and whose results were contextualized for the outcomes of the current study. It was recommended that Senior and executive management create a customer-centric environment for both internal and external customers

DECLARATION

I hereby declare that the work submitted for the master's in management sciences: Hospitality and Tourism, Faculty of Management Sciences at the Durban University of Technology is my own in text and bibliography and that I have not submitted it to any other institution. I further certify that all sources mentioned or cited in the bibliography are cited and acknowledged.

Student No: 19551940

DEDICATION

This study is dedicated to my dear family. Mum (Umsie) My late Dad (M S Roy) I wish you could have been here to see my accomplishment. Husband (Dhiresh) Sister (Taschica) Brother-in-law (Rajesh), Niece (Hiranya) Nephew (Shivaan).

Dhiresh my dear husband “thank you for your constant support, love, staying awake with me to burn that midnight oil and motivation”. Hiranya my beautiful niece “thank you for helping me with the data capturing”

Thank you all for believing in me, lots of love

ACKNOWLEDGEMENTS

It is my sincere appreciation and gratefulness that I acknowledge those who have motivated and supported me throughout this learning process. Firstly, my sincere thankfulness is given to my Supervisor, Dr Melanie Lourens. Thanks for your direction, assistance, and inspiration. This Master thesis would not have been possible without the assistance of the following people: Mr Deepak Singh, for his proficient breakdown of the statistics and his advice on the outcomes. The Wild Coast Sun Hotel, for giving me permission and the DUT Ethics Committee for giving me ethical clearance to conduct this study. The employees at the Wild Coast Sun for completing my questionnaire. Dr Sasi Gangiah for your constant support and motivation and just always willing to assist me with even the smallest query. On the home front I would like to convey my sincerest thanks and appreciativeness to my family, mum, husband, sister, brother-in-law, niece, and nephew. My best friend Andrea thanks for doing this master's process together.

LIST OF ACRONYMS

SETA	Seta Education Training Authority
SAQA	South African Qualifications Authority
NQF	National Qualifications Framework
4IR	Fourth Industrial Revolution
SWOT	Strengths, weakness, opportunities and threats.
T&D	Training and Development
KMO	Kaiser-Meyer-Olkin
SADC	Southern African Development Community

TABLE OF CONTENTS	PAGE
ABSTRACT	iii-IV
DECLARATION	V
DEDICATION	VI
ACKNOWLEDGMENT	VII LIST
OF ACRONYMS	VIII
TABLE OF CONTENTS	IX-XV
LIST OF TABLES	XV-XVI
LIST OF FIGURES	XVII
LIST OF ANNEXURES	XVIII
CHAPTER 1	
BACKGROUND AND OVERVIEW OF THE STUDY	
1.1 Introduction	1-3
1.2 Background to the study	4-6
1.3 Definition of key terms	6
1.3.1 Training	6
1.3.2 Customer service	6
1.3.3 Hospitality	6
1.4 Problem statement	6-7
1.5 Aim of the study	7
1.6 Objectives of the study	7
1.7 Research questions	8
1.8 Significance of the study	8
1.9 Scope of the study	8
1.10 Literature review of the study – brief overview	8-10
1.11 Potential value of the study	10-11
1.12 Research methodology and design	11

1.12.1 Secondary data collection	11
1.12.2 Primary data	11
1.12.3 Research design	11-12
1.12.4 Target population	12
1.12.5 Sampling techniques	12-13
1.12.6 Selection of the sample	13
1.12.7 Data collection method	13-14
1.12.8 Questionnaire	14
1.12.9 Questionnaire design and protocols	14-15
1.12.10 Pilot Test	15
1.12.11 Reliability and validity	16
1.12.12 Analysis of data	17
1.12.13 Ethical considerations	17-18
1.13 Structure of the chapters	18
1.14 Conclusion	18

CHAPTER 2

Literature review

2.1 Introduction	19
2.2 Training	20-21
2.2.1 Conceptual clarification of training	21
2.2.1.1 Training	21
2.2.1.2 Development	21
2.2.1.3 Coaching	21
2.2.1.4 Mentoring	21-22
2.2.15 Human capital development	22
2.2.3 The benefits of training in hospitality	22
2.2.3.1 Benefits for employees in training and development in hospitality	22

2.2.3.2 Benefits for employers in training and development in hospitality	23-24
2.2.3.3 Benefits of training and development for a department in hospitality	24
2.3.4 The challenges associated with training in hospitality	24-25
2.3.5 The role of governing bodies in term of training in the south African context.	25-26
2.3.6 Seta	26-27
2.3.6.1 Cathsseta	31
2.3.7 The theoretical framework for training	31
2.3.7.1 Kirkpatrick's four levels of evaluation	31-32
2.3.7.2 Kaufman's five levels of evaluation	33-34
2.3.7.3 How does Kaufman model vary from Kirkpatrick	34
2.3.7.4 Comprehensive training models	34-35
2.3.7.5 Nadlers critical events model	35-36
2.4 Needs analysis	37
2.4.1 Needs analysis defined	37
2.4.2 Considerations applicable to needs analysis in the Hospitality Sector	38
2.4.3 Specific models for conducting training needs analysis	38-40
2.5 Development of training materials.	40
2.5.1 Challenges pertaining to the development of training materials applicable to the Hospitality Sector.	40
2.5.2 Learning approaches applicable to the development of the training materials	40
2.5.2.1 Bloom's taxonomy	40-42
2.5.2.2 Pedagogy versus andragogy	42
2.5.2.3 Implementation of a training programme	42-43
2.5.2.4 Antecedents for the implementation of a training programme	43
2.5.2.5 Industry specific consideration relating to the implementation of	

training programmes in the Hospitality sector	43
2.5.2.6 Employee training methods applicable to the hospitality sector	43-44
2.5.2.7 Evaluation of a training programme	44
2.5.2.8 Importance of evaluation when conducting a training programme	44
2.5.2.9 Forms of evaluation	44
2.6 Constraints pertaining to the evaluations of trainees in the hospitality Sector	44-45
2.6.1 Budget	45
2.6.2 Time	45
2.6.3 Communication	45
2.6.4 Evaluation models	46
2.7 Customer service	46
2.7.1 Conceptual clarification	46-48
2.7.2 The Advantages of customer service training	48
2.7.3 Benefits for the employee	48
2.7.4 Benefits for management	48
2.7.5 Benefits to the organization	48-49
2.7.6 The challenges associated with customer service training	49
2.7.7 Change management	49-50
2.8 The Theoretical framework for customer service process	51
2.8.1 Porters five forces	51-52
2.8.2 Michalak and Yager training model	52
2.8.3 Vrooms expectancy theory	53-54
2.8.4 The role of training in promoting customer service in the Hospitality Sector	54-55
2.9 An overview of the specific sector and hotel In the South African context	55-56
2.10 Conclusion	56

Chapter 3

Research Methodology and Design

3.1 Introduction	57
3.2 The research problem contextualized	57-58
3.3 Key research objectives	58
3.4 Principles of research, design, and methodology	58
3.4.1 Types of research design	58-59
3.4.1.1 Quantitative research versus qualitative research	59
3.4.1.2 Experimental research versus non-experimental research	59-60
3.4.1.3 Exploratory research, descriptive research and exploratory research.	60
3.5 Primary data	60-61
3.6 Secondary data	61
3.7 Target population	61-62
3.8 The Sampling procedure	62
3.8.1 Probability versus non – probability sampling	62-63
3.8.2 Simple random sampling	63
3.9 Selection of the sampling using a computerized programme	64
3.10 Measuring instruments	64
3.10.1 Brief perspectives on the use of the questionnaire's	64
3.10.2 Guidelines followed in developing the measuring instrument	65
3.10.3 Advantages of a structured questionnaire	65
3.10.4 Design of the questionnaire	66
3.10.5 Coding the questionnaire	66
3.10.6 An overview of the final questionnaire	66
3.10.7 The covering letter	66-67
3.11 Pre-Testing	67
3.12 Validity and reliability of the measuring instrument	68

3.12.1 Validity of the questionnaire	68
3.12.2 Reliability of the questionnaire	68-69
3.13 The Pilot study	69-70
3.14 Data collection method	70-71
3.15 Ethical considerations	72
3.16 Coding and editing	72-73
3.17 Analyses of data	75
3.18 Conclusion	75
Chapter 4	
Statement of Findings, Interpretations and Discussion of Data	
4.1 Introduction	74
4.2 Analyses of data	74-75
4.3 The research instrument	75
4.4 Types of statistical analysis used in the study	75
4.4.1 Descriptive statistics	75
4.4.2 Reliability statistics	76
4.4.3 Inferential statistics	76
4.5 Types of analyses	76
4.5.1 Experimental analysis	76
4.5.2 Quasi – experimental analysis	77
4.6 Section A: Data Reduction	77
4.6.1 KMO And Bartlett Test	78
4.6.2 Factor analysis	80-81
4.6.3 Theme 1: job satisfaction	82
4.6.4 Theme 2: customer service	82
4.6.5 Theme 3: customer satisfaction	83
4.6.6 Theme 4: effective management	83
4.6.7 Theme 5: training effectiveness	83
4.7 Section B: biographical data	84-89
4.8 Section C: Chi – Square goodness of fit test	89

4.9 Section D: Section analysis	93
4.9.1 Scoring patterns	93-99
4.10 Section E: Crosstabulations	99
4.11 Section F: Correlations	100
4.12 Section G: Structural equation model	100-102
4.12.1 Model fit summary	103-107
4.13 Conclusion	107-108
Chapter 5 Conclusions and Recommendations	
5.1 Introduction	109
5.2 Conclusion	109-110
5.3 Reflections and evaluations	110
5.3.1 Contribution by Wild Coast employees regarding working environments	110
5.3.2 Culture of training	110
5.3.3 Gender comparison	110
5.4 Recommendations	110
5.4.1 Section A: Recommendations constructed on outcomes Relating To the general information and demographic profile of the sample respondents	111
5.4.1.1 Examining of the employment structure	111
5.4.1.2 Equity amongst gender and age profiles	111
5.4.2 Section B: Recommendations pertaining to the relevant themes	111
5.4.2.1 Job satisfaction	111-112
5.4.2.2 Customer service	112
5.4.2.3 Customer satisfaction	112-113
5.4.2.4 Training effectiveness	113
5.5 Recommendations for future studies	113
References	114-176

LIST OF TABLES

Chapter 3

Table 3.1 Cronbach's Alpha for the pilot test	70
Table 3.2 Criteria data collection techniques	71

Chapter 4

Table 4.1 Summary of the statistical tests used for the analysis of the data	77
Table 4.2 KMO And Bartlett Test	78
Table 4.3 Rotated component matrix	79-80
Table 4.4 Factor analysis	81
Table 4.5 Job satisfaction	82
Table 4.6 Customer service	82
Table 4.7 Customer satisfaction	83
Table 4.8 Effective management	83
Table 4.9 Training effectiveness	83
Table 4.10 Comparison between male and female	84
Table 4.11 Male and female age	85-86
Table 4.12 Permanent and contract employee's percentage	86
Table 4.13 Age and length of service	88
Table 4.14 The relationship of employee working conditions and meeting different customers from different cultures	89
Table 4.15 Employees have a chance to use their strengths every day at work and have a positive attitude towards the hotel	90
Table 4.16 The manager allows me to be innovative in my job and in my work I am always challenged to grow	91
Table 4.17 Without the customer I will not have a Job and customer service Is the key objective of the hotel	91
Table 4.18 Employees are very motivated when they	92

attend training and they believe that everyone should attend training

Table 4.19 Training and development enables employees to go the extra mile to serve customers and customer feedback and experience is imperative to the hotel.	92
Table 4.20 Permanent and contract employees	99
Table 4.21 Regression weights	102
Table 4.22 Standardized regression weights	103
Table 4.23 Model fit summary	104
Table 4.24 CMIN	104
Table 4.25 Baseline comparisons	105
Table 4.26 Parsimony – adjusted measures	105
Table 4.27 RMSEA	105
Table 4.28 Covariances	106
Table 4.29 Correlations	106
Table 4.30 Correlation themes	107
Tables 4.31 Correlation theme continued	107

LIST OF FIGURES

Chapter 2

Figure 2.1 National qualifications framework	27
Figure 2.2 SAQA	28
Figure 2.3 List of Setas	29-30
Figure 2.4 Overview of Kirkpatrick's four Levels of training evaluation model	31
Figure 2.5 Kaufman's 5 levels of evaluation	33
Figure 2.6 Leonard Nadler's critical events models	37
Figure 2.7 Three levels of training needs analysis	39
Figure 2.8 Bloom's taxonomy	42
Figure 2.9 Customer service model	47

Figure 2.10 Porters five forces	52
Figure 2.11 Michalak and Yager Training model	53
Figure 2.12 Vrooms expectancy theory	54
Chapter 4	
Figure 4.1 Male and female employees	84
Figure 4.2 Comparison between male and female age groups	85
Figure 4.3 Permanent and contract employees	87
Figure 4.4 Comparison between age and length of service	88
Figure 4.5 Job satisfaction	93
Figure 4.6 Customer service	95
Figure 4.7 Customer satisfaction	96
Figure 4.8 Effective management	97
Figure 4.9 Training effectiveness	98
Figure 4.10 Structural equation model	101

LIST OF ANNEXURES

Annexure A: Gatekeepers Letter	196
Annexure B: Questionnaire	197
Annexure C: FREC	198

CHAPTER 1

BACKGROUND AND OVERVIEW OF THE STUDY

1.1 Introduction

Customer service and customer experience are a trending topic in the competitive hotel industry. According to Won (2018: 173) customer service and experience refer to the global quality perceived by the customer of all the influences and associations the customer has with an establishment and its products and services. Baumann and Schachtner (2020:217) expressed similar sentiments that customer experiences have become a burning subject in the company boardroom currently. Dastane (2020:142) states that the expression has been emerging with growing occurrence in a variation of business meetings on corporate campaigns, marketing campaigns, customer service and basic business management. Calomiris (2017:8) elucidates that over the years, customer service has advanced from the primitive days of rotary phones and call centres, when the telephone was the only communication channel, to the omni-channel world of today. Brannon and Manshad (2019:335) reveal that it is currently a competitive world out there, whereby consumers can contact support via telephone, live chat, WhatsApp, and social media.

In addition, Moini (2020:127) states that in the world of powerful competitors, establishments typically faced numerous encounters. Sul-toni and Sudarmiatin (2021:91) remark that in the Hospitality Industry, service excellence might be one of the paramount models for assessing customer's hopes and insights. Zhang and Shao (2019:565) posit that to offer that 'wow' service excellence and experience, establishments must invest in sending their employees on training interventions. This study explicates the nature of customer service and training in the Hospitality industry, its evolving trends, encounters, and managerial challenges.

According to Armstrong and Landers (2018:162) establishments invest in employee training with the expectancy that training will empower employees to achieve better and more efficiently, therefore cultivating the establishment's productivity. However, Kamrani (2018:110) explains that there is robust disagreement that training is of little use to establishments if the learning and abilities acquired are not transmitted to job

performance. Song, Chai, Kim and Bae (2018:249) espouse those previous years have viewed increasing speculative interest in involvements of the transfer of training. Cesário and Chambel (2017:152) advocate that more research is necessary to gain better acceptance of the protagonists of training and organizational support in prompting improved employee work performance and consequently improved customer service and productivity. Lugo-Morin (2021:15) is alarmed about the current challenge facing the Hospitality industry, which is the Covid 19 pandemic. According to Mishra (2021:192) Covid 19 has shocked lives and livelihoods globally. For unprotected individuals and the customer teams that assist them, it has also required a reconsideration of what customer care means. Park and Lee (2019:191) advocate that predominantly in times of crisis, a customer's collaboration with an establishment can prompt an instant and persistent consequence on his or her intellect of belief and trustworthiness. Rachmawati and Utami (2021:440) state that as masses are dismissed and refuge into seclusion, a main indicator of their customer experiences will be how the establishment they patronise and hinge on offer experiences and services that meet their new requests with compassion, concern, and carefulness. Manthiou, Hickman and Klaus (2020:102218) espouse that present day is also the time for customer experience managers to position themselves at the forefront of the longer-term stints in consumer mannerism that ensue from this catastrophe. Chattopadhyay (2019:410) remarks that possessing an actual pulsation on fluctuating customer likings and speedily transforming to restructure to a very diverse situation will be crucial.

Furthermore, Bartis, Hufkie and Moraladi (2021:102) observe that Covid-19 is anticipated to affect the Hospitality sector in Sub-Saharan Africa for years to come. In addition, Salifu (2021:379) expounds that the issue of recovery in travel is imperious as it is core to the sector. Herrera and Brenneis (2020:9) rationalize that It is re-assuring to see investors and hotel operators initiate to prompt more assurance in the fundamentals of the region. Im, Kim and Miao (2021:102701) state that many hotel owners have taken loans or used auxiliary reserves to cover their working savings necessities, which will need to be paid back from incomes once the

sector starts to recover, but the real effect for owners will last beyond the regeneration of normal travel.

Agreeing with Pillai, Haldorai, Seo and Kim (2021:102869) this is often not as it were a Sub-Saharan African challenge, but moreover a drift that will influence proprietors universally. Croome (2018:1653) comments that Africa's travel and tourism continues as one of the key development drivers of the continent's economy. Aigbedo (2021:103012) rationalises measurements from the World Travel and Tourism Committee, showing that the Tourism division bled nearly a third of its employments within the consequence of the Covid-19 widespread. Gautam (2021:43) substantiates that the tourism industry in Africa, which produced more than R3 trillion and detailed for fair beneath 7 percent of the continent's GDP earlier to the widespread, moreover already bolstered 24.7 million employments. According to Lehloenyha (2017:84) pre- Covid-19, the Tourism sector in the Southern African Development Community (SADC) expanded hastily in current years, injecting billions to the global financial market from 2010. Although Southern Africa presently envisions only a small fraction of these receipts, current modifications have placed the province as a probable chosen point in coming years. According to Woyo(2017:67) in order to take advantage of these deviations that favour Southern Africa's exclusive expected landscapes, SADC has classified tourism in the region as a method of supporting its objectives of monetary expansion and Provincial Incorporation.

In addition, Krüger and Meyer (2021:249) justifies that whilst South Africa is not amid a physical war, it is fighting the Covid-19 crisis in full vigor. Rogerson and Rogerson (2020:1083) states that the Tourism, 2020 report published by Stats South Africa, international tourist diminished by 71percent since just over 15, 8million in the year of 2019 to a reduced amount of 5 million in 2020. Akhyadov (2021:2066) explicates that it is obvious that the Covid-19 widespread affected the tourism division decently difficult all-inclusive and in South Africa, to a great extent due to the lockdown and travel limitations that were obligatory. This study will contribute to the knowledge of training consequences as measured by the erudite knowledge and skills, job

performance, and organizational influence. In addition, the relationship between customer service, training and management styles.

1.2 Background to the Study

The history of the Hospitality sector is strongly embedded in the historical documents relating to traditional Inns in England, especially in the early 1600s (Bernardi and Pompermaier 2019:624). Cascio (2019:284) explains that the word Hospitality originated from the adaptation of the French word “hospice”, which means to take care of travelers.

Furthermore, Eisfeld (2018:10) states that traditional Inns were developed during the 1800s to portray similar characteristics of what is known today to be a hotel. Even during the early days of the development of the current concept known to as a hotel, the customer has always been the focus point. Wilson (2016:21) echoes that the customer has always been the focus.

Lu (2021:11) expressed that the Hospitality industry, despite its challenges, is constantly evolving to become more innovative. Vasić and Čerović (2018:51) articulated that in this new era, hotels grasped new heights. Some of the highest hotels were erected in the 21st century. The technological advancements made it all possible. Ettinger, Grabner-Kräuter and Terlutter (2018:94) infer that in the canny industry of Hospitality, identifying new ways to stand out from the multitudes of hotels and keeping up to date with Hospitality trends is more crucial than ever.

Lee and Cheng (2018:32) describe some of the current trend within the Hospitality sector, namely Bleisure, which is an expression that is a combination of business and leisure. This concept is mostly targeted at millennials who would like to unwind for a few more days after a long week of meetings. Lam and Gao (2019:510) state that these millennials are most likely to take advantage and spend money on the facilities offered at the hotel, such as bars and spas. Another trend is Smart Rooms for operations automation – having voice activated rooms to switch on the lights, change the temperature or close the curtains. The authors further explain that there is a renewed focus on recruitment and retention – Creating wellness and motivational

days for employees, increasing company perks, recruiting those with a positive attitude and who are experts in their fields. Lehmann (2017:138) states that a critical part in providing excellent customer experiences in any hospitality environment is that hoteliers must continuously embrace new advancements in hotel technology, as well as be open to change management to have an advantageous edge and remain profitable. Underdown (2020:394) deliberates that change Management's main purpose is to manage and encourage the awareness of desired future goals and the achievements of the expected outcomes. Sumbadze (2020:86) clarifies that reasons for change vary from business to business and could range from cost reduction to customer satisfaction improvement or could even be to solve a problem. Ronda, Valor and Abril (2019:362) advocate that for change management to work, one would require the individuals in the business to accept and adopt the new values. Pranjic and Rekettye (2019:247) justify that the more acceptance a business gets from their employees, the closer they come to reaching their desired goals. Moreover, one of the current change's businesses are experiencing is the Fourth Industrial Revolution (4IR).

According to Shilenge and Telukdarie (2021:457) 4IR, which is the breakthrough of technology, namely robotics, is engineered by artificial intelligence which will transform the workplace duty-based characteristics to human-focused characteristics. Jang and Lee (2018:67) believe that 4IR will transform businesses considerably, that most of the work that is done today will not exist in the next 50 years.

In addition, Poulsen and Ipsen (2017:37) advocate for hoteliers to remain ahead and progress with the times, they would need to upskill their employees to ensure that their employees are keeping up to date with the latest trends. Matricano (2020:1195) articulates that possessing skilled and knowledgeable employees allows hotels to remain profitable and can achieve their return on investments.

According to Dhar (2015:419) training is one of the foremost fitting ways to progress the effectiveness of representatives and meet hierarchical objectives, as well as accomplishing their return on venture. Barnard-Naudé (2020:217) emphasizes that the world is fluctuating expediently in existence and to be able to manage,

associations must make the finest utilize of their employees' capacities. Scherbaum and Goldstein (2015:1) advocate that human asset administration must be carefully considered and recruited. Odishvili and Nikvashvili (2019:182) re-affirm that the representatives must be able to bargain with the impacts of the changing commerce world, which suggests that people who work within the human asset's office must be mindful of the suggestions of globalization, innovation changes, workforce differences, changing ability prerequisites, the unexpected workforce, decentralized work destinations and worker association. Yadav, Balaji and Jebarajakirthy (2019:385) clarify that Hospitality is almost as old as mankind. Ocansey (2016:111) states that the Hospitality sector is a booming sector, with almost 187 000 hotels globally. The author further comments that the core function of the Hospitality sector is to take care of and pamper customers. Having skilled and knowledgeable staff delivering exceptional service helps to retain the customers and grow the business. An employee that receives the necessary training can perform in their jobs.

1.3 Definition of key terms

The definitions for the variables of this study are reflected as follows:

1.3.1 Training

Jobbagy (2019:250) defines training as education or the teaching of oneself or others, any accomplishment and understanding that relate to specific capability.

Training has specific objectives of improving one's competency.

1.3.2 Customer Service

According to Ji-Hyun Hwang and DongJun Lee (2019:43) customer service is delivering or looking after the needs of the customer by delivering and supplying efficient, useful, high level excellent assistance. Customer service is converging the requirements and aspirations of the customer.

1.3.3 Hospitality

Christou, Avloniti and Farmaki (2019:152) elucidates that Hospitality is the interrelationship amongst a customer and a provider, where the provider accepts the customer with compassion. Hospitality is also dealing with people, that is, interacting with customers. The hospitality industry plays a vital role in ensuring a fruitful economy for the country.

1.4 Problem Statement

Customer service delivery and satisfaction is conceivably one of the most talked about encounters of the Hospitality sector, according to Mahalakshmi and Karthikeyan (2018:233). Cueva (2019:141) states that this epitomizes every hotel's sole purpose and is the definitive objective of any stratagems put in place. Al Qudah, Yang and Anjum (2018:442) believe that cultivating a solid understanding of customers' requirements and preferences will decrease the chances of losing customers. Elziny and Abd El-Kafy (2020:323) elucidate that the Hospitality sector is one of the most rapidly increasing sectors globally. Heymann (2019:24) affirms that unfortunately, keeping customers happy these days is harder than ever with changing times, which brings about demanding customers. Chetthamrongchai (2017:1) states that conveying quality encounters to clients has demonstrated to be a ceaseless, competitive advantage with a straightforward monetary impact for companies. Kumar (2020:2724) remark that due to the increase in the number of hotels, the triumph of service providers depends on their facilities and capabilities to provide customer services to enhance loyalty. Keeping in mind the significance of service quality and customer satisfaction, Tamia and Soediono (2020:163) proclaim that managers today in the Hospitality industry are experiencing more extremely diverse issues than they did in the past because of new technological advancements and changing customer behaviours. Piasetskaya and Matuszak (2018:639) assert that keeping up to date with new technology trends is one of the major issues faced by all hotel managers. Voloshyna (2020:89) reveals that another challenge the industry is facing is a shortage of skilled labour and high turnover due to irregular working hours. Bercu (2017:1340) expresses that due to demanding customers that expect a lot, employees are forced to work irregular hours. Phonthanukitithaworn, Naruetharadhol and Ketkaew (2017:1 - 10) note that for a hotel to retain their staff, they would need to invest in training. Introducing training programmes and on-the-job training will help in reducing problems and increase the skilled labour percentage.

1.5 Aim of the Study

The main aim of the study is to identify the role of customer service training in the Hospitality sector, in the case of The Wild Coast Sun. The study also aims to add

value to identifying various types of training to provide customer service in the Hospitality sector, and it can act as a benchmark for the industry.

1.6 Objectives of the Study

To determine whether customer experience is a strategic initiative at the Wild Coast Sun. To determine the antecedents of management styles relating to the transfer of training skills at the Wild Coast Sun; and to identify the challenges relating to employee training at the Wild Coast Sun.

1.7 Research questions

Is customer experience a strategic initiative in the Hospitality sector? How can the various management styles at the Wild Coast Sun be utilised to promote the transfer of training skills? What are the challenges relating to employee training at the Wild Coast Sun?

1.8 Significance of the study

The significance of the study is two-fold in that it will contribute financially by trying to maintain customer loyalty, which in turn increases the return on investment. The other goal of the study is to promote the culture of a skilled workforce on every level.

1.9 Scope of the study

The scope of the study will be to ascertain whether customers' expectations, wants and needs are met by the organisation through having trained employees and whether having trained employees impacts the service delivery.

1.10 Literature review of the study – brief overview

In the last decade, the importance of customer service delivery and excellence in the Hospitality sector have become the focus point of various studies and research papers. There are different nuances on the contextualisation of service delivery in the Hospitality sector. According to Yang, Mao and Tang (2017: 243) customer experiences associated with excellent service delivery are dependent upon the location of the hotel. Similarly, Assaf, Josiassen, Whoo, Agbola and Tsionas (2017:270) found that the location of the hotel plays an important contributing role to whether the customer finds the destination attractive and considers returning in future. Moreover, Kasiri, Cheng, Sambasivan, and Sidin (2017: 91) find that there is

a relationship between excellent customer service and customer loyalty. The importance of excellent customer service and service delivery is also highlighted in a study by Viray and Montaña (2017:1222). Excellent service delivery and a customer-centric focus are only possible with employees in an organisation who have the necessary knowledge, skills and attributes to contribute to the strategic intent of the organisation (Holma, Lehtimaeki and Thatchenkery, 2017:21). Various authors and researchers identified the value of offering training and development programmes to address skills gaps in the organisation. According to Falola, Salau, Olokundun, Omoniyi, Ibadunni and Osibanjo (2018:9) organisations that emphasize employee empowerment and enable the development of skills and knowledge are better positioned to manage organisational change necessitated by competition and customer expectations.

Batinic (2016:25) comments that standards and quality are an important part of customer expectations. In addition, Namin (2017:70) believes that to achieve customer satisfaction, an organisation that enables its employees are likely to get the best out of them, which always prompts change and dedication whilst having a positive impact on job execution. Dalgıç and Akgündüz (2019:75) agrees with Namin that when employees realise that attending training is beneficial to both themselves and the organisation, they seem to display a greater level of commitment, which in return results in delivering great service. Furthermore, Bercu (2017:1340) states that although training is beneficial for both the employees and organisation, the costs associated with training programmes often leads to management questioning the potential return on investment. Naeem (2016:870) opines that evaluating the success and return on investment of training can be one of the most exasperating aspects of the entire training process. Butali and Njoroge (2018:6) emphasize that a fundamental perception of all business development is the necessity to sustain or enrich profit either through cumulative income and/or lowering expenses. In addition, Nainggolan and Soemitra (2020:201) posit that proceeds in the Hospitality sector are increased by pursuing both directives Davidson (2016:778) In this study, the researcher will focus on various training models related to the stages of training and development, specifically exploring the impact of training evaluation models on

equipping employees with the necessary knowledge and skills to contribute to customer service excellence. Hallencreutz and Parmler (2019:501) explain that customer service excellence has always been important in the Hospitality sector. However, according to Tavella and Furian (2021:65), with amplified competition, the damaging effect of the Covid-19 pandemic and demand being experienced in the Hospitality industry today, it is more imperative than ever to constantly build loyal and recurring customers. Butali and Njoroge (2018:6) point out that the hospitality industry currently needs to evaluate its training programmes to ensure that employees have the necessary knowledge and skills to perform their duties or change their behaviour or attitude to improve efficiency and/or productivity. Kot-Radojewska and Timenko (2018:511) state that to intensifying productivity, advanced job gratification and an enlightening work environment, the evaluation results can afford strategies towards the organizational goals to warrant long-term success. Namin (2017:70) emphasises that in addition to achieving their long-term goals, organisations will need a workforce that is dedicated and regards organisational leadership as leading by example.

In addition, Thomas, Ambrosini and Hughes (2017: 1) elaborate that the creation of a dedicated workforce is generally the product of a great or dynamic manager. Chiu, Balkundi and Weinberg (2017:334) deliberate that a great manager is not born but made. Patel (2016:75) indicates that there are four management styles, namely autocratic, democratic, laissez faire and participative. Aiyetan (2019:38) states that the qualities of a great manager are: a good communicator, someone that has great organisational skills, respectful to others, good delegator, sound knowledge and skills, to name but a few. Lomberg, Kollmann and Stockman (2016:49) comment that a good manager helps his / her employees to improve their skills, which helps employees realize their full potential. Furthermore, Toxirovna, (2021:138) explain that the role of leadership in promoting specific training programmes that are directed to address customer service is dependent upon the strategic initiatives of the organization.

However, Önören, Arar and Yurdakul (2017:511) aver that strategic management is achieved in organizations by using the Strengths, weaknesses, opportunities, and

threats (SWOT) analysis. The objective of using the SWOT analysis is to determine a strategy to link between the internal and external factors. Another technique used in combination with the SWOT analysis is Porter's Five Forces Model, which identifies the needs of the customer and how the organisation can implement interventions to attract and retain customers amidst increased levels of competition. (Nurlansa and Jati, 2017:84). From the literature reviewed, three transparent themes have emerged. Firstly, providing customer experiences; secondly, management styles linked to strategic initiatives; and thirdly, training and development.

1.11 Potential value of the study

The potential value of the study is two-fold, namely: the subject provides current data on employee perceptions relating to the effectiveness of training programmes offered in the Hospitality sector to enhance customer service delivery. Secondly, the information obtained in this study provides management with robust decision-making data, which can be applied at a strategic and operational level to benefit the specific hotel selected, as well as being a source of information for other hotels in the Hospitality sector of Kwa Zulu Natal, South Africa, and internationally too.

1.12 Research Methodology and Design

This segment deliberates by what method research is piloted, as well as in what way data is attained and administered. The research design, data collection, measuring instrument and data analysis are all included.

1.12.1 Secondary data collection

Martins, Cunha and Serra (2018:1) remarks that secondary data refers to statistics gathered by somebody else, or for a resolution except the present study. Nahai, (2018:1153) elucidates that secondary data collection is evidence collected by people or organizations except the researcher. Sekaran and Bougie (2020:123) trust that secondary data for research can be found in manuals, textbooks, government publications, media items, journal articles and other dissertations. Journal articles, related textbooks, the internet, media pieces, government documents, periodicals and other dissertations will be used to gather secondary data for this study.

1.12.2 Primary data

Primary data, according to Jamieson (2016:1) is data attained for the first time by the researcher on intensity variables for a specific aim of the study. This study will be conducted by using the quantitative technique, with structured closed-ended questionnaires being used to gather primary data. Sekaran (2020: 125) believes that one advantage of this strategy is that it permits the researcher to familiarize themselves with the research problem, whilst also inspiring the responder to provide comments. According to Sahu and Juvekar (2018), questionnaires are a shared practice in business since they are consistent and allow for speedy judgment.

1.12.3 Research Design

The predominant strategy for the collective examination and measurement of data is known as a research design. (Luck 2019:152). A quantitative research concept will be used for this investigation. Quantitative research, according to Zuckerman (2020:945) is the systematic pragmatic analysis of an issue using statistical, mathematical, or numerical data or calculation methods. According to Okuma, Jinnouchi and Nishiuchi (2018:78) the quantitative technique is appropriate when the variables to be exercised are well-defined and numerical data is available.

According to Zyphur and Pierides (2017:1) the aim regarding quantitative research is to acquire concepts and/or propositions about a challenge, and that the dimension method is vital to quantitative research since it associates empirical observation with mathematical expressions of quantitative relationships. Quantitative research, according to Norris, Ross and Schoonen (2015:1) necessitates the creation of propositions; the invention of tools and procedures for dimension, such as the closed-ended designed questionnaires; the collecting of empirical data; and the modeling and analysis of the results (Fang and Wang, 2017:107).

1.12.4 Target Population

A target population, according to (Li and Heitjan 2021:1) is the total elements of a specific group of individuals, things, or events. Tao and Fu (2018:315) explicate that target population is any compilation of individuals, objects, or events that share the same physical characteristics and represent the entire or total number of cases in a

study attempt. All employees of the Wild Coast Sun were included in the study's target group. The target population was gathered from Wild Coast Suns Human resource department. The total number of people in the target population was N=140.

1.12.5 Sampling Techniques

Hermansyah (2016:115) describes sampling as the method of selecting a set of units from a comprehensive population for research. According to Kulkarni (2020:874), sampling requires drawing a representative sample. Each unit in the target population should have an equal chance of being included. According to Wagner and Ramsey (2015:264) the validity of a research study is determined not only by the appropriateness of the methodology and method but also by the relevance of the sampling strategy adopted. Probability and non-probability sampling strategies are the two elementary groupings of sampling strategies. The quantitative research strategy focuses on the uncomplicated random technique as the probability sampling technique. Dias and Temido (2020:897) state that systematic sampling requires the selection of every n th element in the sampling frame. A list of employees obtained from the human resources department served as the sampling frame for the quantitative research design. In addition, each unit of analysis, i.e., the bases that make up the target population, was listed only once in alphabetical order. According to Chauvet (2017:1) the presence of a sampling frame favours the use of the simple random sampling technique. Each member of the target population as well as each sustainable sample of a certain size has an equal chance of being selected by simple random sampling (Xia, 2019). There are two types of simple random sampling, according to Bassetti and Ladelli (2020:108749) samples with replacement and samples without replacement. The probability sampling technique used in this research was simple random sampling without replacement.

1.12.6 Selection of the sample

The number of units selected for the research study is called the sample size (Mundra and Rajapakse 2016:31). According to Esponda and Vespa (2018:183) the number of respondents in the sample is significant in quantitative research as it is

usually claimed that the larger the sample, the smaller the sampling error. Aspects such as the precision of data collection techniques and population discrepancy affect the sample size. According to Sekaran and Bougie (2020:296) the ideal sample size is between 30 and 500 participants.

The sample for the quantitative research design was selected from a specific population using the table calculated by Sekaran (2020:253) to calculate the superlative sample size. Sekaran advocates a target population of $N=230$ and a sample size of ($n=140$) for this research. According to Lopez, Hou and Fan (2019:371) the use of a larger sample leads to statistically meaningful generalization results and avoids sampling errors. According to Rastogi and Hashmi (2019:732) a larger sample allows the researcher to obtain exploratory, in-depth information from a larger portion of the population while minimizing response bias. The required sample of $n=140$ items or responders is drawn using a simple random sampling technique without replacement.

1.12.7 Data collection method

A structured questionnaire was used as a research tool to collect quantitative data (Annexure B). Questionnaires, according to Brewer (2018:6) are indisputably the most substantial tool for data collection. To comply with the Covid-19 protocols, an electronically administered questionnaire to the selected sample was commissioned in this study. Participants received information and a consent letter (Annexure A), as well as a structured questionnaire (Annexure B) by email, which was recorded immediately after completion. In comparison to previous methods, this method ensures a high response rate, according to Bloomfield, Nelson and Soltes (2016:341).

1.12.8 Questionnaire

The data was collected using a standardized closed-ended questionnaire (Annexure B). According to Gu and Gutman (2016:990) a questionnaire permits the collection of quantitative data in a standardized manner, relinquishing data that is internally reliable and comprehensible for analysis. Questionnaires, according to Joshi and Kuma (2016:1650015) can also be used to survey many people within a short period of time and even at a low cost. In addition, questionnaires may be applied

successfully with a wide range of people in a variety of scenarios, and data interpretation can be done with the help of computer software. The conclusions of the research can be quantified and examined more scientifically than the results of other types of research, according to Siew and Said (2019:14). After data has been quantified, it may be utilized to compare studies and to test hypotheses and develop new ideas.

1.12.9 Questionnaire design and protocols

The creation of a questionnaire, according to Skidmore (2017:247) necessitates considerations regarding phrasing, question ordering, response option selection and wording, formatting, and style of question administration. The authors continue to express that for this instrument to be a useful tool for data gathering, it must be accurately prepared and administered. One of the most significant talents a researcher must have, according to Thornton and Noguchi (2016:412) is the questionnaire design. The questionnaire's design warranted that relevant data was collected in a respondent-friendly manner that allowed for straightforward response coding. Most pragmatic research, according to Park (2017:21) is reliant on how well the instrument is constructed and delivered. The research objectives were directly linked to the questions posed, which were also obtained from the literature.

Semyonov-Tal and Lewin-Epstein (2021:100033) mention that there are two types of questions: open-ended and closed-ended. The questionnaire principally consisted of closed-ended questions with predetermined responses. The reason for this is that, with many questions and a large sample size, analyzing replies to open ended questions would be challenging. Closed-ended questions, according to Niki (2017:569) should have all possible answers so that participants can select from the prepared answer possibilities. This was evident in the questionnaire design utilized in this study.

The use of closed-ended questions was further acceptable because they needed less writing from the respondent and proved quicker and easier to complete. Closedended questions also ensure that the research outcomes are more undeviating and consistent (Sole, 2018). The participants were asked to score their level of agreement or disagreement with a series of statements about a major subject

using the Likert scale method (Cheng, Lay, Hsu and Tsai, 2021:100081). Open-ended questions, on the other hand, are better for refining results since they allow people to express themselves more freely.

1.12.10 Pilot Test

Considering the intricacies of the questionnaire design process, the first draft of a questionnaire is unlikely to be ideal. The questionnaire Pre-testing may uncover any issues, such as complexity, excessive length or items that are missing. A pilot study, according to Gustafsson, Litström, Berterö and Drott (2015:747) is a test of the real program on a limited number of individuals from the population where the study is to be carried out. The structured questionnaire must be pilot tested before being used in the main inquiry, according to Mutlu (2018:202).

For this study, 10 participants who were not part of this study was randomly selected to conduct a pilot study and to make any necessary revisions before the questionnaire was given to the main sample arrangement. In addition, the replies of the 10 pilot respondents were recorded to create a dataset. Thereafter, the Cronbach Coefficient Alpha Test was used to authenticate the questionnaire's reliability. The researcher was able to establish whether the design provided analyzable data that was relevant to the purpose through a pilot study. It is obligatory because it lowers non-responses by drawing attention to ambiguities and other flaws in the questionnaire (Choi, Hu and Perrachione, 2018:784).

1.12.11 Reliability and validity

Meticulousness has two most decisive characteristics, namely reliability and validity. The practicality of a questionnaire is determined by the accuracy and reliability of the data it collects. Validity is a standard for evaluating the soundness of research, according to Tuluze (2017:104). Validity is defined by Lala (2020:2152) as the magnitude to which research thrives in determining the desired values, as well as the extent to which any inconsistencies observed are genuine measures and/or variances amongst participants. These tactics are designed to ensure that the research is sound and trustworthy. Validity is defined by Rose and Johnson (2020:432) as the degree to which an instrument measures what it promises to measure.

