

Competence Development and Employee Responsiveness in the Bayelsa State Hospitality Sector

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ABSTRACT: This study examined the empirical relationship between worker competence development and employee responsiveness in Yenagoa, Bayelsa State. The population of the study are all the hotels operating in the hospitality sector and registered with the Hotelier Association of Nigeria, Yenagoa. Data was analyzed using descriptive and inferential statistics, with the help of Statistical Package for Social Science (SPSS) version 23. The analysis revealed a moderate and positive relationship between competence mapping and innovativeness in the hospitality sector. Also, it revealed that there is a strong and positive relationship between competence mapping and timeliness in the hospitality sector in Yenagoa. However, there is a weak but positive relationship between competence mapping and task alertness in the hospitality sector in Yenagoa. Thus, the study concludes that managing organizational employees' competency effectively is perhaps more critical now than in the past, given the unpredictable, dynamic, and complicated nature of the corporate environment. Therefore, the study recommends that competency mapping is necessary to strengthen business strategy, culture, and vision.

Keywords: Competence Development, Employee Resilience, Innovativeness, Time alertness, Timeliness, Worker Competence Management

1. Introduction

The rate of competition especially amongst firms in same industry has assumed an exponential dimension, thereby leaving firms with dire need to initiate survival strategies. The complex character of the environment is fast demonstrated in the imposing changes, that consistently make yesterday plans obsolete for the evolving today's environment. This has resulted in a high level of uncertainty among operators who are confronted with many environmental conditions over which they have little control. This dynamic environment is continually changing, creating uncertainty for enterprises. Organizations that are unable to keep up with environmental changes will ultimately collapse (Dyer & Shafer, 2003). To survive, organizations must be managed in such a manner that they continuously generate competitive advantage by efficiently reacting to opportunities in the environment.

Responsiveness encourages both operational and administrative flexibility alongside synergized and integrative actions for effective and efficient delivery on goals. Creating a responsive workforce for competitiveness as it were, requires deliberate organizational climate targeted at ensuring all-member

commitment to prompt and timely task handling. It nurtures an employee friendly value system with willingness to encourage intra-functional relationships.

Emen, Nahseren and Quiclear (2012) posits that responsive organization do not necessarily adapt to changes, rather they create unique products due to their inherent and acquired competences. Corporate responsiveness is a phenomenal and goal directed behaviour of firm in turbulent environment which provoked renewed approaches to providing and rendering services differently in order to gain competitive advantage through value addition (Dimear & Roe, 2014). Importantly, the primary objective of responsiveness is to ensure proactive and prompt response to changes in the market place through efficient deployment of resources. Vidkota (2016) argues that volatile business environment does not necessarily engulf and make obscure inherent potentials rather responsive firms show concern for identifying and exploiting opportunities that are so created by the volatile changes. Basically, employee responsiveness provides support for successful implementation of other strategic actions targeted at market positioning.

2. LITERATUREREVIEW

Competence Development

Competency development is an essential aspect of the broader idea of competency management, and it is characterised as an important human resource tool that is often used inside businesses to influence human resource processes such as selection, assessment, career management, employee development, and performance appraisal (Heinsman, De Hoogh, Koopman, & Van Muijen, 2006). Worker competence development, according to Asiegbu, Awa, Akpotu, and Ogbonna (2011), includes all actions targeted at increasing workers' competency levels in order to enable the fulfilment of selected corporate goals. It entails the advancement of workers' knowledge and abilities in order to prepare them for newer or higher responsibilities and difficulties (Asiegbu et al., 2011). Employees widen their horizons and learn fresh technology via competence development, allowing them to become more efficient and creative in problem-solving.

Furthermore, Ferrier, Seis, and Stylen (2009) described competence development as an essential component of competency management that includes all actions performed by the company and the employee to maintain or improve the person's functional, learning, and career competencies. Similarly, Zeb-Obipi (2017) described it as the worker competence management duty of allowing employees to strengthen previously obtained or acquire missing competencies. Project work, training, coaching, and mentorship are all examples of ways to improve one's competencies (Zeb-Obipi, 2017; Asiegbu et al., 2011; Grant, Curtayne, & Burton, 2009). Given its long history as a developmental activity, training is a key aspect of competence development inside businesses (Tannenbaum & Yuki, 2009). Employee training is the process of imparting competencies, skills, information, and attitudes in workers, which leads to increased productivity and overall corporate wellbeing (Nwulu & Ateke, 2018). It is a channel via which people may gain the skills and information required to do activities in accordance with expectations (Tamunomiebi, 2018). It emphasises on the employment of suitable approaches to transmit expert knowledge and skills in order to favourably influence workers' present behaviour (Asiegbu et al., 2011).

