

**Capability, optimal functioning, and
sustainable employability of workers in
Jamaica's service sector: A generational
perspective**

HJ Lewis

 **orcid.org/0000-0001-7870-3249**

Thesis accepted in fulfillment of the requirements for the degree *Doctor of Philosophy in Social Inclusion and Development* at the North-West University

Promoter: Prof S Rothmann
Co-promoter: Prof JJL van der Klink

Graduation: October 2023

PREFACE

This thesis is presented in the form of a collection of research articles. The referencing style follows the guidelines of the Publication Manual (7th edition) of the American Psychological Association (APA). However, the city of the publisher has been included in the reference list (which is not an APA7 requirement), as some journals may require this for publication purposes. This practice is consistent with the policy of the Optentia Research Unit of North-West University.

The researcher, Henry Lewis, conducted the research and wrote the texts. Prof. Sebastiaan Rothmann was the study's promoter, and Prof. Jac van der Klink was the co-promoter. Dr Natasha Ravyse and Mrs Hendia Baker conducted the language editing. Ethical clearance for the study was given by North-West University Basic and Social Science Research Ethics Committee (BaSSREC).

Acknowledgements

Reflecting on my PhD journey, I am filled with immense gratitude for the incredible growth and transformation I have experienced. This academic pursuit has been challenging and demanding yet incredibly rewarding, allowing me to deepen my understanding, expand my horizons, and develop invaluable skills that I will carry with me for the rest of my life.

The PhD process has allowed me to grow not only as a scholar but also as a person. It has taught me the importance of resilience, perseverance, and adaptability in facing obstacles and setbacks. I have learned the value of critical thinking, analytical rigour, and intellectual curiosity, as well as the power of collaboration and the beauty of learning from and with others. I am grateful for the journey that has led me to complete this thesis, and I humbly acknowledge the contributions of all those who have supported, inspired, and guided me along the way.

- I want to express my deepest gratitude to my supervisors, Prof. Ian Rothmann and Prof. Jac van der Klink, for their invaluable guidance, support, and encouragement throughout my PhD journey. Their expertise, dedication, and commitment to excellence have been truly inspiring, and I am honoured to have had the opportunity to learn from and work with them.
- I am deeply grateful for my friend and colleague, Dr Trevor Smith, who taught me much about research and whose insights have been invaluable in shaping my work. I also wish to express my gratitude to my academic mentor, Mr Clement Branche, whose intellectual discourse has kept me sharp and motivated throughout this process.
- I want to express my gratitude towards Prof. Brigitte Smit (deceased in 2022) for her assistance with the analyses of the focus group data using ATLAS.TI 8.0 software.
- I am grateful for the language editing of the thesis by Dr N. Ravyse and Mrs H. Baker.
- I want to acknowledge the University of Technology for granting me the leave necessary to complete this PhD, allowing me to devote my full attention to this significant milestone in my academic journey.
- I am deeply indebted to the intellectual giants whose shoulders I stood on during this journey. These researchers' scholarly works and insights have shaped and enriched my understanding of the subject matter, providing a solid foundation for my dissertation.
- My heartfelt thanks go to my wife, Charmaine, and my son, Joshua, for their unwavering support, patience, and understanding throughout this challenging process. Their love and belief in me have been a constant source of motivation and strength, and I could not have completed this journey without them.

- Above all, I express my profound gratitude to my Lord Jesus Christ, who has guided and sustained me throughout my academic pursuits. His wisdom, grace, and love have been my anchor and compass, and I dedicate this work to Him.

SUMMARY

Title: Capabilities, optimal functioning and sustainable employability of workers in Jamaica's service sector: A generational perspective

Keywords: Jamaica, capabilities, hotel workers, flourishing at work, sustainable employability, generational perspective, values, functioning, work role functioning, well-being

This thesis focused on hotel workers' work capabilities, well-being, flourishing at work and sustainable employability within a Jamaica context. It captured the values hotel workers view as crucial for their work roles and analysed them within the context of Jamaica among three generations. It also sought to predict the relationship between work capabilities and workability, job performance and mental health of hotel workers in Jamaica.

Manuscript 1 focused on the work capabilities of hotel workers from the perspective of the capability approach and sustainable employability model. The study explored the capability set of hotel workers from three generational age cohorts younger (20-35), middle-aged (36-50) and older than 50. The study involved a convenience sample of 60 participants from four hotels in Jamaica's North Coast regions. The participants were distributed across 11 focus groups for the study. The study resulted in nine themes concerning values of hotel workers across varying age groups. These include having and applying knowledge and skills, developing new knowledge and skills, involvement in decision-making, developing and navigating relationships, setting goals and meeting deadlines, earning a sufficient and secure income, contributing to something valuable, making a difference by helping others, and an enabling work environment. Although shared themes were present, unique nuances were found within each age group. For example, younger workers were driven by personal development, autonomy, and financial security, while the middle-aged group leaned more towards the practical application of skills, decision-making control, and the importance of income for family needs. The oldest group valued lifelong learning, positive interpersonal relationships, and aligning personal goals with company objectives.

Study 2 aimed to investigate the work capability and capability set of workers in the hotel sector in Jamaica. A convenience sample ($N = 344$) was taken of hotel workers across four hotels in the North Coast regions of Jamaica. The Capability Set for Work Questionnaire, the

Work Role Functioning Questionnaire 2.0 (WRFQ) and the Work Performance Questionnaire (HPQ) were used to collect data. The results showed that the highest capabilities were using knowledge and skills, building and maintaining meaningful relationships at work, developing knowledge and skills, and setting goals. The lowest capabilities were earning a good income, involvement in important decisions, and contributing to something valuable. Four capability classes were identified, with only 35.52% of the hotel workers in the robust capability set, indicating that they have a range of capabilities. In addition, the work capability classes were significantly and positively associated with hotel workers' job performance evaluation. Therefore, ensuring sustainable employability is a severe challenge for hotel workers in Jamaica. These findings underscore the need for hotels to improve decision-making and wage-earning capabilities to enhance sustainable employability.

Study 3 aimed to investigate the relationship between the capabilities of hotel workers and their mental health. The study also focused on the relationship between the capabilities, gender, and age of hotel workers. The sample ($N = 344$) consisted of hotel workers spread across three, four and five-star hotels in the North Coast regions of Jamaica. This study revealed a link between age and mental health among hotel workers. However, age was not significantly associated with the mental health of hotel workers when work capabilities were considered. The study's findings demonstrate that hotel workers exhibited higher emotional, psychological, and social well-being levels, contingent on the work capability set. These insights underline the importance of work capabilities to ensure the sustainable employability of hotel workers in Jamaica. Therefore, it is vital to investigate how developing work capabilities of hotel workers could contribute to their mental health.

Recommendations for future research were made.

TABLE OF CONTENTS

	Page
Acknowledgements	vii
Summary	ix
List of Figures	xv
List of Tables	xvi
CHAPTER 1: INTRODUCTION	1
1.1 Background to and Motivation for the Research	1
1.2 Problem Statement	3
1.3 Specific Research Problems	14
1.4 Research Objectives	15
1.4.1 General Objectives	15
1.4.2 Specific Objectives	16
1.5 Research Method	16
1.5.1 Research Design	16
1.5.2 Participants and Sampling	17
1.5.3 Data Gathering	19
1.5.4 Data Analysis and Interpretation	23
1.6 Ethical Considerations	25
1.6.1 Gatekeepers and mediators	25
1.6.2 Statisticians	26
1.6.3 Informed consent	26
1.6.4 Risks and benefits to participants	27
1.6.5 Privacy and confidentiality	27
1.6.6 Dissemination of results to participants	29
1.6.7 Data provision after research	29
1.7 Chapter Layout	29
References	30

TABLE OF CONTENTS (continued)

	Page
CHAPTER 2: MANUSCRIPT 1	40
A Capability Perspective on the Sustainability Employability of Workers in Jamaica’s Hotel Sector	40
Abstract and Keywords	41
Introduction	42
The Capability Approach	44
Work values	47
Generational differences and work values	48
Current Study	50
Method	51
Research Design	51
Participants	51
Data Gathering	52
Research Procedure	53
Data Analysis	53
Results	55
Data Extraction	55
Discussion	65
Limitations and Recommendations	70
Conclusion	71
References	73
CHAPTER 3: MANUSCRIPT 2	81
Capabilities, Work Role Functioning, and Job Performance of Hotel Workers in Jamaica	81
Abstract and Keywords	82
Introduction	83
The Capability Approach	85

TABLE OF CONTENTS (continued)

	Page
Capabilities of Hotel Workers	86
Functioning of hotel workers	89
Demographic factors and workers' capabilities and functioning	91
Current Study	91
Method	92
Research Design	92
Participants	92
Measuring Instruments	94
Research Procedure	95
Statistical Analysis	95
Results	96
Capability Frequencies	96
Confirmatory Factor Analysis	98
Latent Class Analysis	100
Latent Classes and Distal Variables	102
Differences between Demographic Groups	103
Discussion	106
Limitations and Recommendations for Future Research	109
Conclusion	111
References	113
CHAPTER 4: MANUSCRIPT 3	120
Work Capabilities and Flourishing of Hotel Workers in Jamaica	120
Abstract and Keywords	121
Introduction	122
Mental Health as Flourishing	124
Capability and Flourishing	125
The Effects of Gender and Age on Well-Being and Capability	128

TABLE OF CONTENTS (continued)

	Page
Current Study	129
Method	130
Research Design	130
Participants	130
Measuring Instruments	132
Research Procedure	133
Statistical Analysis	133
Results	134
Testing the Measurement Model	134
Descriptive Statistics and Correlations	135
Multiple Regression Analyses	137
Discussion	143
Limitations and Recommendations for Future Research	147
Conclusion	148
References	149
CHAPTER 5: CONCLUSIONS, LIMITATIONS, AND RECOMMENDATIONS	160
5.1 Conclusions	160
5.2 Limitations	167
5.3 Recommendations	168
5.3.1 Recommendations to Solve the Research Problems	168
5.3.2 Recommendations for Future Research	172
5.4 Contributions of the Study	173
References	175

LIST OF FIGURES

Figure	Description	Page
Chapter 1	Introduction	
Figure 1	Model of Sustainable Employability Based on the Approach	13
Chapter 3	Manuscript 2	
Figure 1	Latent Class analysis of Capabilities	101
Figure 2	Factor Scores of Capability Sets on Distal Variables	104

LIST OF TABLES

Table	Description	Pages
Chapter 1		
Table 1	The Sampling of Hotel Workers	17
Chapter 2 Manuscript 1		
Table 1	Description of the Participants	52
Table 2	Themes Identified with Focus Groups from Different Age Groups	56
Chapter 3 Manuscript 2		
Table 1	Seven Work Values Identified by Abma et al. (2016)	85
Table 2	Characteristics of Participants	93
Table 3	Frequencies and Percentages of Capabilities	97
Table 4	Descriptive Statistics, Reliabilities and Correlations of the Scales	99
Table 5	Comparison of Different Latent Class Analysis Models	100
Table 6	Scores of Employees in Different Capability Sets on the Distal Variables	103
Table 7	MANOVA for General Health and Gender	105
Chapter 4 Manuscript 3		
Table 1	Characteristics of Participants	131
Table 2	Fit Statistics of the Measurement Models	134
Table 3	Descriptive Statistics, Reliabilities, and Correlations	136
Table 4	Multiple Regression of Capabilities and Flourishing	138

CHAPTER 1

INTRODUCTION

This thesis focuses on hotel workers' capability, optimal functioning, and sustainable employability from a generational perspective in Jamaica.

The purpose of this chapter is to contextualise the study by providing an introduction and historical context. In addition, it describes the problem from which the general and specific research objectives stem. It concludes with a summary of the subsequent chapter and a discussion of the research design, data collection methods, and data analysis techniques used to investigate the problem. Finally, ethics considerations and the chapter division are given.

1.1 Background to and Motivation for the Research

A global change in work and working has occurred in the 21st century (Lawler, 2017). Previously, workers used to have safe and secure jobs, which provided a foundation for making career projections and preparing for the future – a kind of work insurance policy. As a result, staff viewed their positions as long-term commitments. Work was seen as a necessary evil that provided a means of subsistence, even though it was hazardous to workers' health. Tasks were routine and often required physical work and strength to complete. In recent years, work has been more volatile and erratic (Blustein, 2019). Workers are now primarily employed in the service sector, especially in education, healthcare, tourism, business processing, information and communication technology, and the financial sector, instead of in forced labour, indentured labour, industrial labour, and agricultural labour.

Workers must manage a volatile, unpredictable, complicated, and ambiguous world of work. Work has become more dynamic and stressful, even though physical working environments are usually healthy and pose only a slight threat to workers' health (Blustein, 2019). According to Hagel et al. (2017), the rapid changes to the business and work environment have had an impact on career choices, how work is done, the nature of jobs, and the need for new skills and competencies in today's workplace (Hagel et al., 2017; Lawler, 2017; van der Klink et al., 2016). Also, the 2020 COVID-19 pandemic was a turning point that greatly impacted how people work and interact with technology. With the shift to remote work and the increasing

reliance on digital platforms, focusing on work capabilities is crucial for individuals and organisations to adapt and thrive.

According to the International Labour Organization, employees face various problems, including job insecurity and an unstable work environment. These conditions necessitate the utilization of their cognitive abilities to navigate the uncertain and varying conditions (Bimrose & Hearne, 2012; Magnano et al., 2021). Despite these challenges, present-day work remains a central domain of life (Bluestein, 2019). In addition to income security, achieving individual goals and attaining values have become essential for workers (van der Klink et al., 2016). However, the documented evidence in existing literature suggests that precarious employment is rising globally. *Precarious employment* is defined as freelance work experiences that lead to instability, uncertainty, insecurity, and a lack of social protection and benefits, which result in economic vulnerability for workers (Choonara, 2020; Lambert & Herod, 2016; Lee et al., 2014; Pfeffer, 2018). According to Alberti et al. (2018), precarity in a work context means that work lacks security and predictability. Moreover, since work is central to the individual's life, precarious work may harm workers' capabilities, well-being, employability, and overall functioning.

Recently, a sizable body of literature has investigated the role work plays in psychological theory and practice (Abma et al., 2016; Rothmann & Cooper, 2022). According to Blustein (2006, 2019), one's ability to work is important for one's existence and facilitates the development of one's expression and the maintenance of mental health and well-being, resulting in work satisfaction and a greater sense of accomplishment. In the last decade, empirical studies have explored concepts of the capability approach (CA) and sustainable employability in the ever-changing world of work (van der Klink et al., 2016).

Sustainable employability means that it is possible for individual workers to possess the capabilities to continue to work now and in the future (Le Blanc et al., 2017; Semeijn et al., 2021; Ybema et al., 2017) despite a changing world. These changes are caused by economic shocks (e.g., job losses due to COVID-19 and other economic crises), ongoing technological advances (e.g., automation in the workplace), and organisational demands and policy shifts (e.g., temporary contracts, work from home, and quick decision-making). Given the precariousness of the current work environment, employers will need to examine the work capabilities of their employees to maintain high productivity and ensure that work becomes

sustainable. Employers are likely to see workers convert resources into capabilities and function optimally while working with meaning and purpose.

1.2 Problem Statement

The capability and functioning of workers in the service sector can be regarded as a significant research theme in Jamaica. The service sector (also referred to as the service industry) is responsible for 65% of the total employment of the labour force in Jamaica, contributes 59.33% to the economy (Planning Institute of Jamaica, 2018), and makes up 73% of the gross domestic product (GDP) of the output of the country according to 2016 data (Betton-Nayo, 2017). Furthermore, the socio-economic impact of COVID-19 and the steps taken by the Jamaican government to contain the virus's spread have significantly influenced the country's economy, which cannot be overstated. The economy contracted by 18.4% in the April to June 2020 quarter, while the number of people employed, including the service sector, fell by 10.8% in July 2020 compared to the same month in the previous year (Statistical Institute of Jamaica, 2020). Consequently, it is critical that government officials create an environment favourable to economic progress, particularly in the service sector, considering this sector's important role in economic development. Therefore, governments must prioritise the service sector as a crucial component of their overall policy mix to achieve a strong economic recovery following the COVID-19 pandemic.

There is no universally accepted definition of the service sector, and scholars are still debating the issue. The Organisation for Economic Co-operation and Development (OECD) defines the service industry as an aggregation of various economic activities with no direct relationship to goods, mining, or agriculture (OECD, 2000). There are 12 categories of services, according to the World Trade Organization (WTO). These services include business and professional services, communication services, construction and related engineering services, distribution services, educational services, energy services, environmental services, financial services, health and social services, tourism and travel-related services, transport services, and the movement of natural persons (World Trade Organization, 2000). According to Danaher (2019), the term *services sector* is somewhat loosely defined but covers “skilled, dexterous physical work, such as hairdressing and food preparation, as well as emotionally intelligent affective labour, such as customer support and client relationship management” (p. 13). Betton-Nayo (2017) posited that the sector includes economic activities such as retail, banking, hospitality,

entertainment, real estate, education, health, social work, recreation, communication, and media. The researcher will use the World Trade Organization's (WTO) definition of the service sector for the study.

In Jamaica, the expectation for employees to continually uphold high productivity and performance standards is integral to the sustained vitality of the service sector economy. A diverse array of factors can foster the realisation of this objective. Research suggests that employees should know their capability set (a set of work values), be able and enabled to realise beings and doings they have reason to value (Sen, 1980; van der Klink et al., 2016), and have the efficacy to carry out valued attributes. This means that workers in the service sector should be aware of the values that motivate them to pursue work goals and other opportunities. Moreover, human resources practices and policies should be in place to support workers in achieving success.

From a personal and societal perspective, employment and work participation are essential for a progressive, functioning society and remain a fundamental mainstay of individual life (ILO, 2018; Van Gorp et al., 2018). Therefore, policymakers must pay closer attention to the challenges of the workplace and the service sector. These challenges include high work stress, fatigue, low employee engagement, and low productivity levels, leading to impaired psychological well-being and suboptimal functioning. Documented results from several studies have shown a consistent association between workers' psychological well-being, sustainable employability, resilience, overall work functioning, quality of life, individual psychological experiences, and performance in organisations (Abma et al., 2016; Semeijn et al., 2019; van der Klink et al., 2016).

From a moral perspective, everyone has the right to a safe and healthy work environment (Bowie, 1998). Therefore, mental health, and not just physical safety, is important. Workers are not merely resources to be utilised for profit; they are human beings with needs, aspirations, and rights. Promoting worker well-being is about respecting and upholding these rights (Ciulla, 2011). Furthermore, organisations are part of the broader social fabric. They are responsible for contributing positively to society, including caring for their employees. Therefore, promoting workers' capacities, well-being, and sustainable employability can lead to healthier communities and social stability and progress.

There is a growing interest in the hypothesis that an adequate and all-inclusive set of work capacities brings about better work results, for example, work performance, work ability, lower reports of sickness, more hours of productive work, and extended years of workers' work, which can result in a higher degree of sustainable employability. Empirical studies confirm that sustainable employability results from a two-way interaction between the worker and his/her job and the social/organisational context of the workplace (van Dam et al., 2017). Given Jamaican workers' significant contribution to the service sector, it is essential to use valid and reliable instruments to explore and investigate the capability and functioning of workers in Jamaica's service sector. No study has examined workers' work values (capability set) in different age groups in the service sector in a small post-colonial island state such as Jamaica.

