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A STUDY OF ORGANIZATIONAL INVESTMENT IN EMPLOYEE TRAINING, WORK ENGAGEMENT AND TURNOVER INTENTION: A CROSS-LEVEL MEDIATION ANALYSIS

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ABSTRACT

Previous studies have shown that job resources (e.g., social support, autonomy, performance feedback, skill variety, and learning opportunities) are important antecedents of work engagement. However, the role of employee training in fostering work engagement has received limited research attention. The aim of the present study was to examine the direct effect of organizational investment in employee training on work engagement and the partial mediating effects (self-efficacy and person-job fit) therein. The relationship between work engagement and turnover intention also was incorporated into the study. The study statistically analysed 253 valid data collecting from the hotel industry in Taiwan. The results of hierarchical linear modeling revealed that organizational investment in employee training had a direct effect on work engagement and that the cross-level relationship was partially mediated by self-efficacy and person-job fit. The result of regression analysis also demonstrated that work engagement was negatively related to turnover intention. Conclusion and directions for future research were also provided.

KEYWORDS

employee training, person-job fit, self-efficacy, turnover intention, work engagement.

INTRODUCTION

†ast research indicates that employees' work engagement can be fostered when the organization provides employees with job resources, such as performance feedback and learning opportunities for education, growth, and development and enable them to achieve their work goals (Bakker & Demerouti, 2007; Hakanen et al., 2006; Schaufeli & Bakker, 2004; Schaufeli & Salanova, 2007). Organizational investment in employee training (OJET) can be regarded as an important job resource (Deci and Ryan, 1985; Ryan & Frederick, 1997). The effect of OJET on enhancing an individual's work engagement has received limited research attention. Thus, this study attempts to investigate the effect of OJET on work engagement.

Personal resources (e.g. self-efficacy, optimism, resilience and self-esteem) are positive self-evaluations that refer to an individual's sense of his or her ability to successfully control and affect the environment (Hobfoll et al., 2003). Previous research on work engagement has shown that self-efficacy is a vital personal resource that enhances an individual's engagement at work (Bakker et al., 2008). This study predicts that self-efficacy (a personal resource) may serve as a partial mediation mechanism linking OJET (a job resource) and work engagement.

Scroggins (2008) and Hamid and Yahya (2011) provided the link between P-J fit and work engagement by indicating that employees who fit well with their jobs could increase their work engagement and subsequently benefit the organization. This study speculates that P-J fit may serve as a partial mediator of the OJET-work engagement relationship.

With regard to the outcomes of work engagement, it has been found that work engagement is associated with in-role performance (Schaufeli et al., 2006b), turnover intention (Schaufeli & Bakker, 2004), customer satisfaction (Salanova et al., 2005) and financial returns (Xanthopoulos, Bakker, Demerouti, & Schaufeli, 2009). There is evidence that highly engaged employees are generally engrossed in and dedicated to their work (Bakker & Demerouti, 2008), and hence they are less likely to leave their organization. In line with past research, this study also examines the influence of work engagement on turnover intention.

The relationships among OJET, self-efficacy, P-J fit, work engagement, and turnover intention through cross-level analysis remain unexplored. To fill in this void, this study investigates the direct effect of OJET on work engagement, as well as the cross-level mediating effects of self-efficacy and P-J fit. The influence of work engagement on turnover intention also is incorporated into the study. Social exchange theory, reinforcement theory and work adjustment theory are used in this study because they provide theoretical bases for depicting the relationships among the variables investigated.

REVIEW OF LITERATURE

ORGANIZATIONAL INVESTMENT IN EMPLOYEE TRAINING AND WORK ENGAGEMENT

Work engagement reflects positive work experience in organizational life which generates positive benefits to the organization (Park & Gursoy, 2012). The concept of work engagement evolved in the mid 1990's (Harris, 2006) and was conceptualized by Kahn (1990) as employees' emotional attachment to their work roles. Specifically, work engagement refers to the extent to which employees are enthusiastic and motivated in their role performance. May et al. (2004) conceptualized engagement as employees' commitment to work by bringing their physical, emotional, and cognitive resources to perform role-related tasks. May et al. pointed out that most jobs involve some level of physical exertion and challenges, as well as emotional (exhaustion) and cognitive demands.