Coaching is a method of passing on information from a wise and trustworthy teacher to an acolyte. It is done in real time, on the job, as the coach utilises actual tasks and issues to assist the learner improve performance (Asiegbu et al, 2011). Furthermore, as previously stated, competency development draws its strength from a variety of different learning activities, particularly training, on-the-job learning, and career management (Poel, Van Dam, & van den Berg, 2004), all of which are aimed at the development of various types of competencies. Training and on-the-job learning are the primary means of developing functional skills. Although learning and career competencies can be included in formal training sessions, these competencies are primarily established through career management practises and on-the-job learning activities, which place a greater emphasis on the employee's responsibility for and active participation in competency development. This focus on self-reflection and self-management results in improved learning and professional capabilities.

Several researches have revealed that the majority of employee growth happens on the job, placing on-the-job learning at the forefront (Ellinger and Bostrom, 2002). On-the-job learning is often characterised as unplanned informal learning that occurs on the job (Marsick & O'Neil, 1999). Given the informal nature of on-the-job

learning, it is not unexpected that certain organisational procedures do not explicitly include on-the-job learning techniques. On-the-job learning is also highly reliant on the unique organisational and functional environment, making it difficult for businesses to design formal processes to support it. As a result, although firms implement measures to promote on-the-job learning, an overarching framework is absent. Organizations primarily define two types of on-the-job learning: learning via observation from a more experienced coworker and learning through trial and error backed by feedback from colleagues and line supervisors.

Organizations adopt career management methods to assist their workers in developing their competencies. Professionals and academics alike believe that career management methods improve organisational mobility, resulting in increased competence development (Karaevli & Hall, 2006). These activities, however, are not the sole factors driving migration. Organizational career management methods, such as career counselling and the development of career pathways, encourage workers to deliberately consider their career and the "next step," motivating them to advance (Baruch & Peiperl, 2000). The majority of companies that provide career counselling include it as part of the assessment interview. During this conversation, the employee and the line manager review the employee's career goals and establish probable next stages and actions.

3. EMPLOYEE RESPONSIVENESS

Employee responsiveness, in other words, is an organization's capacity to operate clearly in a changing environment, providing goods efficiently and effectively. It is the capacity to adapt to changing environmental circumstances by responding quickly to customer wants and wishes. It entails the organization's ability to carry out a set of well-defined and effective duties, as well as the organization's ability to adapt to market developments and produce its goods or services quicker than rival organisations. It has been proposed that responsiveness presents itself at several levels within an organisation. Yusuf, Sarhidi, and Gunasekaran (1999) distinguish three such levels: elemental, which refers to the responsiveness of an individual resource (human, machine); micro, which refers to a firm's collective response; and macro, which refers to inter-employee responsiveness. The goal of an agile company is to enhance and satisfy consumers while also maintaining staff loyalty and market share (Javanmardi, Zanjirchi, Karbasian & Khaboshabani, 2011).

According to Holbeche (2011), an agile organisation is distinguished by intense customer and market focus, with internal systems, structures, and processes facilitating this; anticipation of need, risk, and opportunity; speed of decision making and implementation; flexibility; climate conducive to experimentation, innovation, and shared learning; employee empowerment and participation; team/partnership working across boundaries; continuous improvement and risk management; and a culture of innovation and risk management.

The response capacity component focuses on responsiveness in terms of change-enabling capabilities entrenched in organisational processes. The capacity to recognise changes and promptly take advantage of and profit from them is referred to as responsiveness. According to Kohli, Bernard, and Jaworski (1990), organisational responsiveness is associated with information use inside the company, which is comprised of two sets of activities: response design (that is, utilising market data to construct strategies) and response execution (using market intelligence to execute such plans). They also identified several concrete forms of organisational responsiveness, such as selecting target markets, designing and offering products/services that meet current and anticipated customer needs, and producing, distributing, and promoting the products in a way that elicits favourable end-customer response. Responsiveness is defined as a company's capacity to react to the requirements of its consumers in terms of quality, speed, and flexibility, and it is characterised by coupled objectives such as time, quality, and flexibility (Asree, Zain, & Razalli, 2010).

Competence Development and Employee Responsiveness

Flexible business requirements need a multi-layered approach to management that encompasses people, processes, and technology (Sushil, Kanika & Singh, 2016). As a result, Bran et al. (2015)(first appearance) concluded that competence development is critical for flexible work organisations that provide reactive flexible capacity to cope with changing and uncertain business environments. According to Jarvis (2014), there is an increasing trend in today's organisations of workers competence development and in recognising developmental needs of the employees, assistance in personal problem solving, and planning of activities to be undertaken by the employee so that the employee can respond quickly and efficiently to market changes. That

is the takeaway from Richard's (2013) observation that organisational flexibility is a result of employees' ability to arrange their ideas, knowledge and abilities in an effective manner; training may assist achieve this since it offers the employee with the opportunity to develop their skills, knowledge and ability.