The dimensions to duplicate the data acquired by a questionnaire are referred to as reliability. If a variable is measured repeatedly under nearly identical conditions, a trustworthy measuring instrument will produce the same results. According to Park (2020:407) reliability is a measure of the data collecting instruments and procedure's ability to produce accurate and dependable results. Wang (2015:231) underlines that dependability refers to the accuracy with which a variable is measured. According to Pronevich and Zaitsev (2021:54) an instrument's reliability is determined when the same instrument is administered at different time periods or to subjects within the same population, and the results are usually consistent.

The reliability and validity of a measurement can be regulated by comparing several copies of the same measurement. Validity is however tough to assess, according to Ruedin and Morales (2017:303) although this can be calculated by revising the conclusions towards other observations or theories. Various sorts of methods for estimating reliability and validity are commonly used. Numerous statistical methods can be used to evaluate various forms of reliability. To assess the measurement's validity, a variety of concept, content and criterion categories of evidence can be used. To evaluate each type, experts or statistical methodologies can be employed (Shekhawat and Chauhan, 2018:261).

1.12.12 Analysis of data

Changing, arranging, summarizing, categorizing, and describing data in more understandable terms is part of data analysis (Charny, 2016:31). According to Diggle (2018:4) data analysis is the technique of collecting, inspecting, modifying and interpreting data with the aim of revealing key information, supporting decision making and drawing conclusions (Brous and Janssen, 2020:81). Data analysis, according to Lee and Lee (2020:2075) is the methodical organization of research data and the use of that data to test research questions and hypotheses. Responses to the closed-ended structured quantitative questionnaire were collected to create a data set, according to Ramesh, Jaganathan and Krishnan (2020:340). The data were examined using the latest report of Statistical Package for the Social Science (SPSS) for Windows (Kusumah, 2018:1). SPSS also facilitates the use of relevant statistical tests for empirical analysis. The raw data were interpreted into descriptive and

inferential statistics for the demographic factors. Descriptive and inferential statistics were used to examine the composition and characteristics of the sample and the results were presented in figures (Amrhein, Trafimow and Greenland, 2019:262). The hypotheses were used to statistically test the significance between two variables, the dependent variable and the independent variable (O'Gorman, 2015:115).

1.12.13 Ethical considerations

Ethical contemplations are critical for any research project because they are essential during the design stage. Ethics, according to Velip (2018:2429) denotes moral rules that govern what is acceptable in a profession. Cecchini (2019:79) identified several significant ethical issues that must be followed when doing research. The following are some of them, participation is completely voluntary, and participants can choose to opt out of the process in part or entirely. Participants' consent and the possibility of fraud. Maintaining the confidentiality and anonymity of data submitted by persons or identifiable participants. Confidentiality of potential and existing participants. Participant's reactions to the data collection method chosen. The impact of how one uses, analyzes, and reports one's data on participants, and the researcher's behavior and objectivity.

Furthermore, Fox and Bayat (2017:142) emphasize three essential ethical values as the foundation for human subject research: respect for individuals, beneficence, and justice. Nukaga (2015:709) emphasizes these ethical rules by stating that a researcher's role is to protect the well-being of participants, and that studies must be built on reciprocated trust. A covering letter (Annexure A) guaranteed that the responders were mindful of the research's, aim and purposes.

1.13 Structure of chapters

Chapter 1 provides an overview of the study. It covers the aim, objective, problem statement, significance of the study, an overview of the related literature, as well as the methodological approach to the study. In Chapter 2, an overview of the literature is presented and analysed in the context of the Hospitality sector. Furthermore, in Chapter 3, the research methodology and design are discussed, as well as the sample selection, the data collection, the pilot test, and the measuring instrument

that will be utilised. Chapter 4 discusses the analysis of data using SPSS version 27 for Windows and provides a detailed discussion of the findings. Lastly in Chapter 5, the principal findings of the study are presented arising from the empirical analysis and the way forward for future research is explained.

1.14 Conclusion

This chapter provided an introduction to the study. Chapter one described an indication of the research challenge of delivering quality experiences to customers. Due to the increase in the number of hotels, the triumph of service providers depends on their facilities and capabilities to provide customer services to enhance loyalty. The main aim of training is to act as a crucial instrument in building a team of highquality staff to deliver exceptional services to meet and exceed all customer expectations. The accessibility of competent educated manpower is a paramount triumphant element in the successful long-term development and sustainability of a tourist destination.

CHAPTER 2 LITERATURE REVIEW

2.1 Introduction

Previous studies have recognised three essential fundamentals of services in establishments: Human Resource Management (HRM) practices, Management leadership styles and service systems practices (Chowhan, 2016:112) Gelhard and von Delft (2016: 4632) remark that training, which is essential in human resource development in an organisation, will warrant all employees' success. Pan and Fan (2020:4094) clarify that new employees are often faced with doubt in their roles and responsibilities. Mulang (2015:190) affirms that existing employees are in constant need of new knowledge to further themselves in the organisation. Storey and Larbig (2017:101) elucidate that customer service-focused training helps organisations to

capitalize on skills training to boost employees' ability to encounter the intricate and changing demands of customers. Habeeb and Sudhakar (2019:38) found that those organisations participating in higher levels of training had a positive impact that training leads to success. Sekar and Dyaram (2020:512) and Abbott (2020:27) stated that a positive organisational culture can bring a lot of satisfaction to the organisation. They further stated that a good organisational culture not only provides a good working environment for the employees but also makes them feel that they fit in the organisation which increases the commitment of the employees to work in the organisation. Raziq and Maulabakhsh (2015:717) note that new and creative ideas emerge when leadership motivates employees to communicate with each other and share their thoughts. Ikeda and Marshal (2016:9) state that effective leadership and change management is another vital element for forming and preserving an actual workforce. Prameka, Do and Rofiq (2016:72) mentions that having a management team that one trusts, that creates a comfortable environment and has a clear vision in an organisation will be able to facilitate positive change. The transfer of constant service quality rests on the degree of efficiency in the strategy and operations of the service delivery system.

2.2 Training

According to Siddiqui and Iqbal (2017:667) the responsibility of proficiencies and skills development through training is the progression of delivering objectives and education to grow the skills and dimensions of employee members. Cho (2018:277) explicates that training and imparting the skills necessary for each position in the Hospitality industry is important to warranting that employee afford excellent customer service.

According to Mulang (2015:190) training is a great opportunity to expand the knowledge base of all employees. However, he also notes that in the current climate, employers find development opportunities costly. Sekoai and Yoro (2016:33) noted that employees who attend training similarly give up work time, which can disrupt the delivery of projects. Shah (2019:129) argues that notwithstanding these likely obstacles, training and development offers assistance to both individuals and

organisations, making the cost and time a valuable investment. Maminiainaimee (2019:828) believes that customer service training can be adapted to many different situations and is an important part of human resource management, especially in the hospitality industry. Zumrah (2015:143:160) suggested that the transfer of training must lead to the improvement of an employee's job performance. Kirillova, Fu and Kucukusta (2018:27) explained that employees who believe that their workplace values their contribution and cares about their welfare will apply the knowledge, skills and attitudes learnt in training. Dhar (2015:419) justifies that this in return leads to employees providing a higher quality of service to their customers. Carballo-Penela (2019:372) is of similar opinion to Dhar that when employees feel that attending training benefits the company and themselves, they show higher interest and commitment to their work. Pauli (2019:168:187) asserts that there are numerous paybacks associated with training, including consistent job performance, greater job fulfilment, increased guest satisfaction, and a reduction in company costs. Yuliat (2016: 66) and Pitan (2017: 290) both agree that a majority of employees have some gaps in their workplace skills, hence affording them the opportunity to attend training programmes would allow them to strengthen those skills that each employee needs to progress. Dome (2020:312) believes that employees are a company's major asset and capitalising on talent is imperative to maintainable business growth and success.

2.2.1 Conceptual clarification of Training

According to Van Riel (2016:384) training is often regarded as a developmental component, hence training and development. He explains that in recent years, the term Human capital development has emerged as well. A brief description of each term follows:

2.2.1.1 Training

Training is developing or teaching oneself or others. Shah (2019:129) explains that this relates to any skills or knowledge that relate to useful competencies. Hughes, Qiao and Orr (2020:115) state that training is very goal-orientated and that it can be categorised as having SMART (specific, measurable, achievable, realistic and time) goals specific to improving one's capability, capacity, productivity and performance.

Waruwu (2020:3270) remarks that training helps to increase the knowledge and skill of an employee to perform his/her job successfully.

2.2.1.2 Development

According to Hastings and Kane (2018:9) development is an evolution that generates progress, advancement, positive variation or the adding of environmental, social, demographic and physical components.

2.2.1.3 Coaching

Coaching is uncovering a person's potential to maximise their own performance. Lang (2018:51) mentions that it is development that aims to progress the performance of learners. Hastings and Kane (2018:9-2) state that coaching that occurs in the workplace motivates employees and helps them learn in ways that let them constantly grow within their career. Carretta (2018:42) explains that coaching is based on questioning and providing supervision, rather than telling and rather than giving directions.

2.2.1.4 Mentoring

According to Ambrosetti, Dekkers and Knight (2017:42) mentoring is assisting another person by offering guidance, building trust to help model or shape a positive behaviour. Sener (2017:87) affirms that the role of a mentor is to help one develop as a person and become the best form of oneself. Steiner (2016:39) proclaims that a mentor will help one achieve one's career or personal goals, exposing new ways of thinking, stimulating one's limits and sharing valuable life lessons. Nyanjom, (2018:242) states that an efficient mentor an effective mentor comprehends that his or her role is to be reliable, involved, dependable and tuned into the desires of the mentee.

2.2.1.5 Human Capital Development

Human capital development (HCD) is one of the utmost imperative fundamentals of an organisation's success (Khodzhaevich, Davlyatovich and Yuldashevich, 2020:3148). According to Otsuka and Sonobe (2018:104) the procedure of emerging human capital needs is to create the required environments in which employees can absorb and apply creative ideas, obtain new competencies, as well as gain new skills, attitudes and behaviours. Alolayyan, Alyahya and Omari, (2021:157) express

that HDC comprises prospects like employee training, employee career growth, performance management, succession planning, coaching and mentoring. Mitchell (2019:196) explains that human capital is an insubstantial benefit or value not listed on a company's balance sheet. It can be classed as the monetary value of an employee's knowledge and skills. This comprises resources like education, training, well-being, and other things that employer's value, such as faithfulness and promptness

2.2.3 Benefits of training in hospitality

According to Karim and Karam (2019:8) training and development helps organisations to gain a competitive edge and it helps to increase the employee's level of obligation and loyalty, causing them to stay longer with an organisation. Butler and Loblely (2016:249) and (Gomes and Romão, 2017:44) agree that training and development is one of the most important components of the Human Resource practices that influence employee' levels of job satisfaction.

2.2.3.1 Benefits of training and development for employees in hospitality

According to Mathew (2019:538) training and development (T&D) is an organised approach to organize evolving and enhancing employee skills, abilities and knowledge for the persistence of growing organisational effectiveness. Arasanmi and Krishna (2019:174) alleged that T&D reinforces the societal exchange connection between the employee and their employer. In previous research, researchers established that when an organization provides enough training and development prospects, their employees are more satisfied. Vui-Yee and Paggy (2018:313) stated that there is improved job fulfilment and self-confidence amongst employees. Laundon, Cathcart and McDonald (2019:708) described increased employee enthusiasm and amplified productivities in procedures, resulting in financial increase. Anthonius (2021:14) describes the following as benefits of employee training, namely employee preservation, preparing forthcoming leaders, employee enablement and workplace commitment.

2.2.3.2 Benefits of training and development for employers in hospitality

The main possession of any organisation is its employees. Khan, Ahmad, and Fernald (2020:14) remark that training employees assists in creating a relationship

that strengthens their commitment to the organization. Makhmutov and Makhmutova (2021:420) comment that in recent years, prominent organizations have capitalized heavily on employee training and development because the benefits of training to employers are massive. Bolek, Pietraszewski and Wolski (2021:279) state that employee training brings about a lot of good things, such as faithfulness, morality and devotion to their role. Williams and Horodnic (2016:83) affirm that once an employee is trained, they establish a reciprocated obligation to their employer. According to Mishra and Kumar (2019:125) providing employees with the best probable training will create a platform that will help an organisation to remain competitive. Poell (2017:9) assert that training ensures that employees and the organisation remain current with the up-to-date industry developments. Mok and De Cremer (2016:547) state that by upskilling employees and allowing them to progress within the company, the organisation will be allowed to promote from within, instead of spending money on new recruits from the outside. Ayache (2016:20) affirm that continuing training and development can also be a great technique of guaranteeing that every member of their employee cohort is up to the equivalent standard, in relation to their skills and knowledge. Korzynski, Mazurek and Haenlein (2020:204) remark that constancy is imperative, and organisations that capitalize on the achievements of their employees never fail to attract new talent at the uppermost level. Chhetri, Gekara, Manzoni and Montague (2018:1009) aver that, regardless of the extent and nature of the organisation, continuing employee training and development should be considered as mandatory. Staniec and Kalińska-Kula (2021:33) emphasize that for an employer to create a training culture in the organisation, it will benefit the organisation in the following ways: an educated workforce, enhanced employee commitment, intensified employee preservation, a more confident employer trademark and a more connected group.

2.2.3.3 Benefits of training and development for a department in hospitality

Laundon, Cathcart and McDonald (2019:708) state that practically every single organisation is going through continuous changes, hence guaranteeing that employees are trained frequently throughout their career gives them a better chance at being at the forefront of change. Benoliel and Schechter (2018:225) provide the

following benefits of training for a department; a knowledgeable team working towards a common goal, enhanced team spirit and greater customer satisfaction due to efficient products produced or services delivered. In addition, Medina (2016:223) adds improved competence, improved eminence, advanced self-confidence, team consistency, faster invention, and sturdier working associations.

2.3.4 The challenges associated with training in hospitality

The encounters of job satisfaction and training and development in an organization are equally comparable wherever one goes. Sprinkle and Urick (2018:102) mentions that organizational transformation is more common than ever. Wnuk (2017:31) noted that dealing with variances due to mergers, acquisitions, technology, budgets and staffing are the biggest challenges cited by learning and development (L&D) professionals. Luengvilai and Yodmongkol (2016:219) stated that numerous work environments are more complicated, diverse and demanding. Jabu, Abduh, and Rosmaladewi (2021:490) explain that the most common challenges include geographical constraints, increased costs, language barriers, translation issues, and simulated training needs. Alessandri, Borgogni, and Latham (2016:207-232) clarify that it can be difficult to train employees to manage conflict and that conflict management is a serious skill that can severely impact the success of an organisation if it is lacking. In addition, Birney (2015:21-32) states that in the hospitality industry, some of the most common challenges with job satisfaction is shift work. Crevani, Uhl-Bien, Clegg and By (2021:133) state that demanding and intoxicated customers, especially if they are losing their money in the casino, become very rude and disruptive, and changing labour condition as well as poor leadership are all challenges associated with training.

2.3.5 The role of governing bodies in terms of training in the South African context

Bielov and Hromovchuk (2021:61) explain that the fundamental purposes of a governing body are: in co-operation with management, establishing and scrutizing the organisation's operations, determination, objectives, priorities and approaches within the precincts of its components and legal commitments. In addition to the governing bodies, Mukurunge, Tlali and Bhila (2019:1538) describe the birth of the South African Qualifications Authority (SAQA) and the National Qualifications

Framework (NQF). The authors explain that the NQF roots back to the labour movement in the early 1970s when black trade union petitions for an income were constantly forbidden by employers, on the argument that employees were uneducated and consequently their anxieties were unwarranted. Peter, (2017:274) aver that the NQF was founded in reaction to apprehension about varying eminence standards across jurisdictions. Alphonsus (2021:1) affirms that SAQA is the curator of the South African National Qualifications Framework (NQF) and supervises the further progress and execution of the NQF. Buthelezi (2018:1) states that SAQA was founded in the nineties via the SAQA Act, which was also the first part of postapartheid education and training legislature to be conceded in a democratic South Africa. Akoojee (2016:1) asserts that the SAQA Act was later substituted by the NQF Act in 2008, which reinforced the role of SAQA, while presenting advanced deviations to the novel design of the NQF.

Furthermore, Huneberg (2020:175) comments that in recent years, SAQA has come to the forefront as an imperative academic source to the country, as well as to the Southern African region, Africa and even further abroad. Roets (2019:135) pronounces that SAQA is globally recognised as a provider to the expansion of qualifications classifications and is frequently called upon to share the South African experience and suggest professional advice. Voloshina and Novikov (2019:76) reveal that SAQA's focal capacities of obligation include the registering of qualifications and specialized designations on the NQF, the gratefulness of proficient bodies, the administration of data of the education and training scheme in respect of qualifications and learner accomplishments, the progress of a national occupation development, in addition to the assessment of overseas qualifications.

In addition, Mukurunge, Tlali and Bhila (2019:1538) outline that the NQF objective is to integrate the national framework for learning accomplishments, as well as facilitate access to and mobility and progression within education, training and career paths. Hawse and Wood (2017:297) state that the NQF improves the superiority of education and training and makes reparation of past unfair judgement in education, training and employment prospects. Marginson (2021:102426) adds that the NQF promotes the complete individual progress of each learner and the social and

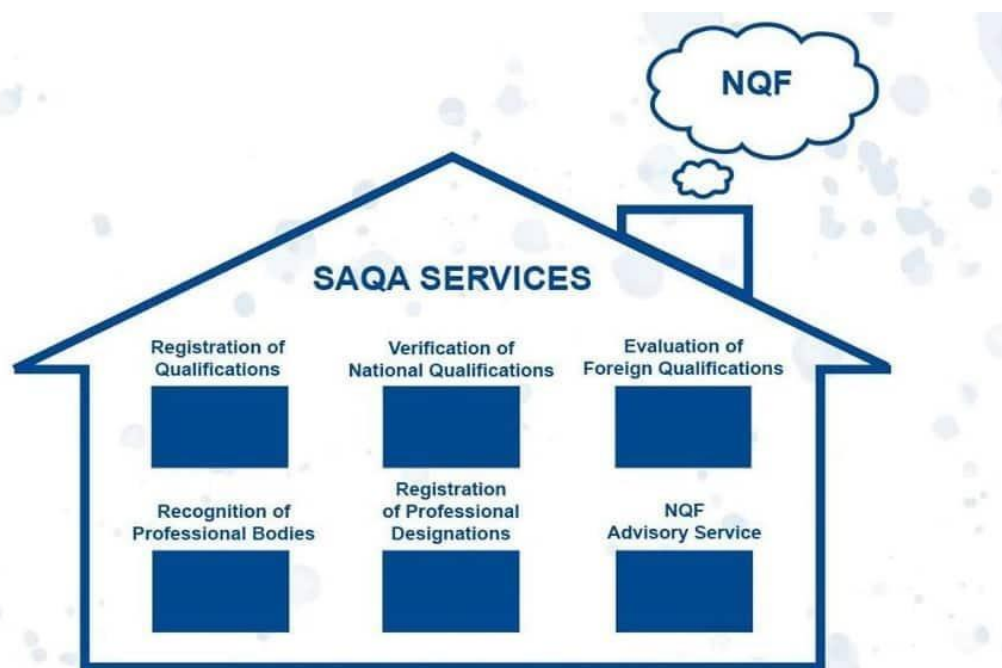
economic advancement of the country at large. Washington and Rodríguez (2018:711) describes the NQF as initially encompassing eight levels, but it was later amplified to ten levels. The NQF stages range from Adult Basic Education and Training all the way up to doctoral degrees. Ambroziak, Ibrahim, Marshall and Kelling (2018:750) describe that SAQA utilizes a credit system based on one credit being equivalent to 10 notional hours of learning, inspired in the context in each case. Zitar, Hassan and Sahlee (2019:1491) state that notional learning hours are the projected learning period taken by the 'regular' student to accomplish the specified learning outcomes of the course-unit or programme. For example, if the unit standard is 10 credits, the learner is required to spend 100 hours, 30 percent theory and 70 percent practical. Sowers and Meyers (2021:43) affirm that a unit standard is a file that articulates a comprehensible and expressive outcome of learning. Wiskin, Barrett, Fruhstorfer and Schmid (2017:14) further explains that each module is made up of Fundamentals, core and electives. Fundamental, Core and Elective learning mechanisms are broken down as follows: Fundamental Unit Standards: Elective Unit Standards: At least 30 Credits must be done from the Elective component. A minimum of 130 Credits are essential to accomplish a Certificate.

Figure 2.1 NATIONAL QUALIFICATIONS FRAMEWORK

NATIONAL QUALIFICATIONS FRAMEWORK				
Level	Sub-Framework and Qualification Types			
10	Higher Education Qualifications Sub-Framework (HEQSF)	Doctoral Degree		Occupational Qualifications Sub-Framework (OQSF)
		Doctoral Degree (Professional)		
9		Master's Degree		
		Master's Degree (Professional)		
8		Bachelor Honours Degree	Occupational Certificate (Level 8)	
		Postgraduate Degree		
		Bachelor's Degree		
7		Bachelor's Degree	Occupational Certificate (Level 7)	
		Advanced Diploma		
6		Diploma	Occupational Certificate (Level 6)	
	Advanced Certificate			
5	Higher Certificate	Occupational Certificate (Level 5)		
4	General and Further Education and Training Qualifications Sub-Framework (GFETQSF)	National Certificate	Occupational Certificate (Level 4)	
3		Immediate Certificate	Occupational Certificate (Level 3)	
2		Elementary Certificate	Occupational Certificate (Level 2)	
1		General Certificate	Occupational Certificate (Level 1)	

Source: Fauzan and Latip, (2015:191). Adapted

Figure 2.2 SAQA SERVICES



As a statutory body, SAQA develops and implements a world-class National Qualifications Framework for South Africa.

Source: Salam, (2019:948). Adapted

2.3.6 SETA

In the nineties, specialists decided that South Africa required a little skills upheaval to subsist in an exceedingly viable international marketplace. Allais (2020:1) affirms that the South African legislature passed the Skills Development Act in 1998. This Act established a newly formed Sector Training and Education Authority (SETA). Fernández-Sanz, Gómez-Pérez and Castillo-Martínez (2017:30) commented that the focal persistence of a SETA is to expand and progress skills within its division; to recognize skills expansion needs; and to warrant that national standards are maintained.

In addition, Perry (2019:18) remarks that in a growing economy, skills are in great demand. More employers these days are seeking employees that are accomplished in different aspects. Improving skills assists in having a better life, job and opportunities. Azimbaeva (2020:416) proclaims that unfortunately, many people drop out of school without the necessary skills to progress in life. This is when SETAs

can assist because their aim is to upskill employees, which leads to a thriving economy. Thorne (2020:1) describes the aims of SETAs as: the economy is categorised into 21 divisions and each has its own SETA. Each sector identifies the skills that are missing from their industry. The sector will then arrange training or skills development programmes to address these skills gaps. These programmes take place in the form of learnerships, internships or bursary programmes. Barnaby, Devins and Beech (2020:270) clarify the functions and roles of the SETA as follows: to develop an industry skills plan; Implement the industry skills plan; develop and administer learnerships; accredit Education and training providers; Register assessors / moderators; Report to SAQA (South African Qualifications Authority); and assist employers in claiming back for skills development since they are contributing 1 percent of their payroll to SARS.

Figure 2.3 LIST OF SETA

NO	ACRONYM	FULL NAME OF SETA
1	Agriseta	Agricultural sector education and training authority
2	Bankseta	Banking sector education and training authority
3	Cathsseta	Culture, arts, tourism, hospitality and sport education and training authority
4	Ceta	Construction education and training authority
5	Chieta	Chemical industries education and training authority
6	Etdp Seta	Education, training and development practices education and training authority
7	Ewseta	Energy sector education and training authority
8	Fassetta	Financial and accounting sector education and training authority
9	Foodbev	Food and Beverage sector education and training authority
10	FP&M Seta	Fibre processing and manufacturing sector education and training authority

11	HWseta	Health and Welfare sector education and training authority
12	INSeta	Insurance sector education and training authority
13	LGSeta	Local Government sector education and training authority
14	Merseta	Manufacturing, engineering and related services
15	Mict	Medisa, advertising, information and communication technologies sector education and training authority
16	MQA	Mining qualification academy
17	Pseta	Public services sector education and training authority
18	Sasseta	Security and Safety sector education and training authority
19	Services Seta	Services sector education and training authority
20	TETA	Transport education and training authority
21	W&R Seta	Wholesale and retail sector education and training authority

Source: Thomas and Maree, (2021:1) Adapted

2.3.6.1 Cathsseta

According to Shereni (2019:133), the Hospitality sector belongs to (Cathsseta). The Culture, Art, Tourism, Hospitality and Sport Sector Education and Training Authority, which forms one of the 21 SETAs established under the Skills Development Act (No 97 of 1998).

2.3.7 The theoretical framework for training

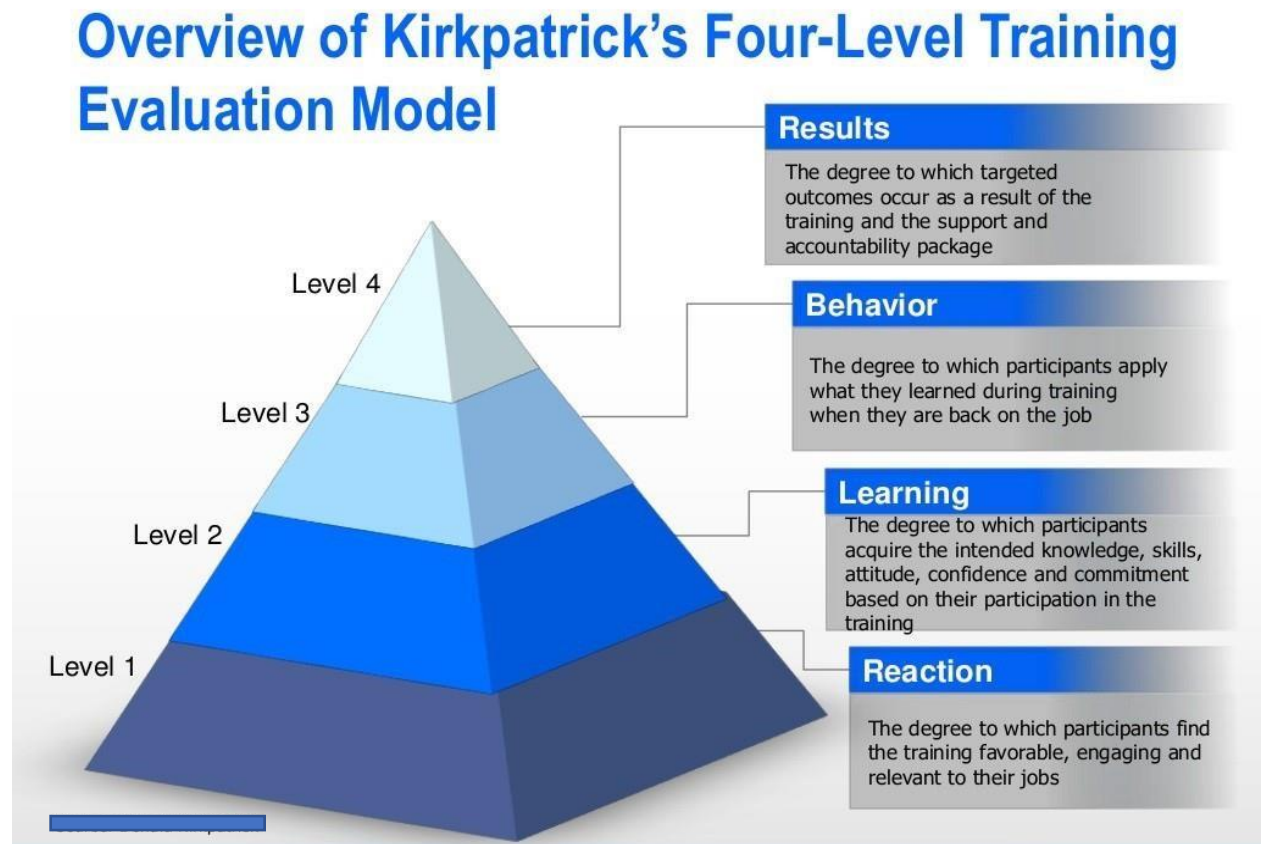
A theoretical framework is that configuration which can embrace or warrant a theory of a study. Roy (2016:4) elucidates that a theoretical framework presents and pronounces the idea that clarifies why the research problem study occurs. Krajcsák, (2018:398) affirms that the theoretical framework offers an overall depiction of associations amongst things in a specified occurrence. For this study, the following training models will be covered: Kirkpatrick's Four-level Training Evaluation.

Kaufman's Five Levels of Evaluation; Nadler's Critical Events Model and Bloom's Taxonomy.

According to Sim (2017:110), Kaufman's model mirrors the four levels of Kirkpatrick's model. Kaufman, Ozawa and Shmueli (2014:11) explain that Kaufman's model divides Kirkpatrick's level 1 (reaction) into two segments, namely inputs and processes. DeSilets (2018:292) further explains that Kaufman's model is more realistic than Kirkpatrick's. Becker and Bish (2017:565) explain that Kirkpatrick's model is an internationally accepted technique for evaluating the outcomes of training and learning programmes. The authors go on to state that the model evaluates both formal and informal training approaches and assesses them against four levels of criteria: Response, Learning, Behaviour, and Outcomes. These models are beneficial in the Hospitality sector to evaluate the return on investment and to ensure that customer service is maintained.

According to Jonny (2016:137), in the 1950s, the Kirkpatrick model was established by Donald Kirkpatrick to evaluate the efficiency of the training of supervisors and has since endured numerous reiterations. Sim (2017:110) pronounces that in the 1970s, Kirkpatrick became aware of the extensive use of the model and how it was used globally for training evaluation.

Figure 2.4 OVERVIEW OF KIRKPATRICK'S FOUR LEVEL TRAINING EVALUATION MODEL



Source: Stimpson and (Calvert, 2021:82). Adapted

2.3.7.1 Kirkpatrick's Four Level of Evaluation

The four levels of Kirkpatrick's model are shown in Figure 2.4 and are discussed in more detail below to illustrate their importance, namely equipping employees with the necessary knowledge and skills to contribute to the delivery of services in the organization. Awdry and Ives (2020:1) explain that the four stages from execution by the individual to execution by the organization embody a categorisation or variety of complexity. With each step from one stage to the next, the evaluation process becomes more challenging and tedious, but it also yields more and more valuable data. At Level 1, Reaction, the focus is on learners' reactions to the program. Thompson (2019:100047) explains that this is essential as constructive reactions to a training program can encourage employees to participate in further programs. In

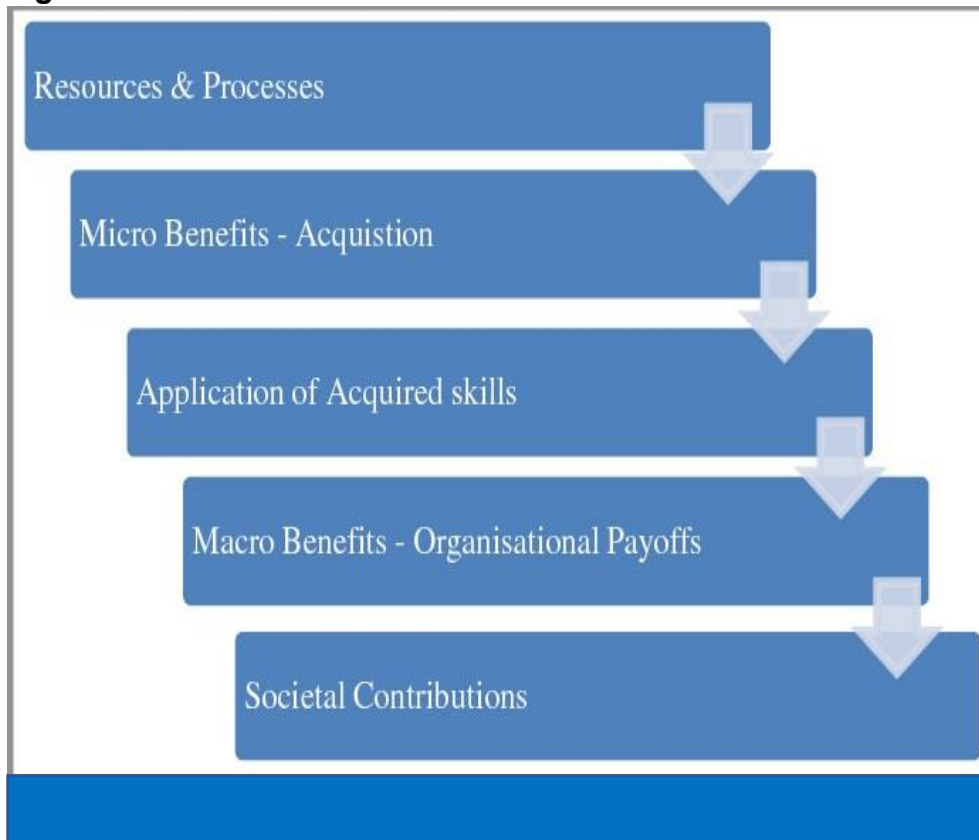
contrast, negative comments about the program could discourage learners from attending and/or completing the program. Similarly, the positive and negative statements can be used to adjust the program and ensure organizational maintenance of the training program.

Level 2, Learning, this level measures what participants have learned. Allitt (2017:163) states that it is evident that Level 2 evaluation is the most common level used to evaluate training programs. HRD professionals want to provide evidence that employees have acquired information and skills through the training, which highlights the value of the program. Level 3, Behavior, this level assesses how the participant's behavior has changed after attending the training. Chahar, Hatwal and Sen (2019:430) state that this level of evaluation is significant because it focuses on the issue of knowledge transfer. If the employees do not relate what they have learnt to their work, the training intervention may not have an impact on the outcomes of the organization. The last level 4, Results, At this level, the company evaluates the final outcomes of the training and whether they meet the company's expectations. Mutamba (2017:4) explains that this level focuses on a company's efforts to measure actual changes in the company and attach financial value to those changes. Programs that focus on increased sales, shortened accidents, reduced turnover, reduced costs, or increased production can often be valued in terms of outcomes. Another model that can be used in conjunction with the Kirkpatrick model is Kaufman's 5 levels of valuation.

2.3.7.2 Kaufman's 5 levels of evaluation

Armstrong and Jarriel (2016:88) argue that Kaufman's 5 Levels of evaluation are not much different from Kirkpatrick's model. Cahapay (2021:135) explains the Kaufman model is based on the Kirkpatrick approach. The 5 levels include:

Figure 2.5 KAUFMAN'S 5 LEVELS OF EVALUATION



Source: El Azizi,(2019:16). Adapted

Haynes and Johnson, (2017:75) describe the 5 levels of assessment. Level 1a: Input, this includes the training resources such as digital objects used to support the training or coaching. Level 1b: Process, the next part of the first level assesses the appropriateness and mastery of the process. Basically, it is about the actual transfer of the learning experience. Level 2: Appropriation- Kaufman's second level analyses appropriation for both individuals and small groups. The client at the micro level is usually the learner. Consequently, it is checked whether he has acquired the knowledge and whether he has used it in his work. Level 3: Application, the third level assesses how well learners apply what they have learned to their work. Level 4: Organisational Benefit, Kaufman's fourth level measures the benefit to the organisation as a whole. The macro-level customer is typically the organisation that accepts the assessment. This level includes assessments of performance trends and a cost-benefit and/or cost-consequence test. Level 5: Societal Outcomes, Kaufman's fifth level is dedicated to what he calls "mega-customers."

2.3.7.3 How does Kaufman's model vary from Kirkpatrick?

Von Hippel and Bellows (2018:298) pronounce that there are three core variances, namely: Kaufman separated Kirkpatrick's Level 1 into "Input" and "Process." He clustered Kirkpatrick's Levels 2 and 3 as 'Micro' levels. He included a fifth level that assesses outcomes for both the customer and society. Kambič (2020:3825) states that Kaufman's model does recommend some beneficial philosophies and ideas that can be applied to training evaluation practices. He adds that another lesson to gather from Kaufman's model is significance of information, as well as the involvement received from learners. Yuhong, Jianxin, Yongjiang and Wei (2020:173) proclaim that no matter which learning evaluation model one utilizes, keep in mind the numerous aspects that can influence learning conclusions. If the evaluation model one selects does not influence in this information, one could find other ways to include it and make the assessment more comprehensive. Vanrie (2021:629) asserts that the Kaufman's model also emphasizes a threat regular to practically all training evaluation models. He adds that a company must know their limits. The author adds the imperative entity is that one retains some degree of metrics collecting and exploration when designing training programs as it will offer value to the customer.

2.3.7.4 Comprehensive training models

Training evaluation is a tremendously imperative part of conducting any efficacious course or learning journey. Drobin (2021:62) explains that not having an appropriate evaluation model, the company would not know whether the training programme is having a significant impression on the learners or not. Previous studies conducted by Christensen (2018:36) and Rahmana and Sukaya (2020:3861) noted that training is a process that entails needs analysis, development, implementation, and evaluation. The two widely used and sought-after methods for evaluating training in organisations today are undoubtedly Kirkpatrick's system, based on the four stages as guidelines, and Leonard Nadler's critical incident model. Kirkpatrick's model has been used for more than 30 years by numerous different organisations as the main system for evaluating training. It is evident that Kirkpatrick's appearance has made

an encouraging impression on the general practise of training evaluation (Skiba 2020:106).

2.3.7.5 Nadler's Critical Events model

According to Kalivoda, Sullivan and Bunting (2019:74-79) Nadler's Critical Events model fixated on key procedures in the preparation process, which is made up of the following factors, namely Identifying Organisational needs: which asks the following questions- what are Identifying gaps? Are the gaps related to a lack of knowledge, skill, or attitude? Are there any management deficiencies?

The next point is the labour power. Following Petnga, Austin and Blackburn (2017:29) Nadler suggested that at least one form of job analysis should be conducted, which includes observation-based task analysis, task replication-based analysis and consultation-based analysis. Bernhofer (2020:210) adds that Nadler's model also consists of identifying the needs of the learners to find out what are the characteristics and requirements of the learners in the programme. Who will do the task and what should they know in order to complete the tasks with success? Goti and Shinde (2020:702) express that in the Hospitality sector, the coach/ mentor or trainer must compare actual to anticipated organisational needs to determine the deficits and determine objectives. Kim and Baek (2021:29) comments that when the gaps are identified, the programme designer can advance to outline the programme as well as consider instructional and learner objectives. Jin and Kang (2018:769) note that the designer must create the curriculum, and there are times when the programme designer should or must collaborate with instructional designers to determine the sequence of events, assignments, or subject content. This sequence can be organised in a variety of ways, such as psychological ordering, where content is arranged to facilitate learning. Job-based ordering: when the content is arranged in the order of instruction or work tasks or decisions. Logical order: this building block type order is created based on the learner's current knowledge. Problem-oriented, is an inductive order created on the topic or problem and selects Instructional Strategies.

According to Groves (2020:289) once it is determined what is to be learned and achieved, the how must be clarified. Ahmad and Al-Ghouti (2020:100367) affirm that

the developer then decides on approaches and resources that will achieve the goals of the programme. What is to be achieved or learned, what influences the methods and resources? The instruction, the instructors, or the media used affect the methods and resources. Who are the targeted learners? The characteristics of the learners affect the methods and resources. The facilities and equipment. What are the limitations that affect the approaches and resources? Time, Is there sufficient time available for the project? What are the limitations? Cost, Financial support will affect the approaches and resources chosen. Gorton (2017:29) notes that the developer will need to prepare a document or introductory budget and secure support, and then prepare a detailed line-item budget. Once resources are secured, conduct training. Then key "players" are identified and trained for the expected outcomes. Leaders are then responsible for bringing the team together and evaluating progress.

Figure 2.6 LEONARD NADLERS CRITICAL EVENTS MODEL



Source: Petnga, Austin and Blackburn, (2017:29). Adapted

2.4 Needs Analysis

According to Rahmana and Sukaya (2020:3861) a needs assessment is a recognised, efficient method for classifying and evaluating training that should be completed or detailed needs of an individual or group of employees, customers, and suppliers. Christensen (2018:36) states that requirements are often referred to as "gaps", i.e., the difference between what is currently being done and what should be done.

2.4.1 Needs Analysis defined

The emphasis of Training Needs Analysis is characteristically job performance. Lee (2018:5) states that needs analysis is the recognised procedure that is in line with requirements analysis and emphasis on the human fundamentals of the requirements.