The current literature lacks robust, sound models examining capability and functioning in the service sector. This study is relevant based on the sector's critical role in the Jamaican economy, as mentioned above, and its contribution to Jamaica's Vision 2030 development goals. The essence of Vision 2030 is to chart a development agenda for Jamaica that will transform the country into "... the place of choice to live, work, raise families and do business" (Planning Institute of Jamaica, 2010, p. 10). With specific relevance to services, the plan states that, by 2030, Jamaica will have a high-quality, knowledge-based service sector and will use the best technology to respond to customer demands and compete successfully in local, regional, and global markets (Planning Institute of Jamaica, 2010).

Values are fundamental to organisational life and have emerged as an important theme of increasing interest among organisational scholars. Work values are "generalised beliefs about the relative desirability of various aspects of work (e.g., pay, autonomy and working conditions) and work-related outcomes (e.g., prestige, accomplishment and fulfilment)" (Lyons & Kuron, 2014, p. 144). Work values guide people's choices and enable them to act freely without falling prey to irrationality (van der Klink, 2019). In our changing society and the precariousness of work mentioned above, work adds meaning, purpose, and value to employees and organisations. It should contribute to workers' health and well-being and be sustainable (van der Klink et al., 2016).

As Sen (2008) points out, it is difficult to establish what skills should be included in a person's capability set. Due to the possibility that adaptive preferences may develop in adverse circumstances, Sen (2008) argues that the public should scrutinize individual values. Unlike

Sen (2008), Nussbaum (2011) identifies 10 essential human capabilities for flourishing. She suggests that creating a capability list is key to securing individual values. Accordingly, Hirai (2021) argues that people can be asked about their values and how much they have attained them.

Various frameworks have been developed to focus on studying values at work. On the one hand, Arendt (1958), for example, articulated three fundamental work values in her seminal work *The human condition*: livelihood, creativity, and participation. On the other hand, Jahoda (1982) argues that income is the central work value while stressing the importance of what she refers to as latent values, such as personal identity, self-esteem, and contact. More recently, Abma et al. (2016) have reported that the capability set for work consists of seven work values: a) using knowledge and skills; b) developing knowledge and skills; c) involvement in important decisions; d) meaningful contacts at work; e) setting own goals; f) having a good income; and g) contributing to something valuable. Work values are transformed into capabilities if workers are enabled to achieve their value-driven goals (Abma et al., 2016).

Additionally, Miles (2013) distinguished the following capabilities related to work values: a safe and healthy work environment, just remuneration, having a free choice of employment, freedom to join unions and engage in collective bargaining, freedom from compulsory labour, and protection against unjust dismissal. Nussbaum (2011, 2019) considered the capability to play (by ensuring maximum-hour protection and leisure time) and the capability to exert control over one's environment (by implementing mechanisms to facilitate employee participation and decision-making). Walker and Unterhalter (2007) identified the following work values based on the capability approach: a) autonomy; b) fair pay; c) knowledge and skills; d) social relations with colleagues and managers; e) being a full participant in the organisation and society; f) respect and recognition; g) protection from harm at work; and h) emotional integrity and emotions.

Therefore, workers who value the importance of their capabilities and are equipped with better opportunities at work (an enabling environment) have better outcomes than their counterparts who find a capability important but lack the opportunity (a disabling environment) to achieve valued goals (Abma et al., 2016). Even though the study by Abma et al. (2016) has made significant strides in developing the first broad framework for capabilities in the context of work, there are some limitations. Firstly, the study was done in the Netherlands – a European

country with a specific culture and socio-historical realities – and cannot be generalised to other countries and cultures outside the original context. Secondly, the relationship with key demographic constructs, such as age cohort, work status (full-time or contract workers), educational levels, socio-economic status, and job roles, as well as their impact on determining one's capability set, was not explored.

Although progress has been made over the years in the development of a capability framework for work (Abma et al., 2016; Miles, 2013; Nussbaum, 2011, 2019; Walker & Unterhalter, 2007), there is a need for research to address the gaps (as mentioned above) in current knowledge. This study examines the work values of different age cohorts in Jamaica's service sector concerning capabilities, flourishing, precarity, engagement, and work productivity. Moreover, this study provides insight into whether workers in Jamaica's service sector are enabled by structural factors and are given opportunities to achieve these values. The capability set for work is a relevant framework for the work context and was adopted and used in this study to determine whether workers in different age groups in Jamaica are able and enabled to be valued. However, these efforts must be supported by empirical research and evidence-based interventions to support workers' optimal functioning.

Recently, there has been a growing recognition among employers that the concept of sustainable employability applies to all workers, not just those who are ageing (Semeijn et al., 2015; van Dam et al., 2017). This includes individuals from all demographic groups. Herrbach et al.'s (2009) study with older French employees underscores this perspective. Their findings indicate that when companies provide training opportunities, it can lead to an increased emotional commitment from employees and decreased early retirement rates. According to Lawler (2017), human resource development (HRD) policies are critical in maintaining and enhancing the employability of employees.

For workers to achieve tangible opportunities in the form of a set of capabilities and to enjoy the necessary conditions that allow them to make a valuable contribution to their work while safeguarding their health – sustainable employability, according to van der Klink (2016) – workers should work competently and healthily (Ybema et al., 2020). While there is sufficient evidence to support the effect of human resource management practices on organisational performance (Guest & Conway, 2011; Huselid, 1995), as well as the link between human resource management practices and employee well-being (Bakker et al., 2007), no research on

the effects of human resource management practices and policies on supporting or hindering sustainable employability could be found. Given this fact, it is vital to conduct empirical research to examine the human resource management practices and policies in the service sector in Jamaica to determine if they support or hinder the sustainable employability of workers in different age groups.

This study explored age differences between capabilities and mental health. Firstly, the global workforce is rapidly ageing, with a 56% increase in over-55 labour participation from 2002 to 2012. Between 2001 and 2011, the number of workers aged 55 to 64 increased by 9.7% in the European Union (Kaplan et al., 2017). According to the Special Committee on Aging (SCA) 2017 report, workers 55 and older are around half as likely to be in the labour force as workers 25 to 54 (40.0% to 81.3%). The participation rate of employees in the 55 and older age group has been steadily declining (SCA, 2017). In Jamaica, the 25 to 44 age bracket workers account for a little over 50%. Less than 20% of workers fall within the 19 to 24 age range. It is, therefore, important to understand this phenomenon of sustainable employability and capabilities. Secondly, in the 21st century, workers and employers must change their focus from lifetime jobs to lifelong employability (Blustein, 2019; Lawler, 2017).

Understanding the capability set for work from a generational perspective in Jamaica's service sector will likely make working more sustainable, resulting in a more motivated and skilled workforce in a multigenerational society. Competency requires intergenerational knowledge, expertise, and tactics in today's labour market (Kaplan et al., 2017). For healthy partnerships to thrive and organisational principles and information to be communicated intergenerationally throughout the company, Urick et al. (2017) warned that managers and their staff must be mindful of the intergenerational aspirations of both young and old employees. For the same reason as Urick et al., North and Fiske (2015) called on employers to strongly consider accommodating as many as four generations in the workplace.

The capability approach

There has been a steady proliferation of the capability framework in existing literature over the last decade (Abma et al., 2016; Barnard et al., 2023; Gloss et al., 2017; Murangi et al., 2022; Ragadu & Rothmann, 2023). It is often documented in response to a flawed social justice and economic system and focuses on human well-being, especially when referring to people in the bottom layer of society. Over the years, much has been written on the CA by scholars from

Europe, North America, Asia, and Africa, and during this time, significant strides have been made to advance the idea beyond the original focus on social justice, welfare, and – more recently – work values. However, the lack of scholarly work on the CA among workers of different age groups in small developing nations creates a lack of understanding of how these ideas and constructs work in a post-colonial culture such as Jamaica. No scholar working with the capability framework of valued work has yet presented a work value model that addresses the capability and functioning of workers of different age groups in the service sector of such a small developing country with a history of slavery (unfreedom) and oppression. Capability scholars have not addressed this question: What are employees' work capabilities and functionings in a developing country with a post-colonial culture?

The CA (Sen, 1980, 1985, 1988; Nussbaum, 2011, 2019) is an apt framework that can answer the question posed above by studying the optimal functioning and sustainable employability of workers in the service sector in Jamaica. It is a broad framework for conceptualising and evaluating the well-being of people, and the idea is that a person's well-being should be evaluated in relation to the freedom (opportunities) he/she enjoys in realising doings and beings that he/she has reason to value (Binder, 2019).

It is instructive to note that the CA has several important features: capabilities, functionings, conversion factors, and agency (Sen, 2003; van der Klink et al., 2016). *Capabilities* refer to the set of options provided for a person to choose his/her way of being and doing; this set can be seen as the combinations of functionings a person is able and enabled to achieve in pursuit of valued goals (Nussbaum, 2006, 2011; Robeyns, 2017). The capability of an individual reflects the combinations of functionings an individual can achieve and from which they can choose (Sen, 2003). A capability is a set of vectors of functionings, reflecting the person's freedom and opportunities to lead the life they want to lead (Sen, 2003). In other words, it is what a person can effectively do and be (Robeyns, 2017) or the freedom a person must have to enjoy valuable beings and doings. Considering relevant personal characteristics and external factors, it represents a person's opportunity and ability to achieve valuable outcomes (van der Klink et al., 2016). Robeyns (2017) clarified capabilities as real freedom or opportunities, which she claimed does not mean access to resources or opportunities for a certain level of satisfaction. As was indicated above, capabilities are, thus, what people can be and do. *Functionings* are what a person is and do that makes that person's life valuable (Robeyns, 2017) and constitute a person's being (Alkire, 2005).

Functionings are beings (having a decent job) and doings (participating in the decision-making of the company) and include the different pursuits and endeavours people recognise as valuable goals (Alkire, 2005; Robeyns, 2017). *Conversion factors* refer to how an individual can convert available resources for optimal functioning based on individual diversity. According to Sen (2003), human beings are diverse in terms of internal characteristics (e.g., age, gender, general abilities, particular talents, and proneness to illness) and external circumstances (e.g., ownership of assets, social background, and environmental predicaments). *Agency*, an important concept in the CA, refers to the individual and the collective freedom the individual must achieve to pursue valued outcomes (Nussbaum, 2006, 2011; Sen, 2003; Walker & Unterhalter, 2007).

Two critical aspects of the capability framework are normativity and contextuality (Robeyns, 2017; van der Klink, 2019). In an explanatory way, capabilities and functionings can provide some understanding of different phenomena. However, the term ‘normativity’ used in the context of the CA refers to going beyond mere analysis and explanation of phenomena to creating the intention for change. In a normative way, the CA is about change rather than explaining phenomena. Contextuality refers to the vital importance of the context in which employees work. The context is essential if they are to execute valued work, even if they already have the motivation to work.

The work context can be used to elucidate the different components of the capability concept (Alkire, 2005). For example, suppose a worker in the service sector in Jamaica has the training, knowledge, competencies, and skills to offer high-quality customer service to customers (he/she has the capability); however, if he/she does not get to work on time due to a poor transportation system, such quality service will not be forthcoming (lack of conversion). Moreover, if the individual arrives at work and there is no system and no clear instructions on how to perform his/her duties, a dysfunctional computer in the office, and a toxic and disengaged working environment, the worker will not function optimally. Capabilities include all the elements mentioned above: personal resources (the training, knowledge, and skills of the worker); material resources (transportation and computer hardware, or the lack of these); the physical or structural environment at work (inferior work systems and a lack of clear instructions); and the social environment (toxic and disengaged colleagues). Together, these features determine whether or not personal and environmental resources and characteristics can be utilised to realise the ‘functioning’ of offering high-quality customer service. The core

of the capability concept rests with the configuration of a) being able to, b) having opportunities to, and c) being enabled and allowed to achieve worthwhile goals. In other words, a) is about what the worker can do, whereas b) and c) refer to the interaction with the context that enables the person to use his/her capacities and realised opportunities.

Given the above example, capabilities mean a worker's individual ability to accomplish both individual and organisational functioning. Some examples of individual functioning are meaningful work, flourishing at work, and work ability, while examples of organisational functioning include work performance. It means that capability sits on a values pillar, where the values of individual workers become essential – as do the enabling structures in the workplace – to achieve their valued goals, in collaboration with the ability to convert personal and physical resources to achieve those individual and organisational goals. It is, therefore, necessary to identify the capability set among workers of different age groups in the service sector, considering the ongoing public sector transformation by the Jamaican government and the recent discussion of the digitisation of work processes in the Jamaican labour force.

As previously stated, the CA is used as an overarching structure in this study because it offers a prism through which work can be viewed. The CA is a tool for assessing a worker's level of freedom (positive opportunities) to achieve his/her goals, thrive at work, and achieve sustainable-term employability. *Sustainable employability* refers to the capabilities individuals can attain during their working lives. The interpretation also encompasses that employees are granted the requisite conditions to offer valuable contributions via their work, presently and prospectively, while ensuring their health and welfare. This provision necessitates a supportive work environment and, on the other, the attitude and motivation to seize these opportunities. Employees can acquire significant prospects by accumulating skills throughout their professional lifespan (Abma et al., 2016, p. 74).

Sustainable employment has four essential components (Hazelzet et al., 2019): a health component (e.g., well-being, vitality, and quality of working life); a productive component (e.g., productivity and work performance); a value component (e.g., positive attitude, job motivation, and having the right competencies for one's job); and a long-term perspective component (e.g., positive attitude, job motivation, having the right competencies for future employment of people of all ages, and long-term effects). Sustainably employed workers also experience the necessary conditions to contribute to society through their work in the present and future while preserving

their health and well-being. Sustainable employability necessitates a supportive work environment in addition to the mindset and drives to seize these opportunities (van der Klink et al., 2016).

Researchers have examined sustainable employment in various ways and from various theoretical viewpoints, but recent research suggests that work values and meaningful work have a beneficial function (Van Casteren et al., 2021). The meaning constructed through the lens of the CA incorporates several core concepts from Sen's (1999) concept of capabilities, including concrete opportunities (capabilities) for achieving and retaining useful functioning (i.e., employment and invaluable work), and the conceptual model of sustainable employability developed by van der Klink et al. (2016). The central concept of the sustainable employability model is the capability set to collect constructive and measurable opportunities (capabilities) for achieving and sustaining valuable job performance. According to research conducted in Europe and Africa, the use of knowledge and skills in the workplace, the ability to learn knowledge and skills, participation in important decisions, establishing and maintaining regular interaction at work, setting goals, earning a decent wage, and contributing to something worthwhile are all qualities that many people value to achieve sustainable jobs (Abma et al., 2016).

A conceptual model of capability and sustainable employability

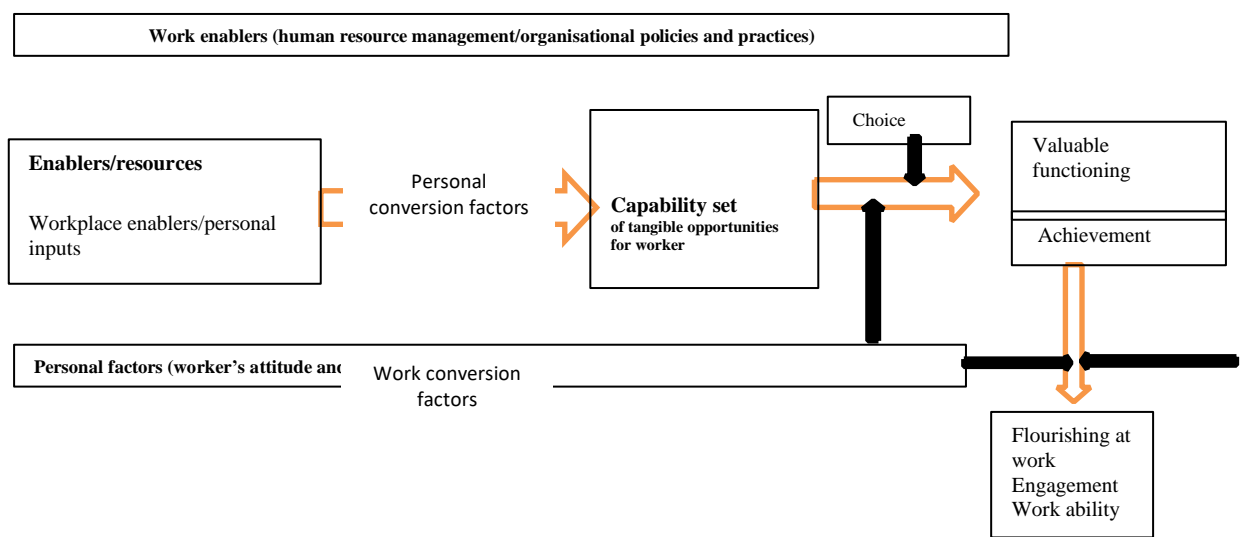
The capability model was used for this study. However, the model in Figure 1 represents a conceptual framework for capability and sustainable employability in which workers in a selected context (a Jamaican organisation) can transform the workplace and personal inputs, which can be considered enablers, into opportunities through an integrative mechanism (Pettit, 2003). A capability model of work gives the worker the freedom to choose and the opportunity to accomplish meaningful goals. The central component of the model is the worker's capability set, which is a collection of tangible opportunities that can be transformed and used to accomplish valuable goals (van der Klink et al., 2016).

The capability model is best described as operationalising sustainable employability in Jamaica's service sector. According to van der Klink et al. (2016), the opportunity to develop knowledge and skills is the most beneficial work functioning for a worker. In this case, work capability means that the worker must meet the following three conditions: 1) the importance is significant to the worker's particular work context; 2) the worker is activated by the work context (e.g., human resource management policies and procedures, as well as an adequate and

sufficient task challenge for the worker); and 3) the worker is capable of completing the individual task or work. In summary, a job capability is a combination of being activated and capable of operating optimally by both feedback (personal and organisational) and the worker's ability to convert resources for more significant outcomes.

Figure 1

Model of Sustainable Employability Based on the Capability Approach (Adapted from van der Klink et al., 2016)



The next important element in the model is the conversion factors, which affect how a person can transform a resource into functionings (Robeyns, 2017). These variables enable workers to convert inputs into tangible opportunities for achieving valuable goals at work (work capabilities). Workers should move beyond drawing on resources and other inputs to achieve these capabilities and should instead be enabled to exploit those inputs. Examples of relevant conversion factors at a personal level include the workers' attitude and motivation to learn and acquire new skills at an organisational level and human resource management policies.

As a result, in this understanding based on the CA, job resources and personal resources contribute to a collection of potentials (the capability set) for achieving valuable work functioning if appropriate personal and environmental conversion factors are present as enablers. Differentiation between workers in allocating resources and enablers may be required to realise capabilities (Abma et al., 2016; van der Klink et al., 2016).

