

Correlations among Satisfaction with Educational Training, Job Performance, Job Characteristics, and Person-Job Fit

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ABSTRACT In face of the environmental change with capital, talent, and technology flight, tourist hotel enterprises need to accumulate high-quality human capital with systematic investment, development, and continuous learning and development for finding out the competitive strengths through the cultivation of human capital. Transforming knowledge staff into the organizational assets becomes the primary issue for managers. By practicing effective educational trainings of employees, tourist hotel enterprises could enhance the managerial knowledge and professional skills of the employees and change the work attitudes to promote the entire organizational performance. Aiming at satisfaction with educational training in tourist hotel industry, the effects of job characteristics and person-job fit on job performance are discussed in this study. The staffs in tourist hotel enterprises who have received educational trainings are distributed questionnaires, and total 343 valid samples are acquired. The research results show that higher satisfaction with educational training, job characteristics, and person-job fit would enhance job performance of employees. Moreover, both job characteristics and person-job fit present moderating effects on the correlations between satisfaction with educational training and job performance. Suggestions are further provided according to the research results for the reference of managers in tourist hotel industry and the follow-up researchers.

INTRODUCTION

Research Background and Motive

In face of the dilemma of enterprises practicing no-pay leave and layoff on employees and capital, talent, and technology flight in the past years, enterprises in Taiwan are expecting to reduce the loss by saving human costs. In such an environmental change, tourist hotel enterprises have to accumulate high-quality human capital through systematic investment, development and accumulation, and constant learning and development (Lee and Wu 2002) to find out the competitive strengths by the cultivation of human capital. By practicing effective educational trainings of employees, tourist hotel enterprises could enrich the managerial knowledge and professional skills of employees and change the work attitudes. The past literatures showed that the provision of educational trainings in an organization could enhance the working skills, improve the work attitudes, and promote the job performance of employees. A lot of researchers

studied the relationship between educational training and job performance, but focused the factors on the psychological reaction of employees towards the job, such as job satisfaction and job engagement, or on the organization and leadership, like organizational commitment and leadership styles, rather than on the employees and the job characters. Hackman and Oldham (1975) regarded job characteristics as one of the key factors in job performance of employees with higher growth demands that the development would be larger than the ones with experiences in educational trainings. Besides, the past research mostly stressed on organization-person fit or supervisor-person fit, but less on the person and the job. The effects of person-job fit on the relations between educational training and job performance are therefore taken into account.

Literature Review

Educational Training

Education aims to enhance the growth of employees, develop individual capability to coordinate with the development of enterprises and organizations, and systematically cultivate the

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work abilities of employees. Trainings tend to cultivate the employees' working skills and knowledge for work demands that they focus on the prompt applications to the job in order to effectively complete the organizational tasks. Development emphasizes the development of employees or organizations, expecting to acquire new points of view, cultivate the work abilities of employees, and successfully achieve the new objectives of an organization. Miller (1987) mentioned from the aspect of time that trainings aimed to solve instantaneous demands and present tasks to achieve specific tasks; education was to evaluate the required knowledge and skills based on future anticipation; and, development contained long-term and short-term objectives of an enterprise and systematic analyses of the task demands of an enterprise and an organization to balance the overall development. Schuler and MacMillan (1984) pointed out trainings as to enhance the ability of an organizational member and to reinforce the competitive strengths of the organization. Landy (1985) considered educational trainings as a planned activity which could enhance the skills and competence of employees and improve the attitudes and social behaviors, and presented the consistency between employees' job demands and organizational objectives. Kuo (1989) proposed to enhance the knowledge and skills of employees and improve the work attitudes through systematic and continuous training programs. Lawrie (1990) indicated that trainings were the acquisition of skills, education was the acquisition of knowledge, and development stressed on the change of attitudes. Noe et al. (2012) regarded educational trainings as an internal education in an organization that it was essential for both newly recruited and original employees; educational trainings could urge the employees to learn knowledge or skills related to the work and further improve the job performance to achieve the human resource measures of an organization.

Job Performance

Kane (1976) pointed out job performance as the achieving rate of a task in the specific period that it was referred to the efficiency of employees or organizations achieving the objectives, such as productivity, sales growth ability, profit growth ability, market shares, budget control,

quality enhancement, limitation reduction, cost reduction, and consumer satisfaction (Kofi and Akwasi 2013).