2.4.2 Considerations applicable to needs analysis in the Hospitality sector In the Hospitality sector where new trends are constantly emerging, employees must stay abreast with the times. Folakemi (2018:246) explicates that if employees lack the knowledge or skills essential to effectively achieve the numerous tasks which encompass their jobs, such as to deal on the poker table or blackjack table, or to make cocktails, a training plan must be developed. If additional issues are hindering performance, such as faulty equipment or low self-esteem, another need would have to be identified. Xiong, So, Wu and King (2019:274) state that in the Hospitality sector, the focus is on job performance because it is noticeable and it coordinates with the behaviourist model of learning, which figures so visibly in most thinking about training. It might be claimed that this deficit approach is no longer acceptable in the present environment in which the very nature of jobs and competences is subject to constant change.

2.4.3 Specific models for conducting training needs analysis

When one has recognised that a knowledge/skill gap is present, one is then ready to change to the Training Needs Assessment (TNA) model to further stipulate the need. Kavithaa and Vimalraj Kumar (2020:1) express that numerous different TNA models exist. Some of the models are process-driven, others focus on outcomes and approaches. Respectively, all these models, though different in conception and method, are intended to accomplish two things: to define the content of the training and define the target audience for the training

In addition, according to Purran (2018:76) although several diverse approaches can be used to identify the training needs analysis (TNA) of an organisation, McGhee and Thayer's Three-Level Analysis is the most utilized. The model offers a systematic means of accomplishing a TNA at three levels: organisational, operational (or task) and individual (or person).

Figure 2.7 3 LEVELS OF TRAINING NEEDS ANALYSIS



Source: Rahmana and Sukaya, (2020:3861). Adapted

The levels of analysis are a hierarchy which slopes from the organisational level to the personal level. At the same time as one slopes the hierarchy, one also moves to a more micro emphasis in the organisation. According to Zohoorian (2015:58) to analyse the training target audience, one also depends on two important processes, which are skills gap analysis and learner analysis. Ademi (2018:1503) describes that learner analysis is the development of the essential precise requirements of the proposed target audience, including requirement knowledge/skill levels, learning enthusiasm, favoured learning styles, cultural differences, physical and environmental constraints. This is often accumulated through a mixture of interviews and surveys. Balaraman and Kamalakannan (2016:115) explain that the skills gap analysis examines the gap between the current skills level of the target audience and the important skills level based on the organization's needs and job ideals. As a rule of thumb, the greater the skills gap, the more expensive and time-consuming

is the training resolution. Skills gap evaluation helps estimate the time necessities while converging on the highest priority content areas.

2.5 Development of training materials

Training materials are an essential fragment of any programme or activity that includes knowledge acquisition and preservation. Gabriel and Aluko (2019:81) explain that the best approach to developing instructional materials is to start by exploring the training plan and available resources. Thory (2016:58) adds that dependent on the learning aims and duration of the training programme, training materials may comprise workbooks, training manuals, computer-based lessons, and audio-visual aids.

2.5.1 Challenges pertaining to the development of training materials applicable to the Hospitality sector

Due to the active and competitive nature of the Hospitality sector, innovative training practices must focus on equipping employees with new and diverse skills. Manoharan, Sardeshmukh and Gross (2019:181) states that the programme developers need to keep up to date with current trends and be subject matter experts to ensure that the employees are keeping in line with the latest demands. Rahmani, Doshmanziari and Asgari (2018:137) add that the material must also be adapted to the property or the group.

2.5.2 Learning approaches applicable to the development of training materials

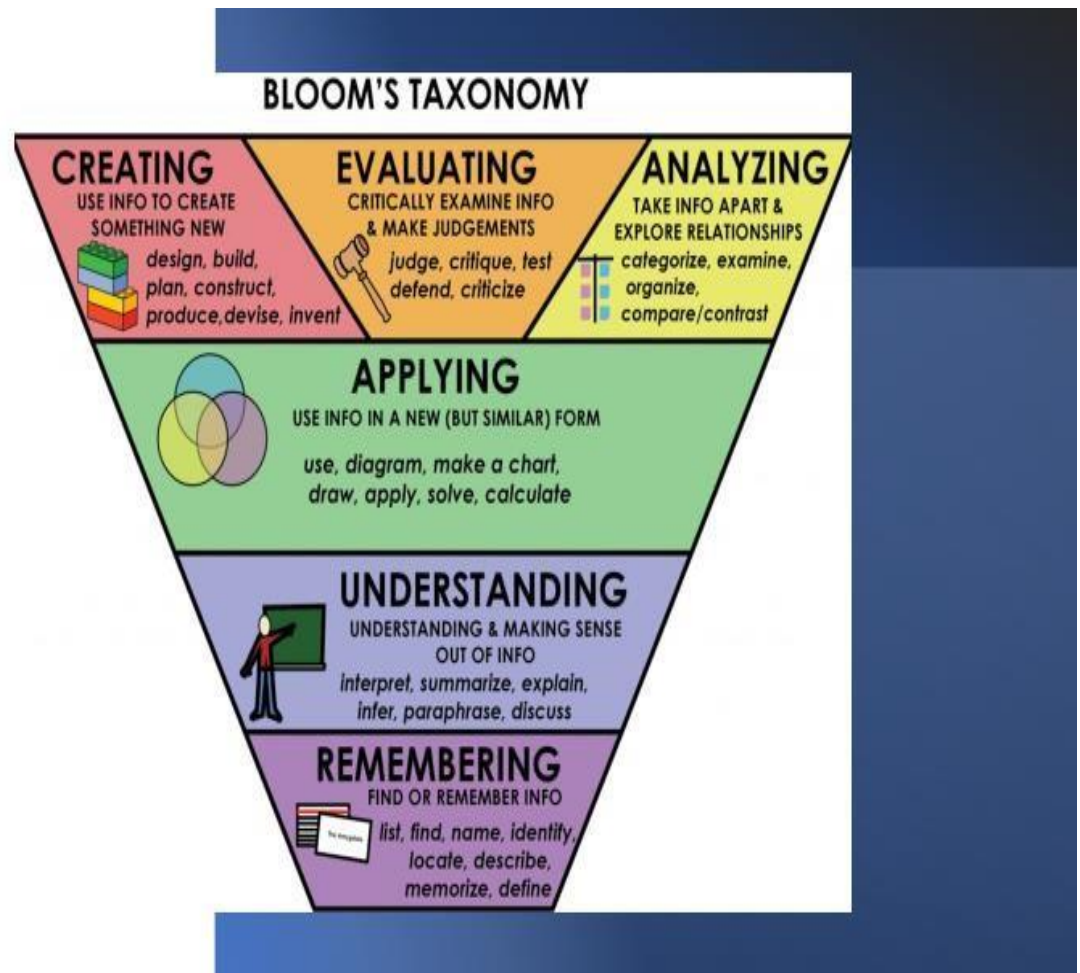
In certain cases, one may choose to implement numerous different approaches created on the kind of training that employees will receive. According to Gomez and Zhang (2020:19756) some of the more shared forms of training approaches include lectures, case studies, role-playing, sensitivity training, hands-on exercises, discussions, and project work.

2.5.2.1 Bloom's Taxonomy

According to O'Leary and Wood (2018:122) Bloom's Taxonomy was established in 1956 under the guidance of instructive psychologist Dr Benjamin Bloom, to encourage advanced methods of rationale in education, such as evaluating and appraising perceptions, progressions, actions and philosophies, instead of just memorizing information (Waite, Zupec, Quinn and Poon, 2020:1379).

Informally recognized as Bloom's Taxonomy, this framework has been utilized by groups of educators. Tawalare and Tawalare (2020:131) describe that the framework expounded by Bloom and his co-workers entailed six major categories, namely, Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation. Arievitch (2020:100473) states that Bloom's taxonomy is a series of three-tiered illustrations utilized to classify informative knowledge objects into stages of complication and specificity. The three lists cover the learning aims in cognitive, affective, and sensory domains. Aheisibwe (2021:69) describes Bloom's Taxonomy as categorizing educational aims for students, from evoking actualities to creating new and novel work. According to Fitri, Syarif and Anwar (2019:27) there are six levels of intellectual education affording the reviewed adaptation of Bloom's Taxonomy. Every level is theoretically dissimilar. The six stages are remembering, understanding, applying, analyzing, evaluating and creating. According to Rupert, Blomme, Dragt and Jehn (2016:275) Bloom's Taxonomy can be used in the Hospitality sector to signify diverse stages of learning and must be used when training aims are established to comprehend how to train the task and how much time the training will take, as well as how to gauge effective knowledge when the training is concluded.

Figure 2.8 BLOOMS TAXONOMY



Source: (Ganguly, 2019:1061). Adapted

2.5.2.2 Pedagogy versus Andragogy

According to Ozuah (2016:83) Andragogy denotes the methods and strategies utilized in adult education and is aimed at self-actualization, gaining knowledge and problem-solving. In distinction, pedagogy is an education technique in which the learner is reliant on the teacher for leadership, assessment and the achievement of knowledge reference.

2.5.2.3 Implementation of a training programme

The implementation stage is where the training programme becomes active. Friedman and Ronen (2015:409) affirm that companies must choose whether training will be delivered in-house or externally synchronised. Thomas (2021:50)

explains that programme implementations consist of the scheduling of training activities and other associated resources, such as facilities and equipment.

2.5.2.4 Antecedents for the implementation of a training programme Turab and Casimir (2015:82) elucidated that previous trainings only obsessed on predecessor features of change of training and only a few of them fixated on the substantial factors. The forerunner aspects consist of individual features, training design and organisational environment.

2.5.2.5 Industry-specific considerations relating to the implementation of training programmes in the Hospitality sector

The extremely modest atmosphere in which organisations function today necessitates competent personnel in every organisation to endure an effective performer in the viable game of the industry. Zeynalli (2021:58) affirms that one of the essential difficulties which transpires in the workplace is the absence of training. Many employees can appear unhappy owing to being allocated tasks deprived of having the correct information and tools in that field. Harris and Clayton (2018:195) remark that training is a critical development which should be thoughtfully designed and implemented according to the standard operating procedures of the hotel.

2.5.2.6 Employee training methods applicable to the Hospitality sector

According to Bernardes, Guzzo and Madera (2019:320), refresher learning sessions is an imperative fragment of the Hospitality sector and has turned out to be a significant method for employees to contest the overlooking curve, particularly in crucial areas like conformity where repeated training can actually be essential to some extent, such as conformity laws that might request employees to complete a certain kind of training on an annual basis, such as food and alcohol safety. Qian (2021:1) comments that these laws exist because they recognize that people cannot learn things just once, they need to refresh their memory. Just-in-time is another method of training, which is training that is intended to be conducted within a second of requirement. Typically, to support this in a Learner Management System, admins will produce a library of effortlessly searchable materials. This way, if a learner needs to learn how to do something, they will have easy access. Ackerman and Hu (2016:233) reveal that generation X today is all about Google, which works because

modern employees are clued-up to do this. When someone has a question, instead of asking someone else, they Google it. Just-in-time training basically benefits from this instinct. Romanukha and Zinchenko (2021:239) note that the Hospitality sector must be up to date with the local trends and favourites and employees must remain current. Open communication is encouraged between employees, managers, and supervisors to ensure that employees are aware of any new developments and promotions currently at the restaurant or hotel.

2.5.2.6 Evaluation of a training programme

According to Galvão, Marques and Ferreira (2019:136), evaluating a training programme classically emphasises whether the learning aims were met and if the participants liked the programme. However, assessing only those facets is not adequate because the eventual success of training is how successfully the participants are able to apply what they learned to their job roles. Higashida, Gereltuya and Altanzul (2020:99) remark that it is important to evaluate the effectiveness of the training time, cost, and resources even if a programme met the aims, was pleasant and assists participants perform job roles, as there may be other methods to get those same outcomes. Consequently, it is important to conduct a complete evaluation of the entire training programme to ensure success. **2.5.2.8**

Importance of evaluation when conducting a training programme The main objective of evaluating a training program is to gain data regarding whether it has achieved or failed its aims. Olexová (2018:20) avows that reviewing the training programme by using appropriate evaluation tools can improve the outcome of future trainings to a considerable extent.

2.5.2.9 Forms of Evaluation

Explain difference between summative and formative assessment

Formative assessment is a continuing, flexible, and more relaxed analytical tool. Bazelais, Doleck and Lemay (2017:65) mention that summative assessment, as the word suggests, sums up the whole module. Summative assessment is meant to assess the results, instead of looking at a student's progress at a point in time.

2.6 Constraints pertaining to the evaluation of trainees in the Hospitality sector

Once conducting a training needs analysis, it is imperative to inspect any probable

barriers that may stand in the way of an effective training program. Yang (2018:17233) explains that these barriers are generally referred to as training constraints. Below are three of the most common that must be overcome to accomplish an effective program.

2.6.1 Budget

The training budget is frequently the main constraint that companies encounter.

Fajeau (2021:14) remarks that even though most companies recognize the need for training and that there is a cost related with training, they often fail to put a training plan in place because they battle with even allocating a proper training budget. Many companies fear they will spend too much and not gain a reasonable return on their investment. Consequently, there often is no training at all.

2.6.2 Time

Time frequently is the second largest constraint in the Hospitality sector. Holidays, weekends, and peak seasons need to be considered when scheduling training. Stelina (2019:79) clarifies that since this is the busiest times for the Hospitality sector, it becomes difficult to remove employees from their workplace. Managers would need to be consulted on when is the most appropriate time to schedule training.

2.6.3 Communication

The final main training constraint is communication. Shyian and Shyian (2021:492) affirms that training goals cannot be accomplished without effective communication. Every person in the company should comprehend the purpose and goal of any training prior to that training's intervention. Basically, actual communication comes down to whether the company recognizes the opportunities of the training. Drapkin (2020:154) comments that supervisors must identify what to expect from employees after the training is complete and in return, the employees must know what will be expected from them back in the workplace. All training opportunities must be completely understood by every participant connected to the training intervention, which comes down to strong communication at all levels. Although these three are not the only constraints to successful training, companies that focus on these areas and overcome them before developing a training programme will be successful (Esposito and Freda, 2015:77 - 87).

2.6.4 Evaluation models

Kaufman's model is just one of the numerous learning evaluation models that adopts on the Kirkpatrick Model, which is one of the most common training evaluation models. (Lotfi, 2017:481). Kulkarni and Naiknaware (2018:16) add that other such evaluation models are Anderson's learning evaluation, the Ciro model, Philips ROI model and the Brinkerhoff model.

2.7 Customer service

Customer service is what drives the Hospitality sector. Konova (2020:1616) expresses that hotels want to ensure that customers are having the greatest imaginable experience at the hotel or restaurant, returning when they are in town and recommend it to all their friends and family. Employees always ensure that they are meeting and exceeding every customer's requirement. Business is badly affected when customer service is not exceptional, especially currently when the Hospitality sector has been badly affected by the Covid-19 pandemic. Customers want to enjoy a great time out, but also be safe. Brien, Thomas, and Brown (2017:235) justify that exceptional customer service is extremely important in the Hospitality sector as it generally makes or breaks the business.

2.7.1 Conceptual clarification

According to Hwang and Lee (2019:43-62) customer relations emphasise both solving problems and developing and preserving customer relations, while customer service emphasises ensuring that customers get the best experience from the hotel or restaurant and all their expectations are met.

Figure 2.9 CUSTOMER SERVICE MODEL

MODELS ON CUSTOMER SERVICE							
	Banking on a Positive Customer Experience. Peppers and Rogers group (TTEC,2020)	Customer focused service delivery model – Business process risk professionals.	Managing Customer Experiences in the Digital Age. (Cooler insights, 2020)	Customer Service with a Digital Smile Loyaltly 360.org.	Mbinkar customer service model (Akama,2020)	Customer service manager (CGMA,2020)	A new service model (crmbuyer.com.2020)
Align enterprise	√					√	
Align sales and service models and boost sales	√		√	√			
Define value propositions and manage customer portfolios	√	√		√		√	√
Deliver differentiated customer experience	√	√	√	√	√	√	√
Derive market and customer insight	√	√	√		√		√
Increase efficiency and reduce costs	√		√			√	
Process and systems		√			√	√	

Source: Alzaydi, Al-Hajla, Nguyen and Jayawardhena (2018:295). Adapted

2.7.2 The advantages of customer service training

The benefits of staff training increase the competences of employees and strengthens their competitive advantage. Oladejo and Oladejo (2016:179) clarify that operative training will improve the characters and capable abilities of the employees. Not only do employees benefit from the training, but customers, management, and the company itself. Liang, Chu and Lin (2020:1071) add that the advantages of customer service training are that customers will receive exceptional service, employees will build self-confidence and the company will make a profit.

2.7.3 Benefits for the employee

Training increases job fulfilment and acknowledgement. Khaliq (2020:185) expresses that during the training, the employee is introduced to understand their work better and love what they have. It encourages self-growth and self-assurance. After systemised training, employees will appreciate what important roles their jobs play, and with the information, knowledge and understandings obtained during the training, they will be more self-confident with their work, so that better services will be provided. Azevedo and Shane (2019:100303) remark that training allows employees get closer to individual goals. It also broadens their choice on setting career targets. Momeni and Ni (2021:299) state that employees can get the opportunity to learn other positions, which increases the opportunities for promotions. Allowing employees to become productive and familiar with their work tasks, assists improve their competences and increases productivity (Nishu and Lalrinzuala, 2021:1).

2.7.4 Benefits for management

According to Kara (2019:459) it assists in assessing employees, contributes to sustaining policies, procedures, and standards of the hotel. It also aids in identifying employees for promotions during the training. Training will also help qualified trainers to identify employee capabilities and behaviours.

2.7.5 Benefits for the organization

According to Ramadhani (2019:178) training helps with enhanced cost-effectiveness due to the growth of efficiency and better services after training. It also decreases accidents and safety violations, particularly for employees who work with unsafe facilities, where accidents easily occur, training can help organizations to avoid accidents. Opoku (2020:82) claims that training helps hotels to develop their technologies and way of working to be competitive, and staff training guarantees competitiveness, decreases wastage and costly employee revenue. Hackett (2019:6) remarks that wastage and damages in different departments are regularly found out in hotel operations, but with the help of staff training, needless wastage and damages can be evaded. Consistent training can reduce work pressures and employee turnover. As a result, less employee costs will be spent, and better service can be achieved.

2.7.6 Challenges associated with customer service training

Customer service training requires one to include an assortment of proficiencies. Bacile (2020:441) describes some of the challenges associated with the training are not having the correct resources to conduct the training, not knowing how to answer a question relating to a customer query and how to address customer needs and wants, as these requests occur randomly, and the requests can be very diverse. Nicod, Llosa and Bowen (2020:102069) affirms other challenges include trying to keep training current and up to date with the current trends. Engaging learners to have the correct attitude in dealing with customer challenges and allowing for a training budget to ensure employees are getting quality training. Permitting an indepth foundation in these things will not only give employees the self-confidence to look after customers in an array of circumstances, but will also enrich their problemsolving skills, permitting them to reflect all accessible customs to oblige the customer well.

2.7.7 Change Management

Change management and leadership management are two consistent challenges that most organisations encounter these days. Lehmann (2017:138) states that change management is the consistent procedure for fluctuating from one work

environment to the other. Hall (2017:171) remarks that when there is a necessity for change management in an organisation, it is the accountability of a leader to intentionally put effort into accepting and executing it in the organisation. According to Chapman (2018:72) the major challenge lies in accepting the change themselves and the next challenge is to get employees to have confidence in the change and follow the leader in accepting and executing the change. It is imperative for every leader to have a change management strategy. Most leaders battle with change management because of the absence of a proper execution strategy. Rahimi, Khezri and Niknafs (2018:140) express that Leadership styles are affected by peripheral factors, such as the organizational environment, demographics, staff features, possessions, monetary and politically awareness factors, technology, and the ethos of the organization. Hewlett (2019:12) affirms that recognising a great leader is an accomplishment for any organisation because every effective organisation needs one at its different levels. According to Ghosh and Khatri (2018:117) the interpretation of this commonly held certainty that the Hospitality sector is about people is rather startling in that concepts about leadership and leadership growth have not had a greater impact on hospitality research. Essa and Alattari (2019:407) remark that with fluctuating times, the kinds of encounters that leaders experience have also transformed. The fact that the sector tends to be labour concentrated, and has progressively severe environmental challenges forced upon them, proposes that leadership skills may help organisations to use the available human resources more efficiently and may help to increase performance. Kiersch and Peter (2017:148) state that the capability to clearly connect with people around them is one of the most important qualities of a leader. However, this is not as unassuming as it sounds. Most leaders feel a divide between themselves and their team because their levels of authority are diverse. Another reason for this is not being able to undoubtedly communicate goals and opportunities to their team members. Regardless of this, leaders should find a way to regularly communicate their plans and strategies with their team and guide them. Rochman, Samian and Riantoputra (2020:108) justify that a team leader that is clear about their role in the organisation inclines to put more efforts into their work, which will ultimately lead to organizational triumph.

Nunez and Monsivais (2019:116) express that fluctuating leadership approaches takes more work than remaining within one style.

An additional disadvantage is that treading separate of a comfort zone is an intimidating stance. Varying leadership styles may mean using approaches that are entirely unacquainted, and the leader will feel very exposed.

2.8 The theoretical framework for customer service process

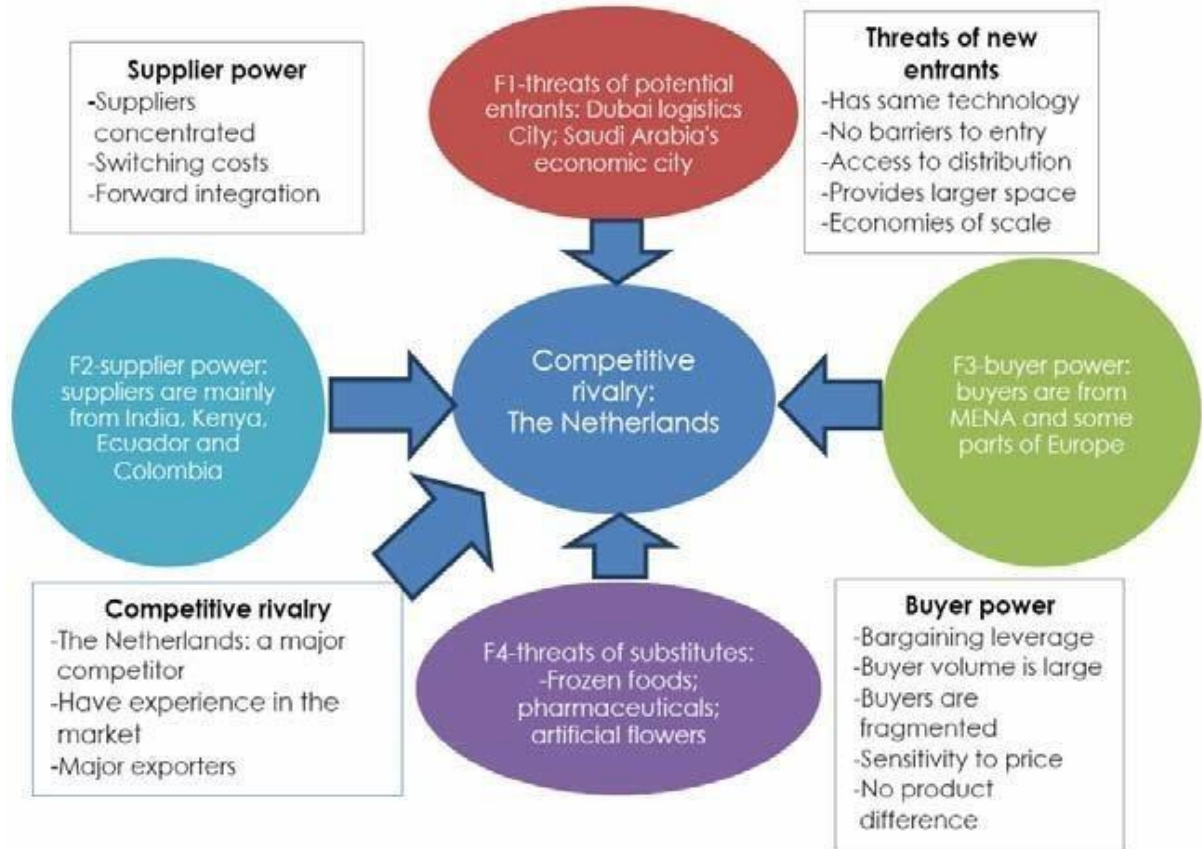
Customer service might appear like a forthright characteristic of any business, but numerous multifaceted conclusions go into how a company offers customer service to its customers. Heri (2017:38) justifies that there are many customer services models that a company may select as their technique for interrelating with customers, and employees might have some impact over what is utilized. Bae (2020:1239) states customer service models are the approaches a company uses to deliver customer service to their customers. Potts (2017:8) declares there are various models because numerous companies have exclusive primacies and needs, so not every approach of customer service will thrive for every organization. Some companies may have an organized customer service model when they begin, nevertheless others may not contemplate a precise model until they are already functioning and see a necessity for more clarity in how their customer service works.

2.8.1 Porter's five forces

Porter's Five Forces is a professional investigation model that assists to clarify why numerous organisations can withstand diverse levels of effectiveness. Abalkhail, (2019:25) comments that the five forces are regularly used to assess the competition strength, appeal, and viability of an organisation. The aforementioned is a valued instrument for evaluating the forces of revolution in the Hospitality and Tourism sectors. It assists to control the position of the organisation in the marketplace. Eskandari, Miri, Gholami and Nia (2015:185) remark that this is very beneficial to the Hospitality sector since it helps to comprehend the existing strength and weakness of the organisation. Reilly (2018:42) expresses that in the Hospitality and Tourism sector, the utmost imperative part is to offer excellent service to the customer. Once they discover what the weakness of their sector and comprehend where the power

lies, they can effortlessly resolve the issue. Duke (2017:241) affirms that Porter's five forces are the weaknesses and strength of the business. It can assist to make a choice how to find out the effective way to enter the marketplace. Gautam (2021:43) emphasises that currently, there are numerous Hospitality industries globally. Most of the Hospitality sector gets accomplishment by applying Porter's 5 forces. It shows the correct and effective way to run the Hospitality sector effectively in the market. Agarwal (2016:1) states that in the Hospitality sector, tools are utilised to classify whether the new products or amenities have the possibility to be lucrative or not. To manage the business, there ought to be revenue, or else the business will fail. Therefore, Porter's five forces are very beneficial to the Hospitality and Tourism sector. Nguyen (2017:356) explains that Porter's Five forces are broken down as threats of new entry. Hotel managers should contemplate how effortlessly others could enter their marketplace and threaten their organization's position.

Figure 2.10 PORTERS 5 FORCES



Source: Mhlanga (2018:303). Adapted

2.8.2 Michalak and Yager's Training Model

Michalak and Yager's model is more suitable for defining inconsistencies and proficiencies or information deficits at the micro-level. Ptasznik (2020:30) describes that Graham and Mihal's model might have been utilized to control the needs of the individuals who must receive the essential training.

Figure 2.11 MICHALAK AND YAGER TRAINING MODEL



Source: Lalonde and Stancu (2019:531)

2.8.3 Vroom's Expectancy Theory

Vroom's expectancy theory adopts that conduct outcomes from sensible selections amid replacements whose resolution it is, to capitalize on preference. Monday (2020:503) remarks that Vroom comprehended that an employee's accomplishment is created on specific aspects such as character, abilities, information, knowledge and skills. Abdul Rehman, Sehar and Afzal (2019:431) describe how to use Vroom's theory of motivation in the workplace by making certain that promises made to the team align with company strategy, creating inspiring reachable goals. Nissens and Fiehler (2020:214) encourage that allocated responsibilities complement the team member's ability and to establish clear links amid execution and reward. According to Adamu and Abdu Shakur (2018:48) Vroom specified that effort, performance and reward are associated with an individual's motivation, and he utilizes the variable

quantity of Expectancy, Instrumentality and Valency to justify this. Baumann and Bonner (2016:407) state that Vroom offers three variables within his expectancy theory: valence (V), expectancy (E) and instrumentality (I). These three elements likewise endure unquestionably dissimilar relations: effortperformance expectancy (E>P expectancy), performance outcome expectancy (P>O expectancy).

Figure 2.12 VROOMS EXPECTANCY THEORY



Source: Acikgoz and Sumer (2018:152) Adapted

2.8.4 The role of training in promoting customer service in the Hospitality sector

Every company wants to keep customers content, but in the Hospitality industry it is extremely imperative to keep customers involved for the business to expand and grow. McIntosh and Harris (2018:3-4) affirm that the customer must be the focal point and amenities should be designed around them. Employee training is vital in numerous ways which upsurges efficiency while employees are equipped with proficient knowledge, experienced skills and effective thoughts. Staff training also encourages and motivates employees to provide excellent service. Madaan and Bhatnagar (2021:194) assert that one of the utmost imperative characteristics in present-day hospitality industry is learning the new approaches and methods through training. Through the advancement of technologies, employees are

expected to be more capable and competent. An establishment requires systematized staff training if they want to be competitive amongst others. Khan (2019:153) expresses that employee training is the crucial mission to help everyone in the company to be more cohesive. Employee training is an imperative fragment in Human Resource Management to progress employee performance, as it helps putting their services to improved usage and specialty in their work. According to Bahadur (2020:31) effective training progression has a substantial effect in increasing employee performance, and in return providing excellent customer service.

2.9 An overview of the specific sector and hotel in the South African context

The Hospitality sector in South Africa is a grouping of international hotel resorts and locally built brands. Sucheran (2021:115) clarifies that the country has numerous distinct hotel properties that are spread across the main cities of the country. The hospitality sector is a 'people' sector, it is frequently classed as diverse due to the great number of customers directly involved in the sector and is also mostly labour concentrated. Ahmad, Khan and Sohail Yunis (2020:109) remark that transformation in the business and economic environment of the Hospitality sector generates a key challenge for hospitality organisations. Jones (2019:101) states that as the Hospitality sector continues to develop and become more competitive, technical changes occur at a quickening pace. This research is based on the Wild Coast Sun Hotel, which is part of the Sun International group.

According to Jones and Comfort (2019:1) The Wild Coast Sun is one of Southern Africa's first and utmost popular casinos. Situated just five kilometres south of Port Edward, the casino has over 400 gaming machines with smart card technology, as well as a host of table games. Namely poker, blackjack and roulette. The Wild Coast Sun is situated on 750 hectares of natural scrubland between the Mtamvuna and Mzamba Rivers, with stunning accommodation overseeing the Indian Ocean. In 2011, the Wild Coast Sun undertook a major renovation to expand the casino, restaurants and bars and open a new water park, Wild Waves. Pratt (2018:9) describes that the Wild Coast Sun accommodation caters to an extensive assortment of different people, from tourists to local day visitors, conference delegates and those

just passing through. Currently, the Wild Coast Sun remains one of the most popular holiday destinations in South Africa.

2.10 Conclusion

In conclusion, in the Hospitality sector, customer service training, is possibly the most imperative sort of training that management and employees should receive. Companies in this sector comprise of hotels and resorts, conference centres, cruise lines and restaurants, and all their objectives are to serve customers. The customers who return to your business assume to be treated in precise ways, and all employees need to know how to meet and exceed those expectations. Customers are at the core of the Hospitality sector and its growth or decline. According to literature reviewed, researchers noted that training could be immensely challenging and should be comprehensive; and an absence of training or deprived training brings out high employee gross revenue and the conveyance of inferior products and services. The level of service excellence hinges on the abilities of employees. The traits are about knowledge, skills, and sentiments, which lead to a hotel's existence and growth. Hence, staff training is crucial in numerous ways as it increases production while employees are equipped with proficient knowledge, knowledgeable skills and effective thoughts. Staff training also encourages and motivates employees by providing employees all required evidence in work, as well as assists them to recognize how imperative their jobs are.

CHAPTER THREE RESEARCH METHODOLOGY AND DESIGN

3.1 Introduction

To address the role of customer service training in the hospitality sector case of the Wild Coast Sun. The literature reviewed in the previous chapter provided a complete overview for this chapter, which summaries the research design and methodology. The method used in administering the data collection instrument and the approaches used to collect and analyse the data are also presented. In addition, this chapter offers an understanding into the need for and how ethical considerations were upheld in this study.

3.2 The research problem contextualised

Kaushal and Srivastava (2021:102707) assert that the Tourism sector has undergone substantial changes from 2019 due to the Coronavirus pandemic. Corona virus, known as the Covid-19 pandemic, has created extraordinary circumstances for the delicate Tourism and Hospitality industry. Bonner (2020:18) affirms that the extremely infectious coronavirus continues to frustrate the industry and raises serious questions about the present and future endurance of the sector. The research addresses two important concerns: firstly, it relates to the major challenges that the Hospitality and Tourism industry faces amongst current conditions and secondly, it relates to the ongoing challenges that face the sector. The study critically deliberates projecting themes in the light of the existing arguments from the literature and reflects on suggestions for decision-makers, whilst taking important lessons from the current circumstances. Limitations and the scope of future research are also discussed.

For the Wild Coast Sun to adapt to the challenges of the pandemic, the hotel requires a fully cohesive framework to ensure that the hotel targets and budgets are met. The ability of the Wild Coast Sun to meet the expectations of its customers depends on a comprehensive framework in which the hotel identifies the value of its customers and employees and develops solid interventions to attract, develop and retain its employees and customers. Therefore, the main aim of this study was to develop an exploratory Framework linked to South African tourism. One of the objectives of the

study was to outline the challenges relating to employee training at the Wild Coast Sun.

3.3 Key research objectives

To determine whether customer experience is a strategic initiative at the Wild Coast Sun;

To determine the antecedents of management styles relating to the transfer of training skills at the Wild Coast Sun; and

To identify the challenges relating to employee training at the Wild Coast Sun.

3.4 Principles of research design and methodology

Silva (2017:1) states that the aim of research design is to design and develop a given research project such that the validity of research findings is maximised. The research design implemented for this study was quantitative, given the nature of the target population. Parkash (2018:1) proclaims that a research design is a tactical framework for accomplishment that links research questions to the accomplishment or execution of the research. Bharosa and Janssen (2015:12) further expand on the research design description by affirming that the research design is a strategy that guides provisions for the collection and analysis of data, because it stipulates how the research is going to be conducted in such a manner that it answers the research questions. (Jameel and Majid, 2018:1).

Fletcher (2016:181) states that the aim of research design is to offer a framework for action that will permit the researcher to draw comprehensible and suitable conclusions or interpretations from his or her findings. Tight (2015:319) explains that the research design guarantees that the study achieves a specific response as it offers answers to research questions that will stand against disapproval and warrants that the design has an influence on the validity and accuracy of the research findings. This consists of an explanation of the process for choosing a sample, as well as how the responses related to the gathering of the data are to be organized.

3.4.1 Types of research design

King (2016:101) states that a research design is a focal plan stipulating the approaches and activities for gathering and analysing the essential information. To

contextualise the research pattern followed in this study, the numerous sorts of research designs are discussed briefly below.

3.4.1.1 Quantitative research versus qualitative research

The main difference between quantitative and qualitative research is based on different research models (Jervis and Drake, 2014:234). Qualitative research emphasises the ability of the researcher to gather information over organized data collection (e.g., observations or interviews); whilst with quantitative research, the researcher uses instruments (e.g., questionnaires) to gather information (Edwards and Brannelly 2017:271). According to Morse (2021:819) qualitative research does not depend on the use of numbers or measurements and emphasises singularities that cannot be described sufficiently with statistics. Copping (2021:142) hypothesizes that qualitative research has a phenomenological outlook and is very flexible, since the data and conditions change.

In distinction, Voorhees, and Howell-Smith (2019:228) emphasize that quantitative research rests on the use of numbers and measurements and has an organized data collection process. Sanders (2018:263) clarifies that quantitative research attempts to create unintentional relationships. In the quantitative model, the researcher wants a set plan for the completion of the research and plays a more extensive section in the data gathering procedure (Carnevale and Hayes, 2015:261). Due to the nature of the procedural research component, a quantitative expressive method to the study was implemented to allow for the large volumes of data composed to be easily coded, analysed and defined. The quantitative method also permits for the results computed from the analysed questionnaires to be positively generalised to the wider target population (Ma, 2018:625).

3.4.1.2 Experimental research versus non-experimental research

As stated by Apuke (2017:40) there are three main types of research designs, specifically new research, non-experimental research, and quantitative research designs. Guerin (2019:248) indicates that of the three research designs, quantitative research is appropriate to the new research and non-experimental research designs. Khaldi (2017:15) states that in experimental research, an involvement is a mutual aspect, and the researcher does not have control over the variables. Morgan

(2019:282) recommends that when non-experimental research is led, there is no deliberate involvement, and the researcher does not have control over the independent variables. Non-experimental research is frequently directed by using surveys to test conditions in real social structures (Khan, Gupta and Garg, 2019:399). In this study, a non-experimental research design was designed to support the quantitative research approach.

3.4.1.3 Exploratory research, descriptive research and explanatory research

De Langhe and Schliesser (2017:227) aver that research in the social sciences can take on three research processes, namely exploratory research, descriptive research and explanatory research. Exploratory research is the preliminary research conducted to explain and outline the nature of a problem that has not been evidently well-defined in a specific situation. Ward, Comer and Stone (2018:133) confirm that exploratory research is used when complications are in an introductory phase and can address research questions of all types. McKim (2016:202) states that exploratory research is frequently used to generate formal theories and arranges the groundwork for forthcoming research. According to Ahmed (2016:415) exploratory research offers better thought of a notion or problem, rather than providing quantification.

Jackson (2016:417) states that descriptive research is precisely intended at unfolding people and circumstances. Jervis and Drake (2014:234) add that statistics from descriptive research may be qualitative or quantitative. However, quantitative statistics exhibitions are generally inadequate for regularity disseminations and summary statistics (Voorhees and Howell-Smith, 2019:228). Molina-Azorin and Feters (2020:127) highlight that the main determination of explanatory research is to clarify why singularities happen and to envisage future incidences. Ward, Comer and Stone (2018:133) observe that during explanatory research, the researcher intends to comprehend the nature of the association between the independent and dependent variables.

3.5 Primary data

According to Dovey, (2021:193) primary data is attained from the direct reflection of the phenomenon under examination or is composed generally. Lewis (2019:14)

asserts that primary data is frequently obtained after the researcher has added some perception into the issue by reviewing secondary data or by analysing previously collected data. Arsanjani (2015:9) states that primary data is gathered for a precise purpose and the researcher steers the progression. However, Bhagat (2019:76) cautions that primary data leans towards being costly to collect and takes a long time to process. The approaches of collecting primary data are interviews, personal or telephone calls and self-administered questionnaires (Hyman, Kostyk, Zhou and Paas, 2019:552). In this study, a closed-ended designed quantitative questionnaire (Annexure B) as a statistics-gathering instrument was utilised to gather data.

3.6 Secondary data

Martins, Cunha and Serra (2018:1) state that secondary data denotes the information composed by individuals or organisations other than the researcher. Bahr and Schlünder (2015:279) indicate that the worth of secondary data is that the researcher can use this current data and conduct an analysis of it. Sahu and Juvekar (2018:486) state that even though secondary data saves time and money, it needs the researcher to be very careful when including this type of data. Hence, the secondary data for this study was sourced from a full review of journals articles, the internet, publications and pertinent dissertations and theses.

3.7 Target population

According to Dahabreh and Hernán (2019:719) the definite specification of a sample must start with the identification of a population to be surveyed. Makris and Iorio (2018:12) explain that the target population denotes the group of people who form the entity of the survey and from which deductions are drawn. A population can also be labelled as finite or infinite. Dunning-Davies and Norman (2020:1361) explain that a finite population has a restricted or fixed number of individuals or substances, while an infinite population has a limitless or non-fixed number of people or substances (Tao and Fu, 2018:315). Constantinou and Fotou (2020:401) add that the researcher must forestall conclusions that are likely to ascend during the definite sample collection and that respondents must keep the information and must have positive characteristics or features to make their responses meaningful.

In addition, Constantinou and Fotou, (2020:401) add that a population is a standardized form of individual units. Dahabreh and Hernán (2019:719) further explain that the population involves particularly diverse strata, but the units within a stratum should be as consistent as possible. Gupt, Lalthlamuanpuii and Ahamed (2021:697) conclude that it is often not possible to study the entire population because of the boundaries of time and costs. The target population for this study therefore comprised employees from the Wild Coast Sun Hotel.