According to Rowold (2012), organisations heavily invest in worker competence development interventions such as training, mentoring, and coaching to update employees' skills in order to achieve job performance, job satisfaction, job involvement, and timely response to the business environment. Furthermore, Sandberg (2000) observed that the primary goal of worker competence development is to transfer important attributes such as skills, knowledge, and abilities to workers who do not have them through training or job rotation to allow new experiences in work situations, thereby providing the organisation with the ability to respond effectively to changing situations in the business environment. Furthermore, Ateke and Nwulu (2018) analysed employee competency development and organisational resilience in Port Harcourt to investigate the link between competence development and organisational adaptation. Employee competence development and organisational resilience were the focus of the research project. (measures of adaptive capacity, keystone vulnerability, situation awareness which is also alertness and resilience ethos). The study employed an explanatory research approach and a questionnaire to gather primary data from 94 executives from 22 Port Harcourt deposit money institutions. SPSS version 20.0 was used to evaluate stated hypotheses using Spearman's rank order correlation. The study discovered that employee competency development has a strong, positive, and statistically significant relationship with all of the organisational resilience measures covered in the study, which are adaptive capacity, keystone vulnerability, situation awareness, and resilience ethos.

Nguyen, Beeton, and Halog (2015) conducted an empirical study of Vietnam's textile and garment SMEs to examine firm characteristics and adaptive capacity in response to environmental requirements. The study looked at the characteristics of textile and garment small and medium-sized enterprises (SMEs) in Vietnam and their adaptive capacity. Firm size, operation type, firm age, and capability are the characteristics studied. A scoring method was used to assess each firm's adaptive capacity based on six criteria that assessed internal capacity, adaptation strategies, and actual level of adaptation. The study's sample size was 35 Vietnamese SMEs, and the research instruments used were interviews, observations, and a questionnaire. To test the hypotheses that were developed, multiple linear regression analysis was used. The findings revealed that there is a positive correlation between firm size, operation type, firm age, capability, and adaptive capacity, whereas ownership type has no statistically significant relationship with a firm's adaptive capacity. In recent years, the evolving and complex dynamic nature of the business environment has shifted the way organisations carry out their business activities toward a focus on worker competence. Furthermore, the critical importance of employee competence cannot be overstated, as human resources serve as the foundation for the effective execution of organisational activities (Ashton the Morton, 2005). As a result, developing a competent and competitive workforce is critical if organisations are to survive in this rapidly changing environment. As a result, efficient and effective worker competence management is critical to an organization's adaptive capacity, which leads to performance. This is because a resourceful and capable staff is vital to attaining an organization's overall objectives and strategy (Oreg, Vakola & Armenakis, 2011).

To build a competent workforce manager, it is necessary to include workers in the decision-making process, as this will offer a continuous learning environment in which essential skills in the business may be developed. Employee competency development is required in an organisation in order to respond to changes in the business environment. According to Armenakis and Harris (2009), staff competency development has a major influence on an organization's capacity to respond rapidly to opportunities and hazards and turn them into business advantage for organisational transformation success. In terms of how employees adapt to organisational changes and uncertainty, Chan (2000) observed that environmental changes and uncertainty in the organization's work situation create novel and ill-defined problems, and these problems place new work demands on employees in the sense that established and routine behaviours that were successful in previous work situations become ineffective, suboptimal, or irrelevant in new work situations, and adaptive behaviour is required. Organizational transformation often brings about significant changes in work procedures, technology, and hierarchy, among other things. These adjustments must be implemented before behaviour may be altered to meet new requests. In establishing competence in an organisation, numerous types of

development tools have been established as a foundation to give a platform for the individual to grow within the previously specified intended skill set and competency. Such an employee development programme may be seen as a platform for the employee to learn in addition to imparting and developing competence requirements based on the identified functional skill gaps. The individual would be able to increase their skill and competence level while satisfying the demands and organisational expectations of flexibility via the organised development programme.

Employees tend to develop new skills, knowledge, and talents that may be employed in responding rapidly to opportunities in the corporate environment as a result of the continual learning that they are exposed to via training, coaching, and mentoring activities. As a consequence, these personnel are able to acquire both analytical and problem-solving abilities, allowing them to tackle real-time difficulties in a proactive way, resulting in waste and cost reduction and assisting organisations in adapting to change. Furthermore, since training, coaching, and mentoring are crucial tools for growing competent people, businesses must match their strategic emphasis and objectives with their training, coaching, and mentoring activities in order to capitalise on residual competencies. When training, coaching, and mentoring activities are aligned with an organization's corporate level and overall business strategies, employees gain a thorough understanding of the overall expectations of their tasks and jobs, as well as the impact on the organization's performance and sustainability (Baum & Wally, 2003). Furthermore, Ateke and Nwulu (2018) researched employee competency development and organisational resilience in Port Harcourt to investigate the link between competence development and organisational awareness. The research sought to ascertain the link between employee competence development and organisational resilience (measures of adaptive capacity, keystone vulnerability, situation awareness which is also alertness and resilience ethos). The study employed an explanatory research approach and a questionnaire to gather primary data from 94 executives from 22 Port Harcourt deposit money institutions. SPSS version 20.0 was used to evaluate stated hypotheses using Spearman's rank order correlation. The research discovered that staff competence development has a strong, positive, and statistically significant link with all of the organisational resilience measures examined in the study, which are adaptive capacity, keystone vulnerability, situation awareness, and resilience ethos.