Schaufeli and Bakker (2004) defined work engagement as an affective-motivational and work-related state of fulfilment in employees that is characterized by vigour, dedication and absorption (Macey & Schneider, 2008; May et al., 2004). Vigour is characterized by high levels of energy and mental toughness while working, a willingness to exert an effort in one's work and perseverance in the face of difficulties. Dedication is intense involvement in one's work and deriving a sense of significance, enthusiasm, inspiration, pride and challenge. Absorption is being so fully engrossed in one's work that time seems to pass quickly (Schaufeli & Bakker, 2004, 2010). Engaged employees usually find their work meaningful and inspirational and are energetic and engrossed in it (Bakker & Demerouti, 2008). As mentioned earlier, work engagement is fostered by various job resources (Bakker & Demerouti, 2007; Schaufeli & Salanova, 2007). There is evidence that employees' work engagement can be greatly enhanced when the organization offers job resources such as performance feedback and learning opportunities that provide possibilities for education, growth and development and enable employees to achieve their work goals (Bakker & Demerouti, 2007; Schaufeli & Bakker, 2004; Schaufeli & Salanova, 2007). In this instance, organizational investment in employee training can be viewed as an important job resource (Deci & Ryan, 1985; Ryan & Frederick, 1997).

Organizational investment in employee training (OJET) is defined as the extent to which an organization is committed to help their employees learn and acquire new skills/competencies that enable them to meet job requirements or move to new positions (Lee & Bruvold, 2003). Organizations investing in employee training imply that they support employees' professional growth and are seeking to develop a long-term relationship with their employees (Allen et al., 2003; Lee & Bruvold, 2003).

Kuvaas and Dysvik (2009) examined the relationships among PIED, intrinsic motivation, work effort, work quality and organizational citizenship behaviour (OCB) from three cross-sectional surveys conducted in organizations in Norway. Their empirical results show that the relationship between PIED and work effort was mediated by intrinsic motivation, and that intrinsic motivation also moderated the relationship between PIED and OCB. From the above-mentioned research, it is apparent that OJET has significant psychological and behavioural effects on employee outcomes.

Social exchange theory (Blau, 1964) and the norm of reciprocity (Gouldner, 1960) provide a link between OJET and work engagement. When organizations invest training in their employees, the employees tend to reciprocate in positive ways (Cropanzano & Mitchell, 2005). Dysvik and Kuvaas (2008) indicated that providing

sufficient training can be regarded as a social exchange between the employer and its employees. The affective aspects of OIET may influence employees' perceptions and encourage them to increase their work engagement. In view of the above, the following hypothesis is developed.

H1: Organizational investment in employee training has a positive influence on work engagement.

ORGANIZATIONAL INVESTMENT IN EMPLOYEE TRAINING, SELF-EFFICACY, AND WORK ENGAGEMENT

Rooted in the very core of Bandura's (1997, 1986) social cognitive theory, self-efficacy refers to an individual's belief in his or her capacity to organize and execute a course of action needed to meet the demands of a situation. Self-efficacy beliefs enable individuals to determine the amount of effort they will exert during a task, in particular, the determination they will exhibit and the amount of time they will persevere to accomplish an objective when faced with a challenging situation. High self-efficacy results in feelings of serenity when attempting to perform complicated tasks and activities. In contrast, low self-efficacy results in a belief that tasks are more difficult than they seem, which leads to anxiety, stress, despair and a narrow view of possible problem resolution.

Reinforcement theory is widely used to motivate employees in the workplace. The theory focuses on the environmental factors that contribute to shape employees' attitudes and behaviours (Redmond & Housell, 2013). Therefore, the motivational aspect of the theory may help to draw a connection between OIET and self-efficacy. Organizational inducements in terms of IET not only improve employees' KSAs but also enhance their beliefs in their capability to successfully perform certain tasks. Previous research shows that organizations devoted to developing through training the skills and competencies that employees need to remain competitive can increase employees' sense of self-efficacy (Gibson, 2001b; Orpen, 1999; Torkzadeh et al., 1999). With this in mind, this study proposes that value added by OIET can foster an employees' self-efficacy and thus develops the following hypothesis.

H2: Organizational investment in employee training has a positive influence on self-efficacy.