In Figure 1, the right side shows the worker's actual functioning, which can be termed valuable functions; the worker's actual performance from his/her broader capability set is achieved at this stage (van der Klink et al., 2016). This achievement is the outcome of the worker's choice and the choice of his/her context. The component of choice in the model is important, mainly since, for an increasing number of workers, existing work comprises the making of choices different from those in the former classical economy, choices related not only to the execution of work but also to intrapreneurship (Antoncic & Hisrich, 2003), that is, choices about and beyond the execution of work, suggesting freedom and opportunities to choose which capabilities a worker realises in his/her work. This is relevant for all workers in the service sector and even more for older or chronically ill workers who, due to health problems and limitations, have a stronger need to optimise the utilisation of resources and to be able to make free choices about what they can realise in their work (van der Klink, 2019).

1.3 Specific Research Problems

This study was motivated by the limited scientific evidence regarding the capability and functioning framework and its impact on the labour market of workers in different age groups in the service sector of the small, developing, post-colonial island Jamaica and the organisational space. Furthermore, the study identified a lack of evidence concerning the significance of sustainable employability in research and practice and the role played by the capability model.

This study sought to address research gaps in understanding the capability and functioning framework and its impact on the labour market of various age groups of service sector employees in Jamaica. The research problems centred on determining the capability set among workers of different ages, examining the relationships between flourishing at work, work ability, performance at work, and the capability of these workers in the service sector of a third-world country, and examining work capabilities and flourishing at work across different age cohorts and genders. By addressing these research gaps, this study contributed to developing policies and practices that promote the well-being and sustainable employability of service sector employees.

It cannot be denied that the nature of work has undergone significant changes, resulting in numerous challenges and demands on employees, particularly service sector workers.

Academics and policymakers have established that the success of the service sector is linked to the economy's success. As a result, workers in the service sector need to understand their capability set and be empowered to achieve personal and organisational goals. Failure to provide such understanding and enablement to workers of different age groups can lead to continued stagnant growth, low motivation and engagement, and a greater sense of uncertainty and insecurity in the workplace. This study encourages researchers, policymakers, and practitioners to examine existing work paradigms more intentionally by focusing on essential aspects that enable workers to realise valuable goals.

The problems outlined above significantly impact the job satisfaction, motivation, and productivity of workers in Jamaica and have a significant social impact. The CA can provide an understanding of the capabilities and resources needed by workers in the service sector. Moreover, it can provide insights into rewarding aspects of work for workers of different generations. Failure to adopt the CA may have severe consequences for individual functioning. Adopting an alternative approach employing the CA will likely improve work output.

The following specific research questions are relevant to this study:

- What are the work values of hotel workers in different age categories in Jamaica?
- What are the work capabilities and capability set of hotel workers in Jamaica?
- Do work capabilities predict work ability, and performance of hotel workers in Jamaica?
- Do the work capabilities of hotel workers in Jamaica predict their mental health (i.e., emotional, psychological and social well-being)?
- Is there a relationship between work capabilities, gender, and age of hotel workers in Jamaica?

1.4 Research Objectives

1.4.1 General Objectives

The general aims of this study are two-fold: firstly, to explore the use of Sen's (1988) capability framework in Jamaican organisations and, secondly, to investigate the associations between capabilities, work role functioning, job performance and flourishing of Jamaican hotel workers.

1.4.2. Specific Objectives

The specific objectives of this study are as follows:

- To explore the work values of hotel workers in different age categories in Jamaica.
- To determine the work capabilities and capability sets of hotel workers in Jamaica.
- To investigate whether work capabilities predict work ability, and performance of hotel workers in Jamaica.
- To study whether work capabilities of hotel workers in Jamaica predict their mental health (i.e., emotional, psychological, and social well-being).
- To investigate the relationships between work capabilities, gender, and age of hotel workers in Jamaica.

1.5 Research Method

1.5.1 Research design

The study design incorporates a qualitative and a quantitative component. In the first phase, the study utilised a qualitative descriptive design, using focus groups and a cross-sectional design (Creswell & Creswell, 2018; Spector, 2019). In phase two, the study employed a quantitative design. The qualitative phase provides depth and context, while the quantitative phase can generalize the findings to a larger population. This methodological approach also aligns with the view that the understanding of complex phenomena can be enriched by examining them from multiple angles (Spector, 2019).

According to Sandelowski (2000), the qualitative descriptive methodological approach required the researcher to focus on the pure facts of the discussion while avoiding interpretive filters. Existing literature provided numerous definitions of the term *focus group*, with a common thread being small group discussion centred on the communication between research participants (Morgan et al., 1998; Stalmeijer et al., 2014). Bowling (2014) defined focus groups as unstructured interviews with small groups of people who interacted with each other and the group leader. The purpose of focus groups for this study was to stimulate discussions, gain insights, and generate ideas to pursue a topic in greater depth by using group dynamics (Bowling, 2014; Stalmeijer et al., 2009). Research participants were not pressured to reach a consensus, and different perspectives were sought to gather information.

The use of focus groups as a primary data-gathering method has grown exponentially since the beginning of the century, as evidenced by Mann et al. (2011) and Stalmeijer et al. (2009). Focus groups have been used for needs assessments (McDonald et al., 2007; Telner et al., 2008), program evaluation (Stergiopoulos et al., 2010), exploratory data collection (Duvivier et al., 2011), and the design and validation of questionnaires (Wade et al., 2012; Strand et al., 2013). In the present study, a cross-sectional design was also used, wherein a non-random sample of the study population was selected at a specific point in time. Cross-sectional designs are commonly used in organisational studies to demonstrate relationships between variables and to rule out possible explanations for such relationships (Spector, 2019). Such designs are also used to analyse different groups of people at a single point in time.

1.5.2 Participants and sampling

The study was conducted among workers in four different hotels on the North Coast of Jamaica, including one three-star hotel and three five-star all-inclusive hotels. In phase 1, sixty participants participated in the study. In phase 2, a minimum of 344 hotel workers from various job levels and types, differing in terms of age and gender, were selected using a convenience sampling technique.

The sampling for hotel workers is given in Table 1.

Table 1

The Sampling of Hotel Workers

Hotel Category (in star)	5	3
Number of hotels participated	3	1
Employees who participated	253	91

Phase 1 involved a target population of workers from the hotel sector who worked the standard 40 hours per week. The researcher organised focus groups that included participants from various age groups: A total of 24 participants were selected from the 20-35 age group, 24 from the 36-50 age group, and 12 from 51 years and above age group. The number of participants in each focus group varied, with a minimum of 12 and a maximum of 24 individuals. As per the

data from the Statistical Institute of Jamaica (2021), the total labour force consisted of three major age groups: 194,200 workers were aged between 19-24 years, 617,700 were in the age group of 25-44 years, and 468,000 were 45 years old or above. The researcher chose focus groups as the research method for this exploratory study because of their ability to generate meaningful insights. Focus groups facilitate the detailed examination of participant interactions and offer a platform for them to share their beliefs, expectations, and opinions (Finch et al., 2013; Krueger & Casey, 2009).

There were no exclusion criteria, as the researcher wanted to ensure that the diversity of backgrounds, expertise, and abilities provided a complete picture of the capability set for work across age ranges. Due to the exploratory design of this study phase, the researcher recruited workers using a non-probability purposive strategy. Purposive sampling was the process of selecting information-rich cases and main informants for in-depth analysis (Patton, 2002; Suri, 2011).

Consistent with the long-standing practice of using qualitative designs when studying the capability approach, acquiring experiential information from the source was considered essential (Robeyns, 2017). Purposive sampling is a technique in which the researcher decides what information is required regarding skills and experiences and then selects participants intentionally based on their characteristics (Etikan, 2016). The researcher held three focus group sessions in conference rooms at participating organisations in Kingston, Jamaica. Participants in the focus groups completed a short questionnaire about their socio-demographic and occupational characteristics.

In the quantitative phase of the study, 500 full-time workers from a diverse cross-section of the service sector in the Kingston Metropolitan area were targeted. Participants were chosen from different population layers (e.g., age, gender, and job function). A convenience sampling method was used to choose participants. Although the researcher tried to use a stratified random sample (Etikan & Bala, 2017), it was difficult to obtain in practice. The researcher divided the population into smaller subgroups, called strata. In this study, strata were described based on the participants' ages. The human resource office assigned questionnaires to employees listed as participants. Distribution took place through internal intranet emails of the participating organisations. The researcher tried to interview an equal number of men and women.

Based on the recommendations of Stalmeijer et al. (2014) and Finch et al. (2013), a focus group

protocol was developed. In comparison to individual interviews, a researcher's position throughout the focus group process was much more facilitative and less directive. Participants talked about the subject with one another and, in certain ways, took over the interviewing role (Finch et al., 2013). According to Carter et al. (2014), researchers agreed that the methodology used during a sample's data collection phase depended on the best fit for the research questions. The research methodology had to be selected depending on the research goals (Duggleby, 2005). Because of the dynamic and engaging interaction among participants, focus groups generated numerous stories and experiences.

1.5.3. Data gathering

In the first (qualitative) phase of the study, focus group interviews were employed as one of the data collection methods, utilising a semi-structured question format to elicit responses. The choice of focus groups was informed by their ability to foster dynamic interaction among diverse professionals within the hotel industry, each bringing unique roles and perspectives to the discussion. This interactive dynamic is a key strength of focus groups, as it can stimulate richer and more nuanced discussions than individual interviews (Stewart, Shamdasani, & Rook, 2007). Moreover, the use of focus groups aligns well with the research traditions of the capability approach, which values experiential information as a form of expertise (Robeyns, 2017). This approach acknowledges the unique insights that individuals can provide based on their lived experiences, thereby enhancing the depth and authenticity of the data collected. A pilot test was conducted with three participants to ensure the appropriateness and clarity of our interview questions. Based on their feedback, revisions were made to improve the c questions' clarity and manage the interview duration, as Braun et al. (2021) recommended.

Regarding trustworthiness, focus groups as a qualitative method offer several advantages. They allow for data triangulation through the comparison of multiple perspectives, which can enhance the validity of the findings. Furthermore, the interactive nature of focus groups can facilitate the co-construction of meaning, thereby enhancing the credibility of the data (Liamputtong, 2011). Participants in the study were asked to reflect on and respond to a series of questions designed to explore their work values. These included: a) What aspects of your job contribute to a productive work day? b) What opportunities at work make your job meaningful? c) What factors enable you to perform well at work? d) How do you maintain a positive, enjoyable, and healthy work environment? e) What do you value most about your role

as a hotel worker? f) Do you think these values are universal among Jamaicans of all ages, or do they differ by age group?

In the second (quantitative) phase of the study, the following measuring instruments were used:

The Capability for Work Questionnaire (CWQ; Abma et al., 2016) converts seven selected valued aspects of work into questionnaire items to measure the capability set for work: 1) use of knowledge and skills; 2) development of knowledge and skills; 3) involvement in important decisions; 4) building and maintaining meaningful contacts with others at work; 5) setting own goals; 6) having a good income; and 7) contributing to something valuable. Regarding each of the valued aspects of work, workers are asked if a) they think this aspect is *important* to them – to assess whether the aspect of work is considered valuable; b) their work offers them sufficient opportunities to do it – to assess whether or not they have a resourceful work environment that enables them to realise the aspect of work; and c) they can succeed in realising it – to assess whether they have the capacity and competencies to realise the aspect of work, all asked in the same order as the order of the items. The response options are 1 = *not at all*, 2 = *not*, 3 = *neutral*, 4 = *yes*, and 5 = *very much*.

After a summary measure has been calculated for each capability aspect, the researcher will know whether a capability aspect is part of a worker's capability set. As was said earlier, a capability aspect becomes part of the worker's capability set if the worker finds an aspect important, is enabled to achieve it, and is able to succeed in achieving the aspect (e.g., knowledge and skills in his/her work). It allows for the testing of the hypothesis that workers who find a capability important (A) but have no opportunities in their work to realise it (B) or do not succeed (themselves) in realising it (C) have worse outcomes than workers who find it important, have sufficient opportunities at work, and succeed in realising it. In terms of scoring, a capability aspect is scored (range 1 to 5) as part of the capability set when the capability aspect is scored important (response = 4 to 5), and the workplace is perceived as offering sufficient opportunities (response = 4 to 5), and the worker is able to realise it (response = 4 to 5). Similarly, a capability aspect is scored as not part of the capability set in the following cases: a) when workers score the capability as important (response = 4 to 5), but the workplace as not offering sufficient opportunities (response = ≤ 3); b) when workers score the capability as

important (response = 4 to 5), but themselves as not being able to realise it (response = ≤ 3); or c) when workers score the workplace as offering sufficient opportunities (response = 4 to 5), but themselves as not being able to realise it (response = ≤ 3). When a capability is scored as not important (response = ≤ 3), it will not be considered as not part of the capability set. Answering categories include 1 = *totally disagree*, 2 = *disagree*, 3 = *do not disagree/do not agree*, 4 = *agree*, and 5 = *totally*.

The Flourishing-at-Work Scale – Short Form (FAWS-SF; Rautenbach & Rothmann, 2017) is a 21-item measure of flourishing at work. Participants responded to questions on a six-point Likert scale (1 = *never* to 6 = *every day*) regarding the frequency with which they have experienced specific symptoms during the past month. The FAWS-SF measures three dimensions of well-being: emotional well-being (EWB), psychological well-being (PWB), and social well-being (SWB) at work. Emotional well-being (three items, e.g., “How often did you experience satisfaction with your job?”) indicates the frequency with which the respondent feels emotionally well (as indicated by positive affect and job satisfaction). Psychological well-being comprises nine items (e.g., “How often did you feel good about managing the responsibilities of your job?”) and indicates the frequency with which the respondent functions psychologically well (as indicated by autonomy, competence, relatedness, meaning, purpose, engagement, and learning). Social well-being includes five items (e.g., “How often did you feel that the people in your organisation are basically good?”). It indicates the frequency with which the respondent functions socially well (as indicated by social contribution, social acceptance, social growth, social coherence, and social integration). To be classified as flourishing, individuals must have experienced at least one of the seven indicators of EWB and at least eight of the 14 indicators of positive functioning (psychological and social well-being) ‘every day’ or ‘almost every day’. To be considered languishing, individuals must have experienced at least one of the indicators of emotional well-being and at least eight of the indicators of positive functioning (psychological and social well-being) ‘never’ or ‘once or twice’. Individuals who are neither flourishing nor languishing are moderately well. Rautenbach and Rothmann (2017) reported the following scale reliabilities for scores from the FAWS-SF: .77 (emotional well-being), .89 (psychological well-being), and .89 (social well-being).

The Work Ability Index (WAI; Ilmarinen, 2007) will be used to measure the work ability of participants. The index consists of seven dimensions: a) current work ability compared with the lifetime best; b) work ability in relation to the demands of the job; c) number of current diseases

diagnosed by a physician; d) estimated work impairment due to disease; e) sick leave during the past year (12 months); f) own prognosis of work ability two years from now; and g) mental resources (worker's life in general, both at work and during leisure time). These dimensions are derived as the sum of 10 items. Possible scores range from 7 to 49 and are classified as follows: 7 to 27 (poor), 28 to 36 (moderate), 37 to 43 (good), and 44 to 49 (excellent). For this study, the single-item question concerned the WAI item "current work ability compared with the lifetime best", with a possible score of 0 (*completely unable to work*) to 10 (*work ability at its best*) (De Croon et al., 2005). The use of the single item of the WAI has been shown to be a valid and simple indicator of work ability (Ahlstrom et al., 2010).

The Work Performance Scale (WPS; Kessler et al., 2003) will be used to assess the performance outcome in this study. The WPS is an 11-item instrument with questions such as "How often was your performance higher than most workers on your job?". The HPQ is a reliable and valid self-rated work performance measure, scored as a percentage of performance on a scale varying from 0 (*a total lack of performance*) to 10 (*no lack of performance*) during working hours in the past four weeks. Kessler et al. (2003) reported a relatively reliable and valid questionnaire. Abma et al. (2016) endorsed the reliability and validity claim with their study conducted in the Netherlands.

A biographical questionnaire was developed to measure control variables pertaining to participants. Variables measured included age, gender, race, marital status, current position at the company, and tenure.

6.2.4 Research procedure

Before the study commenced, the researcher obtained ethics clearance from the Basic and Social Sciences Research Ethics Committee (BaSSREC) at the North-West University of the North-West University (NWU). The researcher then sought permission from at least four hotels from the north coast region of Jamaica to conduct the study. The researcher initiated this process with a telephone conversation with the human resource managers/directors, followed by an email for their consideration. The email contained a cover letter that explained the study's purpose and scope.

Upon receiving permission from the hotels, the researcher requested the assistance of the

human resource department in recruiting participants for the study. Participants who agreed to participate were informed about the high ethical standards that would be followed to guide the collection and use of data, including confidentiality, anonymity, safety, and respect.

The data for this study were gathered in two stages. The first stage included selecting participants from different age groups to participate in three separate focus groups, each with one session. Eleven focus groups were assembled from the four hotels, each meeting once until data saturation was achieved. (Onwuegbuzie, 2009). Small or mini-groups of three or four people were preferred by Krueger (1994), particularly when the participants had specialised experience and knowledge. However, in this study, each group had six to eight participants, and a session lasted 90 minutes (Onwuegbuzie, 2009). A qualified and experienced professional moderator moderated it. Several methods of recruitment were used. Professional networking, engagement with professional associations (e.g., a civil service association and a nursing association in Jamaica), and direct interaction with human resource offices were all used to recruit participants. During the focus group sessions, the researcher identified participants who could reveal the essential aspects of the problem or project. The sessions were transcribed, read, and thematically coded. ATLAS.TI 8.0 software was employed to perform a qualitative analysis of the results.

In the second stage, a quantitative survey was conducted. Trained fieldworkers supported the researcher in gathering data. In the validation stage, the researcher conducted a pre-test of the capability set for work and flourishing at work measures with a small sample of workers ($n = 6$). A panel of researchers reviewed the measures and documented differences in the order of items, the level of comprehension of items, and the culturally relevant and appropriate words and phrases used. The questionnaire was distributed to participants through the survey software, Question Pro, via email. The responses were subsequently extracted from Question Pro and compiled into a spreadsheet. Finally, the data from the spreadsheet was imported into the Mplus 8.8 analytical software for further analysis.

1.5.4. Data Analysis and interpretation

All focus group transcripts were analysed utilising a reflexive thematic qualitative approach using the ATLAS.ti 8.0 software program, and the phases were followed as defined by Braun and Clarke (2006), Braun et al. (2019), and Vaismoradi et al. (2013). Several approaches for

analysing focus group data have been proposed in the current literature (Barbour, 2007; Krueger & Casey, 2009; Onwuegbuzie et al., 2009). All data were audio-recorded, transcribed verbatim, and analysed using reflective thematic analysis. The first step was to listen to the audio recordings multiple times to get a sense of the scope of the interview and for familiarisation with the information. Until transcription started, this method of listening was repeated two to three times. Secondly, three independent reviewers coded each transcript, and notes were compared, refined, contrasted, and grouped into themes in an iterative process. When two or more independent reviewers participated in the data analysis process, the data was subjected to numerous observations and conclusions. This was termed investigator triangulation. This method of triangulation could provide both clarification and new insights, broadening the scope of a phenomenon of interest (Carter et al., 2014). An audit trail was kept, ensuring that the topics reflected the data collected and that the notes taken by the focus group facilitators were accurate (Kuper et al., 2008). The coded transcripts were reviewed again until there was agreement on the themes. Each group's data were summarised in a text, with quotations from the participants under each theme.