3.8 The sampling procedure

Haq (2017:8450) defines a sample as a sub-category of the population, which replicates the characteristics of the population. According to Emerson (2015:164) a population or universe is the collective of all the fundamentals, whilst the survey population is the cumulative of elements from which the sample is carefully chosen. (Fernández, García, Gholizadeh and González-López, 2019:7537). According to Mundra and Rajapakse (2016:31) the sampling procedure involves an illustrative sample which consists of all the fundamentals of the universe, which can be finite or infinite. Ogundimu and Hutton (2015:172) maintain that the most imperative aspect about a sample is representativeness. The objective is to select a representative sample about which the researcher proposes to draw assumptions and make references (Wesoly, Stefanski and Weiler, 2016:85). According to Sekaran's (2014:268) computed table (Annexure C), for a target population of $N=230$, the ideal sample size should be $n=140$ elements. The procedure for selecting the sample is explained below, since it highlights the operational procedure selected for the sample.

3.8.1 Probability versus non-probability sampling

According to Wright (2020:108879) there are two types of sampling methods, namely probability and non-probability sample techniques. Probability samples offer a way of choosing illustrative samples from large, recognized populations (Zuo, 2020:108879). Probability sample methods make it possible to evaluate the degree of sampling error that can be probable in any given sample (Kim, 2017:1). Nonprobability samples, (such as opportuneness, judgemental techniques) in contrast, risk presenting variety bias into the sample (Matthews and Wolfe,

2017:173). In this study, probability sampling was carefully chosen for the following reasons. Firstly, the researcher identified the need to make statistical implications from the sample and endeavoured to minimise selection prejudice. Secondly, the hotel employees were allied to the composite target population of N = 230 employed at the Hotel. Moreover, it was easy to gain access or to locate the population as the population was not very scattered and was effortlessly accessible. However, due to Covid-19, all questionnaires were administered electronically. Thirdly, the quantitative research design was utilized, and a large sample size was pursued. Last of all, the sampling frame was available, but there was no need to target precise elements of the population due to the research aims of the study (Linnebur, 2019:448). There are four main types of probability sample designs, namely simple random sampling, stratified sampling, systematic sampling, and cluster sampling. Muneer, Shabbir and Khalil (2016:2181) suggest that for the tenacity of this study, the simple random sampling method without replacement was used to select the representative sample. This strategy was implemented to select a sizeable sample and to equalise the proportional representation of the hotel employees.

3.8.2 Simple random sampling

Al-Mannai (2014:38) states that Simple random sampling is a probability sampling technique that allows everyone in the target population a fair chance of being selected. In this study, simple random sampling without replacement was used as a probability sampling technique for the quantitative analysis. According to Harbitz (2019:151) simple random sampling offers the researcher a sample that is extremely representative of the population being studied. Additionally, according to Lawson (2020:51), simple random sampling is advantageous if a comprehensive list of the population is available, and the sampling frame is ordered.

Mendoza, Contreras-Cristán and Gutiérrez-Peña (2021:318) state that Samples with replacement and samples without replacement are both simple random sampling methods. During sampling with replacement, once an element has been carefully selected from the sampling frame, it is returned to the frame and can be carefully selected again (Trassinelli, 2019:14). When an element is selected from the sampling frame without replacement, it is detached from the population, and it is not

returned (Economou, Tzavelas and Batsidis, 2020:2808). Aubry (2021:101553) remarks that as part of this study, simple random sampling without replacement was used to create representative samples. It is generally more effective to use random sampling without replacement rather than sampling with replacement.

3.9 Selection of the sample using a computerised programme

Lahoti and Kumar (2018:19) state that the range of a sample defines the technique used to select the sample from the population. Hancock and Rummerfield (2020:9) state that sample size refers to the quantity of subjects in the study. Furthermore, Mundra and Rajapakse (2016:31) contend that the larger the sample, the better the chances of gaining eloquent statistical results. According to Esponda and Vespa (2018:183), Choosing a larger sample produces significant statistical results for generalisations and eliminates sampling errors. In this study, Sekaran and Bougie developed a computed Table (Annexure C) for the calculation of the optimum sample size for a given population, to select the sample for quantitative research. For this study, for a total target population of $N=230$, a sample size of $n=140$ is recommended by Sekaran and Bougie (2014:268), using the statistically computed formula to determine a sample size from a given target population.

3.10 Measuring Instrument

In research, measuring instruments are tools used to assess or appraise a variety of variables (Levin, 2018:7). According to Nandal (2019:1574) a questionnaire can be defined as a set of questions on a document, which are completed by respondents in respect of a research project. A closed-ended structured quantitative questionnaire was developed for this study. (Annexure B).

3.10.1 Brief perspectives on the use of questionnaires

According to Kountur (2016:1) using a questionnaire to gather evidence for the study will be guided by the purpose of the study. Among all the instruments used to collect data, Widiawati (2018:12) describes the questionnaire as the most popular approach. Daar and Jemadi (2020:61) are also in favor of a questionnaire's role as a tool for obtaining data. As reported by Nartgün and Ahin (2015: 2855) questionnaires are formalised questions viewed as a primary source of quantitative primary data. Clearehan, Guillemin, Epstein, and

Buchbinder (2016:335) suggest that the questionnaire must also meet the expectations on which questionnaires are based, namely: The respondents can read and comprehend the questions and source the information necessary to answer them. There is a likelihood of readiness to answer the questions. In addition to the results of the research, respondents will be concerned about the implications for their situation.

3.10.2 Guidelines followed in developing the Measuring Instrument

A questionnaire is required to be well-planned because it is very rarely probable to duplicate the survey if the researcher finds out afterwards that the questionnaire was not complete or that some vital matter was omitted (Shinta and Rosana, 2017:67). According to Niessen, Meijer and Tendeiro (2016:1) good questionnaires are those that meet the research aims; gain valid and consistent data from respondents; enable data processing; and accomplish and preserve the contribution of respondents. Levin (2018:7) state that the response to a questionnaire is voluntary. Ereditato (2016:1) propose that a good questionnaire must be designed to preserve the attention of the respondents. Therefore, the questionnaire must look professional and include accurate and clear instructions on how to complete it. According to Bonney, Lamptey, Pupilampu, and Kyei (2020:107) a questionnaire must be grouped logically to facilitate understanding. Vooris (2021:77) emphasizes the need to avoid questions that are duplicitous, complex, leading, and harmful when developing a questionnaire.

3.10.3 Advantages of a structured questionnaire

According to Clerehan, Guillemin, Epstein, and Buchbinder (2016:335) a structured questionnaire allows the researcher to quickly engage with many respondents. Bastian, Eggett and Jefferies (2015:435) add that structured questionnaires that use closed-ended questions make it easy to create, code and interpret the data. He and Schonlau (2019:754) state that the structured questionnaire is easy to standardise as each respondent is asked the same questions in the same way. Consequently, the researcher can be sure that all respondents in the sample answer the same questions, which makes this method a reliable research method (Palme and Palme, 2016:65). On the other hand, Singh and Prasad (2021:2009) hold that a structured questionnaire requires less intellectual load on the respondent and reduces the

respondent's thinking effort, which usually leads to more responses and more accurate data. A closed-ended structured questionnaire (Appendix B) was developed for this study, considering the views expressed by numerous authors on this element.

3.10.4 Design of the questionnaire

In this study, the creation and design of the questionnaire went through numerous draughts, which required a considerable amount of time to revise until the final research instrument was formulated. The questionnaire for this study was to contain a combination of structured closed questions and Likert scale statements. The questions were formulated to focus on a specific area to obtain precise data that would allow for statistical analysis. The questionnaire used a mixture of singleresponse statements with nominal and ordinal categories and scaled questions. The single-response questions allowed respondents to select numerous answers from the scaled questions. The five-point Likert scale was used to query the extent of agreement or disagreement so that an unbiased column could be created for each of several statements related to the main topic. Cape (2017:42) notes that the Likert scale is widely used because of its ability to measure attitudes, beliefs, and opinions.

3.10.5 Coding the questionnaire

In preparing the questionnaire, the advantage was taken of including pre-coded questions in the order of the alternatives given. Coding involves assigning numerical codes to each answer that falls within a particular section of the questionnaire (Brent and Porta, 2019:1717). Joshi and Kumar (2016:1650015) explain that the addition of pre-coded questions enables data collection as the respondent simply has to circle the numerical code for each statement on the Likert scale.

3.10.6 An overview of the final questionnaire

The instrument used for this study contained a pre-coded questionnaire, which was designed judiciously to maximize response while providing more detailed

information. The questionnaire (Appendix B) included 32 statements and contained the following sections:

Section A: General information.

Section B: General questions about the job and the customers.

3.10.7 The covering letter

A cover letter (Annexure A) addressed to respondents summarised the importance of the study, the purpose of the study, and the value of their participation. A motivational letter in the form of sending the results immediately was included to encourage respondents to cooperate and support the study. The response rate was further strengthened by guaranteeing the confidentiality and anonymity of the respondents to relieve them of any anxiety and by emphasising the importance of customer satisfaction and training.

Annexure A was prepared by the researcher and formalised with Wild Coast Sun letterhead reflecting the researcher's title. It was also countersigned by the leader of this study to confirm its validity and encourage cooperation from the respondents and was attached to each questionnaire.

3.11 Pre-testing

Pretesting is the common practice of testing a questionnaire with a small number of respondents to ensure that it is understood and meets the requirements (Hilton, 2015:21). The aforementioned gives the researcher the opportunity to correct problems before the final questionnaire is distributed to the respondents in the sample (Gunnarsson 2021:100152). The worth of pre-testing originates from defining whether every question or statement is completely understood by the respondent; the linguistics and phrasing are clear and easy to comprehend; and the directives to the respondents are comprehensible (Park, Sha and Olmsted, 2015:1385). Pretesting is imperative for the researcher to be content with the design of the questionnaire, to enable the administration of the questionnaire and to inspire positive respondent participation (Shi, 2020:16). More significantly, the responses generated must be clear and accurate to speed up data capturing (Must and Must, 2018:37). To determine pre-testing the questionnaire, it was given to ten employees at the Wild Coast Sun. The ten employees selected to participate in the pre-testing

were omitted from the target population (N=140). More importantly, these ten respondents did not form part of the computerised list of random numbers. The questionnaire did not compromise the main sample selection of the group. The comments from the ten employees were gathered for a helpful enhancement, with a view to further refinement to the questionnaire. These comments were substantial in the successive removal, wording and language of the questionnaire. The questionnaire was amended for fluidity, constancy and standardisation prior to its administration to the main sample respondents.

3.12 Validity and reliability of the measuring Instrument

Chan and Lay (2018:239) believe that a research study can only be accurate if its assumptions are consistent and valid. Huei, Rus and Kamis (2019:984) report that reliability means that the results must be reliably identical when the study is repeated. Andraka (2020:1) defines validity as linking to the honesty of the findings of the research. Nugroho, Juniati and Siswono (2018:012142) conclude that a study can be reliable but not valid and that it can only be valid if it was previously reliable. Must (2020:195) cautions that a researcher must not accept validity at any point, no matter how consistent the measurements are.

3.12.1 Validity of the Questionnaire

Mey (2020:4462) suggests that a questionnaire is only valid if it can measure exactly what it is supposed to measure. Mazachowsky and Mahy (2020:756) assert that an instrument must be practical for the specific determinations for which it is intended, and that perceptions of validity indicate that the research findings are sound. Rocchi, Pelletier, and Desmarais (2016:15) define validity as a measurement instrument that measures exactly what it is intended to measure and allows for a reasonable explanation of the results and acceptable conclusions about the population. Natale, Fabbri, Tonetti, and Martoni (2014:568-573) emphasize that validity takes the following different forms, namely: Face validity is the degree to which a test is instinctively perceived to cover the perception it purports to measure. Content validity refers to how accurately a measurement instrument depicts the numerous features of the construct in question. Criterion

validity encompasses numerous dimensions and is recognized by linking the results of a measurement instrument to an external standard that is recognized or believed to measure the concept, trait, or behavior under study. Construct validity is concerned with the authentication of the measurement instrument, i.e., it should confirm what it measures, how and why it works the way it does, and the theory behind it.

3.12.2 Reliability of the questionnaire

Varveri, Iavanco and Di Nuovo (2015:149) explain that reliability is about precision and it can be considered as the degree of reliability of the measuring instrument. Xie, Wu and Qian (2016:97) state that reliability refers to the fact that a question suggests the same set of answers every time it is asked under similar circumstances. Yilmaz (2021:743) states that there are four types of reliability, namely: inter-rater or observer reliability, which refers to the degree to which different respondents in a measurement instrument give reliable answers. The second type of reliability is test-retest reliability and refers to the reliability of a measurement instrument over time. Third, according to Chaparro-Rico and Cafolla (2020:5781) parallel forms of reliability refer to the reliability of two measurement instruments created in the same way and with the same content. Finally, internal consistency reliability refers to the consistency of the results of diagonal substances, which is often measured by the Cronbach's statistical coefficient alpha. For the solution of this study, internal consistency reliability was used to determine the reliability concept. Amirrudin, Nasution and Supahar (2020:223) state that internal reliability occurs when two or more measurements of the same thought are taken at the same time and then combined to see if they agree. Therefore, the important concepts of validity and reliability were duly appreciated for the measurement instrument. The next step was to regulate the potential alpha value of the reliability construct by conducting a pilot study in addition to the pre-testing already conducted in this study.

3.13 The pilot study

Kim, (2017:1) states that a pilot study includes a trial-run, which can be associated to a small-scale survey. It supports in defining the population features and stipulates the probability of the sample. The importance of the pilot study was to regulate the

validity and reliability of the questionnaires, with an understanding to making required changes in the process before undertaking the actual fieldwork (Ghazali, 2020:1251) Girio-Herrera and Sarno Owens (2017:117) recommend that as a safety measure, the themes chosen for the trial-run should be illustrative and homogenous of the target population in terms of rational ability, knowledge of the subject matter and attitude towards it. Muhamad and Kiely (2018:36) state that the pilot study encompassing the trial run determines the unconventional feasibility of the questionnaire and guarantees that the responses carefully chosen as possible answers covered the host of options. The pilot study must satisfy the researcher as to the appropriateness of the questionnaire and consequently, the supervision of the pilot test should be led in an identical manner as the final study (Ismail, Kinchin and Edwards, 2017:1) Thus, a pilot test was administered to a random sample of 10 respondents that were excluded from the target population (N=230). As with the pretest procedure, these 10 random respondents were selected from the hotel's payroll, but who remained unticked from the computer-generated numbers that were assigned to select the main sample group.

Thus, they facilitated the random selection without compromising the range of the main sample respondents (n=140) that were selected using the computer-generated numbers. The 10 respondents who participated in the pilot study comprised employees from the various departments in the hotel.

The results of the Cronbach Coefficient Alpha Test for consistency for the key variables and the overall result is depicted in Table 3.1 below.

TABLE 3.1: Cronbach's alpha for the pilot test

No.	Construct/indicator	Cronbach's Alpha
1	Emotional Intelligence	0/88
2	Cultural Intelligence	0/84
3	Organizational Innovation	0/81
4	Organizational Identity	0/75
	Total Alpha	0/82

Taber (2017:1273) recommends that the Cronbach's Co-efficient Alpha technique must be used to measure the reliability of a measurement instrument. The Coefficient Alpha is a technique for mediating the core consistency of the measuring instrument by averaging all the possible ways of splitting test items and examining the degree of connection (Kilic, 2016:47) The greater the correlation is to a score of one, the higher the internal consistency (Carden, Camper and Holtzman, 2018:1), as reflected in Table 3.1.

3.14 Data collection methods

According to Jentoft and Olsen (2017:179) data collection methods permit researchers to methodically collect information to answer questions in a conclusive way.

TABLE 3.2: Criteria and data collection techniques

	Anonymous?	Easy for respondent?	Low cost to administer?	Low effort to administer?	Likely to be completed quickly?
Written questionnaire	Yes	Yes	Yes	Yes	No
Face-to-face interviews	Yes (non-dept. interviewers)	Yes	No	No	No
Telephone interviews	Yes (non-dept. interviewers)	Yes	Yes	No	Yes
Focus group	No	—	—	—	—
E-mail survey	No	—	—	—	—
Web-based survey	Yes	Yes	Yes	Yes	Yes

Source: (What is a Data Collection Survey? | ASQ, 2021). Adapted.

Table 3.2 illustrates the 6 main types of data collection methods, namely written questionnaire, face-to-face interviews, telephonic interviews, focus groups, email surveys and web-based surveys, individually with their given constraints and their affiliated criteria of pro and cons. It is evident that the personal method of data collection has many advantages. According to Katayeva and Kariyeva (2020:172) the highest response rate can be obtained from the personal method of data collection and this is the most accurate method. For this study, a closed-ended structured quantitative questionnaire was administered (Annexure B).The

researcher emailed the questionnaire with a Covering Letter (Annexure A) to the selected respondents using the specific method of data collection. According to Woliński and Pytlowany (2019:08006) the personal method of administration ensures a high response rate compared to other methods. The selected sample respondents were requested in the Covering Letter to return the completed questionnaires within two weeks. It must be noted that the researcher conducted no interviews, nor exercised any undue influence or any form of interaction with the respondents during this stage of data collection.

3.15 Ethical considerations

Haines (2017:219) notes that there are numerous reasons why adherence to ethical norms is imperative in research. First, the norms promote the goals of research such as knowledge, truth, and avoidance of error. Second, research often involves a high degree of collaboration and coordination among many different people in different disciplines. Therefore, ethical norms promote the values that are critical to collective work, such as trust, accountability, mutual respect, and fairness. Third, many of the ethical principles contribute to the researcher's accountability to the public. Saltz and Dewar (2019:197) state that respondents may have several questions in relation to the research they are being asked to participate in. For this reason, and to provide respondents with an orientation about the research and the questionnaire, Covering Letter (Annexure A) was attached to each questionnaire to introduce the respondent to the research. Moosavi and Hasani (2017:63) identify several aspects (such as the topic, the need for the research, anonymity, confidentiality, and ethical protocols) that were included in the covering letter to ensure ethical considerations and transparency. According to Hermerén (2015:3) respondents' rights to autonomy and full disclosure should be reinforced by the researcher. As highlighted in the cover letter (Annexure A), respondents were fully informed of the nature and significance of the research and each respondent was able to decide for themselves whether they wished to participate in the study. Respondents were also given the opportunity to withdraw from the study at any time without giving a reason and there was no unwarranted pressure from the researcher in this regard. Finally, the research

proposal was reviewed by two independent reviewers and approved by the Faculty Research Committee panel. Subsequently, the research proposal was forwarded to the Institutional Research Ethics Committee (IREC) of DUT. The latter committee (IREC) reviewed the proposal submitted with the questionnaire to ensure that all ethical protocols were followed.

3.16 Coding and editing

After the responses of the closed-ended, structured, quantitative questionnaires were compiled, the data were reviewed. Awwad (2019:4(1)) advocates that editing requires a thorough and critical review of the completed questionnaires. Consequently, it is critical that data are checked for completeness and accuracy before they are accepted for collection. The individually completed questionnaires were reviewed to ensure that the standards for completeness were met. Thereafter, the questionnaire responses were entered into the computer by the researcher to form a data set for statistical analysis.

3.17 Analysis of data

Responses were analyzed using the latest version of the Statistical Package for the Social Sciences (SPSS) version 27 for Windows. The statistical breakdown was carried out in two phases. Specifically, the first phase consisted of descriptive statistical analysis and the second phase involved the use of inferential statistics for hypothesis testing.

3.18 Conclusion

This chapter defined the research design, the target population and how the sample was selected using the computerised Microsoft Excel Data Analysis functionality to generate random numbers for hotel employees from the Wild Coast Sun. It also highlighted the sampling technique used, providing a description of the questionnaire and how it would be administered, as well as the data collation technique. The paradigms of validity and reliability were discussed in detail. The Pilot Study conducted conformed to the systematic merit of high value reliability as the Cronbach Alpha Test yielded an extremely high reliability value for the questionnaire. The next chapter presents a synopsis of the analysis of the data and a discussion of the findings.

Chapter 4

STATEMENT OF FINDINGS, INTERPRETATION AND DISCUSSION OF THE DATA

4.1 Introduction

This chapter presents the analysis of the data and discusses the findings obtained from the questionnaires in this study. The questionnaire was the primary tool used to collect data and was distributed to employees of the Wild Coast Sun Hotel. The data collected from the responses was analysed with SPSS version 27.0. The results will present the descriptive statistics in the form of graphs, cross-tabulations and other figures for the quantitative data that was collected. Inferential techniques include the use of correlations and chi square test values, which are interpreted using the p-values. The traditional approach to reporting a result requires a statement of statistical significance. A p-value is generated from a test statistic. A significant result is indicated with " $p < 0.05$ ".

The research design implemented was the quantitative model and a pre-coded designed closed-ended questionnaire (Annexure B) comprising the 5-Point Likert Scale was used to administer the instrument to the selected sample respondents. The questionnaire comprised 6 Sections, each under a specific theme related to the topic. A letter of approved Ethical Clearance was issued by the DUT's Institutional Research Ethics Committee (Annexure C) after the initial research proposal and the questionnaire was assessed by the Ethics Committee to conduct the investigation at the Wild Coast Sun. In total, 140 questionnaires were despatched and 140 were returned, which gave a 100 percent response rate. The introductory presentation and analysis of the results commences with Section A, which uses descriptive statistics to analyse the sample profile and key demographics.

4.2 Analyses of data

According to Mukasa, Christospher, Ivan and Kizito (2021:1510) inferential statistics encompasses two divisions, namely Parametric Statistical Tests and NonParametric Statistical Tests. A synopsis of eloquent and inferential statistics used in this theoretic study is presented below (Table 4.1). The primary presentation and analysis of the results begin with Section A, which uses graphic statistics to analyse the sample profile and main demographics. To improve the quality of the

statistical findings, important developments evolving from the various hypotheses tested for each Section were also conveyed, and further validated by authors or by way of comparable findings shown in other studies by various researchers. The analyses of the results are presented in sequential order with the six sections of the Questionnaire (Annexure B), Listed below

4.3 The Research Instrument

The research instrument consisted of 32 items, with a level of measurement at a nominal or an ordinal level. The questionnaire was divided into 6 sections, which measured various themes as illustrated below:

- A Biographical data
- B Job Satisfaction
- C Customer Service
- D Customer Satisfaction
- E Effective Management
- F Training Effectiveness

4.4 Types of Statistical analyses used in the study

In this section, the different types of statistical analysis used in the study are briefly explained.

4.4.1 Descriptive statistics

According to Al Mutairi (2018:775) descriptive statistics are utilized to describe the uncomplicated features of the information in a study. They offer straightforward summaries about the sample and the measures. Morse (2017:104) clarifies that common with unpretentious graphics analysis, they form the premise of practically every mensuration of information. Amrhein, Trafimow and Greenland (2019:262) state that descriptive statistics are characteristically eminent from illative statistics. With descriptive statistics, one is describing what is or what the information signifies. With inferential statistics, the aim is to draw conclusions that encompass beyond the immediate data alone.

White and Gorard (2017:55-65) affirm that descriptive statistics are to present quantitative descriptions in a very manageable form. Nicolai and Zamorano

(2018:105) explain that descriptive statistics offer a robust summary that will permit comparisons across people or other units.

4.4.2 Reliability Statistics

According to Niu (2021:107822) in statistics and psychometrics, reliability is the complete constancy of a measure. A measure is said to have a high reliability if it produces alike results under reliable conditions. Changshi (2020:106686) clarifies that scores that are extremely consistent are precise, reproducible and reliable from one testing occasion to another. Ikuno (2017:53) remarks that the two most imperative characteristics of precision are reliability and validity. Reliability is computed by taking several measurements on the same subjects. A reliability factor of 0.60 or higher is considered as “acceptable” for a newly developed construct. This section was covered in Chapter 3, which is the Cronbach’s alpha for the pilot test in Table 3.1.

4.4.3 Inferential statistics

For the purpose of this study, the following statistics were used: Factor Analysis, KMO Bartlett and Structured Equation Modelling.

With inferential statistics, Nicholson, and Ridgway (2017:66) state that the statistics tries to reach decisions that covers past the immediate data alone. Thus, inferential statistics are used to make interpretations from the data to more general conditions. The researcher uses descriptive statistics simply to describe what is going on in the data.

According to Rügamer and Greven (2018:7) most of the core inferential statistics come from an overall family of statistical models identified as the General Linear Model. Prosek (2019:60) comments that one of the most important analyses in program outcome evaluations comprises comparing the program and non-program group on the outcome variable or variables. Miller, Smith and Pugatch (2020:112452) elucidate that this is dependent on the research design that is used. Research designs are divided into two main types: experimental and quasiexperimental. Since the analyses differ for each, they are presented separately.

4.5 Types of Analysis

4.5.1 Experimental analysis

According to Goble, Bier and Renn (2018:1795) in an experimental research analysis, the participants in both the treatment (product users) and control (product non-users) groups are randomly allocated.

4.5.2 Quasi-experimental Analysis

According to Lavis, Bärnighausen and El-Jardali (2017:92) in Quasi-experimental research designs, participants are not randomly selected to treatment or control groups for comparison.

Table 4.1 Summary of the statistical tests used for the analysis of the data

ANALYSIS OF RESULTS

Section	Descriptive Statistics	Non – parametric inferential statistics
Section A: General Information	Graphs Table depicting comparative analysis	
Section B: Job Satisfaction Section C: Customer Service Section D: Customer Satisfaction Section E: Effective management Section F: Training effectiveness	Frequency distribution tables	KMO and Bartlet test Cronbachs alpha score Structural equation modelling

4.6 Section A: Data reduction techniques

Data reduction techniques allow the researcher to investigate concepts by reducing many variables into fewer numbers of factors (Lichtman and Pomerance, 2018:1). For the purposes of this study, the factor analysis technique was used to understand how the different underlying factors influence the variances amongst the variables. Kanich (2017:16) states that to explore the suitability of the data to identify potential structure within the measurement instrument, the KMO Bartlett test was conducted. If the KMO value is over 0.5 and there is a significant level of the Bartlett test below 0.05, it suggests that there is a correlation in the data.

4.6.1 KMO and Bartlett's Test

Agreeing to Yang and Wei (2019:234202) the format tables stay proclaimed by a condensed table that duplicates the results of KMO and Bartlett's Test. The table underneath shows double tests that stipulate the fittingness of data for arrangement location. Akbari (2019:475) comments that the Kaiser-Meyer-Olkin Degree of Test Competence could be an estimation that directs to the percentage of inconsistency within the factors that will be caused by crucial variables. Raised values (near to 1.0) ordinarily indicate that a calculate examination may be advantageous with the data. In case the worth is less than 0.50, the results of the factor analysis possibly won't be exceptionally useful. Yuan and Ma (2020:012109) state that KMO test of sphericalness tests the hypothesis that the parallel framework could be a peculiarity lattice, which would stipulate that the factors are disconnected and, in this way, unacceptable for structure discovery. Papastamoulis (2018:220) comments that little values (less than 0.05) of the suggestion level indicate that a figure investigation can be useful with the information and Calculate investigation is completed as it were for the Likert scale things. Certain components separated into better components.

Table 4.2 KMO and Bartlett's test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.864
Bartlett's Test of Sphericity	Approx. Chi-Square	1852.809
	df	351
	Sig.	0.000

All circumstances are satisfactory for factor analysis.

In particular, the value of the Kaiser-Meyer-Olkin measure of sampling ability must be greater than 0.500 and the Sig value of Bartlett's test for sphericity should be less than 0.05. (Schmitt and Saif, 2016:87)

Table 4.3 Rotated Component Matrix

	Component					
	1	2	3	4	5	
I am satisfied with the working conditions at the hotel	0.379	0.080	0.040	0.365	0.255	B5
I enjoy meeting different people and cultures	0.163	0.273	0.628	0.185	-0.197	B6
Employees have a positive attitude towards the hotel	0.540	0.000	0.208	0.436	0.117	B14
I have the chance to use my strengths every day at work	0.745	0.022	0.213	0.061	0.148	B15
I know I will be recognised for excellent work	0.033	0.202	0.118	0.713	0.311	B18
The manager allows me to be innovative in my job	0.746	0.214	0.125	0.142	0.165	B20
In my work I am always challenged to grow	0.581	0.262	0.035	0.228	0.128	B22
The hotel is centrally located	0.545	0.139	-0.074	0.208	0.120	C7
Without the customer I will not have a job	-0.114	-0.131	0.775	-0.010	0.236	C9
Employees at the hotel always try to go the extra mile	0.310	0.023	0.187	0.605	-0.037	C10
Customer service is the key objective of the hotel	0.261	0.317	0.622	0.414	0.071	C11
Customer feedback is used to improve service delivery	0.371	0.329	0.307	0.536	0.069	C19
In my opinion customer loyalty is important to the hotel	0.253	0.242	0.694	0.045	-0.019	D12
Customer feedback and experience is important to the hotel	0.543	0.350	0.495	0.041	-0.018	D13
The manager works well with the team	0.553	0.122	0.176	0.346	0.393	E16
The manager is very open when communicating with the employees	0.547	0.066	0.320	0.291	0.386	E17
Employee attitude is dictated by leadership	0.184	0.500	-0.064	0.425	0.078	E21
I am very motivated when I attend training	0.331	0.662	0.052	0.105	0.204	F23
We are constantly sent on new training programmes	0.168	0.048	-0.157	0.165	0.748	F24
I have input on the training I attend	0.207	0.253	0.361	-0.004	0.629	F25
Training helps me to do my job better	0.335	0.606	0.260	-0.085	0.378	F26
I provide feedback on the contents of the training	0.448	0.385	0.255	0.141	0.322	F27
The company puts me on Seta Learnerships	0.230	-0.022	0.013	0.185	0.720	F28
In my opinion everyone should attend training	-0.092	0.808	0.156	0.121	0.060	F29
Training and development enable me to go the extra mile to serve customers	0.153	0.620	0.181	0.182	-0.144	F30
Succession planning is effectively used at the hotel	0.368	0.258	-0.181	0.562	0.277	F31
Employees have individual development plans	0.469	0.078	0.033	0.370	0.395	F32

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 7 iterations.

Regarding the table above:

The essential component breakdown was utilized as the deliberation strategy, and the revolution handle was Varimax with Kaiser Standardization. Typically, an irrelevant turn strategy that diminishes the sum of factors that allow tall loadings on each perspective. The circumstance streamlines the clarification of the variables.

4.6.2 Factor Analysis

According to Raghuvanshi (2016:13), factor analysis is a numerical technique whose main goal is to reduce statistics. Wang (2015:71) describes that a distinctive use of factor analysis is in evaluation research where a researcher wants to embody multiple questions with a small number of hypothetical factors. For example, in a nationwide political opinion survey, participants must answer questions about environmental strategy, suggesting issues at the local, state, and national levels. Each question by itself would be an insufficient level of attitude toward environmental policy, but together they can provide an improved level of attitude. Uno, Satomura, and Adachi (2016:265) explain that factor analysis can be used to determine if the three measures are measuring the same thing. If so, they can be combined to create a new variable, a factor score variable, which includes a score for the factor for each respondent. Might and Might (2016:70) clarify that factor techniques are appropriate for a variety of situations. Banister, Dolson, Lingard and Keegan (2018:605) note that a researcher may want to know if the skills needed to be a decathlete are so varied or if a small number of vital skills are required to be applicable in a decathlon. According to Roe (2021:733) one does not have to believe that factors occur to perform factor analysis, but in practice, factors are usually interpreted, given names, and referred to as real things. Factor analysis reveals intercorrelations between variables. Substances of questions that similarly indicate measurement along a comparable factor. An examination of the content of items that load at or above 0.5 (and the use of the higher or highest loading in cases where the items cross-loaded at a higher value) effectively measures along the different components.

It is noticeable that the variables forming the sections were loaded along 2 or 3 components (subthemes). This means that respondents identified different trends within the section. Within the section, the breakdowns are color coded.

Table 4.4 Factor Analysis

I am satisfied with the working conditions at the hotel	0.379	0.080	0.040	0.365	0.255
I enjoy meeting different people and cultures	0.163	0.273	0.628	0.185	-0.197
Employees have a positive attitude towards the hotel	0.540	0.000	0.208	0.436	0.117
I have the chance to use my strengths every day at work	0.745	0.022	0.213	0.061	0.148
I know I will be recognised for excellent work	0.033	0.202	0.118	0.713	0.311
The manager allows me to be innovative in my job	0.746	0.214	0.125	0.142	0.165
In my work I am always challenged to grow	0.581	0.262	0.035	0.228	0.128
The hotel is centrally located	0.545	0.139	-0.074	0.208	0.120
Without the customer I will not have a job	-0.114	-0.131	0.775	-0.010	0.236
Employees at the hotel always try to go the extra mile	0.310	0.023	0.187	0.605	-0.037
Customer service is the key objective of the hotel	0.261	0.317	0.622	0.414	0.071
Customer feedback is used to improve service delivery	0.371	0.329	0.307	0.536	0.069
In my opinion customer loyalty is important to the hotel	0.253	0.242	0.694	0.045	-0.019
Customer feedback and experience is important to the hotel	0.543	0.350	0.495	0.041	-0.018
The manager works well with the team	0.553	0.122	0.176	0.346	0.393
The manager is very open when communicating with the employees	0.547	0.066	0.320	0.291	0.386
Employee attitude is dictated by leadership	0.184	0.500	-0.064	0.425	0.078
I am very motivated when I attend training	0.331	0.662	0.052	0.105	0.204
We are constantly sent on new training programmes	0.168	0.048	-0.157	0.165	0.748
I have input on the training I attend	0.207	0.253	0.361	-0.004	0.629
Training helps me to do my job better	0.335	0.606	0.260	-0.085	0.378
I provide feedback on the contents of the training	0.448	0.385	0.255	0.141	0.322
The company puts me on Seta Learnerships	0.230	-0.022	0.013	0.185	0.720
In my opinion everyone should attend training	-0.092	0.808	0.156	0.121	0.060
Training and development enable me to go the extra mile to serve customers	0.153	0.620	0.181	0.182	-0.144
Succession planning is effectively used at the hotel	0.368	0.258	-0.181	0.562	0.277
Employees have individual development plans	0.469	0.078	0.033	0.370	0.395

In addition, Kim Kinam (2018:59) remarks that factor analysis is a method to take an amount of information and decrease it to a reduced information amount that is more

practicable and more comprehensible. Therefore, each section has been divided into themes.

4.6.3 Theme 1: Job satisfaction

Based on the KMO Bartlett test and factor analysis as discussed in 4.2 above, the first theme relates to job satisfaction. For this theme, the relevant statements as shown in Annexure B (questionnaire) are depicted in Table 4.5 below. In theme 1, there are 7 statements that make up theme 1.

Table 4.5 Job Satisfaction

I am satisfied with the working conditions at the hotel	Job Satisfaction
I enjoy meeting different people and cultures	Job Satisfaction
Employees have a positive attitude towards the hotel	Job Satisfaction
I have the chance to use my strengths every day at work	Job Satisfaction
I know I will be recognised for excellent work	Job Satisfaction
The manager allows me to be innovative in my job	Job Satisfaction
In my work I am always challenged to grow	Job Satisfaction

Table 4.6 Customer Service

4.6.4 Theme 2: Customer service

In theme 2, 5 statements make up the theme of customer service

The hotel is centrally located	Customer Service
Without the customer I will not have a job	Customer Service
Employees at the hotel always try to go the extra mile	Customer Service
Customer service is the key objective of the hotel	Customer Service

Customer feedback is used to improve service delivery	Customer Service
---	------------------

Table 4.7 Customer satisfaction

4.6.5 Theme 3: Customer satisfaction

In theme 3, 2 statements make up theme 3.

In my opinion customer loyalty is important to the hotel	Customer Satisfaction
Customer feedback and experience is important to the hotel	Customer Satisfaction

Table 4.8 Effective Management

4.6.6 Theme 4: Effective Management

In theme 4, 3 statements make up theme 4

The manager works well with the team	Effective Management
The manager is very open when communicating with the employees	Effective Management
Employee attitude is dictated by leadership	Effective Management

Table 4.9 Training Effectiveness

4.6.8 Theme 5: Training Effectiveness

In theme 5, 10 statements make up theme 5

I am very motivated when I attend training	Training Effectiveness
We are constantly sent on new training programmes	Training Effectiveness
I have input on the training I attend	Training Effectiveness
Training helps me to do my job better	Training Effectiveness

I provide feedback on the contents of the training	Training Effectiveness
The company puts me on Seta Learnerships	Training Effectiveness
In my opinion everyone should attend training	Training Effectiveness
Training and development enables me to go the extra mile to serve customers	Training Effectiveness
Succession planning is effectively used at the hotel	Training Effectiveness
Employees have individual development plans	Training Effectiveness

4.7 Section B: Biographical Data

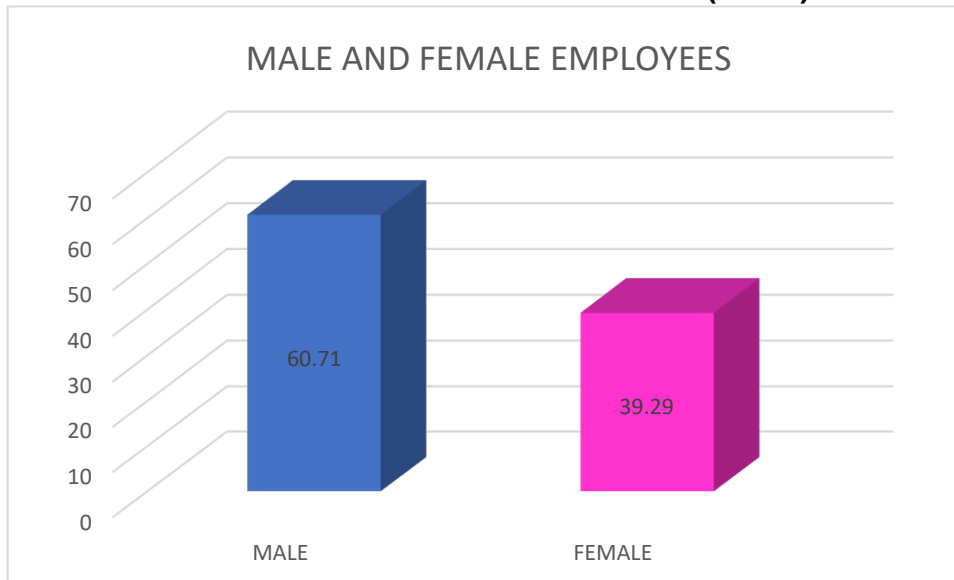
This section summarises the biographical characteristics of the respondents.

The following table describes the general gender distribution by age.

Table 4.10 COMPARISON BETWEEN MALE AND FEMALE

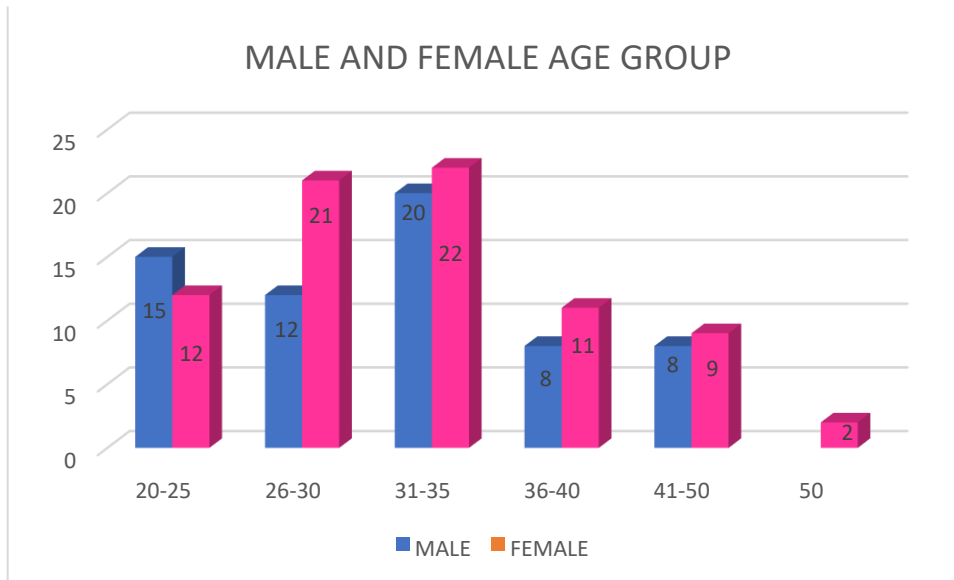
Male vs Female		
Gender	Amount	Percentage
Male	85	60.71
Female	55	39.29
	140	100

FIGURE 4.1 MALE AND FEMALE EMPLOYEES(n-140)



According to Mwashita, Zungu and Abrahams (2020:1077), there is a considerable amount of research on gender diversity in business, especially in the hospitality industry. For instance, numerous studies show unequal distribution of income between male and female employees in the hospitality industry, with women earning less than their male counterparts. However, in this study, the majority of employees were women in the 26 to 50 age group. The younger age group of Millennials, between 20 and 25 years old, shows that the male group is more represented.