Farh et al. (1997) considered performance as the achievement of an activity; general empirical research applied different performance because of distinct organizational objectives and structures. Motowidlo and Van Scotter (1994) divided job performance into task performance and contextual performance, in which, the former referred to the familiarity of employees performed in the work, which was similar to the in-role behaviors proposed by Katz and Kahn (1978), and the latter indicated the familiarity of employees performed in other activities contributed to the organization, including involuntary and informal activities and tasks. Motowidlo and Van Scotter (1994) considered job performance with behavioristics, eventiveness, assessability, and multidimensionality, representing the total value of individual discontinuous behaviors in a specific period in an organization, which could be used for predicting variable development and effective motivation. Byars and Rue (2000) regarded performance as employees achieving tasks at work.

From the past research, employees with educational trainings would enhance the knowledge, skills, and work behaviors and further affect the work performance. Accordingly, when employees present higher acceptance on educational trainings and satisfaction with the courses or instructors, the job performance is enhanced. The following hypothesis is therefore inferred.

H1: Satisfaction with educational training shows significant correlations with job performance.

Job Characteristics

Based on the research of Turner and Lawrance (1965), Hackman and Lawler (1971) expanded six job characteristics of variety, autonomy, task identity, feedback, dealing with other, and friendship opportunities, in which dealing with other and friendship opportunities were related to social interaction; the first four were the core dimensions, while the last two were the dimensions for interpersonal relationship. The results showed that job satisfaction, job performance, and attendance rate would be enhanced when the first four job characteristics appeared.

Sersshore and Taber (1975) indicated that job characteristics contained work property, work environment, salary and welfare received from work, work security, feedback, working skills, autonomy, work challenge, new knowledge and future opportunity from work, and interpersonal relationship, job satisfaction, achievement, pride, and self-fulfilment at work. In other words, job characteristics referred to various attributes and factors related to work. Based on the research of Turner and Lawrence (1965), Hackman and Oldham (1975) systemized the relations between job characteristics and individual reaction to work and proposed job characteristics model, including five job characteristics of skill variety, skill identity, task significance, autonomy, and feedback.

1. *Skill Variety*: the utilization of different skills and multiple operations for work.
2. *Skill Identity*: the completion of an entire task, not parts of a task, and definite confirmation of the effectiveness.
3. *Task Significance*: the actual influence of a task on others
4. *Autonomy*: self-determining power of employees on the work plans, equipment, and procedures.
5. *Feedback*: direct and clear understanding of the job performance at work.

The past research showed that providing employees with proper freedom of time and approaches for properly relaxing the supervision, reinforcing educational trainings of employees, and assisting employees in solving problems could effectively enhance the job characteristics and further promote the job performance. Consequently, job characteristics presented significantly positive correlations with job performance; skill variety and autonomy in job characteristics could help employees enhance the working skills and autonomically complete tasks that it appeared remarkable effects on job performance. The following hypothesis is therefore inferred.

H2: Job characteristics presents remarkable correlations with job performance.

The past research findings showed that increasing job rotation of employees could enhance skill variety in job characteristics; and, educational training could promote employees' working skills. Accordingly, job characteristics could affect the relations between educational trainings and job performance that the following hypothesis is inferred.

H3: Job characteristics appears moderating effects on satisfaction with educational training and job performance.

Person-Job Fit

Chuang and Lin (2005) pointed out person-work environment fit as the needs-supplies balance between individuals and the environment, which was generalized as person-environment fit, containing person-job fit, person-organization fit, person-group fit, and person-supervisor fit. Caldwell and O' Reilly (1990) proposed person-job fit (P-J fit) and defined it as the match between individuals and the engaged job. Edwards (1991) classified person-job fit into needs-supplies fit when job supplies conformed to employee desires, such as demands, objectives, value, interests, and preference and demand-ability fit when employee abilities conformed to job demands, like work experiences and educational background.

Chuang (2001) regarded person-job fit as the comparisons of (1) knowledge, skills, and ability (KSAs), (2) interests, (3) job characteristics, and (4) personality, where the job fit with knowledge, skills, and ability was better comprehended. Chuang and Lin (2005) broadly defined person-job fit as the fit between individuals and the job.

The past research showed higher person-job fit could promote the task performance of employees that person-job fit would affect employees or organizations. From the aspect of employees, person-job fit would affect individual work behaviors or performance in an organization; that is, the job fit of employees appeared notable effects on job performance. The following hypothesis is therefore inferred.