With regard to the relationship between self-efficacy and work engagement, previous research shows that self-efficacy is an important personal resource that promotes an individual's engagement at work (Bakker et al., 2008). Evidence also indicates that self-efficacious students reported higher levels of engagement (Llorens et al., 2007). In view of the above, this study expects a positive association between self-efficacy and work engagement.

Moreover, because of its motivational potential, self-efficacy may also serve as a mediating mechanism linking OIET and work engagement. According to reinforcement theory, on the one hand, OIET lets employees understand their roles well and develop the needed KSAs to perform their tasks (Suazo et al., 2009); on the other hand, OIET signals that employees are highly valued by the organization, which may boost their self-efficacy, and in turn further increase their work engagement. Therefore, the following hypothesis was developed.

H3: Self-efficacy partially mediates the relationship between organizational investment in employee training and work engagement.

ORGANIZATIONAL INVESTMENT IN EMPLOYEE TRAINING, PERSON-JOB FIT, AND WORK ENGAGEMENT

Person-job fit (P-J fit) is widely explored by fit scholars. Edwards (1991) conceptualized P-J fit in terms of two distinct forms, namely, needs-supplies fit (N-S fit) and demands-abilities fit (D-A fit). The N-S fit exists when the supplies (e.g., pay, benefits, training, interesting and challenging work, promotion opportunities, recognition, good working conditions, etc.) offered from jobs are compatible with the needs, preferences, and desires of employees. The D-A fit could be achieved when employees bring sufficient knowledge, skills and abilities (KSAs) to meet the job demands.

Kristof-Brown et al. (2002) indicated that employees are likely to experience a good P-J fit when they are enthusiastic about their work and have the necessary KSAs and experience to perform their work well. Following Kristof-Brown et al. (2002), the present study regards D-A fit as P-J fit and defines it as the degree to which employees perceive the match between their KSAs and job demands.

P-J fit leading to positive attitudinal and behavioural outcomes is well documented in the literature, for instance, as related to job satisfaction (Cable & DeRue, 2002; Lauver & Kristof-Brown, 2001), affective organizational commitment (Greguras & Diefendorff, 2009), job performance (Caldwell & O'Reilly, 1990; O'Reilly et al., 1992) and intentions to quit (Saks & Ashforth, 1997). Previous research also shows that employees who meet their job requirements (P-J fit) are likely to be actively engaged in their work roles and consequently achieve their work goals (Hamid & Yahya, 2011; Scroggins, 2008). Hence, a positive relationship between P-J fit and work engagement can be expected.

Drawing from work adjustment theory (Dawes & Lofquist, 1984), P-J fit indicates an interaction between an employee and the environment. According to the theory, an employee's fit is based on the correspondence or match between the employee's attributes (i.e. KSAs) and the environment (i.e. OIET). When well-trained employees become skilled and competent in their work (Saeed & Asghar, 2012), they are likely to increase their work engagement. The following hypotheses were developed.

H4: Organizational investment in employee training has a positive influence on P-J fit.

H5: P-J fit partially mediates the relationship between organizational investment in employee training and work engagement.

WORK ENGAGEMENT AND TURNOVER INTENTION

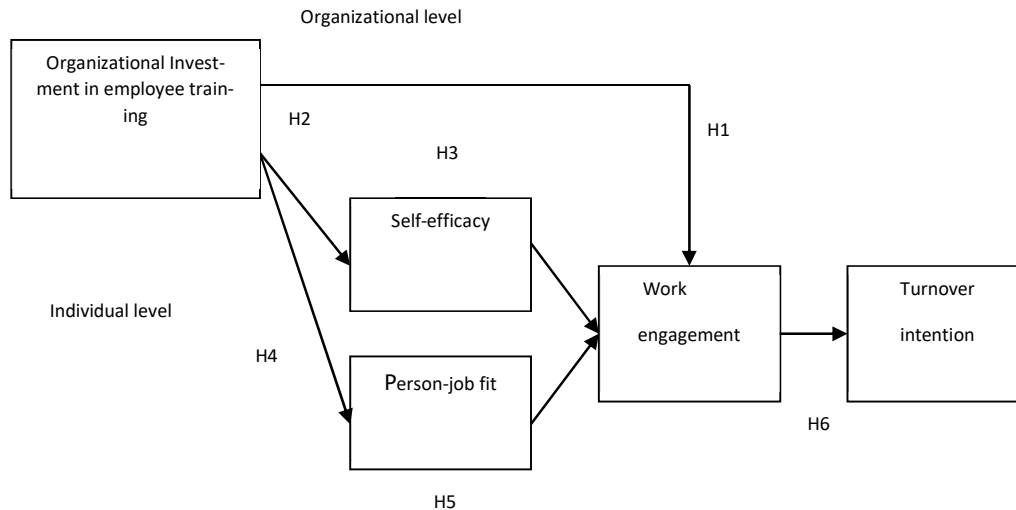
Turnover intention refers to an employee's intention to pursue a career outside his current employer. Prior to leaving the employer, the employee has come to a decision point whether to resign or not. The attitude-behavior theory (Fishbein & Ajzen, 1975) states that one's intention to engage in a specific behavior is the close predictor of that behavior. Lambert et al. (2001) in their study has shown a significant association between turnover intentions and actual turnover. Hence, one method to determine actual turnover is through turnover intentions.