FIGURE 4.2 COMPARISON BETWEEN MALE AND FEMALE AGE GROUPS



In addition, Velasco and de Chavez (2018:121) state that millennials tend to be more restless and want to try out many different things to see what works and what does not. It is only when they are given the accountability to try and fail that they can learn. Short of the opportunity to gain understanding from their actions, Millennials -like other generations, tend to lose interest quickly. Dilistan and Shipman (2020:49) clarify that millennials are certainly a force to be reckoned with in the current workplace because many employers are asking themselves the question: How can they connect with Millennials?

Table 4.11 MALE AND FEMALE AGE

Age (years)		Gender		Total
		Male	Female	
20 – 25	Count	15	12	27
	% within Age (years)	55.6%	44.4%	100.0%
	% within Gender	23.8%	15.6%	19.3%
	% of Total	10.7%	8.6%	19.3%
26 - 30	Count	12	21	33
	% within Age (years)	36.4%	63.6%	100.0%
	% within Gender	19.0%	27.3%	23.6%
	% of Total	8.6%	15.0%	23.6%
31 - 35	Count	20	22	42
	% within Age (years)	47.6%	52.4%	100.0%
	% within Gender	31.7%	28.6%	30.0%

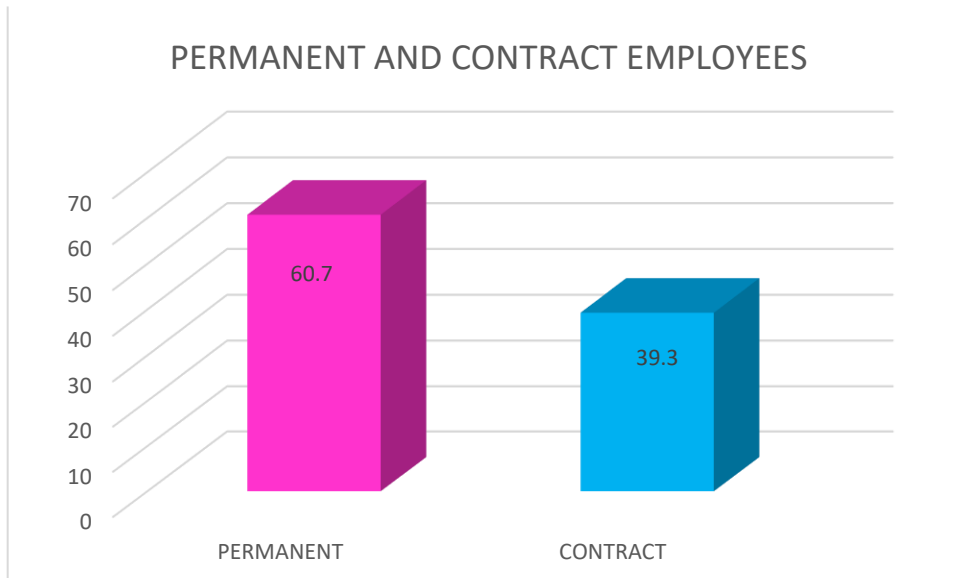
	% of Total	14.3%	15.7%	30.0%
36 - 40	Count	8	11	19
	% within Age (years)	42.1%	57.9%	100.0%
	% within Gender	12.7%	14.3%	13.6%
	% of Total	5.7%	7.9%	13.6%
41 - 50	Count	8	9	17
	% within Age (years)	47.1%	52.9%	100.0%
	% within Gender	12.7%	11.7%	12.1%
	% of Total	5.7%	6.4%	12.1%
> 50	Count	0	2	2
	% within Age (years)	0.0%	100.0%	100.0%
	% within Gender	0.0%	2.6%	1.4%
	% of Total	0.0%	1.4%	1.4%
Total	Count	63	77	140
	% within Age (years)	45.0%	55.0%	100.0%
	% within Gender	100.0%	100.0%	100.0%
	% of Total	45.0%	55.0%	100.0%

Overall, the ratio of males to females is approximately 4:5 (45.0 percent: 55.0 percent). In the 31 to 35 age category, 47.6 percent were male. In the category of males (only), 31.7 percent were aged 31 to 35. This category of males aged 31 to 35 years accounted for 14.3 percent of the total sample. The age distribution is not similar as there are more respondents who are younger than 35 years

Table 4.12 PERMANENT AND CONTRACT EMPLOYEE'S PERCENTAGE

	Frequency	Percent
Permanent	85	60.7
Contract	55	39.3
Total	140	100.0

FIGURE 4.3 PERMANENT AND CONTRACT EMPLOYEES



Respondents were asked to indicate whether they were permanent or temporary employees of Wild Coast Sun. Figure 4.3 shows the percentage responses of sample respondents in terms of permanent and contract employees reported by sample respondents. The results presented in Figure 5.2 show that most of the respondent's 60.7 percent were permanent employees of Wild Coast Sun, while 39.3 percent of the respondents were employed on a contract basis. There were significantly more permanent employees in the sample ($p = 0.011$). This reflects the general composition of permanent employees.

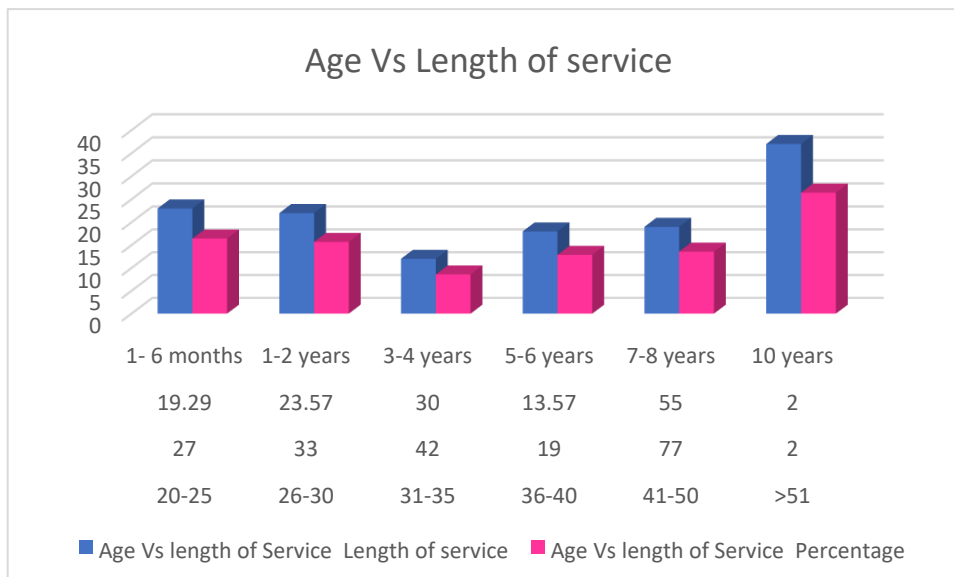
According to Firdaus (2021:325) it is always worth considering how permanent employees differ from contract employees and which will be more beneficial for the company. Arsadi (2020:108) states that having permanent employees is more beneficial to a company as the permanent employees over a period have a level of knowledge and understanding of the business compared to a contract employee. Smolnikar (2017:212) avers that contract employees also have less time to fully understand and immerse themselves in the company culture, whilst permanent

employees tend to invest themselves emotionally in a company, which improves morale and boosts employee engagement.

Table 4.13 AGE AND LENGTH OF SERVICE

Age Vs length of Service		
Age	Percentage	Length of service
20-25	19.29	1- 6 months
26-30	23.57	1-2 years
31-35	30	3-4 years
36-40	13.57	5-6 years
41-50	55	7-8 years
>51	2	10 years

Figure 4.4 COMPARISON BETWEEN AGE AND LENGTH OF SERVICE



Slightly less than two-thirds of respondents have been employed for more than 2 years ($p = 0.002$), indicating that respondents have been employed for a while, which is also a useful fact since these are responses from experienced workers. According

to Reid (2021:129) experienced workers in a particular industry offer some immediate advantages. They usually have a certain level of understanding of the company's operations and possess a variety of relevant, appropriate skills that enable them to contribute more quickly than a new employee who needs in-depth training. Experienced employees guarantee the proper functioning of a well-oiled machine, while employers need established and experienced professionals who can maintain order and curb the thrills of creative outsiders. (Kaskie, 2020:808). Older employees are significantly more likely to be grounded. They have refined their identities and their work ethics. They know exactly who they are, their strengths, capacities, potential and areas of improvement.

4.8 Section C Chi-square goodness-of-fit test

A chi-square goodness-of-fit test was performed to determine whether the valuation patterns per statement and option differed significantly. The Valueless theory states that a comparable number of respondents scored for each statement (one statement at a time) in each option. The alternative states that there is a significant difference between the level of agreement and disagreement. The results are shown in the table below. The highlighted sig. Values (p-values) are less than 0.05 (the significance level), indicating that the distributions were not similar. That is, the differences between respondents' ratings (agree, neutral, disagree) were significant. (This is evident from the rating patterns in the instances but needs to be demonstrated statistically). According to Gordon (2020:100010) research patterns establish the knowledge of the research activity. Every individual pattern consists of the background of recurrent problems, and the clues to finding a solution in the research activity.

Table 4.14 The relationship of employees working conditions and meeting different customers from different cultures.

Statement	N	Chi square statistic	Df	Asymp.Sig.
6	140	85.071	4	<0.001
7	140	106.571	4	<0.001

Df= degrees of freedom=4:

Pearson chi-square significance=($p < 0.01$)

H0₁: There is a significant relationship between the working conditions at the hotel and meeting different people from different cultures.

Table 4.14 reveals that the Pearson's Chi-Square goodness-of-fit test result ($p < 0.05$) shows a highly significant relationship between the hotel employees' working conditions and them meeting different people from different cultures. Therefore, H0₁ is accepted. Abduzuhurovna (2021:21) notes that a trusting work atmosphere is a workplace that promotes employee protection, development, and goal achievement. Such an atmosphere is highly conducive to an efficient workforce as it encourages employees to perform at their best. Men and Robinson, (2018:470) state that companies can create a positive work environment by focusing on their overall culture, supporting employee development, and ensuring that employees feel safe and satisfied. Rylski (2018:279) adds that a pleasant work environment enables employees to provide excellent customer service.

Table 4.15 Employees have a chance to use their strengths everyday at work and have a positive attitude towards the hotel.

Statement	N	Chi square statistic	Df	Asymp.Sig.
10	140	92.643	4	<0.001
9	140	84.786	4	<0.001

Df= degrees of freedom=4:

Pearson chi-square significance=($p < 0.01$)

H0₂: There is a significant relationship between employees getting a chance to utilize their strengths daily at work and employees having a positive attitude towards the hotel.

Table 4.15 reveals that the Pearson's Chi-Square goodness-of-fit test result ($p < 0.05$) shows a highly significant relationship between employees having a chance to

use their strengths every day at work and being recognized for excellent work. Taba (2018:65) explains that when employees know they are being recognised for a job well done, they constantly push themselves to achieve greater results.

TABLE 4.16 The manager allows me to be innovative in my job and in my work, I am always challenging to grow.

Statement	N	Chi square statistic	Df	Asymp.Sig.
12	140	80.714	4	<0.001
13	140	102.929	4	<0.001

Df= degrees of freedom=4:

Pearson chi-square significance=($p < 0.01$)

H0₃: There is a significant relationship between managers allowing employees to be innovative in their jobs and been challenged to grow in their jobs.

Table 4.16 reveals that the Pearson's Chi-Square goodness-of-fit test result ($p < 0.05$). shows a highly significant relationship between the manager allows the employee to be innovative in their job and they are challenged to develop. Reissová and Papay (2021:847) state that managerial Innovation has a solid affiliation with employee accomplishment. Organisations incline to revolutionize their managerial measures to increase organisational performance. Nisula and Kianto (2016:157) elucidate that Inspiration and innovation precede advanced complete accomplishment in companies.

TABLE 4.17 Without the customer I will not have a job and customer service is the key objective of the hotel

Statement	N	Chi square statistic	Df	Asymp.Sig.
15	140	131.786	4	<0.001
17	140	133.429	4	<0.001

Df= degrees of freedom=4:

Pearson chi-square significance=($p < 0.01$)

H0₄: There is a significant relationship between customer service being the key objective to the hotel and employees believing that without the customer they will not have a job.

Table 4.17 reveals that the Pearson's Chi-Square goodness-of-fit test result ($p < 0.005$) shows a highly significant relationship between customer service being the main aim of the hotel and without the customers, employees will not have jobs. Ogiemwonyi (2020:2062) affirms that customer service is imperative to an organisation because it keeps customers. The main aim of customer service is to recognize enquiries of customers, cooperate with customers, reply to the enquiries, solve service problems, improve customer involvement, cultivate relations, enhance reliability and establish customer constancy.

TABLE 4.18 Employees are very motivated when they attend training, and they believe that everyone should attend training.

Statement	N	Chi square statistic	Df	Asymp.Sig.
24	140	112.357	4	<0.001
30	140	145.214	4	<0.001

Df= degrees of freedom=4:

Pearson chi-square significance=($p < 0.01$)

H0₅: There is a significant relationship between employees being motivated when they attend training and them thinking that everyone should attend training.

Table 4.18 reveals that the Pearson's Chi-Square goodness-of-fit test result ($p < 0.005$) shows a highly significant relationship between employees feeling motivated when they attend training and employees believing that everyone should attend training. Bourkha, Belfellah and Nasser Harkat (2017:13) state that attending training leads to job gratification and self-esteem amongst employees; increased employee enthusiasm; increased competences in procedures, ensuing in financial reward; and Increased dimensions to implement new knowledge and approaches.

TABLE 4.19 Training and development (T&D) enables employees to go the extra mile to serve customers and customer feedback and experience is imperative to the hotel.

Statement	N	Chi square statistic	Df	Asymp.Sig.
31	140	138.643	4	<0.001
20	140	107.643	4	<0.001

Df= degrees of freedom=4:

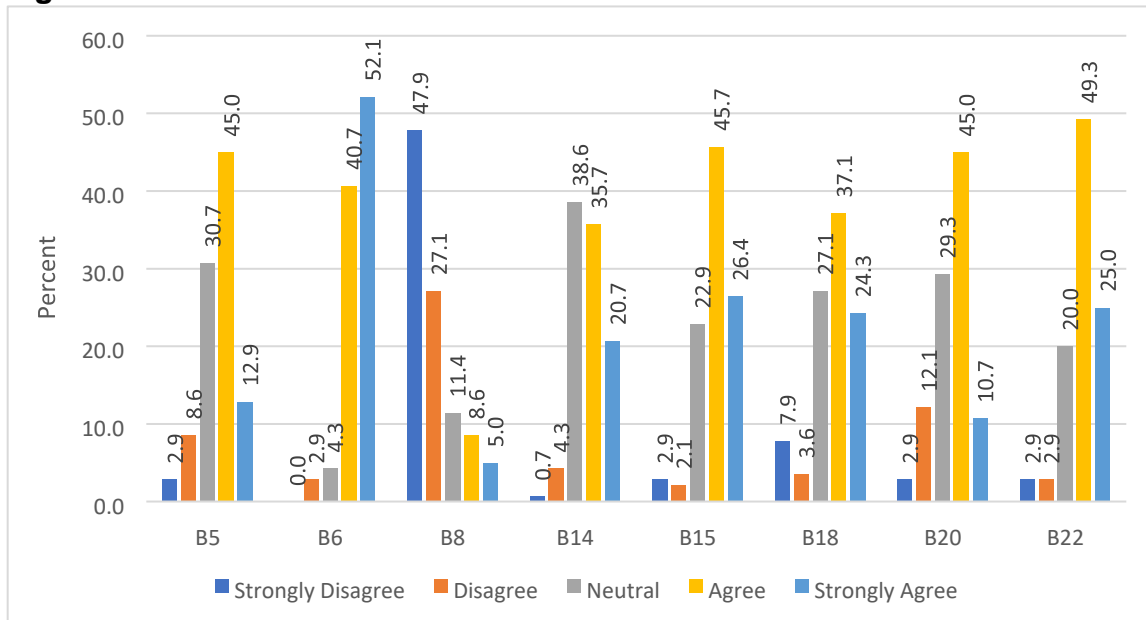
Pearson chi-square significance=($p < 0.01$)

H0₆: There is a significant relationship between T&D enabling employees to go the extra mile and customer service and feedback being essential to the hotel.

Table 4.19 reveals that the Pearson's Chi-Square goodness-of-fit test result ($p < 0.05$) shows a highly significant relationship between T&D empowering employees to go the extra mile and customer service criticism being important to the hotel. Rummelhagen and Benkenstein (2019:37) express that to offer high-quality customer service, one would need to comprehend who one's customers are and what they require. Ross (2015:291) asserts that every customer would have a different understanding of what customer service means to them and in order to meet all the customer requirements, encouraging feedback from customers is very important to improve services **4.9 Section D: Section Analysis**

The following section analyses the respondents' evaluation patterns per variable and section. The results are first presented using summary percentages for the variables that make up each section. The results are then further analysed by the importance of the statements. **4.9.1 Scoring Patterns**

Figure 4.5 Job Satisfaction



The following patterns are observed:

All statements have (significantly) higher agreement rates, while other agreement rates are lower (but still higher than agreement rates). Apart from B6, there are no statements with higher disapproval rates. There are also a high number of neutral ratings. The significance of the differences was tested and is indicated in the table. Factor analysis shows that the following five statements form a sub-theme: I am satisfied with the working conditions in the hotel. The employees have a positive attitude towards the hotel. “I have the opportunity to use my strengths every day at work”. “The manager allows me to be innovative in my work”. “I am always challenged to grow in my work”.

There is a high level of agreement on this sub-theme: 'Positive working conditions'. Çebi and Gueyer (2019:1) note that positive working conditions offer numerous benefits to both employees and employers. This type of environment can lead to employee success and happiness, both personally and professionally.

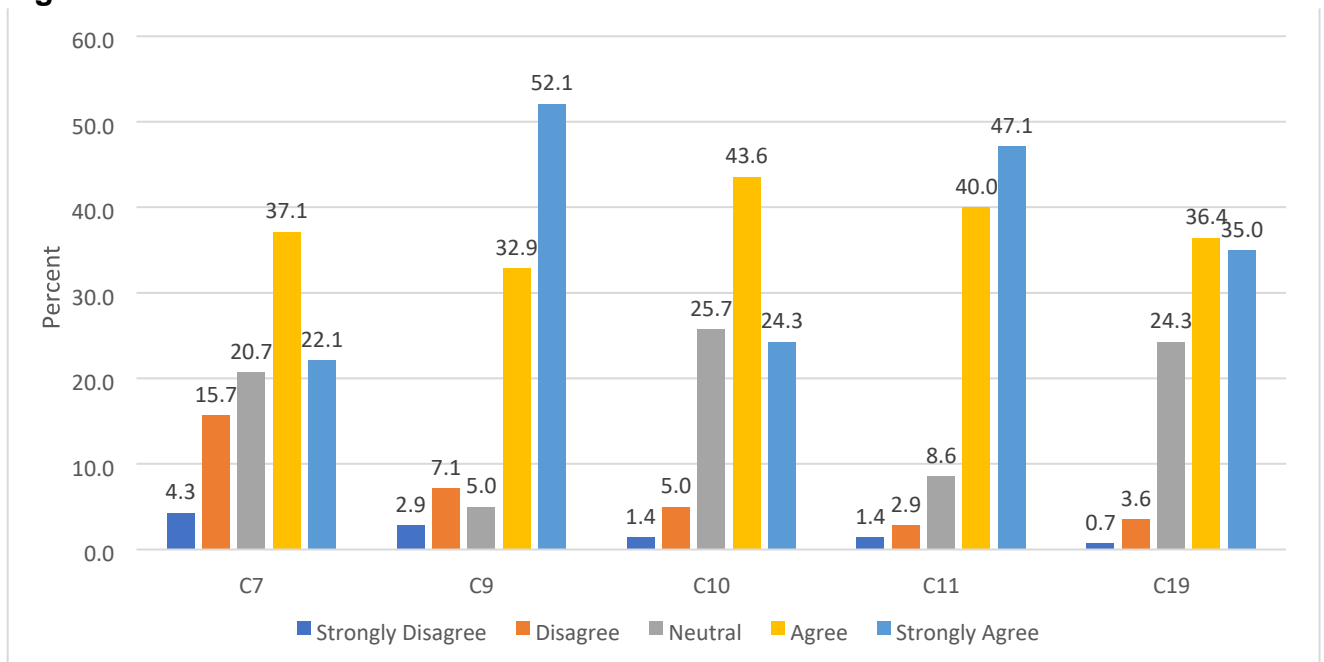
A positive work environment is a fantastic way to increase job performance. When employees are happier, they are more productive and can complete their tasks more efficiently. As the attitude and mood of the workplace is happy, morale improves. And when employees are motivated to succeed in their positions, they are more likely to advance in their careers. (Chen and Chen, 2017:10115) Most

respondents agree with each of the statements. In this sub-theme, it is observed from the correlation values that there is high inter-correlation between the items that constitute the sub-theme. That is, there is positive reinforcement between the statements. However, respondents did indicate that they did not serve customers merely for the tips (negative correlations).

A notable 52.1 percent of employees strongly agree that they enjoy different people and cultures. Haidrani (2017:15) comments that being exposed to diverse cultures can assist one in appreciating and valuing more in life. The more one interrelates with people from different cultures, the more one values and respects them. Understanding the different cultures makes one understand why one does things the way they do. One can effortlessly comprehend and develop sympathy with others (Sussex, 2021:193). A notable 45.7 percent of employees strongly agree that they use their strengths daily at work. Allowing employees the freedom to use their strengths daily keeps them motivated and eager to grow and learn more, allowing employees to advance.

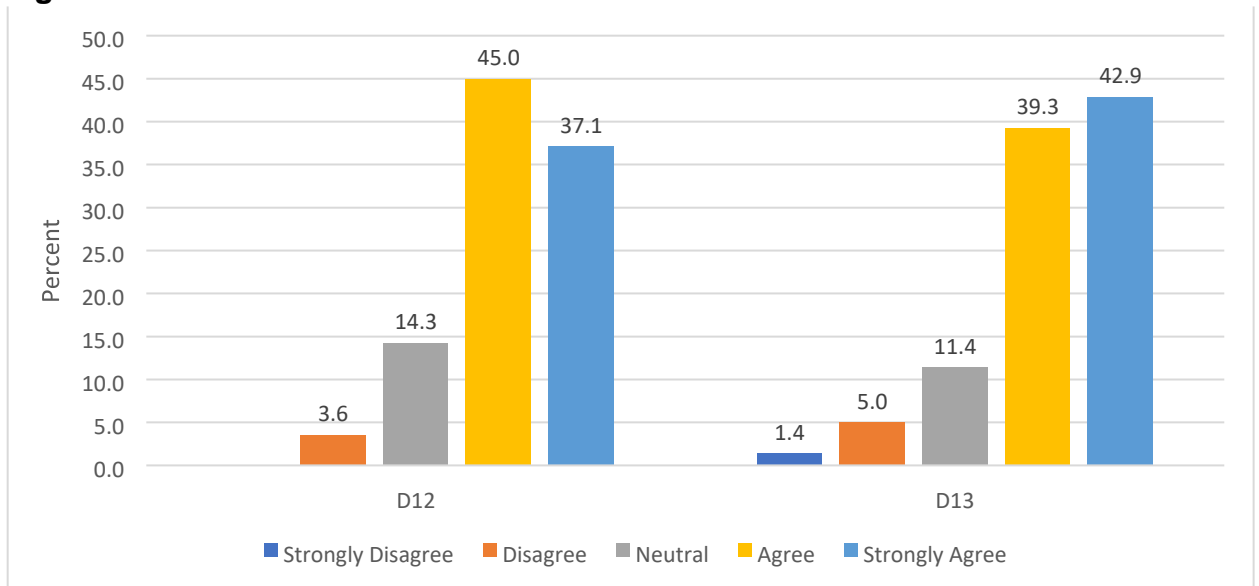
A further 45 percent of employees agree that their manager allows them to be innovative in their jobs. Innovation is crucial to the development of any business. To effectively implement innovation, one must know exactly what makes an innovative company and how it contributes to its growth. Powdthavee (2015:314) states that business leaders distinguish innovation as something that causes progress and lacking it can asphyxiate the growth of an organization. Unfortunately, most of the companies still lack an approach to create an innovative culture.

Figure 4.6 Customer Service



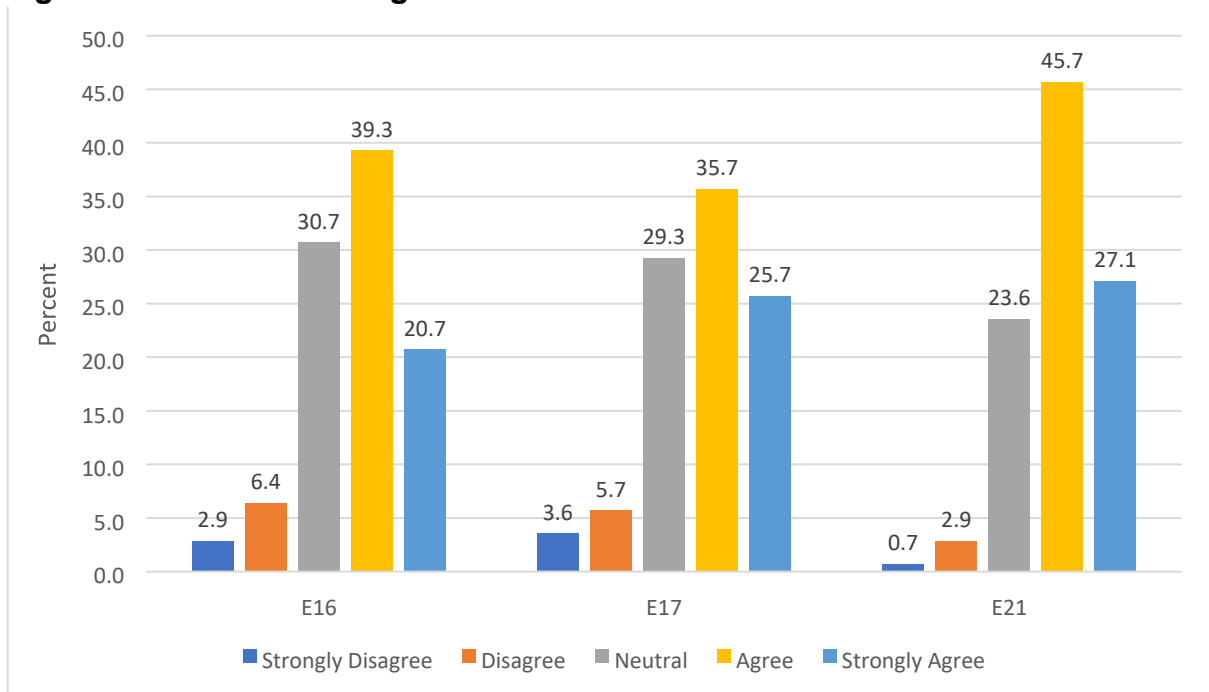
According to Sharma and Srivastava (2018:42) every organisation desires to keep customers happy. In this study, 52.1 percent of employees strongly agree that without the customer, they will not have a job. Taylor, Barber and Deale (2017:62) explain that the Hospitality industry is massive, and it is so imperative to keep customers engaged for repeat business and for referral purposes. An eminent 47.1 percent of representatives emphatically concur that client benefit is the key objective of the inn, consequently it is colossally imperative within the Neighbourliness industry to supply fabulous client benefit to get customers' loyalty. Atwater, Callaway and Xiao (2020:143) justify that this is often the reason that increasingly lodgings are looking to execute the highlights that will advantage them from competitors within the industry. Client benefit is more than fair giving paid administrations for the lodging inhabitants. It is around building up a significant association between you and the clients and moving forward their involvement travel whereas remaining within the inn. Al Agele, Shamram and Faraj (2020:1151) express that client benefit upgrade is the key perspective of the neighbourliness industry.

Figure 4.7 Customer Satisfaction



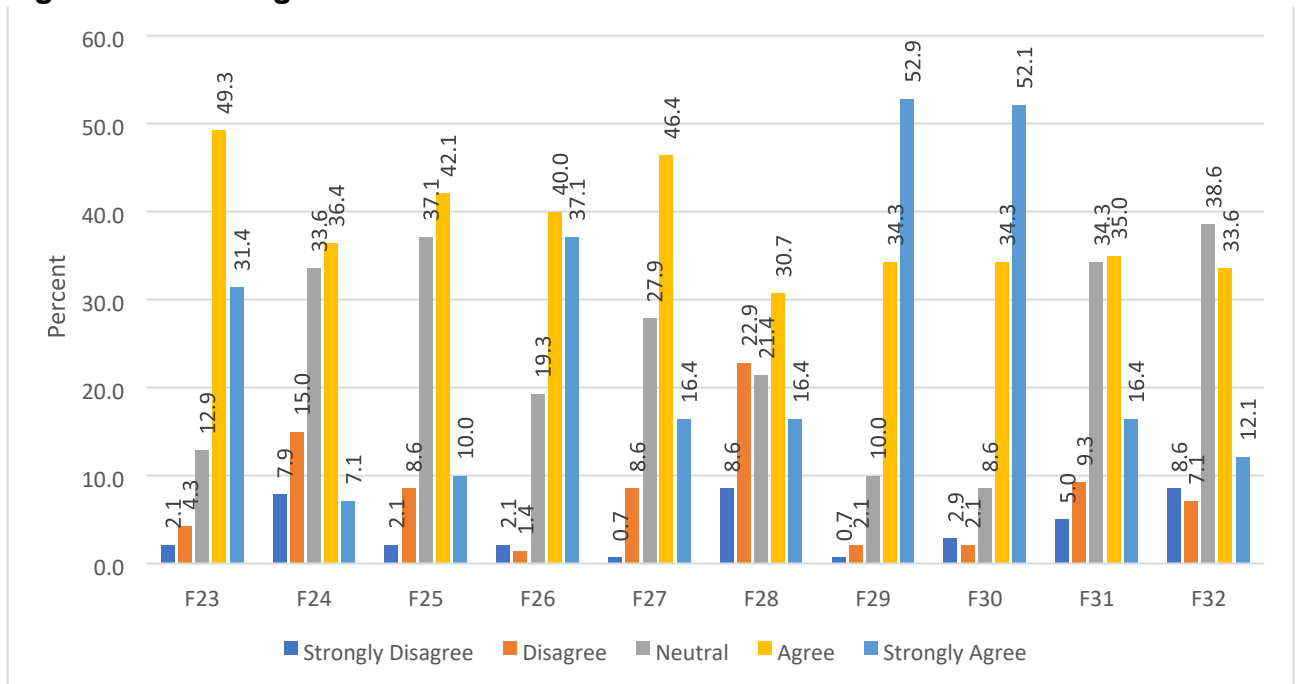
Bisht and Batra (2021:63) state that customers pay for the service and they expect the best. Through the assistance of customer feedback surveys, hotels, restaurants and resorts can gain insight into the eminence of their service and what the customer expects from them. Customer feedback gives an overall working of a hotel's products and services. It assists in making the experience of the customer better. In this study, 42.9 percent employees strongly agree that customer feedback and experience is important to the hotel.

Figure 4.8 Effective Management



Leaders that involve their employees within the organisation's growth and development will efficiently build the morale of the team by making the employee feel appreciated and important to the organisation. Mohanty (2018:366) believes that building efficiency drives the behaviours exhibited, and approaches used by managers in the workplace have a direct effect on employee performance. One of the utmost imperative influences as to whether employees flourish and succeed or struggle is their relationship with, and the performance of, their supervisor. In this study, 45.7 percent of employees agree that employee attitude is dictated by leadership.

Figure 4.9 Training Effectiveness



Schulze and Rupietta (2017:17394) attest that Training can assist employees recognize how their work fits into their company's structure, mission and goals. Employees frequently become more motivated when they comprehend how their work matters. Bernburg, Groneberg and Mache (2020:583) affirm that training, predominantly for departments and teams, could improve work excellence and outcomes. Concurring to Żak-Skalimowska (2018:230) a workforce filled with individuals eager to memorize and create could be a clear sign that a company enlisted well. Representatives who are included in their occupations and careers want to know more around their company and industry and to memorize aptitudes that will make strides their execution. Bosses who need to tie the total esteem of their workers and cultivate devotion and maintenance will discover that preparing could be a captivating prospect for all included (Al Qudah, Yang and Anjum, 2018:465). In this study, 49.3 percent of employees agree that they are motivated when attending training; 42.1 percent agree that they have input into what training they attend; 52.9 percent of employees strongly agree that in their opinion, everyone should attend training; and 52.1 percent of employees strongly agree that Training and development enables employees to go the extra mile to serve customers.

4.10 Section E: Cross-tabulations

A Chi square test of autonomy was performed to decide whether there was a factually critical relationship between the factors (columns vs columns). The invalid theory states that there's no affiliation between the two. The interchange hypothesis indicates that there's an association. The table abridges the comes about of the chi square tests.

For example: The p-value between “I know I will be recognised for excellent work” and “Permanent or Contract” is **0.012**. This means that there is a significant relationship between the variables highlighted in yellow. That is, the employment status of the respondent did play a significant role in terms of how respondents viewed being recognised for excellent work.

Table 4.20 PERMANENT OR CONTRACT EMPLOYMENT				Permanent or Contract		Total	
				Permanent	Contract		
I know I will be recognised for excellent work	Strongly Disagree	Count		3	8	11	
		% within Permanent or Contract		3.5%	14.5%	7.9%	
	Disagree	Count		2	3	5	
		% within Permanent or Contract		2.4%	5.5%	3.6%	
	Neutral	Count		30	8	38	
		% within Permanent or Contract		35.3%	14.5%	27.1%	
	Agree	Count		32	20	52	
		% within Permanent or Contract		37.6%	36.4%	37.1%	
	Strongly Agree	Count		18	16	34	
		% within Permanent or Contract		21.2%	29.1%	24.3%	
	Total		Count		85	55	140

% within Permanent or	100.0%	100.0%	100.0%
Contract			

4.11 Section F: Correlations

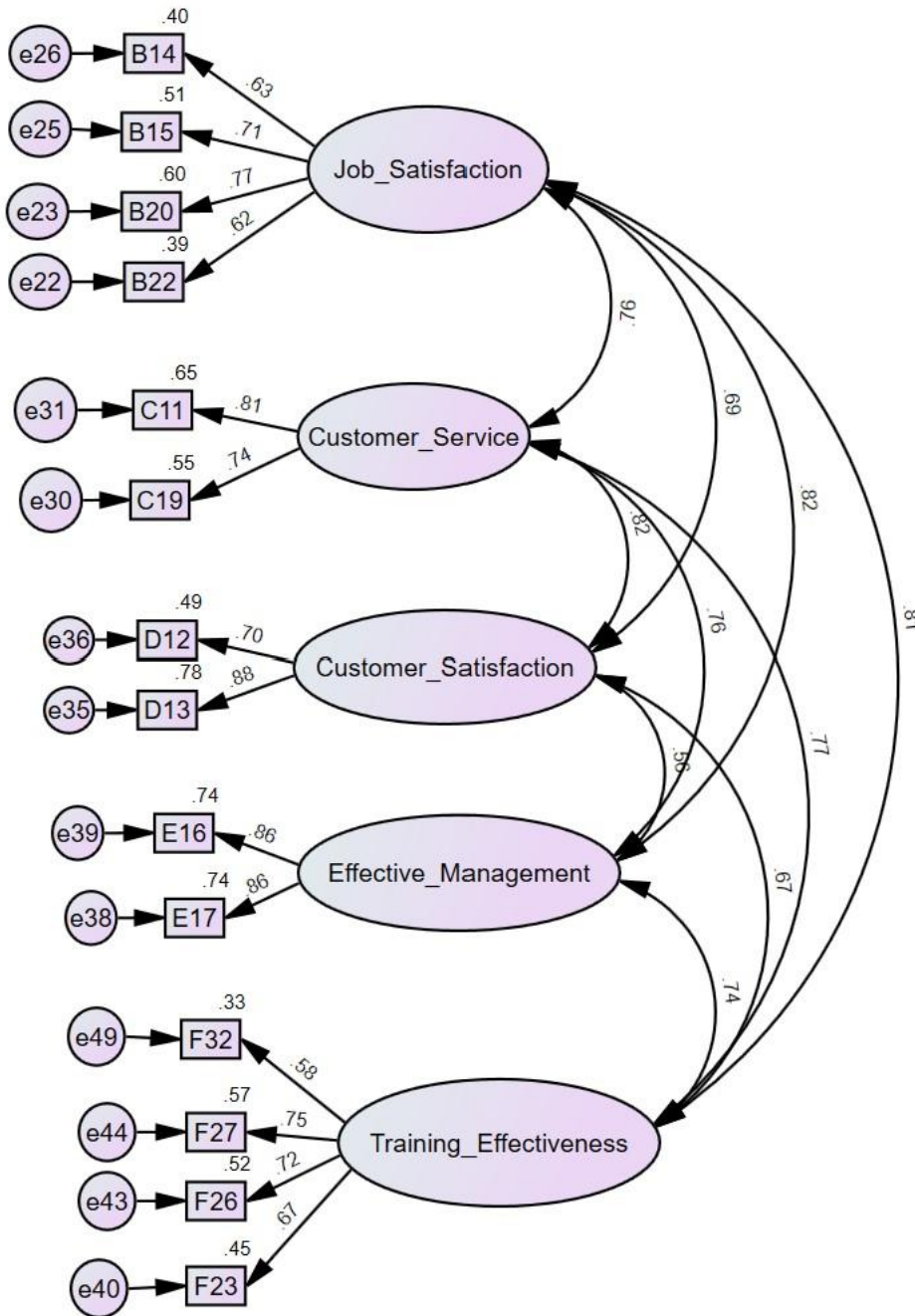
A correlation is a numerical measure that expresses the degree to which two variables are linearly related (in essence, they change together at a continuous rate). Sjö Dahl (2019:2127) comments that it is a shared tool for describing unassuming relationships without making a statement about source and effect. There are three probable results of a correlation study: a positive correlation, a negative correlation, or no correlation. Correlational studies are a sort of research often used in psychology, as well as other studies like medicine.

Bivariate relationship was moreover performed on the (ordinal) information. The comes about are found within the reference section. The comes about demonstrate the taking after patterns: Positive values demonstrate a specifically relative relationship between the factors and a negative esteem shows a converse relationship. All noteworthy connections are shown by a * or **. For case, the relationship esteem between “I am fulfilled with the working conditions at the hotel” and “The inn is centrally located” is 0.320. Usually a specifically related proportionality. Respondents show that the superior the area, the more they would be fulfilled with working conditions, and bad habit versa. Negative values infer an reverse relationship. That’s, the factors have an inverse impact on each other, meaning that as one increments, the other decreases. For case, the relationship esteem between “Customer service is the key objective of the hotel” and “I serve the customers only for the tips” is -0.410. That is, the more the focus is on customer service, the less the need to serve customers for collecting tips.

4.12 Section G: Structural Equation Model

The model below is a multivariate numerical scrutiny technique that is utilised to analyse structural relationships. This method is the blend of factor analysis and multiple regression analysis, and it is used to analyze the structural relationship between measured variables and dormant constructs.

Figure 4.10: Structural Equation Model



The path diagram for the modified SEM is shown above.

(The key to the measured and latent variables is shown below.) **Result (Default model)**

Minimum was achieved

Chi-square = 113.683

Degrees of freedom = 67

Probability level = .000

This Chi-square tests the invalid speculation that the over-identified (diminished) demonstrate fits the information as well as does a just-identified (full, immersed) show. In a just identified demonstrate, there's a coordinate way (not through an interceding variable) from each variable to each other variable. In such a show, the Chi-square will continuously have a esteem of zero, since the fit will continuously be culminate. The likelihood ought to not be critical. In this show, the chi square p-value is < 0.001. However, it is worth noticing that indeed in spite of the fact that, actually, the Chi-Square ought to be non-significant in model testing, typically exceptionally difficult to attain due to the ordinarily huge test required for it. Thus, on the off chance that it is in truth critical, that's not a issue so long as the other pointers of fit are great.

Table 4.21 Regression Weights: (Group number 1 - Default model)

	Estimate	S.E.	C.R.	P	Label
B22 <--- F33	1.000				
B20 <--- F33	1.290	.181	7.139	***	par_1
B15 <--- F33	1.149	.171	6.728	***	par_2
B14 <--- F33	.969	.158	6.151	***	par_3
C19 <--- F34	1.000				
C11 <--- F34	1.034	.119	8.703	***	par_4
D13 <--- F35	1.000				
D12 <--- F35	.690	.088	7.813	***	par_5
E17 <--- F36	1.000				
E16 <--- F36	.949	.084	11.293	***	par_6
F23 <--- F37	1.000				
F26 <--- F37	1.084	.152	7.149	***	par_7
F27 <--- F37	1.092	.148	7.368	***	par_8
F32 <--- F37	1.021	.173	5.915	***	par_9

The factors stacked emphatically along their different variables (noteworthy p-values demonstrated by *** $p < 0.001$). These confirm the EFA gotten beneath calculate examination.