H4: Person-job fit presents notably correlations with job performance.

When educational training are based on person-job fit, the employees would present higher satisfaction, which further appears on the work behaviors to enhance the job performance. In this case, the following hypothesis is inferred.

H5: Person-job fit reveals moderating effects on the relations between satisfaction with educational training and job performance.

RESEARCH METHODS

Research Framework

Based on the past literatures, this study aims to discuss the correlations among satisfaction

with educational training, job performance, job characteristics, and person-job fit. The research framework is shown in Figure 1.

Design of Research Tool

Questionnaire survey is applied to this study. According to domestic and international research, the questionnaire is designed based on the research purpose in this study. Having revised and adjusted the words and languages, the formal questionnaire is classified into Satisfaction with Educational Training, containing 12 questions, Job Characteristics, 10 questions, Person-Job Fit, 18 questions, Job Performance, 12 questions, and Personal Attributes, including gender, age, marital status, educational background, occupation, work seniority, work seniority in present employment, and job position. Total 60 questions are contained in the formal questionnaire.

The first four parts are measured with Likert's 5-point scale, where Extremely Disagree, Disagree, No Comment, Agree, and Extremely Agree are scored 1, 2, 3, 4, 5, respectively. The fifth part covers individual background that the questions about gender, work seniority, and work seniority in present employment are answered by the participants, while the questions about age, marital status, educational background, occupation, and job position are designed with categorical variables.

Satisfaction with Educational Training

Satisfaction with Educational Training Scale is referred to Schmidt (2007), containing the dimensions of Perception of Training, Organiza-

tional Support to Training, and Training Satisfaction. With Likert's 5-point scale, the questions are measured with Extremely Disagree, Disagree, No Comment, Agree, and Extremely Agree. However, in consideration of the language, they are revised into Extremely Dissatisfied, Dissatisfied, No Comment, Satisfied, and Extremely Satisfied for the 12 questions in Training Satisfaction.

Job Characteristics

Job characteristics refers to the attributes or factors in the work perception, work attitudes, and behaviors of employees influencing others. Job Diagnostic Survey (JDS), compiled by Hackman and Oldham (1975), is utilized for this study, where five core dimensions are covered to measure Job Characteristics.

Person-Job Fit

Person-job fit refers to work supplies and employee abilities conforming to the demands for both sides. Person-Job Fit Scale (MPJS), developed by Chi et al. (2008), containing five dimensions, is applied to measuring Person-Job Fit in this study.

Job Performance

Job performance indicates the quality and quantity achieved in a specific task period and the achieving rate of an employee. Task Performance Scale proposed by Motowidlo and Van Scotter (1994) and Pettit et al.'s (1997) Job Performance Scale, self-evaluated the quality and quantity by employees, are utilized for measuring Job performance in this study.

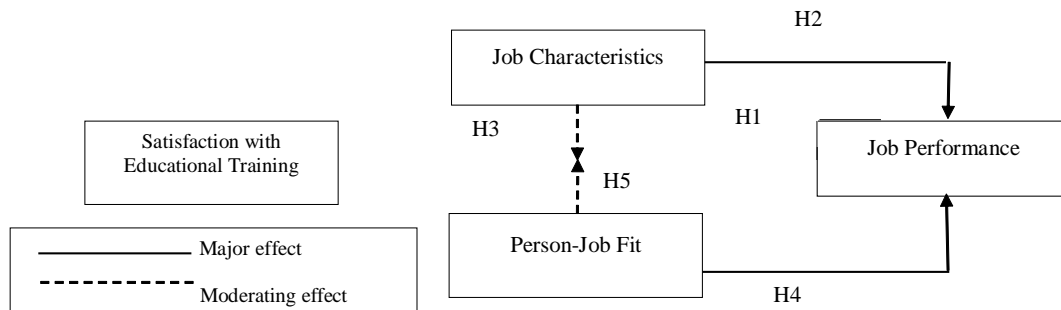


Fig. 1. Research framework

Data Collection

The sampled group is originally set that purposive sampling is used in this study. Besides, snowball sampling is included, with which the staff in *Tourist Hotel Enterprises*, who have participated in educational trainings, are invited to fill in the questionnaire, and the interviewees are requested to recommend the staff as the samples. Total 400 copies of questionnaires are distributed, and 350 copies (87.5%) are retrieved. Deducting 7 invalid ones (1.8%), total 343 valid copies (85.6%) are analyzed with SPSS 12.0.