Many firms now recognise that their personnel expertise is their sole continuous advantage in the workplace. Organizations with highly developed competency are more likely to scan their surroundings for information in order to make sound choices, resulting in improved organisational performance. To promote effective situation awareness, organisational members must communicate their knowledge about the organization's duties and goals (vision and mission), their particular tasks, and the roles and responsibilities of other organisational members (Naylor, 1999). To provide a solid foundation for developing team situation awareness, organisational members must have information that will assist them in developing relevant expectations about the entire organisational task, which can be achieved through competence development through training, coaching, and mentoring. The performance and profitability of every business is dependent on its competent personnel and how efficiently the firm can tap into and utilise that resource. Despite this advantage, the corporate environment's changing nature makes this process challenging (Brown & Sitzman, 2011). As a result, firms must adjust strategic procedures to teach their people to adapt to this changing environment, both internally and outside. Endsley and Jones (2016) state that training enhances employees' capacity to grasp a risky and complicated scenario, the influence of each variable, time restrictions, and the precise sequence of activities that must be performed. As a way of competence development, training, mentoring, and coaching modify workers' behaviour, attitudes, and values about their profession and the company as a whole, allowing them to gain the essential skills, knowledge, and abilities to detect possibilities in the business environment.

In order to be successful in this turbulent global economy, organisations must learn how to respond quickly to both severe and little shocks. More specifically, the capacity to learn and gain new information, skills, and talents is critical (Skule, 2004). In today's complicated and unpredictable environment, the capacity to learn and develop new knowledge is critical for contemporary businesses. Learning is often seen as a key contributor to an organization's success or failure since it fosters the development of new or uncommon abilities, which aids in the creation of competitive advantages by providing the capacity to identify changes and swiftly capitalise on them (Muthusamy & Palanisamy, 2004).

Organizations that want to thrive in today's volatile business climate must transform into learning organisations. As a result, such firms see staff competency development as a critical investment (Bannahre, 2018). In today's knowledge-based economy, businesses must prepare their staff to deal with rising business difficulties. Highly developed personnel reflect their organization's combined knowledge pool. They are the human capital of the organisation. Human capital is vital because it is a source of strategic renewal and innovation (Bontis, 1999). Employee competency development in terms of skills, education, attitude, and other behavioural components enables organisations to adapt successfully to environmental issues. Employees are consequently seen as the most valuable business asset in a learning firm (Grant, 1991). Furthermore, the constant variations in customer tastes and shorter product life cycles need the development of abilities that may improve enterprises' capacity to adapt quickly to market dynamics. Such abilities can only be obtained via skill progression. Such workers subsequently become the organization's uncommon and inimitable resources, allowing it to adjust quickly to changing business situations. The need to innovate and respond to change in order to maintain a competitive advantage is becoming increasingly important as a result of technological advancement as well as social developments, which necessitate the development of workers in order for them to acquire new skills, knowledge, and abilities to match these changes. Because organisations are made up of people, we can reasonably say that human learning and development play a critical part in ensuring that a company responds effectively to its environment in order to capitalise on any possibilities.

Employees play a critical role in organisational responsiveness because, in a knowledge-based economy, firms increasingly depend on their human capital to bring value to the organisation (Baily, 2007). The information, skills, and abilities gained via competence development are critical to the company because these knowledge, skills, and abilities are used to better adapt to the business environment. The idea of knowledge leverage refers to a deliberate organisational effort to manage its employees' capabilities, which Grant (1991) define as one of an organization's most valuable intangible resources. According to Appah and Leera (2017), staff competency development and usage are critical to organisational flexibility and responsiveness. Jarvis (2014) went on to clarify that many variables are to blame for the rising usage of training, coaching, and mentoring by various enterprises today. Many businesses operate under time constraints, and coping with change is increasingly a daily problem. The capacity of an employee to learn and adapt has become a crucial competence in today's workplace. As a result, training, coaching, and mentoring are employed in today's workplace to assist workers in adjusting to workplace changes (Jowett, 2012). Training, coaching, and mentoring as a technique of developing competence strive to build a level of competence for the person adequate to enable people to do fundamental organisational operations. Furthermore, Brans and Hondeghem (2005) discovered that worker competence development improves the worker's capacity to be sensitive to his or her environment and, as a result, their productivity today and in the future. If the business chooses to take an alternative path, the adaptable personnel will be better equipped to design that new path. In this method, the company minimises uncertainty via its personnel, which may aid in the organization's survival during difficult times (Horn, 2004).