The quantitative aspect of the study used questionnaires, and the results were analysed using Mplus 8.8 (Muthén & Muthén, 1998-2021), and JASP 0.14.1 (JASP Team, 2020). Measurement models were tested by means of the independent cluster model (ICM) in confirmatory factor analysis (CFA). A maximum likelihood (ML) estimator and robust maximum likelihood estimator (MLR) were employed for interval-level data. The full information maximum likelihood (FIML) method in Mplus 8.8 was used to deal with missing values. Descriptive statistics were computed with JASP 0.14.1 (JASP Team, 2020).

Model fit was assessed through commonly used goodness-of-fit indices and information criteria: the chi-square statistic (the test of absolute fit of the model), Tucker-Lewis index (TLI), comparative fit index (CFI), root mean square error of approximation (RMSEA), and standardised root mean residual (SRMR) (West et al., 2012). The Akaike information criterion (AIC), Bayesian information criterion (BIC), and sample-size adjusted BIC (ABIC) were used to compare competing measurement models (Kline, 2016; Wang & Wang, 2020). The researcher computed the reliability (ρ) of scales measured by items rated on a continuous scale using a formula based on the sum of squares of standardised loadings and the sum of the standardised variance of error terms, as described by Raykov (2009) and Wang and Wang (2020).

To analyse the different work capability sets, the researcher employed latent profile analysis (LPA) using Mplus 8.8 (Muthén & Muthén, 1998-2021; Wang & Wang, 2020). The MLR estimator in Mplus was used for the LPA in the study, and the fit of the models were assessed using BIC, AIC, and ABIC values, entropy, the Lo-Mendell-Rubin test, the adjusted Lo-Mendell-Rubin test, and the bootstrapped likelihood ratio test (Wang & Wang, 2020). Once profiles were identified, the researcher investigated how capability profiles related to distal variables using the Bolck, Croon, and Hageaars method (BCH) to assess how the capability profiles related to covariates (Asparouhov & Muthén, 2014). The researcher also used the auxiliary variable option in the variable command in Mplus 8.8 to examine the relationship of latent profile membership with demographic variables and distal outcomes.

The researcher tested measurement and structural models using the Mplus 8.8 statistical program (Muthén & Muthén, 1998-2021) and SPSS for Windows, Version 26.0 (IBM Corp., 2020). Using a multivariate analysis of variance (MANOVA), differences between demographic groups were examined in terms of capability set, work-role functioning, and work performance (Tabachnick & Fidell, 2014). To investigate which dependent variables were affected when a MANOVA effect was significant, one-way analysis of variance (ANOVA) was used.

1.6 Ethical Considerations

Ethical approval aided in the execution of the study in a reasonable and ethical manner. Voluntary involvement and maintaining privacy and confidentiality of responses were among the ethical concerns that directed this research.

1.6.1 Gatekeepers and mediators

Initially, the researchers sought permission from the chief executive officer (CEO) of a manufacturing company where potential participants worked before the start of the survey. The CEO signed an organisation permission letter approving the research to be conducted at the manufacturing company. The chief human resources officer of the same manufacturing company was then asked to serve as a gatekeeper.

After receiving approval, the survey facilitator sent an electronic mail to potential participants

to inform them about the nature and purpose of the study. Before considering taking part in the survey, potential participants received a document containing a brief overview of the research project and had the opportunity to express concerns and pose questions to the survey facilitator. The fact that participation in the study was voluntary and anonymous was emphasised, as was the fact that participants could withdraw from the study at any time with no negative consequences.

In Jamaica, as in the rest of the world, COVID-19 changed how work was done and inevitably changed how research was conducted with human subjects. Therefore, the researcher had to turn to engaging participants online through Zoom and other virtual applications for discussions and gatherings. The survey was forwarded through electronic links to all participating organisations as far as possible. Paper versions of the survey were delivered on request while observing all the health protocols for face-to-face interactions instituted by the Ministry of Health and Wellness in Jamaica.

1.6.2 Statistician

In consultation with an experienced statistical consultant, the researcher conducted the quantitative statistical analysis as discussed in the method section.

1.6.3 Informed consent

Participants' consent was obtained electronically after considering and deciding on participation in the study. An informed consent form was included on the landing page of the survey software used. Before beginning the focus group and survey, participants were asked to read the consent form and indicate their consent by ticking a box indicating that they agreed with the information. The informed consent form explained the research project's goal and stated that participation was voluntary and that participants could withdraw from the study without any negative outcomes (Morgan, 2019).

The informed consent form indicated that individuals who decided to be part of the focus group would have to spend 90 minutes in a focus group session. It was also stated that the focus group session would be audio-recorded and transcribed for research purposes. The facilitator explained to the participants that they might not benefit directly from the focus group but that they might benefit from the knowledge created (Morgan, 2019).

Internal survey software was used to administer the questionnaires to the designated participants, supported by a colleague, a licensed industrial psychologist. The completed questionnaires were made available to the researcher in a coded format, without the names of the participants who completed them to ensure that answers could not be traced back to individual participants.

1.6.4 Risks and benefits to participants

The planned research carried a low risk of harm to participants. Minimal risk implies that the chances and magnitude of injury or discomfort caused by the study to participants are comparable to those encountered daily or during mundane physical or emotional assessments. Schloss and Smith (1999) contend that only the survey method produces minimal risk associated with time away from other commitments.

The Basic and Social Sciences Research Ethics Committee (BaSSREC) classified the study as a low-risk investigation. Participants could access, comprehend, and seek clarification on the study's potential risks and benefits. While there were no direct benefits or incentives for participation, there were indirect benefits, such as obtaining insight into oneself and the subject matter of the surveys and contributing to a greater comprehension of hotel workers' work capability, optimal functioning, and sustainable employability. However, a token of appreciation was extended to the participating hotels. Due to the participants' anonymity assurance, presenting each individual with personalised tokens of appreciation was impractical. As a result, ethical, contextually appropriate, and cost-effective methods were considered, and additional communication was conducted with the respective human resources managers of the participating hotels.

1.6.5. Privacy and confidentiality

Using the services of a colleague who was a trained social scientist ensured privacy. He sent the survey links to the email addresses provided by the consenting participants. The findings were automatically saved in a password-protected database that was only available to the study facilitator. Participants completed the survey at a convenient time and place for them, as it was an electronic survey. Every participant was able to complete the survey at a location that he/she found private and safe, ensuring privacy (such as his/her office).

Furthermore, all pertinent documents were kept under lock and key to ensure confidentiality. All information identifying the participants (or people/institutions they referred to) was removed in transcriptions. The data could only be analysed and used in a group format rather than according to individual participants. Any input requested was evaluated regarding the risk of respondent identifiability and handled according to ethical standards and principles. Before the findings were shared with the researcher, all personally identifying information (such as participant email addresses) was removed from the database. All documents pertaining to this matter were kept under lock and key (password-protected for digital records and locked facilities for paper records, if applicable). Participants were not asked to include their names on the surveys, and their identities were not revealed as a final statement of ethics and confidentiality.

Participants had access to the ethics documentation. Evidence of study approval from the appropriate scientific research committee, consent, and information forms that participants may have obtained and completed, third-party or sponsorship agreements (where applicable), ethics clearance, and any other relevant documentation that may have been needed were included in these documents. All related data will be safely stored for at least five years.

Participants were assured that any information gathered during the data collection would be used solely for the study and to advance new knowledge among academics. Unapproved individuals of any rank or position could not access participants' details, including chief executive officers, board members, and chairpersons. No company or individual names were used in the study report and future reports.

All personal and work identifiers that could reveal individual participants were redacted or deleted to ensure high trust. The information gathered was only included in the dissertation and possible scholarly publications. The researcher and the NWU solely own the data, but it was shared with the dissertation committee and other scholars for verification and confirmation, scholarly debate, and future study. All data collection items, such as transcriptions, digital tapes, and other data collection devices, are housed in a password-protected database accessible only to the researcher and key academic advisors. Data types will be kept in a safe environment for at least five years.

Participants had several chances to complete the survey portion of the study. The value of

privacy for all participants was addressed with the human resource departments to ensure that participants felt free and safe to answer questions. Consent forms were held under lock and key to ensure confidentiality. Individual findings were not examined; instead, all test data was examined. Should any input be sought, it was evaluated in terms of the risk of respondent identifiability and handled in accordance with ethical standards and principles.

1.6.6. Dissemination of results to participants

After the publication of the articles, the researcher sent official thank-you notes to all the participating organisations and individuals via email. Face-to-face and virtual consultation sessions were scheduled to address the study's main findings. The researcher will also work with a daily newspaper to report portions of the analysis that may interest the public.

1.6.7. Data provision after research

A results database was made available to the North-West University (NWU) to prepare for future research. To safeguard the privacy of participants and participating enterprises, any personal identifiers were either removed or rendered anonymous through coding. Additionally, any sensitive information within the dataset was expunged to ensure confidentiality. However, the remaining components of the dataset will be employed for subsequent research endeavours.

1.7 Chapter Layout

The thesis is structured into the following chapters:

- Chapter 1: Introduction
- Chapter 2: Manuscript 1 – A capability perspective on the sustainable employability of workers in Jamaica’s hotel sector.
- Chapter 3: Manuscript 2 – Capabilities, work role functioning, and job performance of hotel workers in Jamaica.
- Chapter 4: Manuscript 3 – Work capabilities and flourishing of hotel workers in Jamaica.
- Chapter 5: Conclusions, limitations, recommendations, and contributions.

References

- Abma, F. I., Brouwer, S., de Vries, H. J., Arends, I., Robroek, S. J. W., Cuijpers, M. P. J., Van der Wilt, G. J., Bültmann, U., & van der Klink, J. J. L. (2016). The capability set for work: Development and validation of a new questionnaire. *Scandinavian Journal of Work, Environment and Health*, *42*(1), 34–42. <http://doi.org/10.5271/sjweh.3532>
- Ahlstrom, L., Grimby-Ekman, A., Hagberg, M., & Dellve, L. (2010). The work ability index and single-item question: associations with sick leave, symptoms, and health: A prospective study of women on long-term sick leave. *Scandinavian Journal of Work, Environment & Health*, *36*(5), 404–412. <https://doi.org/10.5271/sjweh.2917>
- Alberti, G., Bessa, I., Hardy, K., Trappmann, V., & Umney, C. (2018). Against and beyond precarity: Work in insecure times. *Work, Employment and Society*, *32*(3), 447–457. <https://doi.org/10.1177/0950017018762088>
- Alkire, S. (2005). Why the capability approach? *Journal of Human Development*, *6*(1), 115–135. <https://doi.org/10.1080/146498805200034275>
- Anand, P., Hunter, G., & Smith, R. (2005). Capabilities and wellbeing: Evidence based on the Sen–Nussbaum approach to welfare. *Social Indicators Research*, *74*, 9–55. <https://doi.org/10.1007/s11205-005-6518-z>
- Antoncic, B., & Hisrich, R. (2003). Clarifying the intrapreneurship concept. *Journal of Small Business and Enterprise Development*, *10*(1), 7–24. <https://doi.org/10.1108/14626000310461187>
- Arendt, H. (1958). *The human condition*. Chicago: University of Chicago Press.
- ATLAS.ti 8 Windows (Software). (2021). ATLAS.ti Scientific Software. Development GmbH.
- Asparouhov, T., & Muthén, B. (2014). Auxiliary Variables in mixture modeling: Three-step approaches using Mplus. *Structural Equation Modeling: A Multidisciplinary Journal*, *21*(3), 329–341. <https://doi.org/10.1080/10705511.2014.915181>
- Bakker, A., Hakanen, J., Demerouti, E., & Xanthopoulou, D. (2007). Job resources boost work engagement, particularly when job demands are high. *Journal of Educational Psychology*, *99*(2), 274–284. <https://doi.org/10.1037/0022-0663.99.2.274>
- Barbour, R. (2007). *Doing focus groups*. London: Sage. <https://psycnet.apa.org/doi/10.4135/9781849208956>

- Barnard, N.B., Rothmann, S., De Beer, L.T. & Lubbe, W. (2023) Burnout of emergency nurses in a South African context: The role of job demands and resources, and capabilities. *Frontiers in Psychology, 14*:1119063, 1–16.
<https://doi.org/10.3389/fpsyg.2023.1119063>
- Betton-Nayo, S. (2017). Services an untapped growth sector. *Jamaica Observer*. Retrieved 18 May 2021, from <https://rb.gy/6ysju>
- Bimrose, J., & Hearne, L. (2012). Resilience and career adaptability: Qualitative studies of adult career counseling. *Journal of Vocational Behavior, 81*(3), 338–344.
<https://doi.org/10.1016/j.jvb.2012.08.002>
- Binder, M. (2019). Soft paternalism and subjective well-being: how happiness research could help the paternalist improve individuals' well-being. *Journal of Evolutionary Economics, 29*(2), 539–561. <https://doi.org/10.1007/s00191-019-00604-3>
- Blustein, D. (2006). *The psychology of working: A new perspective for career development, counseling, and public policy*. Mahwah, NJ: Lawrence Erlbaum Associates Publishers.
- Blustein, D. (2019). *The importance of work in an age of uncertainty*. New York: Oxford University Press.
- Bowie, N. E. (1998). A Kantian theory of meaningful work. *Journal of Business Ethics, 17*(9/10), 1083–1092. <https://doi.org/10.1023/a:1006023500585>
- Bowling, A. (2014). *Research methods in health: Investigating health and health services*. New York: Open University Press.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Braun, V., Clarke, V., Boulton, E., Davey, L., & McEvoy, C. (2021). The online survey as a qualitative research tool. *International Journal of Social Research Methodology, 24*(6), 641–654. <https://doi.org/10.1080/13645579.2020.1805550>
- Braun, V., Clarke, V., Hayfield, N., & Terry, G. (2019). Thematic analysis. In P. Liamptong (Ed.), *Handbook of research methods in health social sciences*. (pp. 844–858). Singapore: Springer.
- Carter, N., Bryant-Lukosius, D., DiCenso, A., Blythe, J., & Neville, A. (2014). The use of triangulation in qualitative research. *Oncology Nursing Forum, 41*(5), 545–547.
<https://doi.org/10.1188/14.onf.545-547>
- Choonara, J. (2020). The precarious concept of precarity. *Review of Radical Political Economics, 52*(3), 427–446. <https://doi.org/10.1177/0486613420920427>

- Ciulla, J. B. (2011). *The working life: The promise and betrayal of modern work*. New York: Three Rivers Press.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed method approaches*. London: Sage.
- Creswell, J. W., & Miller, D. L. (2000). Determining validity in qualitative inquiry. *Theory into Practice*, 39(3), 124–130. https://doi.org/10.1207/s15430421tip3903_2
- Danaher, J. (2019). *Automation and utopia: Human flourishing in a world without work*. Harvard: Harvard University Press.
- De Croon, E., Sluiter, J., Nijssen, T., Kammeijer, M., Dijkmans, B., Lankhorst, G., & Frings-Dresen, M. (2005). Work ability of Dutch employees with rheumatoid arthritis. *Scandinavian Journal of Rheumatology*, 34(4), 277–283. <https://doi.org/10.1080/03009740510018615>
- Duggleby, W. (2005). What about focus group interaction data? *Qualitative Health Research*, 15(6), 832–840. <https://doi.org/10.1177/1049732304273916>
- Duvivier, R., van Geel, K., van Dalen, J., Scherpbier, A., & van der Vleuten, C. (2011). Learning physical examination skills outside timetabled training sessions: What happens and why? *Advances In Health Sciences Education*, 17(3), 339–355. <https://doi.org/10.1007/s10459-011-9312-5>
- Employed Labour Force by Age Group. Statinja.gov.jm. (2021). Retrieved 22 May 2021, from <https://statinja.gov.jm/LabourForce/EmployedLabourForceByAgeGroup.aspx>.
- Etikan, I. (2016). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics*, 5(1), 1–43. <https://doi.org/10.11648/j.ajtas.20160501.11>
- Etikan, I., & Bala, K. (2017). Sampling and sampling methods. *Biometrics & Biostatistics International Journal*, 5(6). <https://doi.org/10.15406/bbij.2017.05.00149>
- Finch, H., Lewis, J., & Turley, C. (2013). Focus groups. In J. Ritchie, J. Lewis, C. McNaughton & R. Ormston (Eds.), *Qualitative research practice: A guide for social science students and researchers* (pp. 211–240). London: Sage.
- Gloss, A., Carr, S. C., Reichman, W., Abdul-Nasiru, I., & Oestereich, W. T. (2017). From handmaidens to POSH humanitarians: The case for making human capabilities the business of IO psychology. *Industrial and Organizational Psychology*, 10(3), 329–369. <https://doi.org/10.1017/iop.2017.27>

- Guest, D., & Conway, N. (2011). The impact of HR practices, HR effectiveness and a 'strong HR system' on organisational outcomes: A stakeholder perspective. *The International Journal of Human Resource Management*, 22(8), 1686–1702.
<https://doi.org/10.1080/09585192.2011.565657>
- Hagel, J., Schwartz, J., & Bersin, J. (2017). *Navigating the future of work: Can we point business, workers, and social intuitions in the same direction?* (pp. 26–40). Deloitte Review, 2. Retrieved from <https://www2.deloitte.com/us/en/insights/deloitte-review/issue-21/navigating-new-forms-of-work.html>
- Hazelzet, E., Picco, E., Houkes, I., Bosma, H., & de Rijk, A. (2019). Effectiveness of interventions to promote sustainable employability: A systematic review. *International Journal of Environmental Research and Public Health*, 16(11), 1985.
<https://doi.org/10.3390/ijerph16111985>
- Herrbach, O., Mignonac, K., Vandenberghe, C., & Negrini, A. (2009). Perceived HRM practices, organizational commitment, and voluntary early retirement among late-career managers. *Human Resource Management*, 48(6), 895–915.
<https://doi.org/10.1002/hrm.20321>
- Hirai, T. (2021). Measuring capabilities: Taking people's values seriously. *World Development*, 148, 105657. <https://doi.org/10.1016/j.worlddev.2021.105657>
- Huselid, M. (1995). The impact of human resource management practices on turnover, productivity, and corporate financial performance. *Academy of Management Journal*, 38(3), 635–672. <https://doi.org/10.2307/256741>
- IBM Corp. (2020). *IBM SPSS Statistics for Windows*. Version 26.0. Armonk, NY: IBM Corp.
- Ilmarinen, J. (2007). The Work Ability Index (WAI). *Occupational Medicine*, 57, 160.
- Institute for Employment Research, University of Warwick. (2008). *Adult career advancement: A five-year study of the effectiveness of guidance*. Warwick Institute for Employment Research (IER). Retrieved from https://warwick.ac.uk/fac/soc/ier/publications/2008/eg_report_4_years_on_final.pdf.
- Jahoda M. (1982). *Employment and unemployment: A social psychological analysis*. Cambridge: Cambridge University Press.
- JASP Team (2020). *JASP (Version 0.14.1)* [Computer software].
- Kaplan, M., Sanchez, M., & Hoffman, J. (2017). *Intergenerational pathways to a sustainable society*. Cham, Switzerland: Springer.