Table 4.22 Standardized Regression Weights: (Group number 1 - Default model)

	Estimate
B22 <--- F33	.624
B20 <--- F33	.775
B15 <--- F33	.711
B14 <--- F33	.631
C19 <--- F34	.740
C11 <--- F34	.807
D13 <--- F35	.882
D12 <--- F35	.702
E17 <--- F36	.860
E16 <--- F36	.861
F23 <--- F37	.668
F26 <--- F37	.724
F27 <--- F37	.754
F32 <--- F37	.578

The parameters are evaluated by most extreme probability (ML) strategies, which (is an iterative method that) endeavour's to maximize the probability that gotten values of the model variable will be accurately anticipated. (Artyushenko and Volovach, 2019:237). Most of the coefficients were over the proposed esteem of 0.700, with as it were one (F37) being < 0.60 . A few explanations with gauges between 0.500 and 0.650 were excluded.

4.12.1 Model Fit Summary

The proposed satisfactory esteem for relative chi-square, CMIN/DF, ought to not be more prominent than 5, which is utilized to decrease reliance on test estimate. In any case, the cut-off focuses for TLI, CFI, NFI and IFI is between zero to one. A great demonstrate is demonstrated by a RMSEA esteem of less than or break even with to 0.05.

Table 4.23 Model fit summary

	Estimate	S.E.	C.R.	P	Label
B22	3.907	.076	51.094	***	par_20
B20	3.486	.079	43.849	***	par_21
B15	3.907	.077	50.651	***	par_22
B14	3.714	.073	50.669	***	par_23
C19	4.014	.076	52.921	***	par_24
C11	4.286	.072	59.615	***	par_25
D13	4.171	.078	53.595	***	par_26
D12	4.157	.067	61.630	***	par_27
E17	3.743	.086	43.399	***	par_28
E16	3.686	.082	45.065	***	par_29
F23	4.036	.076	53.002	***	par_30
F26	4.086	.076	53.623	***	par_31
F27	3.693	.074	50.085	***	par_32
F32	3.336	.090	37.111	***	par_33

Table 4.24 CMIN

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	52	113.683	67	.000	1.697
Saturated model	119	.000	0		
Independence model	28	990.282	91	.000	10.882

CMIN may be a Chi-square measurement comparing the tried show and the freedom demonstrate to the immersed show. The proportion, CMIN/DF, the relative chisquare, is an list of how much the fit of information to show has been decreased by dropping one or more ways. (Pantanowitz, 2020:370) The CMIN/DF is less than the satisfactory esteem of 5 (1.697). This meets the CMIN condition.

Table 4.25 Baseline Comparisons

Model	NFI	RFI	IFI	TLI	CFI
	Delta1	rho1	Delta2	rho2	
Default model	.885	.844	.949	.929	.948
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

These goodness of fit lists compare the demonstrate to the freedom demonstrate instead of to the soaked show. The Normed Fit File (NFI) is basically the distinction between the two models' chi-squares separated by the chi-square for the autonomy demonstrate. For this information, the NFI is 0.885, which is as it were somewhat less than the suggested esteem of 0.90 for a great fit. The Comparative Fit Record (CFI) employments a comparative approach (with a non-central chi-square) and is said to be a great file for utilize indeed with little tests. (Royen 2016:289) It ranges from to 1, just like the NFI, and 0.90 shows a great fit. The CFI esteem is 0.948, inferring a great fit.

Table 4.26 Parsimony-Adjusted Measures

Model	PRATIO	PNFI	PCFI
Default model	.736	.652	.698
Saturated model	.000	.000	.000
Independence model	1.000	.000	.000

PRATIO is the proportion of how numerous ways are dropped to how numerous that may have been dropped (all of them). The Stinginess Normed Fit File (PNFI) is the item of NFI and PRATIO, and PCFI is the item of the CFI and PRATIO. The PNFI and PCFI are planning to remunerate those whose models are miserly (contain few ways). A esteem more prominent than 0.900 is considered satisfactory. This show includes a esteem less than the prescribed (.736).

Table 4.27 RMSEA

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	.071	.048	.093	.068

Independence model	.267	.252	.282	.000
---------------------------	------	------	------	------

The Root Mean Square Error of Estimation (RMSEA) gauges need of fit compared to the soaked show. RMSEA of .05 or less shows great fit, and between .05 and .08 is a satisfactory fit. LO 90 and Hello there 90 are the lower and upper closes of a 90 percent certainty interim on this appraise. This show is a satisfactory fit, with the PCLOSE p-value that tests the invalid that RMSEA is no more prominent than .05, moreover being not critical ($p = 0.068$). The RMSEA esteem is 0.071. The conditions for a great show are met.

Table 4.28 Covariances: (Group number 1 - Default model)

		Estimate	S.E.	C.R.	P	Label
F33 <-->	F34	.283	.059	4.757	***	par_10
F33 <-->	F35	.314	.065	4.840	***	par_11
F33 <-->	F36	.404	.077	5.251	***	par_12
F37 <-->	F33	.274	.058	4.724	***	par_13
F34 <-->	F35	.438	.076	5.746	***	par_14
F35 <-->	F36	.398	.082	4.842	***	par_15
F37 <-->	F34	.306	.062	4.924	***	par_16
F34 <-->	F36	.441	.080	5.474	***	par_17
F37 <-->	F35	.324	.066	4.890	***	par_18
F37 <-->	F36	.389	.075	5.164	***	par_19

Table 4.29 Correlations: (Group number 1 - Default model)

		Estimate
F33 <-->	F34	.759
F33 <-->	F35	.689
F33 <-->	F36	.821
F37 <-->	F33	.810
F34 <-->	F35	.817
F35 <-->	F36	.562
F37 <-->	F34	.770
F34 <-->	F36	.761

F37 <--> F35	.668
F37 <--> F36	.741

Null hypothesis: There is no correlation between each of F33, F34, F35, F36 and F37.

Alternate hypothesis: There is a significant correlation.

Table 4.30 Correlations Themes: (Group number 1 - Default model)

F33	Job Satisfaction
F34	Customer Service
F35	Customer Satisfaction
F36	Effective Management
F37	Training Effectiveness

Table 4.31 Correlations Themes: (Group number 1 - Default model continued)

			p	r
F33	and	F34	< 0.001	.759
F33	and	F35	< 0.001	.689
F33	and	F36	< 0.001	.821
F37	and	F33	< 0.001	.810
F34	and	F35	< 0.001	.817
F35	and	F36	< 0.001	.562
F37	and	F34	< 0.001	.770
F34	and	F36	< 0.001	.761
F37	and	F35	< 0.001	.668
F37	and	F36	< 0.001	.741

In all occasions, the relationships are noteworthy. An examination of the comes about demonstrates a solid, straightforwardly relative relationship between the idle factors. That is, as one increments, so does the other, and bad habit versa.

4.13 Conclusion

In conclusion, two of the lists did not meet the specified cut-off esteem. Typically, primarily due to the test estimate, which is littler than the suggested esteem of 200. Some of the moo stacking variables (explanations) were overlooked from the show. An assessment of the coefficients for each idle variable demonstrated tall calculates loadings. In expansion, the way coefficients are reflected on the graph. All the coefficients are tall, demonstrating solid positive correlations between the inactive variables. As this was a recently created build, it is additionally anticipated that the structural connections may not have fitted precisely. In any case, certain records are met, and it may be a suggestion that the demonstrate be re-examined in terms of the measured factors constituting the inactive factors to make strides calculate loadings.

CHAPTER 5 CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter offers the conclusion and proposals based on the hypothetical discoveries. A quantitative inquire about plan was received for this consider. The point of the think about was to investigate the part of client benefit preparing within the Neighborliness division, utilizing the case of the Wild Coast Sun. A pre-coded closed-ended survey utilizing the 5-point Likert Scale was messaged to all respondents due to the Covid-19 widespread. The selected sample respondents (140) identified from the target population of 230 were employees of the Wild Coast Sun Hotel. The questionnaire comprised 6 sections, each under a specific theme related to the topic as well as to the testing of the variables and components. The investigation of the information was conducted utilizing the Factual Bundle for the Social Sciences (SPSS) form 27 for Windows. All 140 surveys were returned, and the analyst looked for the administrations of a master analyst who utilized the SPSS form 27 for Windows to test the sensibility of the consider for the Wild Coast Sun, as well as testing the different speculations for the Areas and the factors. It ought to be expressed that the completed proposition was dialect altered by a competent Dialect Editor. More critically, after the proposal was completed, the analyst requested the administrations of a Senior Curator to conduct a TURNITIN work out for any shape of copyright infringement.

Conclusion

As iterated over, the most point of this consider was to investigate the part of customer benefit preparing within the Neighborliness segment: A case of the Wild Coast Sun Inn. The research objectives were to decide whether client involvement could be a vital activity at the Wild Coast Sun; to decide the predecessors of administration styles relating to the exchange of preparing abilities at the Wild Coast Sun; and to distinguish the challenges relating to representative preparing at the Wild Coast Sun. The empirical analysis conducted under each of the 6 Sections and sub-themes of the questionnaire was meticulous in nature given the intensity of the

data produced. Many significant findings developed from the comprehensive theoretical scrutiny of the statistics. Additionally, these conclusions were also substantiated by other authors and researchers who performed similar studies and whose results were contextualized for the outcomes of the current study.

5.3 Reflections and evaluations

5.3.1 Contribution by Wild Coast Employees regarding the Working environment

The findings revealed that 52.1 percent of employees strongly agreed that they enjoy diverse individuals and cultures and 45.7 percent of employees strongly agreed that they utilize their strengths everyday at work. A further 45 percent of employees agreed that their manager allows them to be revolutionary in their jobs.

5.3.2 Culture of training

In this study, it was established that 49.3 percent of employees agreed that they are inspired when attending training; 42.1 percent agreed that they are involved in the choice of training they attend; 52.9 percent of employees strongly agreed that in their view everybody must attend training; and 52.1 percent of employees strongly agreed that Training and Development empowers employees to go the extra mile to oblige customers.

5.3.3 Gender comparison

This study it reveals that overall, the ratio of males to females is roughly 4:5 (45.0 percent: 55.0 percent).

The age group ranging from 31 to 35 years showed that 47.6 percent were male. Within the group of males (only), 31.7% were between the ages of 31 to 35 years. This group of males between the ages of 31 to 35 years formed 14.3 percent of the entire sample.

The age divisions are not similar as there are more respondents younger than 35 years old.

5.4 Recommendations

The key recommendations of this study are prompted from the meticulous analysis of theoretical findings. These consents are presented based on the 6 sections of the pre-coded questionnaire (Annexure B):

5.4.1 Section A: Recommendations constructed on outcomes relating to the general information and demographic profile of the sample respondents

5.4.1.1 Examining the Employment Structure

It is recommended that senior management must be aware and oversee the configuration of employment at the Wild Coast Sun in relation to permanent employment and Fixed-term contracts. The sort/type of employment will possibly impact the expectations of employees with respect to working conditions, as well as the costs sustained by the hotel through probable elevated levels of labour turnover. Monitoring of the employment structure could allow the Wild Coast Sun to categorize and retain scarce skills. To retain permanent employees, senior management should consider the following: allocate mentors to guide and assist them, assign more responsibilities to them and offer rewards.

5.4.1.2 Equity amongst Gender and Age Profiles

Senior management must also keep an eye on the gender profile at the Wild Coast Sun, as the allocation of male and female employees might influence the anticipations and desires of employees relating to job satisfaction, work/life balance and career planning. It is recommended that senior management also monitors inclinations in the age classification of Wild Coast Sun employees on a consistent basis, since this may influence the sharing and progress of unambiguous knowledge at the hotel.

5.4.2 Section B: Recommendations pertaining to the relevant themes

5.4.2.1 Job Satisfaction

It is recommended that senior management creates trust with employees and be instrumental in promoting succession planning, as from the study, it was identified that succession planning was non-existent. The Hotel needs to also offer attractive remuneration to retain employees and offer job security. They also need to allow employees to set smart goals within the company and introduce individual development plans for employees. Management should always praise and give employees recognition for a job well done. Management needs to also offer rewards, as well as to ensure that there is diversity in the job and not monotony. Management

needs to create a good work – life balance and create a “family” working environment. The Hotel must also provide employees with relaxation lounges due to shift work and a canteen that has a variety of offerings. There should also be the creation of a platform where employees can be heard, and their feedback is noted and implemented, especially with the new generation of millennials that want to be heard and become frustrated when their opinions are not considered. It is recommended that the organization creates a culture of visionary leaders. In the study, it was identified that managers do not communicate openly with employees.

5.4.2.2 Customer service

It is recommended that Senior and executive management create a customer-centric environment for both internal and external customers. Internal customers, who are the employees, need to feel that same warm service given to customers as they are just as important to the organization. Internal customers are the Hotel’s most valued customers as they are utilizing the services daily, such as room service.

Customer services need to be the main focal point of the hotel. All employees must be proficient in having excellent product knowledge. Continuous assessments are recommended to ensure that all employees are delivering top-class service. Management to oversee customer feedback, regarding complaints and compliments always respond to social media messages. Management needs to have a good vision of the company goals to deliver good customer service. Encourage teamwork to provide a skillful service. Offer a value proposition to the customers. Show your customers how you value them and how you stand out from the rest of the hospitality sector

5.4.2.3 Customer satisfaction

It is recommended that senior and executive management ensure that all realistic customer demands are met. Senior management must welcome comments and action them to ensure customer satisfaction. It is recommended that the hotel must constantly improve on offerings and keep up to date with the latest trends. Employees must address customers on a first name basis instead of mam/sir. Personalized messages and responses must send out to customers. The customer service team must constantly improve on the loyalty programme. Try to offer a

24hour support at the hotel. Always ensure that customers are made to feel important.

Remember to smile and carefully listen when the customer is talking. It is recommended that all employees have good product knowledge.

5.4.2.4 Training effectiveness

It is recommended that training must be aligned to operational goals. Training must be a part of the hotels culture. A quarterly training needs analysis needs to be conducted to identify any skills gaps. Training must be current and consistent. Employee performance must be constantly measured to ensure training success. The programme developer must be a subject matter expert and develop according to specialization needs. It is recommended that when employees attend training, the day before training they must either be rostered to work an early shift or given the day off. Employees cannot work a late shift and be rostered for training the next morning, as employees are very tired during training. Managers/ supervisors must be very involved with on-the-job training. Classroom training must be followed up in the workplace to ensure training was effective and what was learnt in the classroom, is been carried out on the job. Allocate a monthly budget for training, to ensure training constancy. A monthly training calendar must be sent out a month prior to the training so that managers can roster employees in advance and overcome any training barriers such as venue availability, employee availability and service provider availability. When compiling the training calendar, consider school holidays and festive periods as these are busy periods for the hotel and service cannot be compromised due to lack of employees. **5.5. Recommendations for future studies**

Future research should cover studies on the relationship of management and customer service delivery. Management are key role-players in the sector and the driving force behind a successful business.

References

Abalkhail, T., 2019. Entry and Expansion Strategies for Burberry in Oman by Applying Porter's Five Forces Model. *Indian Journal of Marketing*, 49(1), p.25.

Abbott, K., 2020. Strong and Sure Leadership Guides the Way to Lasting Change. *Frontiers of Health Services Management*, 36(3), pp.27-33.

Abdul Rehman, S., Sehar, S. and Afzal, M., 2019. Performance Appraisal; Application of Victor Vroom Expectancy Theory. *Saudi Journal of Nursing and Health Care*, 02(12), pp.431-434.

Abduzuhurovna, A., 2021. The relationship between verbal and nonverbal means of communication and their expression in different cultures. *Asian Journal of Research in Marketing*, 10(1), pp.21-27.

Ackerman, D. and Hu, J., 2016. Assuring me that it is as 'Good as New' just makes me think about how someone else used it. Examining consumer reaction toward marketer-provided information about second-hand goods. *Journal of Consumer Behaviour*, 16(3), pp.233-241.

Adamu, M. and Abdu Shakur, M., 2018. The Relationships of Expectancy, Instrumentality and Valence for Motivation in Self-Employment: A Mediation of Entrepreneurial Motivation in Nigeria. *International Journal of Business and Management Future*, 2(1), pp.48-54.

Ademi, V., 2018. Workforce Development Skill Gap Analysis In Pelagonija. *Knowledge International Journal*, 28(5), pp.1503-1509.

Agarwal, K., 2016. How online reviews & ratings websites sites are changing the tourism & hospitality sector. *Scholedge International Journal of Business Policy & Governance* ISSN 2394-3351, 2(12), p.1.

Aheisibwe, I., 2021. Bridging education gap in higher institutions of learning using Bloom's taxonomy of educational objectives. *African Educational Research Journal*, 9(1), pp.69-74.

Ahmad, A. and Al-Ghouti, M., 2020. Approaches to achieve sustainable use and management of groundwater resources in Qatar: A review. *Groundwater for Sustainable Development*, 11, p.100367.

Ahmad, W., Khan, S. and Sohail Yunis, M., 2020. Cash Management in Hospitality Sector of Western Europe. *Business & Economic Review*, 12(2), pp.109-128.

Ahmed, S., 2016. Media Review: Mixed Methods Research: A Guide to the Field. *Journal of Mixed Methods Research*, 11(3), pp.415-416.

Aigbedo, H., 2021. Impact of COVID-19 on the hospitality industry: A supply chain resilience perspective. *International Journal of Hospitality Management*, 98, p.103012.

Aiyetan, O. (2019). Influence of the Management Styles and Quality of Management on Project Delivery. *Journal of Construction Business and Management*, 3(1): 38-44.

Akbari, A., 2019. Measuring the degree of difficulty and translation competence. *Journal of Applied Research in Higher Education*, 12(3), pp.475-494.

Akhyadov, E., 2021. Development of Business Travel During the Covid -19 Pandemic and after the Ease of Restrictions. *Revista Gestão Inovação e Tecnologias*, 11(3), pp.2066-2076.

Akoojee, S., 2016. Developmental TVET Rhetoric In-Action: The White Paper for Post-School Education and Training in South Africa. *International Journal for Research in Vocational Education and Training*, 3(1), pp.1-15.

Al Mutairi, A., 2018. The descriptive statistics for the generalized power function distribution. *Journal of Statistics and Management Systems*, 21(5), pp.775-785.

AL. Agele, A., Shamram, M. and Faraj, D., 2020. Service Quality Evaluation in the Internal Supervision Department and the Level of Customer Satisfaction “Applied Study on Baron Hotel”. *International Journal of Psychosocial Rehabilitation*, 24(03), pp.1151-1164.

Alabi, T., Adebola, P., Asfaw, A., De Koeyer, D., Lopez-Montes, A. and Asiedu, R., 2019. Spatial Multivariate Cluster Analysis for Defining Target Population of Environments in West Africa for Yam Breeding. *International Journal of Applied Geospatial Research*, 10(3), pp.1-30.

Alessandri, G., Borgogni, L. and Latham, G., 2016. A Dynamic Model of the Longitudinal Relationship between Job Satisfaction and Supervisor-Rated Job Performance. *Applied Psychology*, 66(2), pp.207-232.

Allais, S., 2020. Skills for industrialisation in sub-Saharan African countries: why is systemic reform of technical and vocational systems so persistently unsuccessful? *Journal of Vocational Education & Training*, pp.1-19.

Allen, B., 2016. Statistical Inference Is Not Needed When the Solution Is Already Known. *BioScience*, 66(3), pp.186-186.

Allitt, P., 2017. Russell Kirk: American Conservative by Bradley J. Birzer. *The Catholic Historical Review*, 103(1), pp.163-164.

Al-Mannai, M., 2014. The Efficiency of Cluster Sampling with Ratio Estimators Using Single and Two Auxiliary Variables Over simple Random Sampling. *International Journal of Computational and Theoretical Statistics*, 01(01), pp.38-44.

Alphonsus, N., 2021. Unit standards to occupational qualifications: South African vocational policy reform stuck in reverse. *Journal of Vocational Education & Training*, pp.1-19.

Alzaydi, Z., Al-Hajla, A., Nguyen, B. and Jayawardhena, C., 2018. A review of service quality and service delivery. *Business Process Management Journal*, 24(1), pp.295-328.

Ambrosetti, A., Dekkers, J. and Knight, B., 2017. Mentoring triad: an alternative mentoring model for preservice teacher education?. *Mentoring & Tutoring: Partnership in Learning*, 25(1), pp.42-60.

Ambroziak, K., Ibrahim, N., Marshall, V. and Kelling, S., 2018. Virtual simulation to personalize student learning in a required pharmacy course. *Currents in Pharmacy Teaching and Learning*, 10(6), pp.750-756.

Amirrudin, M., Nasution, K. and Supahar, S., 2020. Effect of Variability on Cronbach Alpha Reliability in Research Practice. *Jurnal Matematika, Statistika dan Komputasi*, 17(2), pp.223-230.

Amrhein, V., Trafimow, D. and Greenland, S., 2019. Inferential Statistics as Descriptive Statistics: There Is No Replication Crisis if We Don't Expect Replication. *The American Statistician*, 73(sup1), pp.262-270.

Andraka, D., 2020. Reliability Analysis of Activated Sludge Process by Means of Biokinetic Modelling and Simulation Results. *Water*, 12(1), p.291.

Anthonius, A., 2021. The Influence Of Employee Empowerment, Soft Skills And Hard Skills Towards Employee Performance In Hotel/ Hospitality Industry. *COMPETITIVE Jurnal Akuntansi dan Keuangan*, 5(2), p.14.

Apuke, O., 2017. Quantitative Research Methods: A Synopsis Approach. Kuwait Chapter of *Arabian Journal of Business and Management Review*, 6(11), pp.40-47.

Arasanmi, C. and Krishna, A., 2019. Employer branding: perceived organisational support and employee retention – the mediating role of organisational commitment. *Industrial and Commercial Training*, 51(3), pp.174-183.

Armstrong, K. and Jarriel, A., 2016. Standardized Patients Provide a Reliable Assessment of Athletic Training Students' Clinical Skills. *Athletic Training Education Journal*, 11(2), pp.88-94.

Arsadi, A., 2020. The Differences in Work Discipline between Permanent Employees and Contract Employees (Outsourcing) Based on Rewards, Punishment, and Leadership Style in Service and Manufacturing Companies in Tangerang Regency,

Arsanjani, J., 2015. Journal Data: A New Platform for Data Research. *Data*, 1(1), pp.9-10.

Artyushenko, V. and Volovach, V., 2019. Nakagami Distribution Parameters Comparatively Estimated by the Moment and Maximum Likelihood Methods. *Optoelectronics, Instrumentation and Data Processing*, 55(3), pp.237-242.

Atwater, D., Callaway, R. and Xiao, S., 2020. Competition as a demolition derby: why tolerating competitors is more important than suppressing them. *Oikos*, 130(1), pp.143-155.

Aubry, P., 2021. On the non-recursive implementation of multistage sampling without replacement. *MethodsX*, 8, p.101553.

Awdry, R. and Ives, B., 2020. Students cheat more often from those known to them: situation matters more than the individual. *Assessment & Evaluation in Higher Education*, pp.1-15.

Awwad, D., 2019. Beyond classic editing: innovative CRISPR approaches for functional studies of long non-coding RNA. *Biology Methods and Protocols*, 4(1).

Ayache, E., 2016. From Within. *Wilmott*, 2016(85), pp.20-25.

Azevedo, A. and Shane, M., 2019. A new training program in developing cultural intelligence can also improve innovative work behavior and resilience: A longitudinal pilot study of graduate students and professional employees. *The International Journal of Management Education*, 17(3), p.100303.

Azimbaeva, R., 2020. On Interactive Pedagogical Technologies Which Can Assist English Language Students to Improve Their Learning Skills. *Bulletin of Science and Practice*, 6(4), pp.416-421.

Bacile, T., 2020. Digital customer service and customer-to-customer interactions: investigating the effect of online incivility on customer perceived service climate. *Journal of Service Management*, 31(3), pp.441-464.

Bae, B., 2020. Effects of service authenticity, customer participation and customerperceived service climate on customers' service evaluation. *Asia Pacific Journal of Marketing and Logistics*, 33(5), pp.1239-1254.

Bahadur, W., 2020. Effect of Employee Empathy on Service Loyalty Through the Development of Trust in and Satisfaction With Service Employee During Service

Interactions. *International Journal of Customer Relationship Marketing and Management*, 11(1), pp.31-49.

Bahr, A. and Schlünder, I., 2015. Code of practice on secondary use of medical data in European scientific research projects. *International Data Privacy Law*, 5(4), pp.279-291.

Balaraman, P. and Kamalakannan, P., 2016. Skill gap analysis and training needs in Indian aerospace industry. *Journal of Airline and Airport Management*, 6(2), p.115.

Bannister, S., Dolson, M., Lingard, L. and Keegan, D., 2018. Not just trust: factors influencing learners' attempts to perform technical skills on real patients. *Medical Education*, 52(6), pp.605-619.

Banten – Indonesia. *International Journal of Multicultural and Multireligious Understanding*, 7(10), p.108.

Barnaby, J., Devins, D. and Beech, N., 2020. Using simulation to develop business strategy skills of entrepreneurs - Some reflections on a pilot. *Industry and Higher Education*, 35(3), pp.270-275.

Barnard-Naudé, 2020. "We Must Be Able to Get Used to the Real". *Philosophy & Rhetoric*, 53(3), p.217.

Bassetti, F. and Ladelli, L., 2020. Asymptotic number of clusters for species sampling sequences with non-diffuse base measure. *Statistics & Probability Letters*, 162, p.108749.

Batinic, I. (2016). Hotel management and quality of hotel services. *Journal of Process Management. New Technologies*, 4(1):25-29.

Baumann, M. and Bonner, B., 2016. An Expectancy Theory Approach to Group Coordination: Expertise, Task Features, and Member Behavior. *Journal of Behavioral Decision Making*, 30(2), pp.407-419.

Bazelais, P., Doleck, T. and Lemay, D., 2017. Exploring the Association Between Formative and Summative Assessments in a Pre-University Science Program. *Journal of Formative Design in Learning*, 1(2), pp.65-72.

Becker, K. and Bish, A., 2017. Management development experiences and expectations: informal vs formal learning. *Education + Training*, 59(6), pp.565-578.

Benoliel, P. and Schechter, C., 2018. Teamwork doubting and doubting teamwork. *Improving Schools*, 21(3), pp.225-239.

Bercu, A., 2017. Impact of Employees' Training Programmes on Job Satisfaction. *Current Science*, 112(07), p.1340.

Bernardes, R., Guzzo, R. and Madera, J., 2019. Millennial Attitudes Toward Online and Traditional Training Methods: The Role of Training Utility and Satisfaction. *Cornell Hospitality Quarterly*, 60(4), pp.320-334.

Bernardi, T. and Pompermaier, M., 2019. Hospitality and Registration of Foreigners in Early Modern Venice: The Role of Women within Inns and Lodging Houses. *Gender & History*, 31(3), pp.624-645.

Bernburg, M., Groneberg, D. and Mache, S., 2020. Professional training in mental health self-care for nurses starting work in hospital departments. *Work*, 67(3), pp.583-590.

Bernhofer, E., 2020. 2E Using a Values-Based Pain Management Model to Identify and Bridge the Gaps in Pain Management. *Pain Management Nursing*, 21(2), p.210.

Bhagat, V., 2019. Data and Techniques Used for Analysis of Women Authorship in STEMM: A Review. *Feminist Research*, 2(2), pp.76-87.

Bharosa, N. and Janssen, M., 2015. Principle-Based Design: A Methodology and Principles for Capitalizing Design Experiences for Information Quality Assurance. *Journal of Homeland Security and Emergency Management*, 12(3).

Bielov, D. and Hromovchuk, M., 2021. The Constitution Of The State In The Context Of Its Functions. *Constitutional and legal academic studies*, (2), pp.61-68.

Birney, D., 2015. Challenges for an Interdisciplinary Consideration of Cognitive Training. *New Directions for Child and Adolescent Development*, 2015(147), pp.21-32.

Bisht, D. and Batra, D., 2021. The Anatomy Of Guest Feedback During Covid- 19 Pandemic Crises Whats new Whats. *BSSS Journal of Commerce*, XIII(1), pp.63-69.

Bjertnaes, O., Iversen, H., Holmboe, O., Danielsen, K. and Garratt, A., 2016. The Universal Patient Centeredness Questionnaire: reliability and validity of a one-page questionnaire following surveys in three patient populations. *Patient Related Outcome Measures*, p.55.

Bloomfield, R., Nelson, M. and Soltes, E., 2016. Gathering Data for Archival, Field, Survey, and Experimental Accounting Research. *Journal of Accounting Research*, 54(2), pp.341-395.

Bolek, M., Pietraszewski, P. and Wolski, R., 2021. Companies' growth vs. growth opportunity: Evidence from the regular and alternative stock markets in Poland. *Acta Oeconomica*, 71(2), pp.279-307.

Bonner, J., 2020. One Health: coronavirus. *BSAVA Companion*, 2020(11), pp.18-19

Bougie, R. & Sekaran, U. (2020), *Research methods for business: a skill-building approach*. 8th ed. Hoboken, N.J: John Wiley & Sons, Inc.

Bourkha, B., Belfellah, Y. and Nasser Harkat, V., 2017. Commitment: a 'contagious' feeling between employees and customers in banking sector. *Geopolitics under Globalization*, 1(2), pp.13-20.

Brent, D. and Porta, G., 2019. Error in Coding of Questionnaire Scale in Study of Depression in Adolescents. *JAMA*, 322(17), p.1717.

Brewer, T., 2018. Getting Optimized-Optimize Your Utility's Water Quality Data Collection. *Opflow*, 44(5), pp.6-7.

Brien, A., Thomas, N. and Brown, E., 2017. How hotel employee job-identity impacts the hotel industry: The uncomfortable truth. *Journal of Hospitality and Tourism Management*, 31, pp.235-243.

Brous, P. and Janssen, M., 2020. Trusted Decision-Making: Data Governance for Creating Trust in Data Science Decision Outcomes. *Administrative Sciences*, 10(4), p.81.

Burns, W., 2017. A Descriptive Literature Review of Harmful Leadership Styles: Definitions, Commonalities, Measurements, Negative Impacts, and Ways to Improve These Harmful Leadership Styles. *Creighton Journal of Interdisciplinary Leadership*, 3(1), p.33.

Butali, P. and Njoroge, D. (2018). Effect of Employee Participation on Organizational Performance with Organizational Commitment as a Moderator. *International Journal of Scientific Research and Management*, 6(06).

Buthelezi, Z., 2018. Lecturer experiences of TVET College challenges in the postapartheid era: a case of unintended consequences of educational reform in South Africa. *Journal of Vocational Education & Training*, pp.1-20.

Butler, A. and Lobley, M., 2016. Training as a social purpose: are economic and social benefits delivered? *International Journal of Training and Development*, 20(4), pp.249-261.

C, D., 2020. The Impact of Job Performance Due to Job Demands. *International Journal of Psychosocial Rehabilitation*, 24(4), pp.6140-6147.

CAHAPAY, M., 2021. Kirkpatrick Model: Its Limitations as Used in Higher Education Evaluation. *International Journal of Assessment Tools in Education*, 8(1), pp.135-144.

Cape, P., 2017. Questionnaire design: who cares? *Research World*, 2017(66), pp.42-43.

Carballo-Penela, A., 2019. Enhancing social sustainability at a business level: Organizational attractiveness is higher when organizations show responsibility towards employees. *Business Strategy And Development*, 2(4), pp.372-383.

Carden, S., Camper, T. and Holtzman, N., 2018. Cronbach's Alpha under Insufficient Effort Responding: An Analytic Approach. *Stats*, 2(1), pp.1-14.

Carnevale, K. and Hayes, J., 2015. Quantitative and qualitative methods in psychotherapy research. *Psychotherapy Research*, 26(2), pp.261-262.

Carretta, V., 2018. Showing Rather than Telling. *Eighteenth-Century Life*, 42(3), pp.42-45.

Cascio, W., 2019. Training trends: Macro, micro, and policy issues. *Human Resource Management Review*, 29(2), pp.284-297.

Cavanagh, K., Herbeck Belnap, B., Rothenberger, S., Abebe, K. and Rollman, B., 2018. My care manager, my computer therapy and me: The relationship triangle in computerized cognitive behavioural therapy. *Internet Interventions*, 11, pp.11-19.

Çebi, A. and Güyer, T., 2019. Modeling of relationships between students' navigational behavior and problems in hypermedia learning system: the moderating role of working memory capacity. *Interactive Learning Environments*, pp.1-16.

Cecchini, M., 2019. Reinforcing and Reproducing Stereotypes? Ethical Considerations When Doing Research on Stereotypes and Stereotyped Reasoning. *Societies*, 9(4), p.79.

Chahar, B., Hatwal, V. and Sen, S., 2019. Employees training and its impact on learning and creativity: moderating effect of organizational climate. *Problems and Perspectives in Management*, 17(2), pp.430-439.

Chan, S. and Lay, Y., 2018. Examining The Reliability And Of Research Instruments Using Partial Least Squares Structural Equation Modeling (PLS-SEM). *Journal of Baltic Science Education*, 17(2), pp.239-251.

Changshi, L., 2020. Reliable and precise determination of interface states in metal–insulator–polymeric semiconductors devices. *Polymer Testing*, 91, p.106686.

Chaparro-Rico, B. and Cafolla, D., 2020. Test-Retest, Inter-Rater and Intra-Rater Reliability for Spatiotemporal Gait Parameters Using SANE (an eaSy gAit aNalysis systEm) as Measuring Instrument. *Applied Sciences*, 10(17), p.5781.

Chapman, B., 2018. Change, Choice, Chance, Challenge. *The ASHA Leader*, 23(2), pp.72-72.

Charny, I., 2016. Worksheet for Describing and Categorizing a Genocidal Event: A New Tool for Assembling More Objective Data and Classifying Events of Mass Killing. *Social Sciences*, 5(3), p.31.

Chauvet, G., 2017. A comparison of pivotal sampling and unequal probability sampling with replacement. *Statistics & Probability Letters*, 121, pp.1-5.

Chen, M. and Chen, C., 2017. When do creative employees become unethical for their organization?. *Academy of Management Proceedings*, 2017(1), p.10115.

Cheng, C., Lay, K., Hsu, Y. and Tsai, Y., 2021. Can Likert scales predict choices? Testing the congruence between using Likert scale and comparative judgment on measuring attribution. *Methods in Psychology*, p.100081.

Chetthamrongchai, P. (2017). The Influence of Travel Motivation, Information Sources and Tourism Crisis on Tourists' Destination Image. *Journal of Tourism & Hospitality*, 06(02): 1 -6

Chhetri, P., Gekara, V., Manzoni, A. and Montague, A., 2018. Productivity benefits of employer-sponsored training. *Education + Training*, 60(9), pp.1009-1025.

Chiu, C., Balkundi, P. and Weinberg, F. (2017). When managers become leaders: The role of manager network centralities, social power, and followers' perception of leadership. *The Leadership Quarterly*, 28(2):334-348.

Cho, W., 2018. The Effect of Service Training on Job Satisfaction and Customer Intentiveness in the Food industry and employees. *International Journal of Tourism Management and Sciences*, 33(4), pp.277-289.

Choi, J., Hu, E. and Perrachione, T., 2018. Varying acoustic-phonemic ambiguity reveals that talker normalization is obligatory in speech processing. *Attention, Perception, & Psychophysics*, 80(3), pp.784-797.

Chowhan, J., 2016. Unpacking the black box: understanding the relationship between strategy, HRM practices, innovation and organizational performance. *Human Resource Management Journal*, 26(2), pp.112-133.

Christensen, B., 2018. From Needs Assessment to Needs Analysis. *Performance Improvement*, 57(7), pp.36-44.

Christou, P., Avloniti, A. and Farmaki, A. (2019). Guests' perceptions of emotionally expressive and non-expressive service providers within the hospitality context. *International Journal of Hospitality Management*, 76, pp.152-162.

Clerehan, R., Guillemin, F., Epstein, J. and Buchbinder, R., 2016. Using the Evaluative Linguistic Framework for Questionnaires to Assess Comprehensibility of Self-Report Health Questionnaires. *Value in Health*, 19(4), pp.335-342.

Constantinou, M. and Fotou, N., 2020. The Effectiveness of a Must-Have Practical Work in Tertiary Life Science Education. *Information*, 11(9), p.401.

Copping, L., 2021. It Has Been a Very Difficult Year. *Outlooks on Pest Management*, 32(4), pp.142-143.

Crevani, L., Uhl-Bien, M., Clegg, S. and By, R., 2021. Changing Leadership in Changing Times II. *Journal of Change Management*, 21(2), pp.133-143.

Croome, K., 2018. Domestic Transplant Tourism: More Than Just Model for EndStage Liver Disease Score Variation. *Liver Transplantation*, 24(12), pp.1653-1654.

Cueva, S., 2019. Inspiring Others with a Vision, Mission, and Values. *International Bulletin of Mission Research*, 44(2), pp.141-151.

Daar, G. and Jemadi, F., 2020. Analysis the implementation of self-directed learning English for specific. *Journal of English Educational Study (JEES)*, 3(1), pp.61-70.

Dahabreh, I. and Hernán, M., 2019. Extending inferences from a randomized trial to a target population. *European Journal of Epidemiology*, 34(8), pp.719-722.

Dalgıç, A. and Akgündüz, Y., 2019. Impact of social and economic change exchanges on hotel employees' job dedication and turnover intention. *Journal of Tourism Theory and Research*, pp.75-85.

Dastane, O., 2020. Impact of Digital Marketing on Online Purchase Intention: Mediation Effect of Customer Relationship Management. *Journal of Asian Business Strategy*, 10(1), pp.142-158.

Davidson, D., 2016. "It's a Business": Student Affairs Practitioners' Transition From a Not-for-Profit to For-Profit Institution of Higher Education. *Journal of College Student Development*, 57(7), pp.778-792.

De Langhe, R. and Schliesser, E., 2017. Evaluating Philosophy as Exploratory Research. *Metaphilosophy*, 48(3), pp.227-244.

DeSilets, L., 2018. An Update on Kirkpatrick's Model of Evaluation: Part Two. *The Journal of Continuing Education in Nursing*, 49(7), pp.292-293.

Dhar, R., 2015. Service quality and the training of employees: The mediating role of organizational commitment. *Tourism Management*, 46, pp.419-430.

Dias, S. and Temido, M., 2020. Random fields and random sampling. *Kybernetika*, pp.897-914.

Diggle, P., 2018. Analyse problems, not data. *Spatial Statistics*, 28, pp.4-7.

DILISTAN SHIPMAN, Z., 2020. Factors Affecting Food Choices of Millennials: How they Decide What to Eat?. *Journal of Tourismology*, pp.49-62.

Dome, I., 2020. The impact of company's industry affiliation on sustainable growth management. *Financial Analytics: Science and Experience*, 13(3), pp.312-326.

Dovey, S., 2021. From the Editor: Reflection on reflection. *Journal of Primary Health Care*, 13(3), p.193.

Drapkin, L., 2020. Every investigative version must be completely verified. *Russian Juridical Journal*, (4), pp.154-155.

Drobin, A., 2021. Features Of Conducting A Training Experiment In The Integrated Course "Natural Sciences". *Innovate Pedagogy*, 1(34), pp.62-66.

Duke, D., 2017. Porter's Five Forces and the Coffee Industry. *Management Teaching Review*, 3(3), pp.241-251.

Dunning-Davies, J. and Norman, R., 2020. Deductions from the Quaternion Form of Maxwell's Electromagnetic Equations. *Journal of Modern Physics*, 11(09), pp.13611371.

Dyas, R., 2016. Any time, any place, anywhere.... *Dental Nursing*, 12(8), pp.442443.

Echols, D., Neely, P. and Dusick, D. (2018). Understanding faculty training in competency-based curriculum development. *The Journal of Competency-Based Education*, 3(2), p.e01162.

Economou, P., Tzavelas, G. and Batsidis, A., 2020. Robust inference under r-sizebiased sampling without replacement from finite population. *Journal of Applied Statistics*, 47(13-15), pp.2808-2824.

Edwards, R. and Brannelly, T., 2017. Approaches to democratising qualitative research methods. *Qualitative Research*, 17(3), pp.271-277.

El Azizi, L., 2019. <https://ijarcce.com/wp-content/uploads/2019/09/IJARCCE.2019.8901.pdf>. *IJARCCE*, 8(9), pp.16-21.