RESULTS AND DISCUSSION

Scale Reliability and Factor Analysis

Principal Component Analysis and Varimax in Factor Analysis are applied to extracting the principal factors, where the standards cover 1.) the eigenvalue larger than 1, 2.) The absolute rotated factor loading larger than 0.5, and 3.) naming after the factor meaning and the loading.

With Factor Analysis, Satisfaction with Educational Training is concluded the variables into two dimensions of Support and Training and Career Development. One question in Job Characteristics, I can autonomically apply my judgment to compleing tasks, is deleted as it covers two dimensions. The rest nine questions are further proceeded Factor Analysis, which which the variables are classified into Significance and Feedback and Complexity and Autonomy. With Factor Analysis, Person-Job Fit is classified the variables into Professional Competence Fit, Job Demands, and Basic Needs.

Cronbach's α is applied to testing the reliability, Table 1, where the overall reliability $\alpha=.970$, showing the favorable design of the questionnaire.

Table 1: Overall reliability test results

Type of questionnaire	Number of questions	Crobach's α	Total Cronbach's α
Satisfaction with educational training	12	.917	.970
Job characteristics	9	.858	
Job performance	18	.958	
Person-job fit	12	.906	

N=343

Correlation Analysis of Dimensions in the Research Framework

Correlation analysis aims to understand the correlations among variables. The four dimensions of Satisfaction with Educational training, Job performance, Job characteristics, and Person-job fit cover ten variables of Support and Training, Career Development, Significance and Feedback, Complexity and Autonomy, Professional Competence Fit, Job Demands, Basic Needs, Work Efficiency, Environmental Cleanliness, and Job Familiarity. Pearson's Product-Moment Corerlation Analysis is utilized for testing the correlations among such variables, Table 2, where all variables appear remarkably positive correlations.

Effect Analysis of Variables in Dimensions

Referring to the suggestions of Baron and Kenny (1986), Hierarchical Regression Analysis is used for examining the correlations between variables and further verifying the hypotheses in this study and the moderating effects of job characteristics and Person-job fit.

Effect Analysis of Satisfaction with Educational Training and Job performance

With Hierarchical Regression Analysis to verifying H1, the demographic variables are first regarded as the control variables (Model I), job performance as the dependent variable, and then satisfaction with educational Training (Model II) is input. Since job performance contain three variables of work efficiency, environmental cleanliness, and job familiarity, work efficiency is first regarded as the dependent variable, and environmental cleanness and job familiarity are input in order.

Regarding work efficiency as the dependent variable, satisfaction with educational training presents notably positive correlations with work efficiency (Model II), under the control of demographic variables. regarding environmental cleanliness as the dependent variable, satisfaction with educational training reveals significantly positive correlations with environmental cleanness (Model II), under the control of demographic variables. Regarding Job familiarity as the dependent variable, satisfaction with educational training shows significantly positive correla-

Table 2: Pearson's coefficient of research variables

	Mean	Standard deviation	1	2	3	4	5	6	7	8	9	10
1. Support and training	3.7843	.70621	(.912)									
2. Career development	4.0984	.58737	.570**	(.869)								
3. Significance and feedback	3.9149	.58057	.628**	.569**	(.792)							
4. Complexity and autonomy	3.6152	.71956	.629**	.473**	.632**	(.789)						
5. Professional competence fit	3.6340	.76549	.694**	.455**	.616**	.656**	(.951)					
6. Job demands	3.8207	.72743	.478**	.414**	.512**	.419**	.651**	(.907)				
7. Basic needs	3.7405	.87659	.550**	.419**	.454**	.475**	.711**	.516**	(.906)			
8. Work efficiency	3.8440	.63449	.504**	.403**	.498**	.468**	.641**	.544**	.430**	(.898)		
9. Environmental cleanness	4.0214	.68175	.381**	.328**	.451**	.358**	.393**	.343**	.278**	.510**	(.863)	
10. Job familiarity	3.9310	.59023	.416**	.383**	.510**	.392**	.485**	.483**	.377**	.564**	.540**	(.742)

Note: ** stands for $P < .01$, * for $P < .05$; () shows α

Table 3: Regression analysis between satisfaction with educational training and job performance (Work Efficiency, Environmental Cleanness, and Job Familiarity)