A negative relationship between work engagement and turnover intention was found in previous studies. For instance, Harter et al. (2002) and Saks (2006) found that work engagement had a positive relationship with employees' job satisfaction and a negative relationship with turnover intention. Schaufeli and Bakker (2004) also demonstrated that work engagement mediated the influences of job resources on turnover intention. Similar to previous research, the current study expects an inverse relationship between work engagement and turnover intention. The following hypothesis was developed.

H6: Work engagement has a negative influence on turnover intention.

Based on the relevant literature explored above, a research model was developed and is presented below (Figure 1).

FIGURE 1: RESEARCH MODEL



RESEARCH METHODOLOGY

SAMPLE AND PROCEDURE

The data for this study was collected from 20 hotels in Taiwan. The human resource (HR) manager of each hotel was requested to provide assistance in distributing questionnaires to service employees. Given that the number of employees in each hotel differed, 20 to 35 questionnaires were distributed to each hotel. Participants were randomly chosen by the HR managers. In total, 500 questionnaires were sent out. The HR managers were requested to return the completed questionnaires in a stamped envelope addressed to the researcher.

The questionnaire included OIET, self-efficacy, P-J fit, person-organization (P-O) fit, work engagement, turnover intention and demographic questions (i.e. sex, age, and tenure). Previous research suggests that a portion of the data aggregated to a cross-level can reduce the presence of common method variance (Peng et al., 2006). In this study, organizational investment in employee training refers to an organization's commitment to help their employees learn and acquire new skills/competencies that enable them to meet job requirements or move to new positions (Lee & Bruvold, 2003). Hence, employee training data aggregating at the organizational level is plausible.

Moreover, all data were self-reported and collected during the same period of time. Thus, Harman's one-factor test (Anderson & Bateman, 1997) was conducted to test if common method variance (CMV) exists. Using principal component analysis (PCA) on the question items yielded 4 factors with eigenvalues greater than 1.0, which accounted for 63.343% of the total variance. The common method bias seemed to be absent (Podsakoff and Organ, 1986; Podsakoff et al., 2003) as the first factor did not account for the majority of the variance (20.280%).

Of the 500 questionnaires distributed, 318 completed questionnaires were returned. With 42 invalid questionnaires (incomplete data), 253 questionnaires were kept for analysis, representing a response rate of 50.6%. In terms of demographics, 55.7% of the respondents were male, 44.3% were female. As for age, 66.8% of the respondents were between 30 and 35 years old, 29.6% were between 36 and 40 years old and only 3.6% were 41 years or older. While 18.6% of the respondents had a college/bachelor's degree, 88.6% held a master's degree or above. With regard to organizational tenure, 71% had tenures of less than 10 years, 20.8% had tenure from 11 to 15 years and only 8.2% had tenure of more than 16 years.

MEASURES

Except for the demographic control variables (i.e. sex, age, and tenure), all the items were scored on a 5-point Likert response scale ranging from 1 (strongly disagree) to 5 (strongly agree). A higher score indicates greater variable strength.