4. METHODOLOGY

This study collected data from members of the hospitality industry in the Yenagoa Bayelsa, Nigeria using cross sectional survey design. The population consists of all hotels operating in the hospitality industry and registered with the Hoteliers Association of Nigeria, Yenagoa. From the hotelier's list schedule (2019), 57 hotels are listed and operating in the Yenagoa metropolis. Further, not all the hotels were considered for the study therefore, hotel's having not less than 15 functional rooms, with air conditioners, a functional restaurant, a conference hall and not less than 15-member workforce was the parameter used, 23 hotels were found within the category. However, since the level of analysis is micro, the actual population from all the hotels as obtained from their various administrative/ accounting units is five hundred and seventy-eight (578). The sample size for this study was determined using Krejcie and Morgan's (1970) sample size determination table. Our sample size was 234 two hundred and thirty four employees. In addition, the Bowley proportional sampling procedures were employed to generate the sample for each of the hotels. However when we distributed our questionnaire, the completed and usable copies for the analysis was two hundred and two 202, representing 87.07% of respondents who genuinely participated in our study. The instrument used for data

collection was the questionnaire. The questionnaire was divided into two sections. Section A comprised of demographic information such as gender, educational qualifications and managerial level. Section B elicited respondent's views concerning the study variables. The questionnaire adopted the 5-point Likert Scale rating, where respondents were asked how strongly they agree or disagree with a statement or series of statement. Therefore the variables had construct validity. Cronbach Alpha was used to test for reliability in our study. Cronbach alpha is commonly used in research to test internal reliability. According to researchers (Bryman and Bell 2003; Nunally 1978; and Dana 2001) an alpha coefficient of 0.80 is generally accepted as a good level of internal reliability of the instrument, though an alpha level of 0.7 is also considered to be efficient. For test of reliability the following Cronbach Alpha Coefficients were obtained for our scales: Competence Mapping (0.806), Innovativeness (0.715), Timeliness (0.906), Time Alertness (0.709). Hence all our variables had internal reliability.

Frequencies and percentages were used to classify our demographic data. Our variables were subjected to univariate and bivariate analysis. Inferential statistics using Spearman Rank Order Correlation Coefficient was used to establish the association between Self-determination and Employee Innovative behaviour.

Table 4.1: Response Rates and Descriptive Statistics for Competence Development

Competence Development	SA	A	MA	D	SD	Mean	Std.
1. In your hotel management develop competencies are goal focused	31 16.6%	65 34.8%	65 34.8%	14 7.5%	12 6.4%	3.48	1.059
2. Your hotel management usually involves staff in tasks that enrich their competencies	41 21.9%	47 25.1%	63 33.7%	19 10.2%	17 9.1%	3.41	1.198
3. Your hotel initiates training programmes that develops employee competences	29 15.5%	43 23.0%	60 32.1%	35 18.7%	20 10.7%	3.14	1.206
4. Your hotel exposes their employees to mentoring programmes	31 16.6%	40 21.4%	73 39.0%	27 14.4%	16 8.6%	3.23	1.148
5. Your hotel share experiences with their employees in order to enhance their work skills	42 22.4%	49 26.2%	46 24.6%	21 11.2%	29 15.5%	3.28	1.347

Source: *field survey, 2021*

Item one in Table 4.1 seeks to assess whether respondents are goal-oriented in their competency development. According to the table, 31 (16.6 percent) strongly agreed, 65 (34.8 percent) agreed, 65 (34.8 percent) somewhat agreed, 14 (7.5 percent) disagreed, and 12 (6.4 percent) severely disagreed. With a mean score of 3.48 and a standard deviation of 1.059, this demonstrated a significant proclivity towards agreement. Similarly, the second question examined whether respondents provide assignments to their employees in order to broaden their skills. The findings found that 41 (21.9 percent) strongly agreed, 47 (25.1 percent) agreed, 63 (33.7 percent) somewhat agreed, 19 (10.2 percent) disagreed, and 17 (9.1 percent) definitely disagreed. The mean score of 3.41 and the standard deviation of 1.198 indicated a significant propensity toward agreement. The third item attempted to determine if they ensure that training programmes to enhance staff competencies are implemented. The results indicated that 29 (15.5 percent) strongly agreed, 43 (23.0 percent) agreed, 60 (32.1 percent) somewhat agreed, 35 (18.7 percent) disagreed, and 20 (10.7 percent) severely disagreed. The mean score of 3.14 and the standard deviation of 1.206 suggest a significant propensity toward agreement. The fourth item aimed to determine if they expose our staff to mentorship programmes. The results indicated that 31 (16.6 percent) strongly agreed, 40 (21.4 percent) agreed, 73 (39.0 percent) somewhat agreed, 27 (14.4 percent) disagreed, and 16 (8.6 percent) definitely disagreed. The mean

score of 3.23 and the standard deviation of 1.148 suggested a significant propensity toward agreement. The last question attempted to determine if they shared experiences in order to improve their employee job abilities. The findings revealed that 42 (22.4 percent) of respondents strongly agreed, 49 (26.2 percent) agreed, 46 (24.6 percent) somewhat agreed, 21 (11.2 percent) disagreed, and 29 (15.5 percent) severely disagreed. The findings showed a strong trend toward agreement, as shown by a mean score of 3.28 and a standard deviation of 1.347.