Dependent variable	Work efficiency		Environmental cleanness		Job familiarity		Job performance	
	Model I	Model II	Model I	Model II	Model I	Model II	Model I	Model II
Independent variable	β	β	β	β	β	β	β	β
Control variable								
Gender	-.082	-.017	-.170	-.122	-.135	-.080	-.140	-.071
Age	-.103	-.164	-.005	-.045	.014	-.027	-.058	-.119
Work seniority	-.155	.220	.025	.067	.101	.143	.127	.191
Predictor variable								
Support and training		.419***		.282***		.296***		.419***
Career development		.160**		.154*		.204**		.200***
R ²	.015	.287	.172	.180	.032	.227	.028	.334
ΔR^2	.015	.272	.030	.150	.032	.195	.02	.306
F Change	1.688	64.323	3.464	30.883	3.740	42.393	3.230	77.447
Sig.of F	.169	.000***	.017*	.000***	.011*	.000***	.023*	.000***

Note: * $p < .05$, ** $p < .01$, *** $p < .001$

tions with job familiarity (Model II), under the control of demographic variables.

With Regression Analysis, Table 3, support and training and career development in satisfaction with educational training appear notably positive correlations with the variables (Work Efficiency, Environmental Cleanness, and Job Familiarity) in Job performance ($\beta = .419$, $\beta = .200$).

Effect Analysis of Job Characteristics and Job Performance

Regarding Work Efficiency as the dependent variable, Job characteristics shows significantly positive correlations with Work Efficiency (Model II), under the control of demographic variables. Regarding Environmental Cleanness as the de-

pendent variable, Job characteristics presents remarkably positive correlations with Environmental Cleanness (Model II), under the control of demographic variables. Regarding Job familiarity as the dependent variable, Job characteristics reveals notably positive correlations with Job Familiarity (Model II), under the control of demographic variables. Regarding the dimensions in Job performance (Work Efficiency, Environmental Cleanness, and Job Familiarity) as the dependent variables, Job characteristics appears remarkably positive correlations with Job performance (Model II), under the control of demographic variables.

With Regression Analysis, Table 4, Significance and Feedback and Complexity and Autonomy in Job Characteristics present significantly

Table 4: Regression analysis between job characteristics and job performance (Work Efficiency, Environmental Cleanness, and Job Familiarity)

Dependent variable	Work efficiency		Environmental cleanness		Job familiarity		Job performance	
	Model I	Model II	Model I	Model II	Model I	Model II	Model I	Model II
Control variable	β	β	β	β	β	β	β	β
Gender	-.082	-.014	-.170	-.112	-.135	-.067	-.140	-.062
Age	-.103	-.132	-.005	-.017	.014	.003	-.058	-.083
Work seniority	.155	.218	.025	.064	.101	.144	.127	.189
Predictor variable								
Significance and feedback		.330***		.361***		.431***		.430***
Complexity and autonomy		.268***		.124*		.124*		.233***
R ²	.015	.302	.030	.228	.032	.295	.028	.385
ΔR^2	.015	.287	.030	.198	.032	.263	.028	.357
F Change	1.688	69.351	3.464	43.297	3.740	62.797	3.230	97.959
Sig.of F	.169	.000***	.017*	.000***	.011*	.000***	.023*	.000***

Note: *p<.05, **p<.01, ***p<.001

positive correlations with the variables (Work Efficiency, Environmental Cleanness, and Job Familiarity) in Job Performance ($\beta=.430$, $\beta=.233$).

Moderating Effects of Job Characteristics on the Correlations between Satisfaction with Educational Training and Job Performance

Under the control of demographic variables, the regression results show the correlations between Job characteristics and Satisfaction with Educational Training, Work Efficiency not achieving the significance when Work Efficiency is regarded as the dependent variable, the correlations between Job characteristics and Satisfaction with Educational Training, Environmental cleanness not achieving the significance when Environmental cleanness is regarded as the dependent variable, and the correlations between Job characteristics and Satisfaction with Educational Training, Job Familiarity not achieving the significance when Job Familiarity is regarded as the dependent variable. It is therefore inferred that Job Characteristics reveals moderating effects on the correlations between Satisfaction with Educational Training and Job performance, Table 5.

Effect Analysis of Person-Job Fit and Job Performance

Under the control of demographic variables, Professional Competence Fit and Job Demands in Person-Job Fit show notably positive correla-

tions with Work Efficiency (Model II) when Work efficiency is regarded as the dependent variable ($\beta=.549$, $\beta=.223$), while Basic Needs appears negative correlations, not achieving the significance.