Organizational investment in employee training: In this study, OIET was examined at the organizational level and was measured by seven items that were modified from the work of Kuvaas and Dysvik (2009). An example of an item for the scale is, 'By investing time and money in employee development, my organization demonstrates that it actually invests in its employees'. Scores were calculated by taking the average of the seven items. The Cronbach's α for this scale was 0.897.

Self-efficacy: Self-efficacy was measured with an eight-item scale developed by Chen et al. (2001). An example of an item for the scale is, 'When facing difficult tasks, I am certain that I will accomplish them'. Scores were calculated by taking the average of the eight items. The Cronbach's α for this scale was 0.861.

Person-job fit: P-J fit was measured with a three-item demands-abilities scale developed by Cable and DeRue (2002). An example of an item for the scale is, 'My abilities and training are a good fit with the requirements of my job'. Scores were calculated by taking the average of the three items. The Cronbach's α for this scale was 0.816.

Work engagement: Work engagement was measured with the short, nine-item version of the Utrecht Work Engagement Scale (Schaufeli et al., 2006). This scale includes three items for each of the three underlying dimensions of work engagement. Example items included 'At work, I feel bursting with energy' (vigour); 'I am enthusiastic about my job' (dedication) and 'I get carried away when I am working' (absorption). Scores were calculated by taking the average of the nine items, as recommended by Schaufeli et al. (2006). The Cronbach's α for this scale was 0.916.

Turnover intention: Turnover intention was measured with a four-item scale developed by Kelloway, Gottlieb and Barham (1999). The following is an example of an item for the scale: 'I am thinking about leaving this organization'. Higher scores indicate greater intent to leave one's current place of employment. Scores were calculated by taking the average of the four items. The Cronbach's α for this scale was 0.926.

Control variables: Sex, age, education, and tenure were controlled to prevent their influence on turnover intention (Ucho et al., 2012). The study coded sex as 0 = men and 1 = women. Respondents with a college/bachelor's degree were coded as 0, whereas those with a master's degree or above were coded as 1. Age was measured in continuous numbers. Tenure was measured by the number of years the respondents had worked for in their current organizations.

P-O fit: P-O fit concerns how an employee matches an organization's values, goals and mission (Lauver & Kristof-Brown, 2001). Past research reports that employees are less likely to leave their organizations when they perceived high P-O fit (Elfenbein & O'Reilly 2007; Verquer et al., 2003). Hence, P-O fit was controlled for in the present study and was measured with a three-item scale developed by Cable and DeRue (2002). Here is an example of an item for the scale: 'The things that I value in life are very similar to the things that my organization values'. Scores were calculated by taking the average of the three items. The Cronbach's α for this scale was 0.817.

DATA AGGREGATION

To examine the appropriateness of data aggregation, this study examined the interrater agreement of OIET by calculating the $rwg(j)$ values (James et al., 1984). For this purpose, a normal distribution of the expected error variance was used (LeBreton & Senter, 2008). The mean $rwg(j)$ across the organization was found to

be 0.844 for IET, thereby demonstrating a high level of interrater agreement (Mathieu & Schulze, 2006). According to the suggestion of Bliese (2000), this study also calculated intraclass correlation coefficients [ICCs; i.e. ICC(1) and ICC(2)]. The study obtained an ICC(1) value of 0.125 for OIET, thereby meeting the standard value of 0.12 (James, 1982). Moreover, the study also obtained an ICC(2) value of 0.610 for OIET, thereby meeting the standard value of 0.6 (Lin & Peng, 2008). This study conceptualized OIET at the organization level. Thus, the aforementioned results show that the data aggregation was appropriate.

RESULTS

Hierarchical linear modeling (HLM) software version 6.08 (Raudenbush & Bryk, 2002) was used to test the cross-level direct and mediating effects. A null model was executed to test whether work engagement would vary according to different organizations. Table 1 presents the mean estimation of work engagement intercept (γ_{00}) = 3.511, the between-organization variance of work engagement (τ_{00}) = 0.037 and the within-organization variance of work engagement (σ^2) = 0.304. The ICC of work engagement was found to be 10.9% (0.037/[0.037+0.304]), which indicates that 10.9% of the variance of work engagement was due to between-organization variance and 89.1% was due to within-organization variance. These findings suggest that HLM analysis is necessary if the between-organization variance of work engagement is to be considered (Cohen, 1988).