- Kessler, R. C., Barber, C., Beck, A., Berglund, P., Cleary, P. D., McKenas, D., Pronk, N., Simon, G., Stang, P., Ustun, T. B., & Wang, P. (2003). The World Health Organization Health and Work Performance Questionnaire (HPQ). *Journal of Occupational and Environmental Medicine*, 45(2), 156–174.
<https://doi.org/10.97/01.jom.0000052967.43131.51>
- Kline, R. B. (2016). *Principles and practice of structural equation modeling* (4th ed.). New York: Guilford Press.
- Krueger, R. (1994). *Focus groups: A practical guide for applied research* (3rd ed.). London: Sage.
- Krueger, R., & Casey, M. (2009). *Focus groups: A practical guide for applied research* (4th ed.). London: Sage.
- Kuper, A., Lingard, L., & Levinson, W. (2008). Critically appraising qualitative research. *BMJ*, 337, a1035–a1035. <https://doi.org/10.1136/bmj.a1035>
- Lambert, R., & Herod, A. (2016). *Neoliberal capitalism and precarious work*. Northampton: Edward Elgar Publishing Limited.
- Lawler, E. E. (2017). *Reinventing talent management: Principles and practices for the new world of work*. New York: Berrett-Koehler Publishers.
- Le Blanc, P., Van der Heijden, B., & Van Vuuren, T. (2017). “I will survive”: A construct validation study on the measurement of sustainable employability using different age conceptualizations. *Frontiers in Psychology*, 8.
<https://doi.org/10.3389/fpsyg.2017.01690>
- Lee, D., Hampton, M., & Jeyacheya, J. (2014). The political economy of precarious work in the tourism industry in small island developing states. *Review of International Political Economy*, 22(1), 194–223. <https://doi.org/10.1080/09692290.2014.887590>
- Liamputtong, P. (2011). *Focus group methodology: Principle and practice*. London: Sage.
- Lyons, S., & Kuron, L. (2014). Generational differences in the workplace: A review of the evidence and directions for future research. *Journal of Organizational Behavior*, 35(S1), S139–S157. <https://doi.org/10.1002/job.1913>
- Magnano, P., Lodi, E., Zammitti, A., & Patrizi, P. (2021). Courage, career adaptability, and readiness as resources to improve well-being during the university-to-work transition in Italy. *International Journal of Environmental Research and Public Health*, 18(6), 2919. <https://doi.org/10.3390/ijerph18062919>

- Mann, K., van der Vleuten, C., Eva, K., Armson, H., Chesluk, B., & Dornan, T. (2011). Tensions in informed self-assessment: How the desire for feedback and reticence to collect and use it can conflict. *Academic Medicine*, 86(9), 1120–1127. <https://doi.org/10.1097/acm.0b013e318226abdd>
- McDonald, M., Carnevale, F., & Razack, S. (2007). Understanding what residents want and what residents need: the challenge of cultural training in paediatrics. *Medical Teacher*, 29(5), 464–471. <https://doi.org/10.1080/01421590701509639>
- Miles, L. (2013). The capabilities approach and worker wellbeing. *The Journal of Development Studies*, 50(8), 1043–1054. <https://doi.org/10.1080/00220388.2013.866220>
- Morgan, D. L. (2019). *Basic and advanced focus groups*. London: Sage.
- Morgan, D. L., Krueger, R., & King, J. (1998). *Focus group kit*. London: Sage.
- Morgan, D. L., Ataie, J., Carder, P., & Hoffman, K. (2013). Introducing dyadic interviews as a method for collecting qualitative data. *Qualitative Health Research*, 23(9), 1276–1284. <https://doi.org/10.1177/1049732313501889>
- Murangi, A., Rothmann, S., & Nel, M. (2022). Capabilities and work functionings of special education teachers in Namibia. *SA Journal of Industrial Psychology/SA Tydskrif vir Bedryfsielkunde*, 48(0), a2046. <https://doi.org/10.4102/sajip.v48i0.2046>
- Muthén, L. K., & Muthén, B. O. (1998-2021). *Mplus users' guide* (8th ed.). New York: Muthén & Muthén
- North, M., & Fiske, S. (2015). Intergenerational resource tensions in the workplace and beyond: Individual, interpersonal, institutional, international. *Research in Organizational Behavior*, 35, 159–179. <https://doi.org/10.1016/j.riob.2015.10.003>
- Nussbaum, M. (2006). Education and democratic citizenship: Capabilities and quality education. *Journal of Human Development*, 7(3), 385–395. <https://doi.org/10.1080/14649880600815974>
- Nussbaum, M. (2011). *Creating capabilities: The human development approach*. Cambridge: Harvard University Press.
- Nussbaum, M. C. (2019). *The cosmopolitan tradition: A noble but flawed idea*. Cambridge: Harvard University Press.
- Onwuegbuzie, A., Dickinson, W., Leech, N., & Zoran, A. (2009). A qualitative framework for collecting and analyzing data in focus group research. *International Journal of Qualitative Methods*, 8(3), 1–21. <https://doi.org/10.1177/160940690900800301>
- Organisation for Economic Co-operation and Development 2000, *From Initial Education to Working Life Making Transitions Work*, OECD, Paris, France.

- Patton, M. (2002). *Qualitative research and evaluation methods* (3rd ed.). London: Sage.
- Pettit, P. (2003). Agency-freedom and option-freedom. *Journal of Theoretical Politics*, 15(4), 387–403. <https://doi.org/10.1177/0951692803154003>
- Pfeffer, J. (2010). Building sustainable organizations: The human factor. *Academy of Management Perspectives*, 24(1), 34–45. <https://doi.org/10.2139/ssrn.1545977>
- Pfeffer, J. (2018). *Dying for a paycheck*. New York: Harper Collins.
- Planning Institute of Jamaica. (2010). *Vision 2030 Jamaica National Development Plan: Planning for a secure and prosperous future* [Ebook] (p. 10). Retrieved 18 May 2021, from https://jis.gov.jm/media/vision2030_popular_versionsmallpdf.com_.pdf.
- Planning Institute of Jamaica. (2018). *Economic and social survey, Jamaica 2018*.
- Ragadu, S. C., & Rothmann, S. (2023). Decent work, capabilities and flourishing at work. *Mental Health and Social Inclusion*. (Published online). <https://doi.org/10.1108/MHSI-05-2023-0054>
- Rautenbach, C., & Rothmann, S. (2017). Psychometric validation of the Flourishing-at-Work Scale-Short Form (FWS-SF): Results and implications of a South African study. *Journal of Psychology in Africa*, 27(4), 303–309. <https://doi.org/10.1080/14330237.2017.1347748>
- Raykov, T. (2009). Evaluation of scale reliability for unidimensional measures using latent variable modeling. *Measurement and Evaluation in Counseling and Development*, 42(3), 223–232. <https://doi.org/10.1177/0748175609344096>
- Robeyns, I. (2017). *Wellbeing, freedom and social justice: The capability approach re-examined*. Cambridge: Cambridge University Press.
- Rothmann, S., & Cooper, C. (2022). *Work and organizational psychology* (3rd ed.). London: Routledge.
- Sandelowski, M. (2000). Whatever happened to qualitative description? *Research in Nursing & Health*, 23(4), 334–340. [https://doi.org/10.1002/1098-240X\(200008\)23:4%3C334::AID-NUR9%3E3.0.CO;2-G](https://doi.org/10.1002/1098-240X(200008)23:4%3C334::AID-NUR9%3E3.0.CO;2-G)
- Schloss, P., & Smith, M. (1999). *Conducting research*. New York: Prentice-Hall
- Semeijn, J., Caniëls, M., & Kooistra, D. (2019). Cross-lagged effects of resilience and indicators of sustainable employability; a study among Dutch police officers. *Policing: An International Journal*, 42(6), 961–975. <https://doi.org/10.1108/pijpsm-01-2019-0003>

- Semeijn, H., van Dam, K., Van Vuuren, T., & Van der Heijden, B. (2021). Sustainable labor participation and sustainable careers. In A. de Vos & B. van der Heijden (Eds.), *The handbook of research on sustainable careers*. (pp. 1–19). Northampton: Edward Elgar Publishing.
- Stalmeijer, R. E., McNaughton, N., & Van Mook, W. N. (2014). *Using focus groups in medical education research: AMEE Guide No. 91*. *Med Teach*, 36(11), 923–939. <https://doi.org/10.3109/0142159X.2014.917165>
- Sen, A. (1980). Equality of what? In S. McMurrin (Ed.), *The Tanner lectures on human values*. Salt Lake City: University of Utah.
- Sen, A. (1985a). *Commodities and capabilities*. Amsterdam: Elsevier.
- Sen, A. (1985b). Well-being, agency and freedom: The Dewey lectures 1984. *The Journal of Philosophy*, 82(4), 169–221.
- Sen A. (2003). Development as capability expansion. In: S. Fukuda-Parr & Kumar, S. (Eds.), *Readings in human development* (pp. 3–19). New York: Oxford University Press.
- Sen A. K. (2008). The economics of happiness and capability. In L. Bruni, F. Comim, & M. Pugno (Eds.), *Capabilities and happiness* (pp. 16–27). Oxford: Oxford University Press.
- Special Committee on Aging. (2017) *American ageing workforce: Opportunities and challenges*. United States Senate. Retrieved from <https://www.congress.gov/115/crpt/srpt191/CRPT-115srpt191.pdf>
- Spector, P.E. (2019). Do not cross me: Optimizing the use of cross-sectional designs. *Journal of Business Psychology*, 34, 125–137. <https://doi.org/10.1007/s10869-018-09613-8>
- Stalmeijer, R., Dolmans, D., Wolfhagen, I., & Scherpbier, A. (2009). Cognitive apprenticeship in clinical practice: can it stimulate learning in the opinion of students? *Advances in Health Sciences Education*, 14(4), 535–546. <https://doi.org/10.1007/s10459-008-9136-0>
- Stalmeijer, R., McNaughton, N., & Van Mook, W. (2014). Using focus groups in medical education research: AMEE Guide No. 91. *Medical Teacher*, 36(11), 923–939. <https://doi.org/10.3109/0142159x.2014.917165>
- Statistical Institute of Jamaica. (2020). *Jamaican Labour Market: Impact of COVID-19 July 2020*. Kingston, Jamaica.
- Stergiopoulos, V., Maggi, J., & Sockalingam, S. (2010). Teaching and learning the physician manager role: Psychiatry residents’ perspectives. *Medical Teacher*, 32(7), e308–e314. <https://doi.org/10.3109/0142159x.2010.488706>

- Stewart, D. W., Shamdasani, P. N., & Rook, D. W. (2007). *Focus groups: Theory and practice (Vol. 20)*. Thousand Oaks, CA: Sage publications.
- Strand, P., Sjöborg, K., Stalmeijer, R., Wichmann-Hansen, G., Jakobsson, U., & Edgren, G. (2013). Development and psychometric evaluation of the Undergraduate Clinical Education Environment Measure (UCEEM). *Medical Teacher, 35*(12), 1014–1026. <https://doi.org/10.3109/0142159x.2013.835389>
- Suri, H. (2011). Purposeful sampling in qualitative research synthesis. *Qualitative Research Journal, 11*(2), 63–75. <https://doi.org/10.3316/qrj1102063>
- Tabachnik, B., & Fidell, L. S. (2014). *Using multivariate statistics* (6th ed.). Boston, MA: Allyn & Bacon.
- Telner, D., Carroll, J., & Talbot, Y. (2008). Genetics education in medical school: a qualitative study exploring educational experiences and needs. *Medical Teacher, 30*(2), 192–198. <https://doi.org/10.1080/01421590701827353>
- Urick, M. J., Hollensbe, E. C., & Fairhurst, G. T. (2017). Differences in understanding generation in the workforce, *Journal of Intergenerational Relationships, 15*(3), 221–240. <http://dx.doi.org/10.1080/15350770.2017.1329583>
- Vaismoradi, M., Turunen, H., & Bondas, T. (2013). Content analysis and thematic analysis: Implications for conducting a qualitative descriptive study. *Nursing & Health Sciences, 15*(3), 398–405. <https://doi.org/10.1111/nhs.12048>
- Van Casteren, P., Meerman, J., Brouwers, E., van Dam, A., & van der Klink, J. (2021). How can wellbeing at work and sustainable employability of gifted workers be enhanced? A qualitative study from a capability approach perspective. *BMC Public Health, 21*(1). <https://doi.org/10.1186/s12889-021-10413-8>
- Van Dam, K., van Vuuren, T., & Kemps, S. (2017). Sustainable employment: the importance of intrinsically valuable work and an age-supportive climate. *The International Journal of Human Resource Management, 28*(17), 2449–2472. <https://doi.org/10.1080/09585192.2015.1137607>
- van der Klink, J. J. L. (2019). *Cutting stone or building a cathedral: Valedictory address*. The Hague: Tilburg University.
- van der Klink, J. J. L., Bültmann, U., Burdorf, A., Schaufeli, W. B., Zijlstra, F. R. H., Abma, F. I., Brouwer, S., & Van der wilt, G. J. (2016). Sustainable employability – definition, conceptualization, and implications: A perspective based on the capability approach. *Scandinavian Journal of Work, Environment and Health, 42*(1), 71–79. <http://doi.org/10.5271/sjweh.3531>

- Van Gorp, D., van der Klink, J., Abma, F., Jongen, P., van Lieshout, I., & Arnoldus, E. (2018). The capability set for work: Correlates of sustainable employability in workers with multiple sclerosis. *Health and Quality of Life Outcomes, 16*(1).
<https://doi.org/10.1186/s12955-018-0942-7>
- Walker, M., & Unterhalter, E. (2007). *Amartya Sen's capability approach and social justice in education*. New York: Palgrave Macmillan. <https://doi.org/10.1057/9780230604810>
- Wade, L., Harrison, C., Hollands, J., Mattick, K., Ricketts, C., & Wass, V. (2012). Student perceptions of the progress test in two settings and the implications for test deployment. *Advances in Health Sciences Education, 17*(4), 573–583.
<https://doi.org/10.1007/s10459-011-9334-z>
- Wang, J., & Wang, X. (2020). *Structural equation modeling: Applications using Mplus*. New York: Wiley.
- West, S. G., Taylor, A. B., & Wu, W. (2012). Model fit and model selection in structural equation modeling. In R. H. Hoyle (Ed.), *Handbook of structural equation modeling* (pp. 209–231). New York: The Guilford Press.
- World Trade Organization (2020). *Annual Report 2020*.
https://www.wto.org/english/res_e/booksp_e/anrep_e/anrep20_chap1_e.pdf
- Ybema, J., van Vuuren, T., & van Dam, K. (2017). HR practices for enhancing sustainable employability: implementation, use, and outcomes. *The International Journal of Human Resource Management, 31*(7), 886–907.
<https://doi.org/10.1080/09585192.2017.1387865>
- Yeung, P., & Breheny, M. (2016). Using the capability approach to understand the determinants of subjective well-being among community-dwelling older people in New Zealand. *Age and Ageing, 45*(2), 292–298. <https://doi.org/10.1093/ageing/afw002>

CHAPTER 2

MANUSCRIPT 1

A Capability Perspective on the Sustainable Employability of Workers in Jamaica's Hotel Sector

Abstract

This study sought to explore and document the capabilities of workers in Jamaica's hotel industry, focusing on identifying any differences among three generational age cohorts. Data were collected from 11 focus groups, each consisting of 8-12 participants from four hotels in Jamaica's North Coast tourism corridor. This study was directed by exploring what Jamaican hotel workers value about their work. The data were analysed using ATLAS.ti 8.0, employing an exploratory qualitative design. Nine themes were extracted from the analysis: having and applying knowledge and skills to perform tasks, developing new knowledge and skills, being involved in decision-making, supportive and appreciative work relationships; setting goals and meeting deadlines, earning a sufficient and stable income, contributing to something valuable, making a difference by helping others, and an enabling work environment. The results showed that the younger group emphasised innovation, efficiency, and personal enrichment, strongly focusing on hospitality and eagerness for new challenges. The middle-aged group emphasised professional development, empowerment, work-life balance, and interpersonal skills, focusing on career progression and empathetic service. The older group prioritised job satisfaction, customer service, adaptability, respect, and intergenerational understanding, focusing on teamwork, task completion, and personal growth.

.

Keywords: Capability, sustainable employability, values, Jamaica, capability set, work, hotel workers

Introduction

The shifting nature of work has sparked much debate among academics, the popular press, and organisations (Hoffman et al., 2020). A recent literature review found the following changes: changing workforce demographics (Safa, 2018), generational differences at work (Jones et al., 2018), a precarious labour market (Blustein, 2019), and rising levels of inequality among workers (Fontanella et al., 2020). As such, the topics of sustainable employability (SE) and work capabilities have become important research areas (Abma et al., 2016; Fleuren et al., 2016; van der Klink, 2019; van der Klink et al., 2016; Tonnon et al., 2017; van Casteren et al., 2021; van Dam et al., 2017). The study of SE has gained more urgency due to various factors, including the increasing retirement costs mentioned by van Dam (2017), the necessity for younger workers to have secure jobs, and the significance of career continuity for retired workers, as highlighted in Koolhaas et al.'s (2015) research. Sustainable employability has since become a discussion topic for governments, organisations, learning institutions, and human resource management (HRM) departments (van Dam, 2017).

Sustainable employability involves an individual's ability to work and maintain employability, physical and mental health, and well-being throughout their working life while making a valuable contribution (van der Klink et al., 2016). According to Vignoli et al. (2021), SE encompasses three essential elements: employability, health, and well-being. The concept of valuable work mentioned in van der Klink et al.'s (2016) definition is an extension of the capability approach (CA) developed by Sen (2005). According to Robeyns (2005) and Sen (1980), the value of resources, according to the CA, is determined by Sen's concept that they are meaningful to individuals only if they can be converted into outcomes that the individuals have valid reasons to appreciate (Mitchell et al., 2017; Nussbaum, 2003). Ultimately, the CA is about what a person can achieve and become – what the worker can do or be (Sen 2009).

Sustainable employability and work capability are critical to employees, employers, organisations, and the wider society (Fleuren et al., 2020; van der Klink et al., 2016). For the individual worker, work is a means of finding financial security, meaning, and social engagement (Fleuren et al., 2016). In turn, organisations need productive and engaged workers. From a societal point of view, many individuals need to participate in the labour market to maintain income and economic welfare (van der Klink et al., 2016).

Research shows that there are several reasons why older workers need to continue working, including their financial security during retirement (Koolhaas et al., 2015; Le Blanc et al., 2017). Additionally, SE research has shown that promoting workers' well-being and occupational health is crucial (Tonnon et al., 2017; van Gorp et al., 2018), adapting to new organisational trends, and retaining talented employees (Peters et al., 2019). Overall, SE research benefits society (e.g., van der Klink et al., 2016). Moreover, SE principles apply to all career stages (Fleuren et al., 2020; van der Klink et al., 2016). Nevertheless, this study focused on three age groups (20-35 years, 36-50 years, and 51 years and over). In this era of precarious work, employees (particularly those over 50) confront greater risks associated with continuing their job activity (Caines et al., 2020).