When Environmental cleanness is regarded as the dependent variable, Professional competence fit and job demands in Person-job fit present remarkably positive correlations with Environmental Cleanness ($\beta=.293$, $\beta=.158$), while Basic Needs reveals negative correlations, not achieving the significance.

Regarding Job familiarity as the dependent variable, Professional competence fit and Job demands in Person-job fit show significantly positive correlations with Job Familiarity ($\beta=.272$, $\beta=.296$), but Basic Needs does not achieve the significance in spite of the positive correlation.

Under the control of demographic variables, Professional competence fit and Job demands in Person-job fit reveals notably positive correlations with Job performance ($\beta=.493$, $\beta=.264$), when the dimensions in Job performance (Work Efficiency, Environmental Cleanness, and Job Familiarity) are regarded as the dependent variable, while Basic Needs shows negative, not achieving the significance, Model II.

From the above Regression Analysis, Table 6, Professional competence fit and Job demands in Person-job fit presents notably positive correlations with the variables (Work Efficiency, Environmental Cleanness, and Job Familiarity) in Job performance ($\beta=.493$, $\beta=.264$), while Basic Needs appears negative correlations, not achieving the significance.

Table 5: Moderating effects of job characteristics on satisfaction with educational training and job performance (Work Efficiency, Environmental Cleanness, and Job Familiarity)

Dependent variable	Work efficiency	Environmental cleanness	Job familiarity	Job performance
<i>Model I</i>	β	β	β	β
Gender	-.082	-.170	-.135	-.140
Age	-.103	-.005	.014	-.058
Work seniority	.155	.025	.101	.127
R ²	.015	.030	.032	.028
ΔR^2	.015	.030	.032	.028
<i>Model II</i>				
Support and training	.419***	.282***	.296***	.419***
Career development	.160**	.154*	.204**	.200**
R ²	.287***	.180***	.227***	.334***
ΔR^2	.272	.150	.195	.306
<i>Model III</i>				
Significance and feedback	.209**	.296***	.356***	.316***
Complexity and autonomy	.164**	.071	.070	.139*
R ²	.340***	.238***	.307***	.416***
ΔR^2	.053	.058	.080	.082
<i>Model IV</i>				
Support*significance and feedback	-.249	-.094	-.971	-.445
Support*complexity and autonomy	.418	.150	.747	.501
Development*significance and feedback	-.302	-1.775*	-2.048*	-1.308
Development*complexity and autonomy	-.761	1.799*	2.355**	.771
R ²	.358	.255	.345**	.432
ΔR^2	.019	.017	.038	.015

Note: *p<.05, **p<.01, ***p<.001

Table 6: Regression analysis between job characteristics and job performance (Work Efficiency, Environmental Cleanness, and Job Familiarity)

Dependent variable	Work efficiency		Environmental cleanness		Job familiarity		Job performance	
	Model I	Model II	Model I	Model II	Model I	Model II	Model I	Model II
Independent variable	β	β	β	β	β	β	β	β
Control variable								
Gender	-.082	-.033	-.170	-.141	-.135	-.102	-.140	-.098
age	-.103	-.107	-.005	-.008	.014	.017	-.058	-.061
Work seniority	.155	.127	.025	.005	.101	.067	.127	.096
Predictor variable								
Professional competence fit		.549***		.293***		.272***		.493***
Job demands		.223***		.158*		.296***		.264***
Basic needs		-.080		-.021		.008		-.052
R ²	.015	.447	.030	.188	.032	.301	.028	.459
ΔR^2	.015	.433	.030	.158	.032	.269	.028	.431
F Change	1.688	87.690	3.464	21.797	3.740	43.136	3.230	89.368
Sig.of F	.169	.000***	.017	.000***	.011	.000***	.023	.000***

Note: *p<.05, **p<.01, ***p<.001

Moderating Effects of Person-Job Fit on the Correlations between Satisfaction with Educational Training and Job Performance

Under the control of demographic variables, the regression result presents the remarkable correlations between Person-job fit and Satisfaction with educational training, Work efficien-

cy when Work efficiency is regarded as the dependent variable, between Person-job fit and Satisfaction with Educational Training, Environmental Cleanness when Environmental cleanness is regarded as the dependent variable, and between Person-job fit and satisfaction with Educational Training, Job Familiarity when Job familiarity is regarded as the dependent variable. It is there-