Elziny, M. and Abd El-Kafy, J., 2020. The Role of Trustworthiness in Achieving Customers' Loyalty in Tourism and Hotel Sectors. *International Journal of Heritage, Tourism and Hospitality*, 14(1), pp.323-335.

Emerson, R., 2015. Convenience Sampling, Random Sampling, and Snowball Sampling: How Does Sampling Affect the Validity of Research? *Journal of Visual Impairment & Blindness*, 109(2), pp.164-168.

Environmental Development, 2020. Editorial, *environmental development*, March 2020. 33, p.100509.

Ereditato, A., 2016. Welcome to *Instruments*—A New Leading Journal for Advanced Research in Instrumentation. *Instruments*, 1(1), p.1.

Eskandari, M., Miri, M., Gholami, S. and Nia, H., 2015. Factors Affecting the Competitiveness of the Food Industry By Using Porters Five Forces Model Case Study in Hamadan Province, Iran. *Journal of Asian Scientific Research*, 5(4), pp.185-197.

Esposito, G. and Freda, M., 2015. Evaluating training context competence of use: Productive and unproductive models of use. *Evaluation and Program Planning*, 50, pp.77-87.

Essa, E. and Alattari, A., 2019. The Relationship Between Followership Styles and Leadership Styles. *Research in Educational Administration & Leadership*, 4(2), pp.407-449.

Ettinger, A., Grabner-Kräuter, S. and Terlutter, R., 2018. Online CSR communication in the hotel industry: Evidence from small hotels. *International Journal of Hospitality Management*, 68, pp.94-104.

Fajeau, M., 2021. Too much finance or too many weak instruments? *International Economics*, 165, pp.14-36.

Falola, H., Salau, O., Olokundun, M., Oyafunke-Omoniyi, C., Ibidunni, A. and Osibanjo, O. (2018). Employees' intrapreneurial engagement initiatives and its influence on organisational survival. *Business: Theory and Practice*, 19:9-16.

Fang, Y. and Wang, Y., 2017. Quantitative Linguistic Research of Contemporary Chinese. *Journal of Quantitative Linguistics*, 25(2), pp.107-121.

Fauzan, F. and Latip, A., 2015. Curriculum Readiness and Program Evaluation In Implementing Indonesian National Qualifications Framework Curriculum (KKNI). *TARBIYA: Journal of Education in Muslim Society*, 2(2), pp.191-203.

Fernández, M., García, J., Gholizadeh, R. and González-López, V., 2019. Sample selection procedure in daily trading volume processes. *Mathematical Methods in the Applied Sciences*, 43(13), pp.7537-7549.

Fernández-Sanz, L., Gómez-Pérez, J. and Castillo-Martínez, A., 2017. e-Skills Match: A framework for mapping and integrating the main skills, knowledge and competence standards and models for ICT occupations. *Computer Standards & Interfaces*, 51, pp.30-42.

Firdaus, V., 2021. Differences in the Performance of Permanent Employees and Contract Employees in the Furniture Industry. *JBMP (Jurnal Bisnis, Manajemen dan Perbankan)*, 7(2), pp.325-338.

Fitri, Y., Syarif, H. and Anwar, D., 2019. The Levels Of Questions Used On Reading Test With Regards To Revised Bloom's Taxonomy. *Ta'dib*, 22(1), p.27.

Fletcher, A., 2016. Applying critical realism in qualitative research: methodology meets method. *International Journal of Social Research Methodology*, 20(2), pp.181-194.

Folakemi, O., 2018. Human resource management practices and organisational commitment: employees' perspective in the Nigerian hospitality sector. *New Trends and Issues Proceedings on Humanities and Social Sciences*, 4(10), pp.246-255.

Friedman, S. and Ronen, S., 2015. The effect of implementation intentions on transfer of training. *European Journal of Social Psychology*, 45(4), pp.409-416.

Gabriel, I. and Aluko, J., 2019. Theoretical knowledge and psychomotor skill acquisition of basic life support training programme among secondary school students. *World Journal of Emergency Medicine*, 10(2), p.81.

Galvão, A., Marques, C. and Ferreira, J., 2019. Evaluation of an entrepreneurship training programme: a proposal for new guidelines. *Education + Training*, 61(2), pp.136-152.

Ganguly, I., 2019. Flipped Classroom Has Lead To Flipped Blooms Taxonomy – A Case In Study In Teaching Language. *International Journal of English Learning & Teaching Skills*, 2(2), pp.1061-1070.

Gautam, P., 2021. The Effects and Challenges of COVID-19 in the Hospitality and

Tourism Sector in India. *Journal of Tourism and Hospitality Education*, 11, pp.43-63.

Gelhard, C. and von Delft, S., 2016. The role of organizational capabilities in achieving superior sustainability performance. *Journal of Business Research*, 69(10), pp.4632-4642.

George Assaf, A., Josiassen, A., Woo, L., Agbola, F. and Tsionas, M. (2017). Destination characteristics that drive hotel performance: A state-of-the-art global analysis. *Tourism Management*, 60:270-279.

Gersick, C., 2019. Reflections on Revolutionary Change. *Journal of Change Management*, 20(1), pp.7-23.

Ghazali, N., 2020. Undergraduates' Learning Habits Amid COVID-19 Pandemic: A Pilot Study. *Journal of Advanced Research in Dynamical and Control Systems*, 12(SP7), pp.1251-1260.

Ghosh, K. and Khatri, N., 2018. Does servant leadership work in hospitality sector: A representative study in the hotel organizations. *Journal of Hospitality and Tourism Management*, 37, pp.117-127.

Goble, R., Bier, V. and Renn, O., 2018. Two Types of Vigilance Are Essential to Effective Hazard Management: Maintaining Both Together Is Difficult. *Risk Analysis*, 38(9), pp.1795-1801.

Gomes, J. and Romão, M., 2017. How the Balanced Scorecard Helps Improve Business Performance and Gain Sustainable Competitive Advantage. *International Journal of E-Entrepreneurship and Innovation*, 7(2), pp.44-61.

Gomez, R. and Zhang, T., 2020. Is it "You" or "Your Workplace" that Predicts Whether You Receive Training at Work?. *Academy of Management Proceedings*, 2020(1), p.19756.

Gorard, S. and White, P., 2017. Still against inferential statistics rejoinder to Nicholson and Ridgway. *Statistics education research journal.*, 16(1), pp.74-79.

Gordon, E., 2020. Administrative Data Research UK. *Patterns*, 1(1), p.100010.

Gorton, S., 2017. The budget must signal better pay is on the way. *Nursing Standard*, 32(12), pp.29-29.

Goti, T. and Shinde, S., 2020. Effect of Scapular Position-Motion Maintenance Exercise Programme During Post Traumatic Shoulder Immobilization. *Indian Journal of Public Health Research & Development*, 11(1), p.702.

Groves, E., 2020. The gastrointestinal microbiome – what do we know now and what will we learn next?. *Companion Animal*, 25(11), pp.289-297.

Gu, C. and Gutman, R., 2016. Combining item response theory with multiple imputation to equate health assessment questionnaires. *Biometrics*, 73(3), pp.990-998.

Guerin, B., 2019. The Use of Participatory and Non-Experimental Research Methods in Behavior Analysis. *Perspectivas em Análise do Comportamento*, 9(2), pp.248-264.

Gunnarsson, S., 2021. Applied Research Note: Pretesting of a new housing system for breeding birds of layer strains in Sweden. *Journal of Applied Poultry Research*, 30(2), p.100152.

Gurbuz, F., 2018. Strategy development with SWOT analysis on manufacturing companies in rapid growth: A ceramic industry application. *New Trends and Issues Proceedings on Humanities and Social Sciences*, 4(10), p.01.

Gustafsson, E., Litström, E., Berterö, C. and Drott, J., 2015. Reliability testing of oxaliplatin-associated neurotoxicity questionnaire (OANQ), a pilot study. *Supportive Care in Cancer*, 24(2), pp.747-754.

Habeeb, S. and Sudhakar, K., 2019. Analyzing Causality Among the Service Quality, Customer Satisfaction and Behavioral Intention Variables with Respect to EShopping. *International Journal of Online Marketing*, 9(1), pp.38-59. abdu

Hackett, K., 2019. Staff training needed to help sepsis survivors' outcomes. *Emergency Nurse*, 27(4), pp.6-6.

Haidrani, L., 2017. 'Connecting with people is what I enjoy most'. *Nursing Management*, 24(6), pp.15-15.

Haines, D., 2017. Ethical considerations in qualitative case study research recruiting participants with profound intellectual disabilities. *Research Ethics*, 13(3-4), pp.219-232.

Hall, M., 2017. Crafting Compromises in a Strategising Process: A Case Study of an International Development Organisation. *Financial Accountability & Management*, 33(2), pp.171-191.

Hallencreutz, J. and Parmler, J., 2019. Important drivers for customer satisfaction – from product focus to image and service quality. *Total Quality Management & Business Excellence*, 32(5-6), pp.501-510.

Haq, A., 2017. Two-stage cluster sampling with hybrid ranked set sampling in the secondary sampling frame. *Communications in Statistics - Theory and Methods*, 46(17), pp.8450-8467.

Harbitz, A., 2019. A zigzag survey design for continuous transect sampling with guaranteed equal coverage probability. *Fisheries Research*, 213, pp.151-159.

Harris, R. and Clayton, B., 2018. Editorial: the importance of skills – but which skills?. *International Journal of Training Research*, 16(3), pp.195-199.

Hastings, L. and Kane, C., 2018. Distinguishing Mentoring, Coaching, and Advising for Leadership Development. *New Directions for Student Leadership*, 2018(158), pp.9-22.

Hawse, S. and Wood, L., 2017. Fostering wise judgement: professional decisions in development programmes for early career engineers. *Journal of Vocational Education & Training*, 70(2), pp.297-312.

Haynes, M. and Johnson, A., 2017. Training Needs of Site Visitors. *New Directions for Evaluation*, 2017(156), pp.75-82.

He, Z. and Schonlau, M., 2019. Automatic Coding of Text Answers to Open-Ended Questions: Should You Double Code the Training Data?. *Social Science Computer Review*, 38(6), pp.754-765.

Heri, H., 2017. Analysis the Effect of Service Quality, Customers Value, Customer Satisfaction and Customer Trust on Corporate Image. *IOSR Journal of Business and Management*, 19(06), pp.38-46.

Hermerén, G., 2015. Ethical considerations in chimera research. *Development*, 142(1), pp.3-5.

Herrera, G. and Brenneis, M., 2020. Sustainable investing: Encouraging Evidence for Investors. *Wilmott*, 2020(109), pp.9-11.

Hewlett, S., 2019. What Every Leader Needs To Know About The Power Of Sponsorship. *Leader to Leader*, 2019(93), pp.12-17.

Heymann, M., 2019. The changing value equation: Keeping customers satisfied while meeting bottom-line objectives in the service industry. *Global Business and Organizational Excellence*, 38(6), pp.24-30.

Higashida, M., Gereltuya, G. and Altanzul, G., 2020. Mixed-Methods Programme Evaluation of Disability Equality Training (DET) in Mongolia. *Disability, CBR & Inclusive Development*, 31(3), p.99.

Hilton, C., 2015. The importance of pretesting questionnaires: a field research example of cognitive pretesting the Exercise referral Quality of Life Scale (ERQLS). *International Journal of Social Research Methodology*, 20(1), pp.21-34.

Holma, T., Lehtimäki, H. and Thatchenkery, T., 2017. Positive approaches to enhance customer-focused knowledge sharing culture in a financial services organisation. *International Journal of Human Resources Development and Management*, 17(1/2), p.21.

Hong, J., Jonsson Funk, M., LoCasale, R., Dempster, S., Cole, S., Webster-Clark, M., Edwards, J. and Stürmer, T., 2017. Generalizing Randomized Clinical Trial Results: Implementation and Challenges Related to Missing Data in the Target Population. *American Journal of Epidemiology*, 187(4), pp.817-827.

Huei, O., Rus, R. and Kamis, A., 2019. Validity and Reliability of the Design and Technology Instrument. *International Journal of Psychosocial Rehabilitation*, 23(4), pp.984-993.

Hughes, A., Qiao, H. and Orr, M., 2020. Extinction Targets Are Not SMART (Specific, Measurable, Ambitious, Realistic, and Time Bound). *BioScience*, 71(2), pp.115-118.

Huneberg, S., 2020. The Future of Robo-Advisors in the South African Insurance Industry: Is the South African Regulatory Framework Ready?. *South African Mercantile Law Journal*, 32(2), pp.175-204.

Hyman, M., Kostyk, A., Zhou, W. and Paas, L., 2019. Novel Approaches for Improving data Quality from Self-Administered Questionnaires. *International Journal of Market Research*, 61(5), pp.552-555.

Ikeda, K. and Marshall, A., 2016. How successful organizations drive innovation. *Strategy & Leadership*, 44(3), pp.9-19.

Ikuno, H., 2017. A newly developed rapid uniform thermal cycle test system for electronic components. *Microelectronics Reliability*, 78, pp.53-64.

Im, J., Kim, H. and Miao, L., 2021. CEO letters: Hospitality corporate narratives during the COVID-19 pandemic. *International Journal of Hospitality Management*, 92, p.102701.

in achieving organisational outcomes. *Personnel Review*, 46(3), pp.593-607.

International Business Research, 8(2), 198-203.

International Journal of Science and Research (IJSR), 2016. The Investigation of Effect of Customer Orientation and Staff Service-Oriented on Quality of Service, Customer Satisfaction and Loyalty in Hyperstar Stores. 5(3), pp.1837-1841.

Ismail, N., Kinchin, G. and Edwards, J., 2017. Pilot Study, Does It Really Matter? Learning Lessons from Conducting a Pilot Study for a Qualitative PhD Thesis. *International Journal of Social Science Research*, 6(1), p.1.

J., LLoyd, S. and West, P., 2016. Career development within the context of the South African National Qualifications Framework. *South African Journal of Higher Education*, 26(4).pp.1538-1543.

Jabu, B., Abduh, A. and Rosmaladewi, R., 2021. Motivation and challenges of Trainee Translators Participating in Translation Training. *International Journal of Language Education*, pp.490-500.

Jackson, E., 2016. Media Review: Practical Research Methods: A User-Friendly Guide to Mastering Research Techniques and Projects. *Journal of Mixed Methods Research*, 11(3), pp.417-418.

Jadczak, A., Luscombe-Marsh, N., Taylor, P., Barnard, R., Makwana, N. and Visvanathan, R., 2017. The Express Study: Exercise and Protein Effectiveness Supplementation Study supporting autonomy in community dwelling frail older people-study protocol for a randomized controlled pilot and feasibility study. *Pilot and Feasibility Studies*, 4(1).

Jameel, B. and Majid, U., 2018. Research Fundamentals: Data Collection, Data Analysis, and Ethics. *Undergraduate Research in Natural and Clinical Science and Technology (URNCST) Journal*, 2(4), pp.1-8.

Jamieson, S., 2016. Analyse qualitative data. *Education for Primary Care*, pp.1-5.
Jean-Philippe Nicolai and Jorge Zamorano, 2018. Differentiating Permit Allocation Across Areas. *Annals of Economics and Statistics*, (132), p.105.

Jentoft, N. and Olsen, T., 2017. Against the flow in data collection: How data triangulation combined with a 'slow' interview technique enriches data. *Qualitative Social Work*, 18(2), pp.179-193.

Jervis, M. and Drake, M., 2014. The Use of Qualitative Research Methods in Quantitative Science: A Review. *Journal of Sensory Studies*, 29(4), pp.234-247.

Ji-Hyun Hwang and DongJun Lee (2019). Structural Relationships among Service Encounter on Customer, Customer Orientation, Customer Satisfaction, Customer Trust and Customer Loyalty in Taekwondo Gym. *Taekwondo Journal Of Kukkiwon*, 10(1), pp.43-62.

Jin, S. and Kang, I., 2018. Analysis of Work Practices of Instructional Designers for Mobile learning: Using Cultural-Historical Activity Theory as A Conceptual Framework. Korean Association for Learner-Centered Curriculum And Instruction, 18(17), pp.769-800.

Jobbágy, S., 2019. Academic and Specific, Aimed Training Type Education Possibilities in Scope of Cisco Networking Academy Training: Netacad Program. Hadmérnök, 14(1), pp.250-259.

Jones, N., 2019. The More Things Change, the More the Madness Continues: Reminiscences of South African Journalism. Critical Arts, 33(1), pp.101-106.

Jones, P. and Comfort, D., 2019. Sustainable Development Goals and the World's Leading Hotel Groups. ATHENS JOURNAL OF TOURISM, 6(1), pp.1-14.

Jonny, J., 2016. Training Effectiveness at PT XYZ Using Kirkpatrick Model and Return on Investment of Training (ROI-Training). Binus Business Review, 7(2), p.137.

Joshi, R. and Kumar, S., 2016. (R, S)-Norm Information Measure and A Relation Between Coding and Questionnaire Theory. Open Systems & Information Dynamics, 23(03), p.1650015.

Journal of Organizational Psychology, 2019. Exploring Strategic Training Approaches that Lead to The Retention of Talented Employees. 19(3).

Kadiresan, V., Selamat, M., Selladurai, S., Ramendran SPR, C. and Mohamed, R., 2015. Performance Appraisal and Training and Development of Human Resource Management Practices (HRM) on Organizational Commitment and Turnover Intention. Asian Social Science, 11(24).

Kalivoda, E., Sullivan, A. and Bunting, L., 2019. A Cost-Effective, Rapidly Constructed Simulation Model for Ultrasound-Guided Pericardiocentesis Procedural Training. *The Journal of Emergency Medicine*, 56(1), pp.74-79.

Kambič, T., 2020. Blood flow restriction training: You can occlude your veins, but not your oxygen transport. *The Journal of Physiology*, 598(18), pp.3825-3826.

Kanich, C., 2017. The costs and benefits of treating the browser like an operating system. *ACM SIGCAS Computers and Society*, 47(2), pp.16-18.

Kara, D., 2019. Burnout on Employees Organizational Commitment: Five Star Hotel Employees. *Journal of Business Research - Turk*, 11(1), pp.459-467.

Karam, A., 2019. The Impact of Training and Development on Different Cultural Employees Performance through Interaction Employees Motivation in Erbil Public and Private Banks. *Mediterranean Journal of Social Sciences*, 10(1), pp.193-206.

Karim, R., 2019. Impact of different training and development programs on employee performance in Bangladesh perspective. *International Journal of Entrepreneurial Research*, 2(1), pp.8-14.

Kasiri, L., Guan Cheng, K., Sambasivan, M. and Sidin, S. (2017). Integration of standardization and customization: Impact on service quality, customer satisfaction, and loyalty. *Journal of Retailing and Consumer Services*, 35:91-97.

Kaskie, B., 2020. Policy Series: Illuminating the Intersection Between Employers and Experienced Employees: Current Research and Policy Directions. *Innovation in Aging*, 4(Supplement_1), pp.808-808.

Katayeva, M. and Kariyeva, M., 2020. Erasmus + project has given us many opportunities to broaden our horizons. *Academicia: An International Multidisciplinary Research Journal*, 10(4), p.172.

Kaufman, S., Ozawa, C. and Shmueli, D., 2014. Evaluating participatory decision processes: Which methods inform reflective practice? *Evaluation and Program Planning*, 42, pp.11-20.

Kaushal, V. and Srivastava, S., 2021. Hospitality and tourism industry amid COVID19 pandemic: Perspectives on challenges and learnings from India. *International Journal of Hospitality Management*, 92, p.102707.

Kavithaa, N. and Vimalraj Kumar, N., 2020. Training Need Assessment (TNA) of Backyard Poultry Farmers of Erode District of Tamil Nadu. *International Journal of Livestock Research*, (0), p.1.

Khaldi, K., 2017. Quantitative, Qualitative or Mixed Research: Which Research Paradigm to Use?. *Journal of Educational and Social Research*, 7(2), pp.15-24.

Khaliq, A., 2020. Relationship Of Employee Training, Employee Empowerment, Teamwork With Job Satisfaction. *Journal of Arts & Social Sciences*, 7(2), pp.185-198.

Khan, A., Gupta, R. and Garg, M., 2019. Determining material characteristics of "Rammed Earth" using Non-Destructive Test methods for structural design. *Structures*, 20, pp.399-410.

Khan, M., Ahmad, R. and Fernald, L., 2020. A Conceptual Analysis of Training and Development Programs: Its Benefits for Employees and Organizations. *Global Management Sciences Review*, V(III), pp.14-22.

Khan, N., 2019. Does Training and Employee Commitment Predict Employee Retention? *AIMS International Journal of Management*, 12(3), p.153.

Khodzhaevich, A., Davlyatovich, K. and Yuldashevich, M., 2020. Human Capital Basis Of Development Of Innovative Economy. *International Journal of Psychosocial Rehabilitation*, 24(04), pp.3148-3161.

Kiersch, C. and Peters, J., 2017. Leadership from the Inside Out: Student Leadership Development within Authentic Leadership and Servant Leadership Frameworks. *Journal of Leadership Education*, 16(1), pp.148-168.

Kilic, S., 2016. Cronbach's alpha reliability coefficient. *Journal of Mood Disorders*, 6(1), p.47.

Kim Kinam, 2018. The More Happy Places, The Better? – The Effect of the Amount of Information for Happiness on Learner's Happiness –. *The Journal of The Korean Association of Geographic and Environmental Education*, 26(3), pp.59-72.

Kim, J. and Baek, S., 2021. An Analysis of Instructional Objectives of the 2015 Revised Basic Curriculum for Special Education: Focusing on Physical Education in Elementary School. *Korean Association For Learner-Centered Curriculum And Instruction*, 21(19), pp.231-249.

Kim, K., 2017. A Study of Non-probability Sampling Methodology in Sample Surveys. *Survey Research*, 18(1), pp.1-29.

King, B., 2016. Making the Connections Across Institutional Types and Academic Programs: Recommendations for Institutional Research Practice and Future Research. *New Directions for Institutional Research*, 2015(168), pp.101-105.

Kirilova, K., Fu, X. and Kucukusta, D., 2018. Workplace design and well-being: aesthetic perceptions of hotel employees. *The Service Industries Journal*, 40(1-2), pp.27-49.

Konova, V., 2020. Historical Background for the Formation of Customer Focus in the Service Sector. *International Journal of Psychosocial Rehabilitation*, 24(5), pp.16161626.

Korzynski, P., Mazurek, G. and Haenlein, M., 2020. Leveraging employees as spokespeople in your HR strategy: How company-related employee posts on social media can help firms to attract new talent. *European Management Journal*, 38(1), pp.204-212.

Kot-Radojewska, M. and Timenko, I. (2018). Employee loyalty to the organization in the context of the form of employment. *Oeconomia Copernicana*, 9(3), pp.511-527.

Kountur, R., 2016. Detecting Careless Responses to Self-Reported Questionnaires. *Eurasian Journal of Educational Research*, 16(64), pp.1-35.

Krajcsák, Z., 2018. Relationships between employee commitment and organizational cultures: a theoretical framework. *International Journal of Organizational Analysis*, 26(3), pp.398-414.

Kulkarni, G. and Naiknaware, K., 2018. Training evaluation and critical analysis of Kirkpatrick model of evaluation. *ACADEMICIA: An International Multidisciplinary Research Journal*, 8(9), p.16.

Kulkarni, M., 2020. Mahalanobis Distance-based Over-Sampling Technique. *Journal of Advanced Research in Dynamical and Control Systems*, 12(SP8), pp.874-882.

Kumar, M., 2020. Co-creation with Customers in Product Development and Services: An Empirical Analysis for Competitive Advantage. *Journal of Advanced Research in Dynamical and Control Systems*, 12(SP7), pp.2724-2724.

Kusumah, E., 2018. Technology Acceptance Model (TAM) of Statistical Package for the Social Sciences (SPSS) Applications. *Integrated Journal of Business and Economics*, 2(1), p.1.

Lahoti, P. and Kumar, A., 2018. Imbalanced Data Classification using Sampling Techniques and XGBoost. *International Journal of Computer Applications*, 182(12), pp.19-22.

Lala, A., 2020. The Extent to Which Special Education Students Have the Skills of Scientific Research. *International Journal of Psychosocial Rehabilitation*, 24(03), pp.2152-2164.

Lalonde, J. and Stancu, A., 2019. A new counterexample to Sangwine-Yager's conjecture. *Mathematical Inequalities & Applications*, (2), pp.531-537

Lam, L. and Gao, Y., 2019. Hong Kong Millennials' Intention to Visit Local Hotel Spas. *Journal of China Tourism Research*, 16(4), pp.510-526.

Lang, L., 2018. Coaching To What End? The Development and Enactment of a Shared Critically Oriented Coaching Discourse. *Philosophy of Coaching: An International Journal*, 3(1), pp.51-67.

Laundon, M., Cathcart, A. and McDonald, P., 2019. Just benefits? Employee benefits and organisational justice. *Employee Relations*, 41(4), pp.708-723.

Lavis, J., Bärnighausen, T. and El-Jardali, F., 2017. Quasi-experimental study designs series—paper 11: supporting the production and use of health systems research syntheses that draw on quasi-experimental study designs. *Journal of Clinical Epidemiology*, 89, pp.92-97.

Lawson, N., 2020. New ratio estimators for population mean in simple random sampling using robust regression. *The Journal of Applied Science*, 19(1), pp.51-58.

Lee, G., 2018. Educational Needs for Caregivers' Job Training Using IPA Analysis. *Korea Academy of Care Management*, 28, pp.5-28.

Lee, J. and Lee, J., 2020. A Comprehensive Test of Theory, Qualitative research, and Big Data-Based Predictors of Employee Turnover in Korea. *The Korean Data Analysis Society*, 22(5), pp.2075-2093.

Lee, S. and Yang, S., 2018. The Effects of Hotel Service Training on the Internal Guest Satisfaction and Guest Orientation. *Journal of Tourism and Leisure Research*, 30(6), pp.203-218.

Lee, W. and Cheng, C., 2018. Less is more: A new insight for measuring service quality of green hotels. *International Journal of Hospitality Management*, 68, pp.32-40.

Lehmann, S., 2017. Bridging Strategies and Action: Towards a Method for Change Management in Danish Emergency Management Organizations. *Journal of Change Management*, 17(2), pp.138-154.

Levin, S., 2018. Measuring task calibration of a measuring instrument. *Izmeritel' naya Tekhnika*, (6), pp.7-16.

Lewis, L., 2019. Finding the stories: a novice qualitative researcher learns to analyse narrative inquiry data. *Nurse Researcher*, 26(2), pp.14-18.

Li, S. and Heitjan, D., 2021. Generalizing Clinical Trial Results to a Target Population. *Statistics in Biopharmaceutical Research*, pp.1-8.

Liang, H., Chu, C. and Lin, J., 2020. Engaging customers with employees in service encounters. *Journal of Service Management*, 31(6), pp.1071-1105.

Lichtman, J. and Pomerance, C., 2018. Explicit estimates for the distribution of numbers free of large prime factors. *Journal of Number Theory*, 183, pp.1-23.

Lomberg, C., Kollmann, T. and Stöckmann, C. (2016). Different Styles for Different Needs - The Effect of Cognitive Styles on Idea Generation. *Creativity and Innovation Management*, 26(1), pp.49-59.

Lopez, F., Hou, N. and Fan, J., 2019. Reducing faking on personality tests: Testing a new faking-mitigation procedure in a U.S. job applicant sample. *International Journal of Selection and Assessment*, 27(4), pp.371-380.

Lotfi, R., 2017. Literature review on assessment models of the quality of training devices. *New Trends and Issues Proceedings on Humanities and Social Sciences*, 4(1), pp.481-495.

Lotz-Sisitka, H., Mukute, M., Chikunda, C., Baloi, A. and Pesanayi, T., 2017. Transgressing the norm: Transformative agency in community-based learning for sustainability in southern African contexts. *International Review of Education*, 63(6), pp.897-914.

Lu, D., 2021. England's quarantine hotels won't stop variants. *New Scientist*, 249(3322), p.11.

Luck, R., 2019. Design research, architectural research, architectural design research: An argument on disciplinarity and identity. *Design Studies*, 65, pp.152-166.

Luengvilai, C. and Yodmongkol, P., 2016. Mediation Game When the Conflict Can Be Fun to Learn—A Legal Skill Learning Tool: The Integration of Knowledge Management, Learning Theory and Serious Game Concept. *International Education Studies*, 9(5), p.219.

Lugo-Morin, D., 2021. Global Mapping of Indigenous Resilience Facing the Challenge of the COVID-19 Pandemic. *Challenges*, 12(1), p.15.

M, M. and -, V., 2017. A Study on Customers Attitude and Satisfaction towards HP LPG in Household, Coimbatore. The SIJ Transactions on Advances in Space Research & Earth Exploration, 5(1), pp.1-10.

Ma, J., 2018. Generalised grey target decision method for mixed attributes with index weights containing uncertain numbers. Journal of Intelligent & Fuzzy Systems, 34(1), pp.625-632.

Madaan, S. and Bhatnagar, D., 2021. A Study of Competitive Advantage through Training and Development in Hospitality Industry with special reference to The Imperial, New Delhi. International Journal of Business and Management Research, 9(2), pp.194-200.

Mahalakshmi, V. and Karthikeyan, K., 2018. An empirical evaluation of customer satisfaction and customer loyalty towards the services rendered by both private and public sector banks in Tamil Nadu. International Journal of Business Excellence, 16(2), p.233.

Majid, U., 2018. Research Fundamentals: Study Design, Population, and Sample Size. Undergraduate Research in Natural and Clinical Science and Technology (URNCSST) Journal, 2(1), pp.1-7.

Makhmutov, S. and Makhmutova, M., 2021. Meromorphic Functions with Slow Growth of Nevanlinna Characteristics and Rapid Growth of Spherical Derivative. Journal of Mathematical Sciences, 252(3), pp.420-427.

Makris, M. and Iorio, A., 2018. Prehospital fresh frozen plasma: Universal life saver or treatment in search of a target population?. Research and Practice in Thrombosis and Haemostasis, 3(1), pp.12-14.

MaminiainaAimee, R., 2019. A Thorough Literature Review Of Customer Satisfaction Definition, Factors Affecting Customer Satisfaction And Measuring Customer Satisfaction.. International Journal of Advanced Research, 7(9), pp.828843.

Manoharan, A., Sardeshmukh, S. and Gross, M., 2019. Informal diversity management practices and their effectiveness: In the context of ethnically diverse employees in hotels. International Journal of Hospitality Management, 82, pp.181190.

Marginson, S., 2021. One country, two political cultures: What way forward for Hong Kong's universities?. International Journal of Educational Development, 84, p.102426.

Martins, F., Cunha, J. and Serra, F., 2018. Secondary Data in Research – Uses and Opportunities. PODIUM Sport, Leisure and Tourism Review, 7(3), p.I-IV.

Martins, F., Cunha, J. and Serra, F., 2018. Secondary Data in Research – Uses and Opportunities. Revista Ibero-Americana de Estratégia, 17(04), pp.01-04.

Mathew, J., 2019. Organisational culture and effectiveness. Employee Relations: The International Journal, 41(3), pp.538-551.

Matricano, D., 2020. The effect of R&D investments, highly skilled employees, and patents on the performance of Italian innovative startups. Technology Analysis & Strategic Management, 32(10), pp.1195-1208.

Matthews, M. and Wolfe, D., 2017. Unified ranked sampling. Statistics & Probability Letters, 122, pp.173-178.

Matthews, S. (2015). Research methods for social workers: A practice-based approach (2nd ed.) Samuel S Faulkner and Cynthia A Faulkner. Journal of Social Work, 15(1), pp.108-109.

Mazachowsky, T. and Mahy, C., 2020. Constructing the Children's Future Thinking Questionnaire: A reliable and valid measure of children's future-oriented cognition. *Developmental Psychology*, 56(4), pp.756-772.

McIntosh, A. and Harris, C., 2018. Hospitality training as a means of independence for young adults with learning disabilities. *Hospitality Insights*, 2(2), pp.3-4.

McKim, C., 2016. The Value of Mixed Methods Research. *Journal of Mixed Methods Research*, 11(2), pp.202-222.

McMillan, J. and Schumacher, S. (2014). *Research in education*. Harlow, England: Pearson.

Medina, M., 2016. Conflict, individual satisfaction with team, and training motivation. *Team Performance Management*, 22(3/4), pp.223-239.

Men, L. and Robinson, K., 2018. It's about how employees feel! examining the impact of emotional culture on employee–organization relationships. *Corporate Communications: An International Journal*, 23(4), pp.470-491.

Mendoza, M., Contreras-Cristán, A. and Gutiérrez-Peña, E., 2021. Bayesian Analysis of Finite Populations under Simple Random Sampling. *Entropy*, 23(3), p.318.

Might, M. and Might, C., 2016. What happens when $N = 1$ and you want plus 1?. *Prenatal Diagnosis*, 37(1), pp.70-72.

Miller, C., Smith, S. and Pugatch, M., 2020. Experimental and quasi-experimental designs in implementation research. *Psychiatry Research*, 283, p.112452.

Mishra, S. and Kumar, S., 2019. E-recruitment and training comprehensiveness: untapped antecedents of employer branding. *Industrial and Commercial Training*, 51(2), pp.125-136.

Mitchell, P., 2019. Well-Being as Value Fulfillment: How We Can Help Each Other to Live Well By Valerie Tiberius. *Analysis*, 80(1), pp.196-198.

Mohammed Turab, G. and Casimir, G., 2015. A model of the antecedents of training transfer. *International Journal of Training Research*, 13(1), pp.82-95.

Mohanty, S., 2018. Individualized employee engagement or collaborative employee relations: insights on leadership strategies to manage employees in the UK market. *Problems and Perspectives in Management*, 16(3), pp.366-376.

Mok, A. and De Cremer, D., 2016. When Money Makes Employees Warm and Bright: Thoughts of New Money Promote Warmth and Competence. *Management and Organization Review*, 12(3), pp.547-575.

Molina-Azorin, J. and Fetters, M., 2020. In This Issue: Mixed Methods and Interventional Evaluations, Multilevel Mixed Methods Designs, Full Integration in Case Study Research, Mixed Methods-Grounded Theory, Mixed Methods Evaluation Through Cost-Effectiveness Analysis, and Action Research in Mixed Methods Research. *Journal of Mixed Methods Research*, 14(2), pp.127-130.

Momeni, F. and Ni, J., 2021. Quality Can Improve as Productivity Increases: Machining as Proof. *Procedia Manufacturing*, 53, pp.299-309.

Monday, O., 2020. Is altruism always sufficient for organ donation? vroom's expectancy theory, for expanding the organ donor pool. *Saudi Journal of Kidney Diseases and Transplantation*, 31(2), p.503.

Moosavi, S. and Hasani, P., 2017. Ethical Considerations in Qualitative Research with Children's Participation. *Medical Ethics Journal*, 11(39), pp.63-73.

Morgan, D., 2019. Locating the Distinction Between Qualitative and Quantitative Research: A Reply to Maxwell. *Journal of Mixed Methods Research*, 13(3), pp.282-283.

Morgeson, F., 2019. Empowering Leadership: When and Why Is It Beneficial for Employee and Manager Performance. *Academy of Management Proceedings*, 2019(1), p.10219.

Morse, J., 2021. Why the Qualitative Health Research (QHR) Review Process Does Not Use Checklists. *Qualitative Health Research*, 31(5), pp.819-821.

Morse, S., 2017. "Knowledge is power. Information is liberating. Education is the premise of progress, in every society, in every family." ¹. *International Journal of Public Legal Education*, 1(1), p.104.

Moser, A. and Korstjens, I. (2017). Series: Practical guidance to qualitative research. Part 3: Sampling, data collection and analysis. *European Journal of General Practice*, 24(1), pp.9-18.

Mpele Lekhanya, L. and Visser, K. (2016). Critical environmental dynamics: barriers restraining business growth in rural areas of southern region of KwaZulu-Natal province. *Problems and Perspectives in Management*, 14(4):33-40.

Muhamad, M. and Kiely, R., 2018. Understanding Teachers' Pedagogical Knowledge In ESL Vocabulary Teaching. *Journal of Arts and Humanities*, 7(1), p.36.

Mukasa, E., Christospher, W., Ivan, B. and Kizito, M., 2021. The Effects of Parametric, Non-Parametric Tests and Processes in Inferential Statistics for Business Decision Making
—A Case of 7 Selected Small Business

Enterprises in Uganda. *Open Journal of Business and Management*, 09(03), pp.1510-1526.

Mukurunge, T., Tlali, N. and Bhila, T., 2019. An investigation into the challenges with the South African Qualifications Authority for students with qualifications from universities outside South Africa. *International Journal of Trend in Scientific Research and Development*, Volume-3(Issue-3), pp.1538-1543.

Mulang, A., 2015. The Importance of Training for Human Resource Development in Organization. *Journal of Public Administration and Governance*, 5(1), p.190.

Mundra, P. and Rajapakse, J., 2016. Gene and sample selection using T-score with sample selection. *Journal of Biomedical Informatics*, 59, pp.31-41.

Muneer, S., Shabbir, J. and Khalil, A., 2016. Estimation of finite population mean in simple random sampling and stratified random sampling using two auxiliary variables. *Communications in Statistics - Theory and Methods*, 46(5), pp.2181-2192.

Must, O. and Must, A., 2018. Speed and the Flynn Effect. *Intelligence*, 68, pp.37-47.

Must, Ü., 2020. The Highly Cited Researchers with Researcher ID: Patterns of Behavior through Time. *Journal of Scientometric Research*, 9(2), pp.195-199.

Mutamba, C., 2017. The Inter-relationship of Organizational Learning, Learning Organizations, Virtual Technology, and Virtual Communities of Practice. *New Horizons in Adult Education and Human Resource Development*, 29(3), pp.4-14.

Mutlu, G., 2018. A Program Evaluation Study of the Main Course at a Preparatory Program: A Case Study. *Turkish Online Journal of Qualitative Inquiry*, 9(3), pp.202239.

Mwashita, T., Zungu, N. and Abrahams, D., 2020. The Glass Ceiling: Career Progression Barriers for Female Employees in the South African Hospitality Industry. *December 2020*, (9(5)), pp.1077-1093.

Naeem, N., 2016. Which Knowledge and Skills Do Participants Retain after Attending Medical Education Training Workshops? *Creative Education*, 07(06), pp.870-877.

Nahai, F., 2018. "Me Too" Isn't Just About Somebody Else. *Aesthetic Surgery Journal*, 38(10), pp.1153-1155.

Nainggolan, L. and Soemitra, A., 2020. THE CONTRIBUTION INCOME, INVESTMENT RESULTS, AND CLAIM EXPENSES ON SHARIA LIFE INSURANCE INCOME. *Jurnal Ekonomi dan Bisnis Islam (Journal of Islamic Economics and Business)*, 6(2), p.201.

Namin, A. (2017). Revisiting customers' perception of service quality in fast food restaurants. *Journal of Retailing and Consumer Services*, 34:70-81.

Nandal, D., 2019. BSCQUAL: A Measuring Instrument of Service Quality for the BSchools. *International Journal of Psychosocial Rehabilitation*, 23(4), pp.1574-1589.

Nartgün, Z. and Şahin, M., 2015. Psychometric Properties of Data Gathering Tools Used in Thesis. *Procedia - Social and Behavioral Sciences*, 174, pp.2849-2855.

Naser Alolayyan, M., Sharif Alyahya, M. and Ahmad Omari, D., 2021. Strategic human resource management practices and human capital development: The role of employee commitment. *Problems and Perspectives in Management*, 19(2), pp.157-169.

Natale, V., Fabbri, M., Tonetti, L. and Martoni, M., 2014. Psychometric goodness of the Mini Sleep Questionnaire. *Psychiatry and Clinical Neurosciences*, 68(7), pp.568-573.

Nguyen, T., 2017. Management education as an industry and MBA as a product: revisiting joint MBA programs using Porters five forces model. *Global Business and Economics Review*, 19(3), p.356.

Nicholsonl, J. and Ridgway, J., 2017. A response to white and Gorard: Against Inferential statistics: How and why current statistics teaching get response to statistics: It Wrong: *Statistics educational Research Journal* 16(1), pp.66-73.

Niessen, A., Meijer, R. and Tendeiro, J., 2016. Detecting careless respondents in web-based questionnaires: Which method to use?. *Journal of Research in Personality*, 63, pp.1-11.

Niki, H., 2017. Open and Closed Questions about Open and Closed SMC. *Structure*, 25(4), pp.569-570.

Nishu, S. and Lalrinzuala, A., 2021. Employees' Knowledge and Skills on Work Productivity at the Manpower Department. *Journal La Bisecoman*, 2(3), pp.1-5.

Nissens, T. and Fiehler, K., 2020. The influence of reward and top-down task set on goal-directed movements. *Journal of Vision*, 20(11), p.214.