Moreover, to satisfy the rule of the dependent variable (DV) on within-organization variance and between-organization variance (Hofmann, 1997), this study examined independent–dependent relationships. In the intercepts-as-outcome model 1 (Table 1), γ_{01} = 0.634 ($p < 0.01$), which indicates that OIET positively affected work engagement. Thus, hypothesis 1 was supported. In the intercepts-as-outcome model 2 (Table 3), γ_{01} = 0.515 ($p < 0.001$), thereby indicating a positive relationship between IET and self-efficacy. Thus, hypothesis 2 was supported.

Using the mediation approach suggested by Mathieu and Taylor (2007), this study further examined the cross-level mediation hypotheses. First, the relationship between the independent variable (IV) and the DV was examined. Second, the relationship between the IV and the mediator was tested. Third, the relationship between the mediator and the DV was examined when the IV was included in the model. The mediation condition is said to be satisfied if the relationship between the IV and DV is not significant while that between the mediator and DV remains significant.

To test the cross-level mediation hypothesis (H3), OIET (the IV) was tested at the organization level, whereas self-efficacy (the mediating variable) and work engagement (the DV) were tested at the individual level. Table 1 shows that the results satisfied the first three conditions depicted by Mathieu and Taylor (2007). With regard to the last condition, the intercepts-as-outcome model 3 shows that γ_{01} (0.342; $p < 0.05$) was still significant after self-efficacy was included in the model. This result demonstrates that self-efficacy had a partial mediating effect on the relationship between OIET and work engagement. Therefore, hypothesis 3 was supported.

TABLE 1: HIERARCHICAL LINEAR MODELING ANALYSIS: ORGANIZATIONAL INVESTMENT IN EMPLOYEE TRAINING, SELF-EFFICACY, AND WORK ENGAGEMENT

Variables	Null model	Intercepts-as-outcome model-1 (H1) X→Y	Intercepts-as-outcome model-2 (H2) X→M	Intercepts-as-outcome model-3 (H3) X→M→Y
Intercept $\gamma_{00}(\tau_{00})$	3.511***	1.134	2.173***	-0.074
Control variable				
Gender γ_{10}		0.102	0.001	0.072
Age γ_{20}		-0.004	0.051	-0.068
Tenure γ_{30}		-0.012	0.103	-0.027
P-O fit γ_{40}		-0.014	-0.122	0.009
Individual level				
Self-efficacy γ_{50}				0.413***
P-J fit γ_{60}				
Organizational level				
Organizational investment in employee training γ_{01}		0.634**	0.515***	0.342*
σ^2	0.304	0.307	0.219	0.227
Deviance	439.330	439.458	356.876	391.509

Note. Companies N=23; Employees N=253. * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$.

H1 represents Hypothesis 1, H2 represents Hypothesis 2, H3 represents Hypothesis 3.

X refers to the independent variable; M refers to the mediator; Y refers to the dependent variable.

With regard to the relationships between OIET and P-J fit, the intercepts-as-outcome model 2 in Table 2 shows that γ_{01} = 0.565 ($p < 0.01$), thereby indicating the positive effects of OIET on P-J fit. The results support hypothesis 4. In terms of the cross-level mediation hypothesis (H5), OIET (the IV) was tested at the organizational level, whereas P-J fit and work engagement (the DVs) were tested at the individual level. The results, shown in Table 2, indicate that the first three conditions of Mathieu and Taylor’s approach were satisfied. Further, the intercepts-as-outcome model 3 shows that γ_{01} (0.330; $p < 0.05$) was still significant after P-J fit was included in the model. This finding demonstrates that P-J fit played a partial mediating role in OIET and work engagement. Thus, hypothesis 5 was supported.

TABLE 2: HIERARCHICAL LINEAR MODELING ANALYSIS: ORGANIZATIONAL INVESTMENT IN EMPLOYEE TRAINING, P-J FIT, AND WORK ENGAGEMENT

Variables	Null model	Intercepts-as-outcome model-1 (H1) X→Y	Intercepts-as-outcome model-2 (H2) X→M	Intercepts-as-outcome model-3 (H3) X→M→Y
Intercept $\gamma_{00}(\tau_{00})$	3.511***	1.134	1.088	0.439
Control variable				
Gender γ_{10}		0.102	0.166*	0.024
Age γ_{20}		-0.004	0.089	-0.051
Tenure γ_{30}		-0.012	0.074	-0.067
P-O fit γ_{40}		-0.014	0.045	-0.028
Individual level				
Self-efficacy γ_{50}				
P-J fit γ_{60}				0.560***
Organizational level				
Organizational investment in employee training γ_{01}		0.634**	0.565**	0.330*
σ^2	0.304	0.307	0.286	0.217
Deviance	439.330	439.458	415.231	372.855

Note. Companies N=23; Employees N=253. * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$.