Table 4.2: Response Rates and Descriptive Statistics for Innovativeness

Innovativeness			SA	A	MA	D	SD	Mean	Std.
1.	We are always changing work processes because we have the needed renewal competencies		23 12.3%	65 34.8%	79 42.2	5 2.7%	15 8.0%	3.41	1.014
2.	My hotel's ability to monitor my competencies for improvement is the reason for our capacity to innovate		31 16.6%	44 23.5%	78 41.7%	19 10.2%	15 8.0%	3.30	1.111
3.	My hotel ability to mark out specific responsibility and train accordingly has helped our innovative ability		29 15.5%	69 36.9%	43 23.0%	32 17.1%	14 7.5%	3.36	1.157
4.	We are full of initiatives in our hotel because our competencies are developed regularly		32 17.1%	50 26.7%	66 35.3%	24 12.8%	15 8.0%	3.48	1.515

Source: *field survey, 2021*

From Table 4.2, item one sought to evaluate whether respondents are always changing work processes because they have the needed renewal competencies. The table showed that 23 (12.3%) of the respondents strongly agreed; 65 (34.8%) agreed; 79 (42.2%) respondents moderately agree; 5 (2.7%) disagreed and 15 (8.0%) strongly disagreed. This disclosed a high tendency towards agreement as accounted for by the mean score of 3.41 and a standard deviation of 1.014. Similarly, the second item assessed whether respondents' company's ability to monitor their competencies for improvement is the reason for their capacity to innovate. The results revealed that 31 (16.6%) strongly agreed; 44 (23.5%) agreed; 78 (41.7%), moderately agreed; 19 (10.2%) disagreed while 15 (8.0%) strongly disagreed. This showed a high tendency towards agreement with the mean score of 3.30 and a standard deviation of 1.111. The third item sought to assess whether their hotel ability to mark out specific responsibility and train accordingly has helped their innovative ability. Results showed that 29 (15.5%) strongly agreed; 69 (36.9%) agreed; 43 (23.0%) moderately agreed; 32 (17.1%) disagreed while 14 (7.5%) strongly disagreed. This result indicated a high tendency towards agreement as accounted for by the mean score of 3.36 and a standard deviation of 1.157. The last item sought to assess whether they are full of initiatives in their hotel because their competencies are developed regularly. Results showed that 32 (17.1%) strongly agreed; 50 (26.7%) agreed; 66 (35.3%) moderately agreed; 24 (12.8%) disagreed while 15 (8.0%) strongly disagreed. This result displayed a high tendency towards agreement as accounted for by the mean score of 3.48 and a standard deviation of 1.515.

Table 4.3: Response Rates and Descriptive Statistics for Timeliness

Timeliness	SA	A	MA	D	SD	Mean	Std.
1. We respond promptly to assigned tasks because we acquire requisite skills	41 21.9%	53 28.3%	58 31.0%	16 8.6%	19 10.2%	3.43	1.214
2. My hotel ensures that I am arranged of my skills readiness to promptly undertake tasks	29 15.5%	39 20.0%	57 30.5%	44 23.5%	18 9.6%	3.09	1.204
3. My skill update is the reason why I meet desired targets in my operations	31 16.6%	50 26.7%	71 38.0%	21 11.2%	14 7.5%	3.34	1.111
4. My hotel's is not interested in all forms of skills rather they develop goal tailored competencies to timely respond to tasks and service delivery	41 21.9%	65 34.8%	54 28.9%	11 5.9%	16 8.6%	3.56	1.150
5. My hotel's ability to give attention to some particular skills is the reason for timely delivery on tasks and services	31 16.6%	44 23.5%	66 35.3%	30 16.0%	16 8.6%	3.24	1.163

Source: *field survey, 2021*

From Table 4.3, item one sought to evaluate whether the respondents respond promptly to assigned tasks because they acquire requisite skills. The table showed that 41 (21.9%), strongly agreed; 53 (28.3%) agreed; 58 (31.0%) moderately agreed; 16 (8.6%) disagreed and 19 (10.2%) strongly disagreed. This disclosed a high tendency towards agreement as accounted for by the mean score of 3.43 and a standard deviation of 1.214. Similarly, the second item assessed whether their company ensures that they are arranged of their skills readiness to promptly undertake tasks. The results revealed that 29 (15.5%) strongly agreed; 39 (20.0%) agreed; 57 (30.5%), moderately agreed; 44 (23.5%) disagreed while 18 (9.6%) strongly disagreed. This exhibited a high tendency towards agreement as accounted for by the mean score of 3.09 and a standard deviation of 1.204. The third item sought to assess whether their skill update is the reason why they meet desired targets in their operations. Results revealed that 31 (16.6%) strongly agreed; 50 (26.7%) agreed; 71 (38.0%) moderately agreed; 21 (11.2%) disagreed while 14 (7.5%) strongly disagreed. This result depicted a high tendency towards agreement as accounted for by the mean score of 3.34 and a standard deviation of 1.111. The forth item sought to assess whether their company's is not interested in all forms of skills rather they develop goal tailored competencies to timely respond to tasks and service delivery. Results showed that 41 (21.9%) strongly agreed; 65 (34.8%) agreed; 54 (28.9%) moderately agreed; 11 (5.9%) disagreed while 16 (8.6%) strongly disagreed. This result indicated a high tendency towards agreement as accounted for by the mean score of 3.56 and a standard deviation of 1.150. The last item sought to assess whether their company's ability to give attention to some particular skills is the reason for timely delivery on tasks and services. The results showed that 31 (16.6%) respondents strongly agreed; 44 (23.5%) agreed; 66 (35.3%) of the respondents moderately agree; 30 (16.0%) of the respondents disagreed while 16 (8.6%) strongly disagreed. A critical view of the results indicates a high tendency towards agreement as confirmed by the mean score of 3.24 and a standard deviation of 1.163.