Work is frequently viewed as a means of earning an income (Utama & Zainal, 2023) and a source of well-being (Grant et al., 2019; Schneider & Harknett, 2019). Research showed that work influences workers' well-being through the income it generates (Kozan et al., 2019; Zhang et al., 2023) and the sense of meaning and satisfaction it provides to workers (Thielman et al., 2022; Wolf et al., 2022). Moreover, the value of work appears to be a significant part of modern workers' quality of working life and long-term employability (Gheaus & Herzog, 2016; van der Klink et al., 2016; van Woerkom et al., 2021). Therefore, more emphasis should be placed on work values fundamental to human existence, such as meaning, recognition, and security, which should be enabled in the workplace (Gheaus & Herzog, 2016; Holslag, 2014; van der Klink et al., 2016; van Woerkom et al., 2021). Hence, workers in the current job market require a broader range of valuable outcomes rather than simply an income. For them, work must be sustainable and, as such, should provide opportunities to realise a set of values workers deem important to their work context.

In the service economy, such as the hotel industry, workers do not create the product; they are, in essence, the product. For example, hotel employees who are irritable or demotivated directly impact the quality of the service provided. Consequently, consumers who encounter such employees will have a negative experience, resulting in negative reviews and a decreased likelihood that they will return. However, consumers who have positive interactions with hotel workers are more likely to return and encourage others to do the same (Jawabreh et al., 2020; Kamarudin & Kassim, 2020).

Researchers have theorised that work capabilities (the freedom to attain values) contribute to employees' sustained employability. When workers are sustainably employable, they are more adaptive and resistant to stress, hence enhancing the well-being of employees (van der Klink et al., 2016). Abma et al. (2016) identified seven work values. A value can be deemed a capability when it is significant to the worker, the work context enables it, and the worker has the potential to achieve it. Therefore, it will be prudent for the hotel industry to pay more attention to the importance of workers' capabilities (work values) and their capability set - the aggregation of the work values (van der Klink et al., 2016). Therefore, the CA offers a valuable conceptual framework for the sustainable employability of hotel workers in Jamaica. It is essential to understand what hotel workers value in their jobs and whether they can achieve these goals to ensure sustainable employability.

Workers who recognise the significance of their capabilities and who are provided with better opportunities at work (an enabling environment) have better outcomes than their counterparts who recognise the importance of a capability but who lack the opportunity (a disabling environment) to achieve valued goals (Abma et al., 2016). While research by Abma et al. (2016) made significant strides toward developing the first broad framework for work-related capabilities, it did leave some gaps for future research. First, given that the research was conducted in the Netherlands, a European country with a distinct culture and set of sociohistorical realities, it would be empirically beneficial to investigate values (and capabilities) in other contexts. Second, studying values and capabilities in different age groups is critical. Understanding how values and capabilities vary across age groups can affect the overall employability of employees of all ages. Although past studies (Abma et al., 2016; Van der Klink et al., 2016) have investigated the capability sets for work in various industries, no prior research has been done to determine the capability sets of hotel workers based on generational differences in small developing economies such as Jamaica. Therefore, this study explored what hotel workers value in their work and whether these values differ among different generations of workers or not.

The Capability Approach

This study advances the capability approach (CA) conceptual framework for determining the sustainable employability of hotel workers. Central to the CA are three important pillars: normativity, diversity, and contextuality. It is a normative framework that was first advocated

by Amartya Sen (1992, 1999) and later developed by Martha Nussbaum (2000, 2006, 2011) to evaluate individual well-being and development, as well as higher-level aspects of social arrangements, policies, and social change (Robeyns, 2005). Normativity implies that the attention is not on comprehending and describing the connections between ideas and constructs; rather, the emphasis is placed expressly on enhancing existing circumstances. On the issue of diversity, Sen (1992; 1999) argues that individuals differ in the amount of freedom they have to pursue and accomplish valuable goals in their life. In addition, it is crucial to consider contextuality since context determines the amount to which capabilities are enabled. The CA views capabilities as the real freedoms an individual has for being who they want to be (beings) and doing the things they have reason to value (doings). Capabilities at work can be obtained from the freedom organisations, or institutions provide for their workers to convert resources into tangible opportunities (capability set) that can be used to achieve valuable functionings (Sen, 1984; 1992; 1999).

Conversion factors are those variables that influence whether an individual can convert resources into actual functions. Individuals and contexts differ in their ability to convert resources into capabilities. Robeyns (2017) distinguished individual, societal, and environmental conversion factors. *Personal conversion* factors are intrinsic to the person, such as age, gender, abilities, ethnicity, and disability. *Social conversion* factors include societal norms and culture, ethnicity, gender roles, and power dynamics. Climate and transportation modes are *environmental conversion* factors. Sen (2017) argued that resources such as one's income and wealth are only meaningful if they enable an individual to achieve valuable goals.

According to Sen (2017), a person's well-being should be measured in terms of their capabilities since their functioning may result from constricted choices or a reflection of their inability to make good choices. It is believed that some structural factors (for instance, the job setting) and individual choices may prevent them from achieving their full capabilities (Nussbaum, 1997). For instance, if a worker aims to gain knowledge and skills, the organisation must guarantee that work inputs are added. Conversion factors help to fulfil the objective. In light of these considerations, the CA emphasises the importance of individuals moving beyond what they are doing to what they are able to do or be – their individual capabilities.

According to van der Klink et al. (2016), the CA provides a framework for enhancing work and employability by emphasising values. According to the hypothesis put forward by van der Klink et al. (2016), enhancing the capabilities of workers, which involves granting them the freedom to pursue their values at work, can positively impact their sustainable employability. Additionally, enhancing workers' capabilities can improve workers' resilience and ability to cope with stressors, ultimately leading to enhanced well-being among employees. Essentially, the CA examines what people value and what they value in their lives and how these values can be realised in their daily lives (Sen, 1980). The capability of an individual is determined by their access to resources and ability to convert these resources into personal goals. These conditions define an individual's capability set, i.e., the capacity to convert available resources and take action to accomplish specified goals. The individual may or may not exercise this ability depending on the circumstances. In van der Klink et al.'s (2016) model, work inputs and personal inputs are not merely determinants of sustainable employability; rather, they are factors that can lead to a set of work capabilities (capability set for work) to achieve valuable work functioning, assuming the presence of appropriate personal and contextual conversion factors.

Based on Van der Klink's model, seven work values were identified, and a representative sample of Dutch workers was used to test and validate the following seven work values (Abma 2016 et al., & Van der Klink et al., 2016). The following seven work values are using knowledge and skills, developing knowledge and skills, involvement in important decisions, building and maintaining meaningful contacts at work, setting own goals, having a good income, and contributing to something valuable. Sustainable employability is represented as a compendium of work-related outcomes that individuals value and enables them to: (1) live a life free of control, coercion, or exploitation; and (2) have control over how they spend their time. Previous studies have proven that the capability set for work and an individual's SE is significantly related (Abma et al., 2016; van Gorp et al., 2018). Concerning the work context, a value can be considered a capability when: a) the job-related outcomes that individuals value; b) whether or not their environment enables them to achieve these outcomes; and c) their ability to achieve them (Abma et al., 2016; van der Klink et al., 2016).

Employees are driven by the need to realise meaningful values for SE. Van der Klink et al. (2016) argued that an individual's sustainable employability is determined by how they convert resources into capabilities and subsequently into work functioning, such that values, such as

security, recognition, and meaning are met. According to the CA, work should enable employees to live out meaningful values.

Work values

Work values reflect the importance people place on work and its various facets (e.g., creativity, teamwork), but they also indicate the extent to which people believe they can get what they want from their job (Gerhart & Rynes, 2002). The earliest research on work values was conducted by Jahoda (1982). She found that income was the most important value for workers, even though there were other latent values. More recently, the importance of values such as relationships, personal development, and meaning, has been highlighted (Meerman et al., 2022). Work values are “generalised beliefs about the relative desirability of various aspects of work (e.g., pay, autonomy, and working conditions) and work-related outcomes, i.e., prestige, accomplishment, and fulfilment” (Lyons & Kuron, 2014, p. 144). Accordingly, work values guide people’s choices and enable them to act freely without falling prey to irrationality. Additionally, they enable workers to achieve valuable work outcomes (van der Klink, 2019), such as health and well-being (van der Klink et al., 2016).

Sen’s capabilities approach (CA; Sen, 1980, 2009) provides a framework for incorporating values into work and employability. A key idea of the CA is the value attached to work and the tasks involved in supporting it. The CA defines a capability set as an aggregation of alternative opportunities available to workers to support a variety of valuable outcomes (Sen, 1992). The CA, which Sen (1980, 1993, 2009) proposed and developed, indicates that individuals should be empowered to realise beings and actions that people have reason to value according to this strategy. Sen (1980) suggests that values should not be established by specialists but obtained through a democratic process inside the key demographic. Nussbaum (2011) proposes ten human capabilities as a guiding principle for protecting individual values and establishing a baseline for identifying fundamental work capabilities essential for decent work.

Arndt (1958) articulated three fundamental work values: livelihood, creativity, and participation. However, Jahoda (1982) argued that income is the central work value while stressing the importance of what she refers to as *latent values*, such as personal identity, self-esteem, and contact. Similarly, Gheaus and Herzog (2016) identified four work values that

workers should possess besides income: a) excellence, b) social contribution, c) community, and d) social recognition (Gheaus & Herzog, 2016).

Building on Sen's (1999) work, Abma et al. (2016) and van der Klink (2016), identified seven work values: a) the use of knowledge and skills, b) the development of knowledge and skills, c) involvement in important decisions, d) building and maintaining meaningful contacts at work, e) setting own goals, f) having a good income, and g) contributing to something valuable. These seven values are converted to capabilities: a) whether or not they are important and are valued by the worker in their work context; b) whether or not the worker is given the environment that enables them to achieve work-related outcomes; and c) whether or not they are able to achieve the work outcome. From Sen's (1999) perspective, the values people should realise with and in their work should be central. Gheaus and Herzog (2016) argued that the identified values focus on what values should be achieved *with* work; here, work becomes a capability. Van der Klink et al. (2016) stressed the specific values people should be able and enabled to achieve within their work context.

Additional capabilities related to work values are identified by Miles (2014) as follows: a safe and healthy workplace, just remuneration, having a free choice of employment, freedom to join unions and participate in collective bargaining, freedom from compulsory labour, and protection against unjust dismissal. Nussbaum (2011, 2019) considered the ability to play (by ensuring maximum-hour protection and leisure time) and the ability to exert control over one's environment (by ensuring maximum-hour protection and leisure time) as two important factors (by implementing mechanisms to facilitate employee participation and decision-making). Following the capability approach, Walker and Unterhalter (2007) identified the following work values as being important to them: affordability, autonomy, fair pay, knowledge and skills, social relationships with colleagues and managers, being a full participant in the organisation and society, respect and recognition, protection from harm at work, and emotional integrity and emotions.

Generational differences and work values

In recent years, there has been a proliferation of research and articles highlighting and debating the relevance of generational differences as a serious topic of study (Hirsch, 2020; King et al., 2019; Lyons & Schweitzer, 2017; Rudolph et al., 2021). A review of generational literature has

seen mixed views on the theoretical foundation on which generational arguments are built. A few empirical studies have validated the importance of the difference between generational groups that affect work functions (Rudolph, 2021). Nevertheless, generational differences in the workplace have been an important topic for academics and practitioners (Urick, 2017). One of the oldest definitions of generational differences comes from Mannheim (1953), who referred to generational differences as the variability between members of different generations that stems from how experiencing unique, formative life events differentially shapes the attitudes, values, and behaviour of one generation versus another. Generational groups (cohorts) are tied together by shared experiences and events connected to events such as wars, politics, work, globalisation, and family (Becton et al., 2014; Mannheim, 1952). Mannheim (1952) also believed that a sociological view sees generations as groups born during the same period, social, and historical context. There are different views on the categorisation of workers into generational labels.

On the one hand, existing literature provides limited evidence for the existence of generations and generational differences. Moreover, some studies have even argued that the body of empirical research supporting generational differences has been inaccurate and missed the mark (Rudolph & Zacher, 2018). On the other hand, others have found evidence of sound empirical research favouring generational differences (Costanza et al., 2017; Dries et al., 2008; Twenge & Campbell, 2008). However, the concept of generational differences remains widespread regarding patterns of thinking, feeling, and behaviour we encounter daily, especially at work (Rudolph et al., 2021).

Evidence on the effect of generational differences in the workplace is inconclusive. The evidence is fragmented, contradictory, and riddled with methodological inconsistencies that make generalisation difficult (Lyons & Kurton, 2014). According to behavioural sociologists, such inconclusiveness is acceptable because each generation lasts approximately two decades before being supplanted by the next (Gursoy et al., 2008). Smola and Sutton (2002) concurred that there are many discrepancies and variations in how various generations are classified. Constanza et al. (2012) and Rudolph and Zacher (2018) found differences in the methods used to establish generational age ranges.

Notwithstanding the mixed views on generational research and its impact on organisational science, scholars continue exploring different perspectives of generational research and its role

in the workforce. First, the lifespan development perspective focuses on continuous development trajectories in multiple domains while focusing on the individual's chronological age, birth cohort, and contemporary period effects (Baltes et al., 1998). A lifespan researcher may pose the following questions: a) *Are there age-related differences or changes in work attitudes, values, and behaviours?* and b) *What factors serve to differentially modify employees' continuous developmental trajectories?* (Rudolph et al., 2021). Furthermore, the social constructionist perspective examines how meanings are created in collaboration with others and how they are attached to lived experiences, social structures, and entities (see Leeds-Hurwitz, 2009), including generations. The concept that generations are social constructs has been used to explain why individuals think about age and ageing in discrete generational terms rather than continuously (e.g., Lyons & Kuron, 2014; Lyons & Schweitzer, 2017; Rudolph & Zacher, 2017; Weiss & Perry, 2020). The common criticism levelled at research on work values is that few studies have explored generational differences and work value relationships; most studies have concentrated on the relationship between work values and other personal, social, and organisational variables (Kim et al., 2007). Although there is disagreement in the literature regarding the beginning and ending years for defining generational cohorts, this study includes the following age ranges: 20–25, 36–50, and 51 and above. Even though the construct of generational differences continues to evolve, it does not mean that exploring work capabilities from three age cohorts is not a worthwhile research endeavour in the Jamaican context. This article's use of generations research can inform work practices and policies in organisations but not at the risk of age inclusivity.

Current Study

To be inclusive and respect diversity and the voice of all people, capabilities must be determined in a democratic way and from a specific context, e.g., the work context in Jamaica (Sen, 1999). Therefore, this study will empirically document, perspective, the capability set for workers in the hotel industry in the Jamaica work context. It is unknown whether the same work capabilities found by Abma et al. (2016) are identical in the Jamaican context. The study will also explore whether there are any age differences in the work values among workers in three age cohorts. The findings of this study can potentially improve the employment prospects and long-term employability of Jamaican hotel workers in the foreseeable future. Additionally, it will add to the existing body of knowledge base in human resources management, sustainable employability, the capabilities approach, and hospitality research.

Method

Research Design

An exploratory qualitative design was used in this study. Focus groups were used to determine the work capabilities of hotel workers in Jamaica because they can provide a detailed description of a phenomenon, which is useful when little information about a phenomenon is available (Rainbow et al., 2021). Focus groups allow discussion among diverse workers and age groups performing various tasks and roles in the service sector. Focus groups are an appropriate method of gathering information in exploratory research into understudied topics, emphasising eliciting people's opinions, experiences, ideas, thoughts, and attitudes (Cyr, 2019). A focus group also allows diverse age groups of employees with various job roles within an organisation to share their opinions on what they see as important in their work. The focus group method was reported using the consolidated criteria for reporting qualitative research (COREQ), which was utilised to ensure a thorough report (Tong et al., 2007).

Participants

The target population included hotel employees at all levels from three, and five star hotels on Jamaica's North Coast corridor – St Ann and St James. Each focus group consisted of at least eight participants aged 20-35, 36-50, and 51 years and older. Before scheduling the interview session, all participants were informed of the aim of the interviews and completed informed consent forms. Purposive sampling was used to select participants, suggested for qualitative descriptive research, and deemed appropriate for identifying and selecting content-rich situations (Sandelowski, 2000).

Table 1*Description of the Participants*

	Group 1 20-35 (n= 24)	Group 2: Aged 36-50 (n =24)	Group 3 Aged 51 and above (n= 12)
<i>Gender</i>			
Male	6	8	5
Female	18	16	8
<i>Educational level</i>			
Certificate	12	10	6
Diploma	2	3	1
Associate degree	5	1	
Bachelor's degree	4	6	3
Masters		1	2
<i>Job Position</i>			
Manager	2	4	3
Non-Manager	22	20	9

Table 1 shows the personal characteristics of the participants. More than two-thirds of the participants were female (70%), with 80% below the age of 50. Most participants were qualified up to the certificate level (32%), followed by 15% with a bachelor's degree. More than two-thirds (85%) came from the non-management category of workers.

Data Gathering

Between December 2021 and March 2022, 11 focus groups were conducted with hotel workers from various positions. Interviews were conducted in private meeting rooms at the participating hotel. The research facilitated the focus group interviews using semi-structured questions to extract the data. Focus groups were chosen because they provide the benefit of interaction among a diverse variety of hotel industry professionals with unique roles and responsibilities. Additionally, focus group interviews are consistent with the research traditions of the capability approach, where direct source-experience information is considered expertise (Robeyns, 2017). The questions were initially piloted with three participants to determine the suitability and contextual meaning of the questions. The focus group questions were subsequently revised to address clarity and duration issues, as Braun et al. (2021) recommended. Finally, an invitation

was emailed to the hotels that consented to participate in the study. The HR personnel in each hotel selected the participants, scheduled the interviews, set up the interview location and arranged the logistics.

The following questions were posed to the participants, and their responses were requested: a) What about your job enables you to have a good day's work? b) What opportunities do you have at work that make being at work worthwhile? c) What makes you able to work well? d) How do you ensure that you continue to work in a positive, enjoyable, and healthy manner? e) What do you value in your work as a hotel worker? f) Do you believe the values you have listed are essential to Jamaicans of all ages or do you believe they vary by age group?

Research Procedure

The Basic and Social Sciences Research Committee (BaSSREC) of North-West University approved this study from an ethical standpoint (NWU- 01150-21-A7). Telephonic consultation and electronic mail were the primary modes of communication used to brief human resource managers about the study. A letter outlining the study's objectives, the significance of maintaining confidentiality, and the procedures to follow if additional information is required was sent to human resource managers.

Four hotel employees in the Kingston Metropolitan Area in Jamaica were asked to test the questions as a pilot study. A modest modification was made to a few questions to address misunderstandings and interview time concerns (Braun et al., 2021). A letter requesting human resource manager asking their permission to allow their hotel workers to participate in the study. Participants were recruited to reflect a cross-section of occupations, genders, and ages. Three distinct age groups (20-35 years, 36-50 years, and 51 years and older) were interviewed in focus groups in the conference rooms of participating hotels. Each interview lasted approximately one hour on average. The researcher conducted interviews with 11 focus groups until data saturation was achieved. All participating hotels, except for one, could accommodate all three age groups.