H1 represents Hypothesis 1, H2 represents Hypothesis 2, H3 represents Hypothesis 3.

X refers to the independent variable; M refers to the mediator; Y refers to the dependent variable.

Multiple regression analysis was conducted to test the relationship between work engagement and turnover intention. Controlled for sex, age, tenure, and P-O fit, the results shown in Table 3 exhibit that work engagement was negatively related to turnover intention ($\beta = -0.187$; $p < 0.01$), hence supporting hypothesis 6.

TABLE 3: RESULTS FOR REGRESSION ANALYSIS

Control variables	Turnover intention	
	β	β
Gender	0.131*	0.148*
Age	-0.056	-0.057
Tenure	-0.080	-0.081
P-O fit	0.031	0.030
Independent variable Work engagement		
F		-0.187**
R ²	1.794	3.312**
Adj. R ²	0.028	0.063
ΔR^2	0.012	0.044
	0.028	0.035

Note. N=253. $p < 0.05^*$, $p < 0.01^{**}$

β represents standardized regression coefficients.

DISCUSSION

The results of HLM analysis reveal that the OIET indeed had a significant influence on work engagement, supporting hypothesis 1. Such a finding is consistent with those of previous research (Bakker & Demerouti, 2007; Schaufeli & Salanova, 2007) that OIET is indeed an important job resource that can increase employees' work engagement. Based on social exchange theory, OIET may make the organization seem supportive and reliable, thus eliciting positive and reciprocal responses from employees through their increased level of work engagement.

The results of cross-level mediating hypotheses show that the OIET was positively related to self-efficacy and P-J fit and that self-efficacy and P-J fit partially mediated the OIET-work engagement relationship. The results support hypotheses 2, 3, 4 and 5. According to reinforcement theory or work adjustment theory, the significant relationship between OIET and self-efficacy as well as the relationship between OIET and P-J fit imply that organizations committed to developing via training the KSAs that employees need to remain competitive can enhance employees' self-efficacy beliefs (Gibson, 2001b; Orpen, 1999; Tannenbaum et al., 1991; Torkezadeh et al., 1999) and P-J fit, and subsequently increase their level of work engagement. The results of the study also indicate that highly engaged employees have fewer intentions to leave their current organization, which is in line with the results of previous studies (Harter et al., 2002; Saks, 2006; Schaufeli & Bakker, 2004).

CONCLUSION

This study explored the direct influence of OIET on work engagement as well as the cross-level mediating effects of self-efficacy and P-J fit. In addition to the discovery of a direct relationship between OIET and work engagement, the results reveal that the relationship is partially mediated by self-efficacy and P-J fit. The results also demonstrate that work engagement is negatively related to turnover intention. Such findings add new insights to the extant management literature.

LIMITATIONS AND DIRECTIONS FOR FUTURE RESEARCH

This study primarily focused on the hotel industry in Taiwan. Future researchers can consider studying employees from different industries (e.g., manufacturing industry) to expand the generalization of the research findings. Moreover, the current study considered only employee work engagement and turnover intention. Future researchers could explore the effect of OIET on other important work outcomes, such as in-role performance, contextual performance and/or customer-oriented behaviour, through cross-level analysis.

In addition to self-efficacy and P-J fit examined in this study, psychological contract may be an important process factor that mediates the relationship between employee training and work outcomes. A poor psychological contract tends to act as a demotivator, which can be reflected in lower levels of employee performance and commitment and higher levels of absenteeism and turnover (Beardwell & Claydon, 2007). However, fulfilment of the psychological contract creates a feeling of being valued, increases trust and leads to positive outcomes for the organization and employee (Shapiro, 2000). This psychological variable could be investigated in future research.

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