Table 4.4: Response Rates and Descriptive Statistics for Task Alertness

Task Alertness	SA	A	MA	D	SD	Mean	Std.
1. We have the actual direction on the task demand because we are marked out to acquire relevant competencies	29 15.5%	43 23.0%	51 27.3%	43 23.0%	21 11.2%	3.09	1.237
2. My hotel's ability to consistently develop our work competencies has empowered me to alert to my task	22 11.8%	73 39.0%	69 36.9%	10 5.3%	13 7.0%	3.43	1.005
3. My hotel's ability to monitor my competencies is the reason for my attentiveness to tasks/roles assigned to me	31 16.6%	54 28.9%	75 40.1%	14 7.5%	13 7.0%	3.41	1.070
4. My hotel focus on specialized skills for me is the reason why I am alert to such tasks that are related	29 15.5%	46 24.6%	57 30.5%	36 19.3%	19 10.2%	3.16	1.203

Source: *field survey, 2021*

From Table 4.4, item one sought to evaluate whether respondents have the actual direction on the task demand because they are marked out to acquire relevant competencies. The table showed that 29 (15.5%), strongly agreed; 43 (23.0%) agreed; 51 (27.3%) moderately agreed, 43 (23.0%) disagreed and 21 (11.2%) strongly disagreed. This showed a high tendency towards agreement as accounted for by the mean score of 3.09 and a standard deviation of 1.237. Similarly, the second item assessed whether respondents' company's ability to consistently develop their work competencies has empowered them to alert to their task. The results revealed that 22 (11.8%) strongly agreed; 73 (39.0%) agreed; 69 (36.9%), moderately agreed; 10 (5.3%) disagreed while 13 (7.0%) strongly disagreed. This showed a high tendency towards agreement as accounted for by the mean score of 3.43 and a standard deviation of 1.005. The third item sought to assess whether the company ability to monitor their competencies is the reason for their attentiveness to tasks/roles assigned to them. Results disclosed that 31 (16.6%) strongly agreed; 54 (28.9%) agreed; 75 (40.1%) moderately agreed; 14 (7.5%) disagreed while 13 (7.0%) strongly disagreed. This result indicated a high tendency towards agreement as accounted for by the mean score of 3.41 and a standard deviation of 1.070. The last item sought to assess whether the hotel focus on specialized skills for them is the reason why they are alert to such tasks that are related. The results displayed that 29 (15.5%) respondents strongly agreed; 46 (24.6%) respondents agreed; 57 (30.5%) of the respondents moderately agreed; 36 (19.3%) of the respondents disagreed while 19 (10.2%) strongly disagreed. A critical view of the results indicated a high tendency towards agreement as confirmed by the mean score of 3.16 and a standard deviation of 1.203.

Table 4.5 Descriptive Statistics for Measures of Employee Responsiveness

	N	Minimum	Maximum	Mean	Std. Deviation
Innovativeness	187	1.00	10.75	3.3864	1.02855
Timeliness	187	1.00	5.00	3.3305	.99660
Task Alertness	187	1.50	5.00	3.2714	.64618
Valid N (listwise)	187				

Source: *field survey, 2021*

Table 4.5 illustrates the descriptive statistics for measures of employee responsiveness which are innovativeness, timeliness and task alertness with mean scores of 3.39, 3.33 and 3.27 respectively. The implication on this is that most of the responses fell within the agreement range of the scale which means that there is high employee responsiveness in the hospitality sector in Yenagoa.

4.3. Competence Development and the Measures of Employee Responsiveness

The results of the correlation matrix discovered for competence development and employee responsiveness are shown in Table 4.14. The statistical test of significance (p - value) is also included in the table, which allows us to answer our research question and generalise our results to the study population.