Data Analysis

The response from 11 focus groups were analysed for qualitative content using Saldaña's coding methodologies (Saldaña, 2021). Both research questions and interview questions guided

the researcher. Data reduction, coding, and decoding analytic procedures were applied to analyse and interpret these qualitative data forms (Saldaña, 2021). Data collection, audio-recorded semi-structured focus group data, and data analysis were conducted concurrently and iteratively to develop the approaches. Descriptive, process, and in vivo codes were generated inductively (data-driven). From 365 quotations, a code list or code book including 262 codes (1st cycle) was compiled, which was then reduced to 44 codes (2nd cycle), and nine thematic code groups or categories associated with the research objectives. This was accomplished using ATLAS.ti 8.0 (version 22) software for computer-assisted qualitative data analysis. The most recent version at the time of writing was released in December 2021.

This software adds value and sophistication to the coding process and an audit trail for transparency in the analysis process (Smit, 2005). ATLAS.ti was described by Smit (2014, 2021) as a robust workstation for analysing vast amounts of textual, graphical, audio, and video data. Throughout the qualitative analysis, ATLAS.ti 8.0 was used to uncover the complicated phenomena concealed inside the data. All the responses were loaded into the project function, which served as a repository for all the data before coding. Coding is associating code words with data segments or quotations, which is the association between a quotation in the text and a specific code. Coding is the cornerstone for generating the analysis when linking, gathering, and understanding data. In the literature, these nine groups are referred to as categories. The subsequent section of this study describes and interprets (discusses) the research findings based on the categories, invoking the literature and related ideas.

Multiple coding techniques were used to ensure that the data were trustworthy, reliable, and consistent (Rauf et al., 2014; Roberts et al., 2003). The researcher collaborated with independent coders well-versed in the subject matter. A final document was compiled for each group that represented the common themes from the 11 focus groups that were conducted. Each identified common theme was then discussed in a final meeting to resolve any disagreements about the themes that had been identified. The triangulation was also used as an additional layer to establish trustworthiness and avoid inconsistencies in the data by soliciting supervisor feedback on the codes and themes. It was necessary to use direct quotes from the participants' responses to demonstrate that the "findings were supported by evidence" when writing the results (Levitt et al., 2018, p. 36).

Results

This section unveils the significant patterns of themes derived from the empirical data relevant to the research question. These themes have been categorised according to three distinct age brackets: the younger group (20-35 years), the middle-aged group (36-50 years), and the older group (51 years and above).

Data Extraction

Nine themes encapsulating hotel employees' work values emerged from the data analysis for both the younger and middle-aged groups, while six themes (2, 4, 5-7, and 9) were identified for the older group. The data was interpreted within the context of the theoretical framework of sustainable employability and the capability approach (CA) as in the context of Jamaican hotel workers. The following are the themes identified, categorised according to the respective age groups:

Table 2

Themes Identified with Focus Groups from Different Age Groups

Theme 1 - Having and applying knowledge and skills to perform tasks: Having the knowledge and skill that contributes to making one a better person, knowing how to do one's job and showing competence (20-35 age group); Acquisition and application of professional competence to gain confidence and proficiency through experiences and learning (36-50 age group). This theme was not mentioned in the age group above 50.

Theme 2 - Developing new knowledge and skills: Continuous learning and adaptation, which involves individuals' the importance of self-directed learning, embracing new knowledge, and adapting to new ideas and processes (20-35 age group). Continuous learning and adaptation, which involves the importance of daily learning, the opportunity to train others, and the value of new ideas (36-50 age group); Continuous personal and professional learning and adaptation and the value of training others (age group above 50).

Theme 3 - Involvement in decision-making: Autonomy and flexibility in decision-making; Desire for opportunities to independently set and pursue objectives within one's work environment (20-35 age group); Desire for autonomy in decision-making is evident from individuals' wish for more control over decisions and a desire for more creative freedom in their role (36-50 age group). This theme was not mentioned in the age group above 50.

Theme 4 - Developing and navigating relationships: A supportive and appreciative work environment; the importance of a family-like atmosphere, open communication, diverse perspectives, and the role of positive reinforcement from leadership; valuing interpersonal relationships, mutual respect, and recognition in the workplace (20-35 age group); Valuing camaraderie, open-mindedness, and the ability to work with anyone; valuing mutual respect, open dialogue, and the ability to navigate and thrive in diverse interpersonal situations in the workplace (36-50 age group); Valuing positive interpersonal relationships and open communication between workers, open-mindedness, and the ability to work with anyone; valuing mutual respect, open dialogue, and the ability to navigate and thrive in diverse interpersonal situations in the workplace (age group above 50).

Theme 5 - Setting goals and meeting deadlines for effective service: Importance of having goal-oriented tasks, meeting deadlines, and providing excellent service to guests; Focus on personal organisation, growth, and achieving professional objectives contributing to overall job satisfaction and service quality (20-35 age group); Setting goals; Importance of being ahead of oneself, setting daily goals, and working diligently to achieve them; Focus on personal organisation, proactive planning, and pursuing professional objectives despite uncertainties (36-50 age group); Importance of setting objectives, tying personal goals to corporate objectives, and finding enjoyment in their work; Focus on goal-oriented performance, personal satisfaction, and the value of feeling appreciated and challenged in the workplace (age group above 50).

Table 2

Themes Identified with Focus Groups from Different Age Groups

Theme 6 - Earning a sufficient and stable income: Earning a good income, achieving financial independence, and the ability to meet personal goals and responsibilities; Focus on financial security and the role of income in enabling personal growth, independence, and lifestyle choices (20-35 age group); Value of working hard for monetary rewards and the necessity of income for personal and family needs; Focus on the value of effortful work, financial independence, and the critical role of income in ensuring personal and family well-being (36-50 age group); Value meeting monetary targets; the drive to compete and be on top, and the association of high performance with higher income; focus on the value of competitive performance, revenue generation, and the role of income as a measure of success (age group above 50).

Theme 7 - Contributing to something valuable: Providing exceptional service and pursuing personal development; Importance of making guests feel welcomed and satisfied, meeting their requests, and receiving positive feedback; Focus on customer satisfaction and the value of personal growth and learning through diverse experiences, particularly in the culinary arts and travel (20-35 age group); Providing exceptional service and pursuing personal development; Desire to ascend to higher levels in their career, and the satisfaction derived from ensuring both employee and guest satisfaction; focus on personal ambition, empathy for others, and the value of providing high-quality service in their role (36-50 age group); Providing exceptional service and pursuing personal development focuses on providing customer satisfaction and task completion; pleasing customers and staff, ensuring their happiness, and the satisfaction derived from completing tasks effectively; focus on customer service, teamwork, and the value of contributing to something worthwhile (age group above 50).

Theme 8 - Making a difference by helping others: Passion and commitment to the job; A desire to perform well in one's work roles, driven by the love for work, commitment to one's responsibilities, and the eagerness to face new challenges (20-35 age group); Value of service and personal growth and challenge; the desire to help others and make a difference, value of challenge and opportunities for personal growth in jobs (36-50 age group). This theme was not mentioned in the age group above 50.

Theme 9 - An enabling work environment: Importance of a workplace that encourages teamwork, provides resources for efficient work, and fosters a culture of celebration and unity; value autonomy and trust of employees, which enables one to perform tasks effectively and find work satisfaction (20-35 age group); Professional growth and empowerment; opportunities for growth, the autonomy to make decisions, and the resources provided to employees to perform tasks effectively; supportive team environment that allows one to learn, grow, and overcome challenges together with others (36-50 age group); Value of team cohesion; sense of fulfilment from satisfying customers and achieving objectives; value a supportive and united team environment, the freedom to make decisions (age group above 50)

The *first theme* reflects the value of having the knowledge and skill that contributes to making one a better person, knowing how to do one's job, and showing competence in the 20-35 age group. The 35-50 age group mentioned the value of acquiring and applying professional competence (through experiences and learning) to gain confidence and proficiency. Therefore, this theme was labelled "Having and applying knowledge and skills to perform tasks". Examples of verbalisations that confirmed this theme are as follows:

- *"I walk around to check... I know what I am looking for, so it can make my job easier than somebody who does not know."* (Focus group 1: Ages 35-50.)
- *"I am familiar with those strategies because I used to do events and stuff in a restaurant, so I know how to set up events and stuff."* (Focus group 1: Ages 35-50.)
- *"All of those will also contribute to making you a better person."* (Focus group 1 – Ages 35-50.)
- *"I had to take myself away from the place of the whole organisation to prove to myself that what I was trying to communicate was ready and I could do it."* (Focus group 3: 36-50.)
- *"We are comfortable with the job because we have the necessary tools to get the job done much easier and efficiently."* (Focus group 4: 36-50.)

In the 20-35 age group, the *second theme* is about the value of continuous learning and adaptation, which involves the importance of self-directed learning, embracing new knowledge, and adapting to new ideas and processes for employees. The 36-50 age group mentioned the value of continuous learning and adaptation, which involves daily learning, the opportunity to train others, and the value of new ideas. The theme was labelled "Developing new knowledge and skills". Verbalisations about self-learning and adaptation, active knowledge acquisition, a need for further education, joy in learning and teaching, and the importance of independent learning confirmed this theme:

- *"Everything I'm doing, I had to learn on my own, but there is room for mistakes... I truly do think across the border, well at least in my experience, people try to help you out..."* (Focus group 1: ages 20-35.)
- *"Learning new stuff, adding to my knowledge... a learning process day by day because each day comes with new stuff and different ideas on what we can do and what we should not do, so it's a learning process, and I'm enjoying it thus far."* (Focus group 8: ages 20-35.)

- *“As time progresses, it will continue to evolve, so I assume I would need more resources to be more efficient because you can’t stay at one level forever, so you have to grow, so you always look for something to make you better or make what you do better.”* (Focus group 1: ages 20-35.)
- *“Having the management that allows you to make mistakes and teaches you or not even management sometimes you might learn from a colleague or from somebody in a whole different department is teaching you but there is always people who just not judge and say she can’t do the work or the other. They’re always willing to help you do what you do, which always helps a lot.”* (Focus group 1: ages 20-35.)
- *“... the joy of working is to learn and give what you can give, to learn and to teach too.”* (Focus group 7: ages 36-50.)
- *“I value the opportunity to help train and develop workers.”* (Focus group 3: ages 36-50.)
- *“We have an internship program. One of the basic core values of the program is that you must leave with a higher level of knowledge and skills compared to when you started.”* (Focus group 3: ages 36-50.)

In the 20-35 age group, the *third theme* concerns the importance of autonomy and flexibility in decision-making and the importance of opportunities to set and pursue objectives within one’s work environment independently. The 36-50 age group mentioned the value of autonomy in and being part of decision-making to encourage creative freedom and control over decisions. Therefore, the label of the theme was “Involvement in decision-making”. The following verbalisations confirmed the theme:

- *“...if I set a time frame or objectives that I want to achieve for the day in the hotel industry on a hold, sometimes I have to deviate from what I’m actually supposed to do.”* (Focus group 8: ages 20-35.)
- *“I wish I could choose between my staff who gets a raise, who gets a certain amount per hour and who gets ... I wish I could decide what they get.”* (Focus group 2: ages 36-50.)
- *“I want to be down to work so that I can catch on anything that I can nip it in the bud early so that it does not get any worse.”* (Focus group 2: ages 36-50.)

In the 20-35 age group, the *fourth theme* concerns the value of a supportive and appreciative work environment. Such a supportive environment includes the importance of a family-like atmosphere, open communication, diverse perspectives, verbal recognition, the role of positive

reinforcement from leadership, and valuing interpersonal relationships, mutual respect, and recognition in the workplace. The 36-50 age group mentioned the value of a supportive and appreciative relational work environment. The theme is also about valuing camaraderie, open-mindedness, and the ability to work with anyone and navigate diverse workplace interpersonal situations. Finally, the 50 and older age group mentioned the value of meaningful interpersonal relationships, open communication, open-mindedness, and the ability to work with anyone. This theme was labelled “Developing and navigating relationships”. Verbalisations that confirm this theme were as follows:

- *“...my boss I think he is a truly good director of operations and he helps me to become the best professional I could be... I go over there and cheer them up and you know make them feel like little better before a barrage of guest come and you have to be fake or you know.”* (Focus group 1: ages 20-35.)
- *“I love my staff.”* (Focus group 1: ages 20-35.)
- *“Therefore, it’s just a case where as he is saying, communicating and understanding plays off a very important role, and teamwork makes the dream work, so we have to just do what is necessary.”* (Focus group 4: ages 20-35.)
- *“Sometimes the gratitude doesn’t have to be monetary based, it can just be simply saying you did a good job.”* (Focus group 4: ages 20-35.)
- *“I value the ability to work with anybody.”* (Focus group 8: ages 36-50.)
- *“...comradeship is valued here. When you bounce things off persons, you would be surprised with the creative ideas that colleagues throw at you.”* (Focus group 6: ages 36-50.)
- *“... Jamaicans like to be a part of something meaningful because Jamaicans are known to go overseas and athletes running so you know value our flag and our ...being a Jamaican”* (Focus group 5: ages 36-50.)
- *“... the other part is that in the tourism industry, we know that Jamaicans are considered to be warm because we like to have our reggae music like dance ...we love our culture, so we like to interact with people.”* (Focus group 2: ages 36-50.)
- *“I think the last one and the other one as in building meaningful relationships at the workplace ... it gives me a sense of control.”* (Focus group 2: ages 36-50.)
- *“I love my staff. I know they’re people depending on me, when I’m not here it’s not the same. It makes a difference when I am here.”* (Focus group 6: ages 50 and older.)

- *“I think it’s a reflection of the wider society where some values are not so much ingrained and instilled to the extent where it used to be a generation ago.”* (Focus group 6: ages 50 and older.)

In the 20-35 age group, the *fifth theme* concerns the importance of having goal-oriented tasks, meeting deadlines, and providing excellent service to guests. This theme focuses on valuing personal organisation, growth, and achieving professional objectives contributing to job satisfaction and service quality. Participants in the 36-50 age group mentioned the value of setting and working diligently to achieve goals, focusing on proactive planning and organisation, and pursuing professional objectives despite uncertainties. Individuals in the 50 years and older age group mentioned the value of setting objectives, tying personal goals to corporate objectives, and finding enjoyment in work through goal-oriented performance. The label of the theme is: “Setting goals and meeting deadlines for effective service”. The following verbalisations of participants confirmed this theme:

- *“I can achieve a day when I am able to complete all my tasks according to the given deadlines...a day with little to no deviation from the plan that is set out at the beginning of the day, that would constitute a good day for me.”* (Focus group 4: ages 20-35.)
- *“Setting goals for prompt and efficient service at all times.”* (Focus group 2: ages 20-35.)
- *“My aim is to do my work well and ensure that the guests leave here with a good experience. When I know that they leave here satisfied, I know that I’ve done what I came here to do.”* (Focus group 2: ages 20-35.)
- *“I want to get ahead...it is like I am wondering what will happen next because, in the job, I do not know what will happen. So, I want to be ahead of myself a little.”* (Focus group 3: ages 36-50.)
- *“I am a person of growth. I am very organised, so I set my goals for the day, and I set out to achieve whatever I have set and to work with the different individuals I work with.”* (Focus group 4: ages 36-50.)
- *“...setting objectives at the beginning of a period you are part of a team... you get to put your spin on it... you buy in and feel like you’re a part...”* (Focus group 7: older than 50 years.)
- *“I think it should be of the same value for all ages, because we have to instill the younger ones the right things and they follow.”* (Focus group 4: older than 50 years.)

- *“Your goals are the medium through which you realise prompt and efficient service.”* (Focus group 4: older than 50 years.)
- *“Goals challenge you ... if you are not challenged, you’re going to be relaxed.”* (Focus group 4: older than 50 years.)

In the 20-35 age group, the *sixth theme* concerns the value attached to financial independence and stability. The theme concerns earning a good income, achieving financial independence, and the ability to meet personal goals and responsibilities. It also refers to the importance of financial security and the role of income in enabling personal growth, independence, and lifestyle choices. The 36-50 age group mentioned financial independence and stability, the motivation to work hard for monetary rewards and the necessity of income for personal and family needs. The older than 50 age group mentioned the values of financial independence and stability, meeting monetary targets, and the association of high performance with higher income. They referred to competitive performance, revenue generation, and the role of income as a measure of progress in life. The label of the theme is: “Earning a sufficient and stable income”. The following verbalisations confirmed this theme:

- *“In all honesty our age group values the money, the financial independence to do the things that they want... Some of us want material possessions is what we love, some of us want the house and the car and all of that but for right now our age group the 20s and up money.”* (Focus group 8: ages 20-35.)
- *“... the compensation is one of the most important thing that makes the job worthwhile.”* (Focus group 4: ages 20-35.)
- *“For some people it is about spending, partying, liquors ..., while for some of us it’s about saving, and building ourselves.”* (Focus group 8: ages 20-35.)
- *“It is the money... to put in extra effort to ensure the guest gives a tip.”* (Focus group 1: ages 36-50.)
- *“I realise with this generation that they love money but do not want to work for it. We love to work; we do not like handouts.”* (Focus group 5: ages 36-50.)
- *“We have monetary targets daily so when we make that it’s a great day. We are score-driven, and revenue driven... the competition sometimes gets a little stiff.”* (Focus group 8: older than 50.)
- *“We have some exceptional young people, but they are not the norm they are money driven... a person’s choice of a hotel you may go out there and look at a particular brand*

and everybody has always looked up to say Sandals as a top brand.” (Focus group 3: older than 50.)

In the 20-35 age group, the *seventh theme* concerns the value of providing exceptional service and pursuing personal development. The theme also concerns the desire to ascend to higher levels in participants’ respective careers, highlighting the importance of their work in enriching people’s lives and the satisfaction derived from ensuring both employee and guest satisfaction. The 36-50 age group mentioned the value of exceptional service, pursuing personal development, ascending to higher career levels, and their fulfilment from employee and guest satisfaction. The older than 50 age group referred to the value of providing exceptional service and pursuing personal development to ensure customer satisfaction and task completion. The theme is about ensuring the happiness of customers and staff and the satisfaction derived from completing tasks effectively. The label of the theme is: “Contributing to something valuable”. The following verbalisations confirm this theme:

- *“When you have all of those you will strive to set yourself in a better position to earn more to make a better living...so all of them contribute.”* (Focus group 1: ages 20-35.)
- *“Just to see you have a pleased customer and you have to also please the staff ensuring that everyone is happy and knowing that the staff can come back and you feel that you know the smile on their face and smile on the guest face you can know that you know you completed a wonderful job for the day.”* (Focus group 8: ages 20-35.)
- *“... for me, it’s truly making the guest feel welcomed and comfortable and meeting new persons... it’s having all my equipment and all my ingredients so my day can flow properly and making the guest happy.”* (Focus group 1: ages 20-35.)
- *“You get to experience different types of dishes you get the chance to travel and experience the world in different culinary arts.”* (Focus group 8: ages 20-35.)
- *“... on a day-to-day basis, people come to me with their problems, and I am helping them move forward”* (Focus group 3: ages 36-50.)
- *“I was not given the opportunity to explore new opportunities and try things differently.”* (Focus group 3: ages 36-50.)
- *“It is the guest satisfaction knowing that we rate ourselves as a good company that provides guests satisfaction, so I put myself in their position.”* (Focus group 3: ages 36-50.)
- *“Younger people lack critical thinking skills.”* (Focus group 5: older than 50.)