Nisula, A. and Kianto, A., 2016. Group Climate and Creativity in Temporary Innovation Camp Settings. *Creativity and Innovation Management*, 25(1), pp.157-171.

Niu, Y., 2021. Performance measure of a multi-state flow network under reliability and maintenance cost considerations. *Reliability Engineering & System Safety*, 215, p.107822.

Norris, J., Ross, S. and Schoonen, R., 2015. Improving Second Language Quantitative Research. *Language Learning*, 65(S1), pp.1-8.

Nucci, D., Licitra, L., Sciara, S., Moretti, M. and Gianfredi, V., 2019. PRuNUS: design and validation of a questionnaire among prisoners – data of pilot study in the Penitentiary Institute of Perugia, Italy. *International Journal of Prisoner Health*, 16(2), pp.165-183.

Nugroho, A., Juniati, D. and Siswono, T., 2018. An instrument measuring prospective mathematics teacher self-regulated learning: validity and reliability. *Journal of Physics: Conference Series*, 983, p.012142.

Nukaga, Y., 2015. Ethics Expertise and Public Credibility. *Science, Technology, & Human Values*, 41(4), pp.709-731.

Nunez, F. and Monsivais, D., 2019. It Takes More Than One Somersault to Flip a Classroom. *Nurse Educator*, 45(3), pp.116-118.

Nurlansa, O. and Jati, H., 2017. Analysis Porter's Five forces Model on Airbnb. *Elinvo (Electronics, Informatics, and Vocational Education)*, 1(2), pp.84-96.

Nyanjom, J., 2018. Calling to mentor: the search for mentor identity through the development of mentor competency. *Educational Action Research*, 28(2), pp.242-257.

Nyide, C. (2017). The role of environmental management accounting and voluntary self-regulatory initiatives in improving resource efficiency in South African hotels. *Business and Economic Horizons*, 13(1), pp.30-41.

O'Gorman, T., 2015. A Comparison of Two-Sample Tests of Significance When Used With Variable Treatment Effects. *Statistics in Biopharmaceutical Research*, 7(2), pp.115-125.

O'Leary, M. and Wood, P., 2018. Reimagining teaching excellence: why collaboration, rather than competition, holds the key to improving teaching and learning in higher education. *Educational Review*, 71(1), pp.122-139.

Ocansey, F., 2016. Training the Employee for Improved Performance: the Mediating Role of Employee Performance Appraisal. *TEXILA INTERNATIONAL JOURNAL OF MANAGEMENT*, 2(2), pp.111-118.

Ogiemwonyi, O., 2020. The Relationship between Service Quality Dimensions and Customer Satisfaction towards Hypermarket in Malaysia. *International Journal of Psychosocial Rehabilitation*, 24(5), pp.2062-2071.

Ogundimu, E. and Hutton, J., 2015. A Sample Selection Model with Skew-normal Distribution. *Scandinavian Journal of Statistics*, 43(1), pp.172-190.

Okuma, N., Jinnouchi, H. and Nishiuchi, T., 2018. Quantitative Evaluation Method for Displacement Data of Dam Body, and its Case of Constant Monitoring Employed in Large Concrete Arch Dams. *Concrete Journal*, 56(1), pp.78-82.

Oladejo, M. and Oladejo, M., 2016. Staff Training Programmes and Employees' Productivity at Lagos State Ministry of Education in Nigeria. *MIMBAR PENDIDIKAN*, 1(2), p.179.

Oldland, E., Botti, M., Hutchinson, A., Mohebbi, M. and Redley, B., 2020. Measuring nurses' perceptions of their responsibility for healthcare quality - instrument validity and reliability. *Australian Critical Care*, 33, p.S5.

Olexová, C., 2018. Establishing the financial returns arising from an evaluation of a retail training programme. *Industrial and Commercial Training*, 50(1), pp.20-31.

Önören, M., Arar, T. and Yurdakul, G. (2017). Developing Competitive Strategies Based on SWOT Analysis in Porter s Five Forces Model by DANP. *Journal of Business Research - Turk*, 9(2):511-528.

Opoku, F., 2020. Strategic HRM and competitiveness of Hotels in the Central Region of Ghana: the Mediating role of employee competencies. *African Journal of Hospitality and Tourism Management*, 2(2), pp.82-104.

Otsuka, K. and Sonobe, T., 2018. The Role of Human Capital in Cluster-Based Industrial Development. *The Developing Economies*, 56(2), pp.104-116.

Ozuah, P., 2016. First, There Was Pedagogy And Then Came Andragogy. *Einstein Journal of Biology and Medicine*, 21(2), p.83.

Palme, J. and Palme, G., 2016. Can Stored Data Answer All Questions. *International Journal of Reliable and Quality E-Healthcare*, 5(2), pp.65-79.

Pan, T. and Fan, K., 2020. A Sustainable Approach: Increasing Students' Information-Technology Competences and Job-Seeking Capabilities through Course Redesign Using FIT Framework and Active Learning Pedagogy. *Sustainability*, 12(10), p.4094.

Pantanowitz, L., 2020. Digital cytology: Look how much has been achieved. *Cytopathology*, 31(5), pp.370-371.

Papastamoulis, P., 2018. Overfitting Bayesian mixtures of factor analyzers with an unknown number of components. *Computational Statistics & Data Analysis*, 124, pp.220-234.

Park, E., 2017. Data as medium: designing and coding interactive visualizations for the web. *Communication Design*, 5(1-2), pp.21-34.

Park, H., Sha, M. and Olmsted, M., 2015. Research participant selection in nonEnglish language questionnaire pretesting: findings from Chinese and Korean cognitive interviews. *Quality & Quantity*, 50(3), pp.1385-1398.

Park, T., 2020. The Qualitative Research of Underemployment Performance Measurement Model. *Journal of Tourism and Leisure Research*, 32(4), pp.407-423.

Parkash, H., 2018. Newer accomplishment in research. *Indian Journal of Dental Research*, 29(1), p.1.

pate. Preparing Interfaith Leaders: Knowledge Base and Skill Set for Interfaith Leaders. *New Directions for Student Leadership*, 2016(152), pp.75-86.

Pauli, U., 2019. Training professionalisation and SME performance. *Human Resource Development International*, 23(2), pp.168-187.

Peeters, M., 2021. Moving beyond Cronbach's Alpha and Inter-Rater Reliability: A Primer on Generalizability Theory for Pharmacy Education. *INNOVATIONS in pharmacy*, 12(1), p.14.

Perry, T., 2019. What employers want from coders: In-demand job skills vary by region - [Resources_Careers]. *IEEE Spectrum*, 56(5), pp.18-18.

Peter, B., 2017. When movies were theatre. *Early Popular Visual Culture*, 15(2), pp.274-276.

Petnga, L., Austin, M. and Blackburn, M., 2017. Semantically – Enabled Model – Based System SEMANTICALLY-ENABLED MODEL-BASED SYSTEMS. *INSIGHT*, 20(3), pp.29-38.

Phonthanukitithaworn, C., Naruetharadhol, P. and Ketkaew, C. (2017). Skill Development and Job Satisfaction: Workers' Perspectives in Thailand's Industrial Sector. *Knowledge Management: An International Journal*, 17(2):1-10.

Piasetskaya, I. and Matuszak, A., 2018. Hotel Industry – Requirements for Hotel Business Managers' Participatory Culture Acquisition. *New Trends in Production Engineering*, 1(1), pp.639-644.

Pillai, S., Haldorai, K., Seo, W. and Kim, W., 2021. COVID-19 and hospitality 5.0: Redefining hospitality operations. *International Journal of Hospitality Management*, 94, p.102869.

Pitan, O., 2017. Graduate employees' generic skills and training needs. *Higher Education, Skills and Work-Based Learning*, 7(3), pp.290-303.

Poell, R., 2017. Time to 'Flip' the Training Transfer Tradition: Employees Create Learning Paths Strategically. *Human Resource Development Quarterly*, 28(1), pp.9-15.

Potts, H., 2017. What every leader needs to know to thrive in a new role. *Campus Security Report*, 13(11), pp.8-8.

Poulsen, S. and Ipsen, C., 2017. In times of change: How distance managers can ensure employees' wellbeing and organizational performance. *Safety Science*, 100, pp.37-45.

Powdthavee, N., 2015. Would You Like to Know What Makes People Happy? An Overview of the Datasets on Subjective Well-Being. *Australian Economic Review*, 48(3), pp.314-320.

Prameka, A., Do, B. and Rofiq, A., 2016. How Brand Trust is Influenced by Perceived Value and Service Quality: Mediated by Hotel Customer Satisfaction. *Asia Pacific Management and Business Application*, 5(2), pp.72-84.

Pranjić, G. and Rekettye, G., 2019. Interaction of the social media and big data in reaching marketing success in the era of the fourth industrial revolution. *International Journal of Business Performance Management*, 20(3), p.247.

Pratson, D., Stern, M. and Powell, R., 2021. What organizational factors motivate environmental educators to perform their best?. *The Journal of Environmental Education*, pp.1-16.

Pratt, H., 2018. Wild Coast. *New England Review*, 39(2), pp.9-21.

Pritchard, M. (2016). Hotel Majestic. *Ploughshares*, 42(2):125-136.

Pronevich, O. and Zaitsev, M., 2021. Intelligent methods for improving the accuracy of prediction of rare hazardous events in railway transportation. *Dependability*, 21(3), pp.54-64.

Prosek, E., 2019. An Introduction to Mixed Methods Design in Program Evaluation. *Counseling Outcome Research and Evaluation*, 11(2), pp.60-70.

Ptasznik, B., 2020. Which Defining Model Contributes to More Successful Extraction of Syntactic Class Information and Translation Accuracy?. *Lexikos*, 30(1).

Purran, A., 2018. Nursing, midwifery and support workers training needs analysis in an integrated care organisation. *Journal of Nursing Education and Practice*, 8(12), p.76.

Qian, H., 2021. Optimization of Intelligent Management and Monitoring System of Sports Training Hall Based on Internet of Things. *Wireless Communications and Mobile Computing*, 2021, pp.1-11.

Raghuvanshi, M., 2016. Attitude Exploration Using Factor Analysis

Technique. *unibulletin*, 5(1-2), pp.13-25.

Rahimi, D., Khezri, S. and Niknafs, S., 2018. Investigation the relationship of Leadership Styles on managers on productivity Staff Tax Administration of West Azerbaijan province. *International Academic Journal of Organizational Behavior and Human Resource Management*, 05(01), pp.140-144.

Rahmana, A. and Sukaya, Y., 2020. Training Needs Analysis: Suggested Framework for Identifying Training Need. *International Journal of Psychosocial Rehabilitation*, 24(02), pp.3861-3868.

Rahmani, R., Doshmanziari, E. and Asgari, N., 2018. The Relationship Between Implementing Knowledge Management Practices in on-the-Job Training and Developing Professional Skills of Oil Industry Employees. *Journal of Management and Sustainability*, 8(1), p.137.

Ramadhani, N., 2019. Factor Analysis of Training, Knowledge, Supervision, and Unsafe Actions on Occupational Accidents at PT X. *The Indonesian Journal of Occupational Safety and Health*, 8(2), p.178.

Ramesh, M., Jaganathan, S. and Krishnan, R., 2020. Perception, knowledge, and attitude of problem-based learning among dental college students in India: A closedended questionnaire study. *Journal of Pharmacy And Bioallied Sciences*, 12(5), p.340.

Rastogi, J. and Hashmi, F., 2019. A Brief Overview on Active Air Sampling Procedure for Environment Monitoring. *International Journal of Trend in Scientific Research and Development*, Volume-3(Issue-3), pp.732-736.

Raziq, A. and Maulabakhsh, R., 2015. Impact of Working Environment on Job Satisfaction. *Procedia Economics and Finance*, 23, pp.717-725.

Reid, S., 2021. What does culturally relevant pedagogy have to offer with regard to teaching and learning during a time of physical distancing?. *Journal for Multicultural Education*, 15(2), pp.129-137.

Reilly, P., 2018. Building customer centricity in the hospitality sector: the role of talent management. *Worldwide Hospitality and Tourism Themes*, 10(1), pp.42-56.

Reissová, A. and Papay, M., 2021. Relationship between Employee Engagement, Job Satisfaction and Potential Turnover. *TEM Journal*, pp.847-852.

Rocchi, M., Pelletier, L. and Desmarais, P., 2016. The Validity of the Interpersonal Behaviors Questionnaire (IBQ) in Sport. *Measurement in Physical Education and Exercise Science*, 21(1), pp.15-25.

Rochman, T., Samian, S. and Riantoputra, C., 2020. Leader Endorsement: The Role Of Leader Prototypically, Leader Effectiveness And Employees Organisational. *Jurnal Psikologi*, 19(2), pp.108-121.

Roe, K., 2021. You Are Braver Than You Believe. *Health Promotion Practice*, 22(6), pp.733-734.

Roets, F., 2019. Recent Records of Fruit Chafers (Scarabaeidae: Cetoniinae: Cetoniini) in the Southwestern Cape Region of South Africa Suggest That Range Expansions Were Facilitated by Human-Mediated Jump-Dispersal and PreAdaptation to Transformed Landscapes. *African Entomology*, 27(1), p.135.

Rogerson, C. and Rogerson, J., 2020. COVID-19 Tourism Impacts In South Africa: Government And Industry Responses.. *GeoJournal of Tourism and Geosites*, 31(3), pp.1083-1091.

Romanukha, O. and Zinchenko, V., 2021. Formation of professional and communicative competences of hospitality industry employees on the example of hotel and restaurant sphere. *Humanities science current issues*, 5(35), pp.239-244.

Ronda, L., Valor, C. and Abril, C., 2019. How small traditional businesses can become attractive employers: A means-end analysis. *Journal of Small Business Management*, 58(2), pp.362-389

Rose, J. and Johnson, C., 2020. Contextualizing reliability and validity in qualitative research: toward more rigorous and trustworthy qualitative social science in leisure research. *Journal of Leisure Research*, 51(4), pp.432-451.

Roy, S., 2016. A Theoretical Study of the Cosmic Expansion in the Framework of Brans-Dicke Theory. *IOSR Journal of Applied Physics*, 08(03), pp.04-12.

Royen, T., 2016. NON-CENTRAL MULTIVARIATE CHI-SQUARE AND GAMMA DISTRIBUTIONS. *Far East Journal of Theoretical Statistics*, 52(4), pp.289-315.

Ruan, G. and Zhang, H. (2017). Closed-loop Big Data Analysis with Visualization and Scalable Computing. *Big Data Research*, 8:12-26.

Ruedin, D. and Morales, L., 2017. Estimating party positions on immigration: Assessing the reliability and validity of different methods. *Party Politics*, 25(3), pp.303-314.

Rügamer, D. and Greven, S., 2018. Selective inference after likelihood- or testbased model selection in linear models. *Statistics & Probability Letters*, 140, pp.7-12.

Rummelhagen, K. and Benkenstein, M., 2019. When Service Employees Should Not Go the Extra Mile: The Interaction Between Perceived Employee Effort and

Customer Misbehaviour Severity. *Journal of Service Management Research*, 3(1), pp.37-50.

Rupert, J., Blomme, R., Dragt, M. and Jehn, K., 2016. Being Different, But Close: How and When Faultlines Enhance Team Learning. *European Management Review*, 13(4), pp.275-290.

Rylski, M., 2018. Legal Regulation of the Obligation of Employers to Provide Social Support to Employees in the Polish Legal System. *Employee Responsibilities and Rights Journal*, 30(4), pp.279-296.

Sahu, J. and Juvekar, V., 2018. Data on primary hydration characteristics of aqueous electrolytes. *Data in Brief*, 19, pp.486-494.

Salam, K., 2019. https://www.biofueljournal.com/article_88261.html. *Biofuel Research Journal*, 6(2), pp.948-961.

Salifu, G., 2021. COVID-19's Impact on the International Political Economy of Food Security in Sub-Saharan Africa. *Research in World Economy*, 12(1), p.379.

Saltz, J. and Dewar, N., 2019. Data science ethical considerations: a systematic literature review and proposed project framework. *Ethics and Information Technology*, 21(3), pp.197-208.

Sanders, K., 2018. Media Review: Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches. *Journal of Mixed Methods Research*, 13(2), pp.263-265.

Satpathy B. (2018). Crossing Divides: Conducting Mixed Methods Research in Protected Areas. *The Indian Journal of Social Work*, 79(3), p.291.

Schmitt, R. and Saif, S., 2016. Test de Français Laval-Montreal: Does It Measure What It Should Measure?. *TESL Canada Journal*, 32, p.87.

Schulze, A. and Rupiotta, C., 2017. What Motivates Employees to Engage in Entrepreneurial Behavior? A set theoretic approach. *Academy of Management Proceedings*, 2017(1), p.17394.

Sekar, S. and Dyaram, L., 2020. What makes employees participate in volunteering programs? The role of organizational support. *International Journal of Organizational Analysis*, 29(2), pp.512-528.

Sekaran, U. & Bougie. (2014). *Research Methods for Business: A Skill – building approach*. 6th Edition. New York: John Wiley

Sekoai, P. and Yoro, K., 2016. Biofuel Development Initiatives in Sub-Saharan Africa: Opportunities and Challenges. *Climate*, 4(2), p.33.

Semyonov-Tal, K. and Lewin-Epstein, N., 2021. The importance of combining openended and closed-ended questions when conducting patient satisfaction surveys in hospitals. *Health Policy OPEN*, 2, p.100033.

Sener, J., 2017. even Futures: Five Years Later. *e-mentor*, 2017(2(69)), pp.87-94.

Shah, S., 2019. Training And Development Impact On Employees Performance: A Study Of Government Colleges Of Hyderabad - *Pakistan Journal of Humanities and Social Sciences Research*, 2(1), pp.129-136.

Sharma, S. and Srivastava, S., 2018. Relationship between Service Quality and Customer Satisfaction in Hotel Industry. *TRJ Tourism Research Journal*, 2(1), p.42.

Shekhawat, K. and Chauhan, A., 2018. Can Altmetrics be Used to Evaluate Research?. *Current Science*, 114(02), p.261.

Shereni, N., 2019. The Role of Technical and Vocational Education and Training (TVET) in Restoring Hospitality Sector Specific Skills in Zimbabwe: A Students' Perspective. *Journal of Hospitality & Tourism Education*, 32(3), pp.133-141.

Shi, H., 2020. Book Review: Advances in Questionnaire Design, Development, Evaluation and Testing. *Language Testing in Focus: An International Journal*, 2, pp.16-21.

Shilenge, M. and Telukdarie, A., 2021. 4IR integration of information technology best practice framework in operational technology. *Journal of Industrial Engineering and Management*, 14(3), p.457.

Shinta, D. and Rosana, D., 2017. Developing Performance Assessment Instrument For measuring Scientific Attitudes. *Jurnal Kependidikan: Penelitian Inovasi Pembelajaran*, 1(1), pp.67-83.

Shyian, D. and Shyian, O., 2021. The Objective Side Of Misuse Of Budget Funds, Implementation Of Budget Expenditures Or Providing Credits From The Budget Without or Exceed Budget Purposes. *Criminalistics and Forensics*, (66), pp.492-509.

Siddiqui, A. and Iqbal, S., 2017. Empowering Skills of Indian Workforce through Training and Development. *International Journal of Trend in Scientific Research and Development*, Volume-2(Issue-1), pp.667-678.

Siew, N. and Saidi, S., 2019. Reliability and Validity Analysis of Statistical Reasoning Test Survey Instrument using the Rasch Measurement Model. *International Electronic Journal of Mathematics Education*, 14(3).

Silva, C., 2017. Research Design - The New Perspective of Research Methodology. *British Journal of Education, Society & Behavioural Science*, 19(2), pp.1-12.

Sim, J., 2017. Using Kirkpatrick Four Level Evaluation model to assess a 12-week accelerated ultrasound intensive course. *Sonography*, 4(3), pp.110-119.

Singh, R. and Prasad, M., 2021. Big genomic data analysis leads to more accurate trait prediction in hybrid breeding for yield enhancement in crop plants. *Plant Cell Reports*, 40(10), pp.2009-2011.

Sjödahl, M., 2019. Gradient Correlation Functions in Digital Image Correlation. *Applied Sciences*, 9(10), p.2127.

Skiba, R., 2020. Graded Assessment Models for Competency-Based Training in Vocational Education and Training. *World Journal of Education*, 10(3), p.106.

Skidmore, M., 2017. Considerations Regarding the SSA Board of Trustees' Report, 2017. *Poverty & Public Policy*, 9(3), pp.247-257.

Smolnikar, P., 2017. 2017/47 Termination of employment contract for economic reasons may not be lawful if employees have been working overtime (SL). *European Employment Law Cases*, 2(4), pp.212-214.

Sole, M., 2018. Open-Ended Questions: A Critical Class Component. *The Mathematics Teacher*, 111(6), pp.462-465.

Sowers, K. and Meyers, S., 2021. Integrating essential learning outcomes and electronic portfolios: Recommendations for assessment of student growth, course objectives, program outcomes, and accreditation standards. *New Directions for Teaching and Learning*, 2021(166), pp.43-57.

Sprinkle, T. and Urick, M., 2018. Three generational issues in organizational learning. *The Learning Organization*, 25(2), pp.102-112.

Staniec, I. and Kalińska-Kula, M., 2021. Internal employer branding as a way to improve employee engagement. *Problems and Perspectives in Management*, 19(3), pp.33-45.

Steiner, E., 2016. Stress Less, Achieve More: Simple Ways to Turn Pressure into a Positive Force in Your Life by Aimee Bernstein. *Performance Improvement*, 55(2), pp.39-43.

Stelina, J., 2019. Restriction of work in retail on weekends and holidays (Polish experience). *Law Enforcement Review*, 3(1), pp.79-85.

Storey, C. and Larbig, C., 2017. Absorbing Customer Knowledge. *Journal of Service Research*, 21(1), pp.101-118.

Su, S. and Baird, K. (2017). The role of leaders

Sucheran, R., 2021. Preliminary Economic Impacts of the COVID-19 Pandemic on the Hotel Sector in South Africa. *African Journal of Hospitality, Tourism and Leisure*, 10(1)(10(1)), pp.115-130.

Sumbadze, K., 2020. Reasons Of Workforce Emigration From Georgia To Europe And Employment Problems. *Globalization and Business*, pp.86-90.

Sussex, P., 2021. Review of Ronowicz & Yallop (1999): English: one language, different cultures. *Australian Review of Applied Linguistics*, pp.193-196.

Taba, M., 2018. Mediating effect of work performance and organizational commitment in the relationship between reward system and employees' work satisfaction. *Journal of Management Development*, 37(1), pp.65-75.

Taber, K., 2017. The Use of Cronbach's Alpha When Developing and Reporting Research Instruments in Science Education. *Research in Science Education*, 48(6), pp.1273-1296.

Tamia, M. and Soediono, W., 2020. Service Quality, Customer service quality, Customer Satisfaction, Dan Corporate Image Terhadap Customer Loyalty Pada Klinik Kecantikan Di Lakarta. *Media Bisnis*, 11(2), pp.163-170.

Tao, Y. and Fu, H., 2018. Doubly robust estimation of the weighted average treatment effect for a target population. *Statistics in Medicine*, 38(3), pp.315-325.

Tarnoff, M., 2020. Dissecting the Important Difference Between Good Surgeons and Good Leaders. *JAMA Surgery*, 155(9), p.801.

Tavella, S. and Furian, R., 2021. Which Training Strategy is most Effective for the Treatment of Binge Eating?. *ATHENS JOURNAL OF SPORTS*, 8(1), pp.65-82.

Tawalare, K. and Tawalare, K., 2020. Bloom's taxonomy and goals of traditional education system insight from Ayurveda. *International Journal of Complementary and Alternative Medicine*, 13(3), pp.131-133.

Taylor, D., Barber, N. and Deale, C., 2017. Guests repeat patronage of proenvironmental hotels. *Journal of Hospitality and Tourism Management*, 33, pp.62-

72.

Thomas, L., Ambrosini, V. and Hughes, P. (2017). The role of organizational citizenship behaviour and rewards in strategy effectiveness. *The International Journal of Human Resource Management*, pp.1-30.

Thomas, S., 2021. Piloting a programme of training in the use of electronic resources at a university library: lessons learned. *Journal of Electronic Resources Librarianship*, 33(1), pp.50-59.

Thompson, R., 2019. Tweaa! – A Ghanaian interjection of “contempt” in online political comments. *Ampersand*, 6, p.100047.

Thorne, A., 2020. The potential for skills development programmes to empower poverty-affected and refugee women in rural Jordan. *Journal of Vocational Education & Training*, pp.1-17.

Thornton, K. and Noguchi, N., 2016. Building a Picture of Usage Patterns in a Language Learning Space: Gathering Useful Quantitative and Qualitative Data. *Studies in Self-Access Learning Journal*, pp.412-425.

Thory, K., 2016. Developing meaningfulness at work through emotional intelligence training. *International Journal of Training and Development*, 20(1), pp.58-77.

Tight, M., 2015. Phenomenography: the development and application of an innovative research design in higher education research. *International Journal of Social Research Methodology*, 19(3), pp.319-338.

Toxirovna, K., 2021. Lifelong learning – LLL – helps to realize personal and professional potential. *ACADEMICIA: An International Multidisciplinary Research Journal*, 11(8), pp.138-140.

Trassinelli, M., 2019. The Nested_fit Data Analysis Program. *Proceedings*, 33(1), p.14.

Tsai, S., Shun, S., Lee, P., Lee, C. and Weaver, T., 2016. Validation of the Chinese Version of the Functional Outcomes of Sleep Questionnaire-10 in Pregnant Women. *Research in Nursing & Health*, 39(6), pp.463-471.

Tuluçe, D., 2017. Validity and reliability of the Turkish version of the clinical COPD questionnaire. *New Trends and Issues Proceedings on Humanities and Social Sciences*, 4(2), pp.104-113.

Underdown, P., 2020. Five reasons your aesthetic business could fail (and how to avoid them). *Journal of Aesthetic Nursing*, 9(9), pp.394-396.

Uno, K., Satomura, H. and Adachi, K., 2016. Fixed factor analysis with clustered factor score constraint. *Computational Statistics & Data Analysis*, 94, pp.265-274.

Van Riel, R., 2016. Enhancing Beyond What Ought to be the Case - A Conceptual Clarification. *Bioethics*, 30(6), pp.384-388.

Vanrie, W., 2021. What We All Know: Community in Moore's "A Defence of Common Sense." *Journal of the History of Philosophy*, 59(4), pp.629-651.

Varveri, L., Lavanco, G. and Di Nuovo, S., 2015. Buying Addiction: Reliability and Construct Validity of an Assessment Questionnaire. *Postmodern Openings*, 06(01), pp.149-160.

Vasić, Ž. and Čerović, S., 2018. Financial function transformation in the information era case study Intercontinental Hotels Group. *Turisticko poslovanje*, (22), pp.51-59.

Velasco, J. and de Chavez, J., 2018. Millennial Work Ethic: A Preliminary Examination of the Work Ethic Profile of Filipino University Students. *Mediterranean Journal of Social Sciences*, 9(6), pp.121-130.

Velip, P., 2018. Ethical Issues in Research Writing. *International Journal of Trend in Scientific Research and Development*, Volume-2(Issue-5), pp.2429-2432.

Virani, R., Parekh, V., Gupta, M., Thakor, D. and Chavda, P., 2021. Assessing the practice protocol of dental practitioners during COVID-19 pandemic: A questionnaire study. *Advances in Human Biology*, 11(1), p.113.

Viray, A. and Montaña, V., 2017. Service Delivery and Drivers of Customer Satisfaction as Determinants of Public Relations of Food Establishments in Region XI. *International Journal of Management Excellence*, 10(1), p.1222.

Voloshina, I. and Novikov, P., 2019. About Classification Of Professions Within The National Qualifications System. *Social and Labour Researches* 35(2), pp.76-82.

Voloshyna, V., 2020. Work Under The Duration Rate Installed Working Hours And Non – Standard Working Hours: The Background. *Law Bulletin*, (16), pp.89-97.

von Hippel, P. and Bellows, L., 2018. How much does teacher quality vary across teacher preparation programs? Reanalyses from six states. *Economics of Education Review*, 64, pp.298-312.

Voorhees, H. and Howell Smith, M., 2019. Qualitative and Quantitative Method Integration in Diabetes Communication Research: Applications and Contributions. *Qualitative Health Research*, 30(2), pp.228-235.

Vooris, J., 2021. When Did You Know You Were Straight? Teaching with the Heterosexual Questionnaire. *Radical Teacher*, 119, pp.75-77.

Vui-Yee, K. and Paggy, K., 2018. The Effect of Work Fulfilment on Job Characteristics and Employee Retention: Gen Y Employees. *Global Business Review*, 21(2), pp.313-327.

Wagner, C. and Ramsey, C., 2015. A Systematic Approach to Representative Sampling—Sampling Quality Criteria, Material Properties, Theory of Sampling. *Journal of AOAC INTERNATIONAL*, 98(2), pp.264-264.

Waite, L., Zupec, J., Quinn, D. and Poon, C., 2020. Revised Bloom's taxonomy as a mentoring framework for successful promotion. *Currents in Pharmacy Teaching and Learning*, 12(11), pp.1379-1382.

Wang, C., 2015. The Effects of Information and Predisposition on Individual Responses to Hypothetical Survey Questions. *Asian Journal for Public Opinion Research*, 2(2), pp.71-102.

Wang, V., 2015. Translation Reliability and Test-Retest Reliability for Elite Athlete's Injury Risk Factor Questionnaire. *Sports & Exercise Research*, 17(2), pp.231-241.

Waruwu, M., 2020. On The Job Skill-based Servant Leadership Training Model for Principal Effectiveness. *International Journal of Psychosocial Rehabilitation*, 24(5), pp.3270-3279.

Washington, J. and Rodríguez, J., 2018. Racism Education is Needed at All Levels of Training. *Family Medicine*, 50(9), pp.711-712.

Wesoly, R., Stefanski, V. and Weiler, U., 2016. Influence of sampling procedure, sampling location and skin contamination on skatole and indole concentrations in adipose tissue of pigs. *Meat Science*, 111, pp.85-91.

White P, and Gorard S., 2017. Against inferential statistics: How and why current statistics teaching gets it wrong. *Statistics education research journal*, 16(1), pp.55-65.

Widiawati, Y., 2018. Hedges in Scientific EFL Writing. *Lingual: Journal of Language and Culture*, 5(1), p.12.

Williams, C. and Horodnic, I., 2016. Evaluating the Illegal Employer Practice of Under-Reporting Employees' Salaries. *British Journal of Industrial Relations*, 55(1), pp.83-111.

Williams, G. and Pigeot, I. (2016). Consent and confidentiality in the light of recent demands for data sharing. *Biometrical Journal*, 59(2):240-250.

Wilson, C., 2016. When the customer isn't always right. *New Scientist*, 230(3072), p.21.

Wiskin, C., Barrett, M., Fruhstorfer, B. and Schmid, M., 2017. Recommendations for undergraduate medical electives: a UK consensus statement. *Medical Education*, 52(1), pp.14-23.

Wnuk, M., 2017. Organizational Conditioning of Job Satisfaction. A Model of Job Satisfaction. *Contemporary Economics*, 11(1), pp.31-44.

Woliński, S. and Pytlowany, T., 2019. Analysis of the state of prestressed structure using data collection simulation technique. *MATEC Web of Conferences*, 262, p.08006.

Wright, T., 2020. A general exact optimal sample allocation algorithm: With bounded cost and bounded sample sizes. *Statistics & Probability Letters*, 165, p.108829.

Xia, D., 2019. Non-asymptotic bounds for percentiles of independent non-identical random variables. *Statistics & Probability Letters*, 152, pp.111-120.

Xie, L., Wu, N. and Qian, W., 2016. Time domain series system definition and gear set reliability modeling. *Reliability Engineering & System Safety*, 155, pp.97-104.

Xiong, L., So, K., Wu, L. and King, C., 2019. Speaking up because it's my brand: Examining employee brand psychological ownership and voice behavior in hospitality organizations. *International Journal of Hospitality Management*, 83, pp.274-282.

Y. Bonney, E., Lamptey, H., Puplampu, P. and B. Kyei, G., 2020. COVID-19 pandemic: ten research questions Africa must answer for itself. *Ghana Medical Journal*, 54(4s), pp.107-112.

Yang, H. and Wei, L., 2019. Relevance of the heralded efficiency of the heralded single-photon source to the heralded basis. *Acta Physica Sinica*, 68(23), p.234202.

Yang, Y., Mao, Z. and Tang, J. (2017). Understanding Guest Satisfaction with Urban Hotel Location. *Journal of Travel Research*, 57(2):243-259.

Yeonja Jang and Jooyon Lee, 2018. The direction of art education in the 4th Industrial Revolution era. *Journal of Art Education*, 52(null), pp.67-94.

Yilmaz, A., 2021. How to use adjusted degree of distinguishability and inter-rater reliability simultaneously? *Cumhuriyet Science Journal*, 42(3), pp.743-750.

Yuan, S. and Ma, Z., 2020. Improvement of sphericity test for large-dimensional covariance matrix. *Journal of Physics: Conference Series*, 1437, p.012109.

Yuhong, C., Jianxin, Y., Yongjiang, S. and Wei, H., 2020. Improved ahp and manifold learning model for R&D and transformation functional platform performance evaluation. *Argumenta Oeconomica*, 2019(1), pp.173-205.

Yuliati, D., 2016. Education and Training Program towards Work Achievement for Employees of Developer's Company. *TRIKONOMIKA*, 15(2), p.66.

Žak-Skalimowska, M., 2018. Child's creative activity as an opportunity to develop metalearning skills – analysis of an educational programme Creating my own textbook – I know what I want to learn and how. *Creativity. Theories – Research - Applications*, 5(2), pp.230-250.

Zeynalli, L., 2021. Human Capital in Azerbaijan: Building Competitive Workforce Capacity for Industry 4.0. *SocioEconomic Challenges*, 5(2), pp.58-69.

Zhang, Y. and Shao, B., 2019. Influence of service-entry waiting on customer's first impression and satisfaction. *Journal of Service Theory and Practice*, 29(5/6), pp.565-591.

Zhao, Z., Zuo, J., Wu, P., Yan, H. and Zillante, G. (2016). Competitiveness assessment of the biomass power generation industry in China: A five forces model study. *Renewable Energy*, 89, pp.144-153.

Zohoorian, Z., 2015. A Needs Analysis Approach: An Investigation of Needs in an EAP Context. *Theory and Practice in Language Studies*, 5(1), p.58.

Zuckerman, H., 2020. Is "the time ripe" for quantitative research on misconduct in science?. *Quantitative Science Studies*, 1(3), pp.945-958.

Zumrah, A. R. (2015), "Examining the relationship between perceived organizational support, transfer of training and service quality in the Malaysian public sector", *European Journal of Training and Development*, Vol. 39 No. 2, pp. 143-160.

Zuo, Y., 2020. Large sample properties of the regression depth induced median. *Statistics & Probability Letters*, 166, p.108879.

Zyphur, M. and Pierides, D., 2017. Is Quantitative Research Ethical? Tools for Ethically Practicing, Evaluating, and Using Quantitative Research. *Journal of Business Ethics*, 143(1), pp.1-16.

ANNEXURE A: GATEKEEPERS LETTER

ANNEXURE A



Main Bazaar Road
Mzamisa Beach Eastern Cape
PO Box 33 Port Edward 4295
KwaZulu-Natal South Africa
Telephone +27 (0) 39 305 9111
Facsimile +27 (0) 39 305 1012
www.suninternational.com

28 January 2020

This is to say that I do grant permission to **Mrs. Seshini Gunpath** to conduct research in our hotel situated at the Wild Coast Sun

I understand that this research is conducted in fulfillment of her **master's degree** in Durban University of Technology, Faculty of Management Sciences. The details of the research findings and answers of respondents will not be shared without written permission from the organization.

The title of her Dissertation is: **The role of customer service training in the hospitality sector case of the Wild Coast Sun Hotel**

Thank you,

Malani Padayachee | Learning & Development Specialist
Wild Coast Sun Casino

Email: Malani.padayachee@suninternational.com

151 Main Bazaar Road, Mzamisa Beach, Port Edward, 4295
T +27 (0) 39 305 2807
suninfo@csun.com

Sun International Limited is Wild Coast Sun Resort and Casino,
Discarn TC Estate 191 Madikizela-Roseme M1-1004
Company Registration No. 2020/0605626
Company Secretary: Sun International Corporate Services Proprietary Limited



ANNEXURE B

QUESTIONNAIRE

SECTION A: GENERAL INFORMATION

INSTRUCTIONS TO RESPONDENTS:

1. Please select **ONLY ONE** response with a tick for each question.
2. Answer **ALL** the pre-coded questions in this section.
3. Please **DO NOT** leave any question blank.

1. Please indicate if you are permanent or contract

		Tick ✓
1.1	Permanent	
1.2	Contract	

2. Please indicate your gender

		Tick ✓
2.1	Male	
2.2	Female	

3. Please indicate your age

		Tick ✓
3.1	20 – 25 years	
3.2	26 – 30 years	
3.3	31 – 35 years	
3.4	36 – 40 years	

3.5	41 – 50 years	
3.6	> 51 years	

4. For how long you have been working at the Hotel

		Tick <input type="checkbox"/>
4.1	1-6 months	
4.2	1 - 2 years	
4.3	3 - 4 years	
4.4	5 - 6 years	
4.5	7 - 8 years	
4.6	> 10 years	

PTO/...2

SECTION B:

INSTRUCTIONS TO RESPONDENTS:

1. Please select **ONLY ONE** response with a tick for each Likert Scale statement below.
2. Answer **ALL** the pre-coded statements in this section.
3. Please **DO NOT** leave any statement blank.

KEY: SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree

		SD	D	N	A	SA
--	--	----	---	---	---	----

5	I am satisfied with the working conditions at the hotel	1	2	3	4	5
6	I enjoy meeting different people and cultures	1	2	3	4	5
7	The hotel is centrally located	1	2	3	4	5
8	I serve the customers only for the tips	1	2	3	4	5
9	Without the customer I will not have a job	1	2	3	4	5
10	Employees at the hotel always try to go the extra mile	1	2	3	4	5
11	Customer service is the key objective of the hotel	1	2	3	4	5
12	In my opinion customer loyalty is important to the hotel	1	2	3	4	5
13	Customer feedback and experience is important to the hotel.	1	2	3	4	5
14	Employees have a positive attitude towards the hotel	1	2	3	4	5
15	I have the chance to use my strengths every day at work	1	2	3	4	5
16	The manager works well with the team	1	2	3	4	5
17	The manager is very open when communicating with the employees	1	2	3	4	5
18	I know I will be recognised for excellent work	1	2	3	4	5
19	Customer feedback is used to improve service delivery	1	2	3	4	5
20	The manager allows me to be innovative in my job	1	2	3	4	5
21	Employee attitude is dictated by leadership	1	2	3	4	5
22	In my work I am always challenged to grow	1	2	3	4	5
23	I am very motivated when I attend training	1	2	3	4	5

24	We are constantly sent on new training programmes	1	2	3	4	5
25	I have input on the training I attend	1	2	3	4	5
26	Training helps me to do my job better	1	2	3	4	5
27	I provide feedback on the contents of the training	1	2	3	4	5
28	The company puts me on Seta Learnerships.	1	2	3	4	5
29	In my opinion everyone should attend training	1	2	3	4	5
30	Training and development enables me to go the extra mile to serve customers	1	2	3	4	5
31	Succession planning is effectively used at the hotel	1	2	3	4	5
32	Employees have individual development plans	1	2	3	4	5

ANNEXURE C



MANAGEMENT SCIENCES: FACULTY RESEARCH ETHICS COMMITTEE (FREC)

3 March 2020

Student Name: Ms S Gunpath

Student No: 19331940

Dear Ms S Gunpath

MASTER OF MANAGEMENT SCIENCES: HOSPITALITY AND TOURISM

TITLE: The role of customer service training in the hospitality sector: A case of the Wild Coast Sun Hotel

Please be advised that the FREC Committee has reviewed your proposal and the following decision was made: **Approved – Ethics Level 2**

Date of FRC Approval: 3 March 2020

Approval has been granted for a period of two years from the above FRC date, after which you are required to apply for safety monitoring and annual recertification. Please use the form located at the Faculty. This form must be submitted to the FREC at least 3 months before the ethics approval for the study expires.

Any adverse events (serious or minor) which occur in connection with this study and/or which may alter its ethical consideration must be reported to the FREC according to the FREC SOP's. Please note that ANY amendments in the approved proposal require the approval of the FREC as outlined in the FREC SOP's.

Prof JP Govender

Chairperson: Faculty Research Ethics Committee