Table 4.6 Correlations Matrix for Competence Development and Measures of Employee Responsiveness

			Competence Development	Innovativeness	Timeliness	Task Alertness
Spe arm an's rho	Competence Development	Correlation Coefficient	1.000	.796**	.598**	.264
		Sig. (2-tailed)	.	.000	.008	.059
		N	187	187	187	187
	Innovativeness	Correlation Coefficient	.796**	1.000	.827**	.005
		Sig. (2-tailed)	.000	.	.000	.948
		N	187	187	187	187
	Timeliness	Correlation Coefficient	.598**	.827**	1.000	.233**
		Sig. (2-tailed)	.008	.000	.	.001
		N	187	187	187	187
	Task Alertness	Correlation Coefficient	.264	.005	.233**	1.000
		Sig. (2-tailed)	.059	.948	.001	.
		N	187	187	187	187

** . Correlation is significant at the 0.01 level (2-tailed).

Source: *field survey, 2021*

The result in table 4.6 displays the correlation for competence development and the measures of employee responsiveness.

Hypothesis One

There is no significant relationship between competence development and innovativeness in the hospitality sector.

Competence development and innovativeness relationship has an $R=0.796$, and denotes a strong correlation indicating a strong relationship. Hence, when analysed shows that there is a strong and positive relationship between competence development and innovativeness in the hospitality sector. The above finding provides answer to research question four, which infers that innovativeness is dependent on the competence

development in the hospitality sector. Table 4.14 also includes the statistical test of significance (p - value), which allows us to generalise our results to the research population. The probability value derived from the results is (0.000) (0.05) level of significance; hence, the research rejects the null hypothesis and concludes that there is a substantial association between competence development and innovativeness in the hospitality industry.

Hypothesis Two

There is no significant relationship between competence development and timeliness in the hospitality sector in Yenagoa.

The correlation coefficient (R) between competence development and timeliness is 0.598. This indicates a moderate correlation and a moderate link. This indicates that there is a moderate and positive association between competence development and timeliness in the Yenagoa hospitality industry. Thus, this finding has provided answer to our research question five, and this suggests that timeliness is dependent on the competence development in the hospitality sector in Yenagoa. The statistical test of significance (p - value) is also presented in the table, allowing us to generalise our results to the research population. The probability value obtained is (0.008) (0.05) level of significance; hence, the research rejects the null hypothesis and concludes that there is a significant association between competence development and timeliness in the hospitality industry in Yenagoa.

Hypothesis Three

There is no significant relationship between competence development and task alertness in the hospitality sector in Yenagoa.

Competence development and task attentiveness had a $R=0.264$ in this connection, suggesting a poor correlation and a weak link. According to interpretation, there is a weak and positive association between competence development and task awareness in Yenagoa's hospitality industry. This discovery gives a solution to research question number six. Inferring that task attentiveness is somewhat reliant on competency growth in the hospitality industry. The statistical test of significance (p - value) is also presented in the table, allowing us to generalise our results to the research population. The probability value derived from the results is (0.059) $>$ (0.05) level of significance; hence, the research rejects the null hypothesis and concludes that there is no significant association between competence development and task alertness in the hospitality industry in Yenagoa.

4.2 Discussion of Findings

The findings as presented in table 4.14 revealed that there is a positive significant relationship between competence development and employee responsiveness in the hospitality sector in Yenagoa. This finding is in tandem with the conceptual arguments of Guilherme, Claudia and Gilberto (2017) who conducted a research on the social gains from competency management using employees' perception at a Brazilian public University and the results showed that organizational flexibility is one of the outcomes of a well-managed competency.

In support of this finding, Ateke and Nwulu (2018) studied employee competency development and organisational resilience in Port Harcourt and discovered that employee competency development is significantly associated with organisational resilience as the variable revealed a strong, positive, and statistically significant relationship with all of the organisational resilience measures covered in the study, which are adaptive capacity, keystone vulnerability, and situational vulnerability. Another study that supports this is that of Nguyen, Beeton, and Halog (2015), who investigated firm characteristics and adaptive capacity in response to environmental requirements: an empirical study of Vietnam's textile and garment SMEs and found a positive correlation between firm size, operation type, firm age, capability, and adaptive capacity, while the ownership type has no statistically significant relationship with a firm's adaptive capacity.

5.1 Conclusion

The second study goal was to determine the association between competence development and employee responsiveness in the Yenagoa hospitality industry. From the standpoint that human resources are an intellectual property of the business and a source of competitive advantage to the organisation, which may be developed further by strengthening manpower capabilities. Employees should learn the abilities they need to

develop in order to be devoted to their work. The finding led to the conclusion that competence development significantly predicts employee responsiveness in the hospitality sector in Yenagoa.

5.2 Recommendation

By tying training and professional development programmes to success criteria, it improves their efficacy.

Because this research found a substantial association between competence development and employee responsiveness, the study recommended that management at hospitality organisations improve coaching and development programmes to improve employee performance. Similarly, management should improve job rotation and transfer programmes inside the firm to motivate workers to acquire new skills in difficult jobs that not only improve performance but also employee progress in their careers.

Hospitality companies should invest more in monitoring and training employees to ensure high productivity and performance.

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