Table 7: Moderating effects of person-job fit on satisfaction with educational training and job performance (Work Efficiency, Environmental Cleanliness, and Job Familiarity)

<i>Dependent variable</i>	<i>Work efficiency</i>	<i>Environmental cleanliness</i>	<i>Job familiarity</i>	<i>Job performance</i>
<i>Model I</i>	β	β	β	β
Gender	-.082	-.170	-.135	-.140
Age	-.103	-.005	.014	-.058
Work seniority	.155	.025	.101	.127
R ²	.015	.030	.032*	.028*
Δ R ²	.015	.030	.032	.028
<i>Model II</i>				
Support and training	.419***	.282***	.296***	.419***
Career development	.160**	.154*	.204**	.200***
R ²	.287***	.180***	.227***	.334***
Δ R ²	.272	.150	.195	.306
<i>Model III</i>				
Professional competence fit	.485***	.188*	.197*	.402***
Job demands	.202***	.130*	.267***	.235***
Basic needs	-.108	-.062	-.029	-.092
R ²	.461***	.217**	.324***	.486***
Δ R ²	.174	.037	.097	.152
<i>Model IV</i>				
Support*professional competence	1.384*	.045	.810	1.058
Support*job demands	-.369	.732	-.600	-.151
Support*basic needs	-.109	.106	.677	.156
Development*professional competence	-1.671*	.559	1.076	-.516
Development*job demands	.325	.114	-1.272	-.122
Development*basic needs	-.191	-1.714*	-.694	-.851
R ²	.491**	.248*	.358**	.514**
Δ R ²	.031	.032	.034	.028

Note: *p<.05, **p<.01, ***p<.001

fore inferred that Person-job fit shows moderating effects on the correlations between Satisfaction with Educational Training and Job performance, (Table 7).

CONCLUSION

According to the research results, the staff of Tourist hotel enterprises would enhance the work efficiency, pay attention to the work environment, and enhance the work familiarity when perceiving higher satisfaction with educational training. When Tourist hotel enterprises provide employees with higher significance and Feedback and complexity and autonomy, the employees are better encouraged to further improve the job performance. Job characteristics appears negative moderating effects on the correlations between satisfaction with educational training and job familiarity, as most samples are the basic-level employees in this study. When directly receiving feedback at workplace and the work performance affecting other colleagues, the psychological pressure of an employee is increased.

Moreover, basic-level employees stress on enhancing the working skills from educational trainings that the trainings being directly applied to the workplace is emphasized by the employees. The research results show that the employee abilities would conform to the work demands with higher Person-Job Fit and further reflect on the work performance. When the employee abilities conform to the work demands, they could more effectively apply the abilities to the workplace with better job performance. Professional competence fit reveals negative moderating effects on the correlations between basic needs and career development in this study, as educational trainings of Tourist hotel enterprises do not specially present professional competence for the employees. The provided educational trainings therefore do not show obvious assistance on the employees with higher professional competence, or could possibly disturb the work schedule and affect the job performance. The interaction between career development and basic needs appears remarkably negative correlations with environmental cleanliness. It is con-

sidered as the factor of encouragement. According to Two Factor Theory proposed, basic needs is regarded as a hygiene factor for the employees, rather than a motivation factor, that it does not reveal much assistance on promoting the employees' job performance.

RECOMMENDATIONS

The followings can be suggested accordingly with the findings of the study:

In practice, it is suggested that educational trainings of Tourist hotel enterprises should aim at the employees, and a complete educational training should base on organizational objectives so as to enhance the employees' job performance. When providing educational trainings, Tourist hotel enterprises should not simply offer the proficiency of skills, but pay attention to the employees' career development. After the educational trainings, the efficiency should be tracked and compared the employee performance before and after the trainings so as to understand the real assistance of such training courses in Tourist hotel enterprises. Regarding the practical management, the job rotation of employees should be accelerated to increase the job diversity. The practice of job rotation allows the employees enriching the work, diversifying the skills, and developing the abilities so as to enhance the job performance. Furthermore, Person-Job Fit should be taken into account in the recruitment so as to recruit the ones conforming to the job demands. On the other hand, the managerial objectives and the corporate culture should be interpreted in details in the recruitment, and reasonable and correspondent salary or welfare should be offered to avoid the decreasing Person-Job Fit affecting the job performance.

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