In the 20-35 year age group, the *eighth* theme is about the value of personal growth and challenge and the desire to help others and make a difference. The 36-50 age group mentioned the value of commitment to service, personal growth and challenge, a desire to help others and making a difference. This theme was not mentioned in the age group older than 50. The label of the theme is: “Making a difference by helping others”. The following verbalisations support this theme:

- “...*the freedom or a culture that makes you feel okay to be yourself and whatever you know...*” (Focus group 1: ages 20-35.)
- “... *the opportunity that I’ve gained throughout the ten years that I’ve been here because I’ve been in the restaurant for almost nine years, and then I look at it, and then I said this is not where I want to be and I need to push myself cause I’m a person I always push myself.*” (Focus group 1: ages 20-35.)
- *It’s the love and the passion that we have different challenges to come. It’s not the same thing over and over, so you come and get a challenge to try something new, so you eager to come and do it.*” (Focus group 4: ages 36-50.)
- “*I would think that it is because I am a hard worker ...I push myself at everything that I do. I am also a team player - I do not believe in leaving anybody behind, I want to make sure that everybody is okay, so that is why I get up every day and come to work.*” (Focus group 5: ages 36-50.)
- “*My team is innovative, so they always try new things.*” (Focus group 7: ages 36-50.)
- “... for me, it is the passion, love, to know that I am here to assist in any way, shape or form so that my people, the staff and the guest, are well.” (Focus group 6: ages 36-50.)
- “*At another age you will be thinking about house and your family and other things. When you are older, you will think about other things and people more.*” (Focus group 6: ages 36-50.)
- “*I think motivation influences your value system, so I would say yes, while age can [chuckles] everybody can have different motivation at different levels, so it depends on your motivation.*” (Focus group 6: ages 36-50.)

In the 20-35 age group, the *ninth* theme concerns a supportive and empowering work environment, growth opportunities, autonomy to make decisions, resources provided to employees to perform tasks effectively, and empowerment and enablement of employees. In the 36-50 age group, this theme includes opportunities for growth, autonomy to make

decisions, resources provided to employees to perform tasks effectively, and a supportive team environment that allows one to learn, grow, and overcome challenges together with others. The older than 50 age group referred to job satisfaction and team cohesion, and a sense of fulfilment from satisfying customers and achieving objectives. It refers to the supportive and united team environment, the freedom to make decisions, and the benefits provided by the company. The label of the theme is: “An enabling work environment”. The following verbalisations confirm this theme:

- *“What enables me to have a good day, I work in purchasing so when I have received all my goods from my suppliers that helps me to have a great day.”* (Focus group 8: ages 20-35.)
- *“I feel better having encouraged them at the end of the day they have a smile on their faces.”* (Focus group 1: ages 20-35.)
- *“You are comfortable in what you are doing, then you get the tools to do the work.”* (Focus group 2: ages 36-50.)
- *“Know how you know your job.”* (Focus group 4: ages 36-50.)
- *“It also helps when you feel appreciated so at the end of the day umm persons that you report to the persons like the customers who you’re working for, you’re able to see that sense of satisfaction.”* (Focus group 5: older than 50.)
- *“I think it should be of-of the same value for all ages, because we have to instill the younger ones the right things and they follow.”* (Focus group 5: older than 50.)
- *“In this context, we are not micromanaged, which is good. We have the freedom to be creative, there’s a lot of support if you have ideas... In addition, for the most part, the resources you need to be creative and produce the end product are in place.”* (Focus group 2: older than 50.)

Discussion

This study sought to identify the work values of hotel sector workers in Jamaica across three generational cohorts: the younger group (20-35), the middle-aged group (36-50), and the older group (51 and above). The findings revealed that participants across all age groups placed significant importance on a range of values, with both similarities and differences observed in the importance assigned to these values and the reasons for their identification. From the analysis, nine themes emerged across the three generations: having knowledge and professional competence; continuous learning and adaptation, autonomy and flexibility in decision-making,

a supportive and appreciative work environment, the importance of having goal-oriented tasks, financial independence and stability, providing exceptional service and pursuing personal development, passion and commitment to the job, and a supportive and empowering work environment.

The theme of *having knowledge and professional competence* is central to the capability approach, which underscores the importance of individuals possessing the skills and abilities necessary for leading the lives they value (Abma et al., 2016; Sen, 1999). Furthermore, this theme resonates with the concept of *functionings* within the capability approach, which refers to the various things a person may value doing or being (Robeyns, 2005). Knowledge and professional competence are about job-specific skills and the value of learning new skills (van der Klink et al., 2016). The theme aligns with the capability approach's emphasis on individuals' freedom to achieve their desired functionings.

The young and middle-aged groups share a common focus on the importance of having knowledge, skills, and competence in their work. They both value acquiring and applying professional competence to become a better person or gain confidence and proficiency. However, there were subtle differences in their perspectives: The younger group seems to strongly emphasise personal development, linking knowledge and skills to becoming a better person. They also highlighted the importance of knowing how to do one's job and showing competence, suggesting a focus on demonstrating their abilities and proving themselves in their role. On the other hand, the middle-aged group 36-50 placed more emphasis on applying professional competence, suggesting a more pragmatic or practical approach. They also highlighted gaining confidence and proficiency through experiences and learning, recognising the value of experience and continuous learning in their professional development. However, unexpectedly, no evidence was found for having knowledge and professional competence among the older group, 51 and above. The lack of evidence could indicate generational differences in how individuals perceive and value competence. Older workers in the hotel sector might place more value on wisdom, experience, and judgement and not on new knowledge since they would have acquired mastery at work.

Furthermore, the results showed that all three age groups emphasise the importance of continuous learning and adaptation in work contexts. They all recognise the value of embracing new knowledge, ideas, and processes. This theme is deeply intertwined with the CA, which

posits that sustainable employability is not just about having a job but about achieving what one values in the work context (van der Klink et al., 2016). This continuous learning is not merely about acquiring new skills or knowledge but is about enabling workers to achieve their valued work outcomes. It involves adapting to changes, learning from experiences, and applying new knowledge in practice.

Notably, there are some differences in the perspectives between the three age groups. The younger age group emphasises the importance of self-directed learning, suggesting a focus on individual initiative and autonomy in their learning process. They also highlight the need to adapt to new ideas and processes, indicating an openness to change and innovation. However, the middle-aged group emphasises daily learning, suggesting a consistent and ongoing commitment to personal and professional development. The older group stressed the importance and value of training others, indicating a likely transition into roles where they can share their accumulated knowledge and experience.

Additionally, the work capabilities of *autonomy and flexibility in decision-making* and a *supportive and appreciative work environment* are highly valued by workers. Autonomy and flexibility in decision-making are crucial for workers to exercise agency in their role, allowing them to navigate challenges, innovate, and contribute meaningfully to their work. This aligns with the capability approach's emphasis on freedom and agency as central to human development (Sen, 1999). Both young and middle-aged individuals endorsed this value, agreeing that the ability to control their decisions and freedom is important.

The younger group focuses on the desire for opportunities to set and pursue objectives within their work environment independently. They seem to value the freedom to define their goals and the flexibility to pursue them how they see fit. In contrast, the middle-aged group appears to emphasise the desire for more control over decisions and creative freedom in their role. This result suggests a focus on having the authority to make important decisions and the freedom to innovate and express their creativity in their role.

Consequently, a supportive and appreciative work environment fosters a sense of belonging and respect among workers. As a result, it contributes to their well-being and job satisfaction and can also enhance their motivation and productivity. This is particularly important in the

hospitality industry, where teamwork, customer service, and a positive work atmosphere are key to providing high-quality service.

Consistent with other findings, the value of *financial independence and stability* is a significant work capability for hotel workers in Jamaica. This aligns with Abma et al.'s (2016) identification of *earning a good income* as one of seven work values. Financial independence and stability enable workers to meet their personal and family needs, contribute to their sense of security, and enhance their overall well-being. This is consistent with research suggesting that financial rewards are an important motivator for employees and can contribute to job satisfaction and commitment (Lambert et al., 2020).

Being able to partake in *goal-oriented tasks* is an essential factor valued by hotel workers in Jamaica. This conclusion is consistent with the CA, a theory asserting the significance of people having the liberty to pursue lives they find meaningful (Sen, 1999). Goal-oriented tasks elevate key aspects of work-life, including job satisfaction, motivation, and performance. These elements are fundamental to promoting sustainable employability (Van der Heijden et al., 2018). This study highlights the importance of goal-oriented tasks in increasing employees' motivation and dedication (Locke & Latham, 2020). The results showed that all three age groups endorse the goal-oriented theme as a value. However, the younger group seems more focused on meeting deadlines and customer service, the middle-aged group emphasises proactive planning and resilience, and the older group focuses on aligning personal and corporate goals and job satisfaction.

Furthermore, the results showed that the value of providing exceptional service and pursuing personal development is a key theme for all three age groups in Jamaica's sample of hotel workers, particularly when viewed through the lens of the CA and sustainable employability perspective (Robeyns, 2017). The CA emphasises the importance of enabling individuals to achieve their potential, which aligns with the pursuit of personal development (Robeyns, 2017). Moreover, exceptional service delivery is a critical performance indicator in the hospitality sector, directly impacting customer satisfaction and business success (Lee et al., 2021). By fostering an environment that encourages personal development while emphasising exceptional service, hotels in Jamaica can enhance their workforce's capabilities, leading to improved job satisfaction (Lambert et al., 2010), increased retention (Rubenstein et al., 2020), and ultimately, a more sustainable and accountable hospitality sector (Dumay & Guthrie,

2019). The younger group emphasises hospitality and personal enrichment, focusing on making guests feel welcome, meeting their requests, and learning through diverse experiences, particularly in culinary arts and travel. The middle-aged group values career progress, leadership, empathetic service, personal ambition, and satisfaction of employees and guests. The older group stresses the importance of exceptional service and personal development but with a greater emphasis on customer and staff happiness, effective task completion, and the value of contributing to something worthwhile, suggesting a focus on customer service, teamwork, and meaningful contribution.

Passion and commitment to the job were also valuable for only the younger and middle-aged groups. However, it was unclear why the older group did not share the same sentiment. Passion and commitment to the job as a work capability for Jamaica's hotel workers are important for sustainable employability. They are also more likely to engage in continuous learning and skill development, which are key for sustainable employability in a rapidly changing industry such as hospitality. This is particularly important in Jamaica's hotel sector, where service quality is a key differentiator and driver of customer satisfaction (Liat 2017). The older group's perspective on passion and commitment to the job may differ from that of the younger groups due to various factors. With more experience in the industry, the older group might have a more nuanced understanding of their roles and responsibilities. They might prioritise stability, job security, and work-life balance over the eagerness to face new challenges or the desire for personal growth. Their commitment could be driven more by a sense of duty and professionalism rather than intrinsic motivation. Additionally, their perspective on service and impact might be more focused on the collective success of the team or organisation rather than individual accomplishments. It is also possible that they have experienced more industry changes and adapted their passion and commitment accordingly. However, these are general observations, and the specific reasons could vary based on individual experiences and circumstances.

In the context of passion and commitment to the job, both the younger 20-35 and middle-aged group 36-50 age in the hotel industry share a common emphasis on performing well and being committed to their responsibilities. However, their motivations and focus areas differ subtly. The 20-35 age group is characterised by a strong love for their work and an eagerness to face new challenges, indicating a high level of intrinsic motivation and a desire for novelty and challenge in their work. However, the 36-50 age group emphasises the desire to help others

and make a difference, suggesting a service-oriented focus and a drive to create impact. This group also values opportunities for personal growth and sees challenges as avenues for development and learning, indicating a continued aspiration for personal and professional growth.

The importance of a supportive and empowering work environment is underscored across different age groups in the hotel industry, with a shared emphasis on teamwork, autonomy, and the provision of necessary resources (Bakker & Demerouti, 2008). The younger group (20-35 years) appreciates a workplace that fosters teamwork and unity, coupled with autonomy and trust, indicating a focus on empowerment and job satisfaction (Bakker & Demerouti, 2008). The middle-aged group (36-50 years) places a higher value on growth opportunities, decision-making autonomy, and the availability of resources for effective task performance, suggesting a focus on professional development and empowerment (Bakker & Demerouti, 2008). The older group (51 and above) values a supportive team environment, freedom in decision-making, and company benefits, with a heightened emphasis on customer satisfaction and objective achievement, indicating a focus on service, achievement, and benefits (Wahyono 2020). These values are pivotal in the hotel industry because they contribute to job satisfaction and performance, align with workers' aspirations to achieve personal goals and enhance sustainable employability (Jabeen et al., 2022).

Limitations and Recommendations

This study was not without its limitations. First, the research primarily focused on Jamaica's hotel sector, which may not fully capture the range of conditions in other sectors or regions. This specificity limits the generalisability of the findings. Second, the study might have missed out on some potential determinants of sustainable employability due to its focus on capabilities. Factors like individual personality traits, cultural nuances, or specific industry dynamics may also significantly influence employability but were not examined in this study. Third, the research might be subjected to self-report bias as respondents might have presented themselves more positively.

Despite these limitations, the study has important implications for policy and practice. A multifaceted approach is recommended to promote the sustainable employability of workers in Jamaica's hotel sector. Several recommendations can be made to enhance the sustainable

employability of workers in Jamaica's hotel sector. First, organisations should prioritise the development of employees' knowledge and skills through training programs and opportunities for continuous learning. This can be achieved through self-directed learning, mentorship programs, and access to resources that facilitate personal and professional growth. Second, promoting autonomy in decision-making and providing opportunities for employees to set and pursue goals within their work environment can enhance job satisfaction and motivation. Encouraging open communication, mutual respect, and recognition of employees' contributions can foster supportive work relationships and create a positive and appreciative work environment. Third, organisations should strive to provide competitive and stable incomes that meet workers' financial needs and aspirations. Recognising the role of financial independence in personal growth and job satisfaction can contribute to the long-term employability of workers.

Fourth, creating a continuous improvement and innovation culture can foster a sense of purpose and fulfilment among employees. Providing opportunities for personal and professional growth, challenging work tasks, and acknowledging the importance of employees' contributions can contribute to their overall job satisfaction and sustainable employability. Last, organisations should prioritise creating an enabling work environment that supports employees' needs and provides the necessary resources and tools to perform their tasks effectively. This includes promoting teamwork, providing a positive work atmosphere, and empowering employees to make decisions and overcome challenges.

By implementing these recommendations, organisations in Jamaica's hotel sector can develop workers' capabilities, enhance their sustainable employability by improving job satisfaction, and create a positive and productive work environment that benefits both employees and the organisations themselves.

Conclusions

This study on sustainable employability in Jamaica's hotel sector uncovered nine key themes related to workers' values and perspectives. These themes include the importance of knowledge and skills, continuous learning, autonomy in decision-making, supportive work relationships, goal setting, financial independence, contributing to something valuable, personal growth and challenge, and an enabling work environment. Workers aged 20-35 prioritise knowledge and skills acquisition, continuous learning, autonomy, and financial stability. They also express a

strong desire to make a difference. Those aged 36-50 share similar values and additionally emphasise the importance of goal achievement. Workers aged 51 and older value continuous learning, supportive relationships, financial stability, and making a difference. They also value empowerment in the workplace. Organisations can enhance sustainable employability by promoting continuous learning, autonomy, supportive relationships, goal setting, financial stability, personal growth, and enabling work environments.

References

- Abma, F. I., Brouwer, S., de Vries, H. J., Arends, I., Robroek, S. J., Cuijpers, M. P., & van der Klink, J. J. (2016). The capability set for work: Development and validation of a new questionnaire. *Scandinavian Journal of Work, Environment & Health*, *42*(1), 34–42. <http://doi.org/10.5271/sjweh.3532>
- Askeland, H., Espedal, G., Løvaas, B. J., & Sirris, S. (2020). Understanding values work in Organisations and leadership. In H. Askeland, G. Espedal, B. J. Løvaas, & S. Sirris (Eds.), *Understanding values work* (pp. 1–12). New York: Palgrave.
- Baltes, P. B., Lindenberger, U., & Staudinger, U. M. (1998). Life-span theory in developmental psychology. In W. Damon & R. M. Lerner (Eds.), *Handbook of child psychology: Theoretical models of human development* (pp. 1029–1143). New York: Wiley.
- Becton, J. B., Walker, H. J., & Jones-Farmer, A. (2014). Generational differences in workplace behavior. *Journal of Applied Social Psychology*, *44*(3), 175–189.
- Blustein, D. L. (2019). *The importance of work in an age of uncertainty: The eroding work experience in America*. New York: Oxford University Press.
- Braun, V., Clarke, V., Boulton, E., Davey, L., & McEvoy, C. (2021). The online survey as a qualitative research tool. *International Journal of Social Research Methodology*, *24*(6), 641–654. <https://doi.org/10.1080/13645579.2020.1805550>
- Caines, V. D., Crane, M. F., Noone, J., Griffin, B., Datta, S., & Earl, J. K. (2020). Older workers: Past, present and future. *Australian Journal of Management*, *45*(3), 425–448. <https://doi.org/10.1177/0312896220918912>
- Costanza, D. P., Darrow, J. B., Yost, A. B., & Severt, J. B. (2017). A review of analytical methods used to study generational differences: Strengths and limitations. *Work, Aging and Retirement*, *3*, 149–165. <https://doi.org/10.1093/workar/wax0>
- Cyr, J. (2019). *Focus groups for the social science researcher*. Cambridge: Cambridge University Press.
- Dries, N., Pepermans, R., & De Kerpel, E. (2008). Exploring four generations' beliefs about career: Is “satisfied” the new “successful”? *Journal of Managerial Psychology*, *23*(8), 907–928. <https://doi.org/10.1108/02683940810904394>

- Fleuren, B. P., de Grip, A., Jansen, N. W., Kant, I., & Zijlstra, F. R. (2016). Critical reflections on the currently leading definition of sustainable employability. *Scandinavian Journal of Work, Environment & Health*, *42*(6), 557–560.
<https://doi.org/10.5271/sjweh.3585>
- Fleuren, B. P. I., de Grip, A., Jansen, N. W. H., Kant, I., & Zijlstra, F. R. H. (2020). Unshrouding the sphere from the clouds: Towards a comprehensive conceptual framework for sustainable employability. *Sustainability*, *12*(16), 6366.
<https://doi.org/10.3390/su12166366>
- Fontanella, L., Sarra, A., & Di Zio, S. (2020). Do gender differences in social institutions matter in shaping gender equality in education and the labour market? Empirical evidence from developing countries. *Social Indicators Research*, *147*, 133–158.
<https://doi.org/10.1007/s11205-019-02148-2>
- Gerhart, B., Rynes, S. L. (2003). *Compensation: Theory, evidence, and strategic implications*. London: Sage. <https://doi.org/10.1177/001979390405700308>
- Gheaus, A., & Herzog, L. (2016). The goods of work (other than money!). *Journal of Social Philosophy*, *47*(1), 70–89. <https://doi.org/10.1111/josp.12140>
- Grant, A. A., Jeon, L., & Buettner, C. K. (2019). Relating early childhood teachers' working conditions and well-being to their turnover intentions. *Educational Psychology*, *39*(3), 294–312. <https://doi.org/10.1080/01443410.2018.1543856>
- Gursoy, D., Maier, T. A., & Chi, C. G. (2008). Generational differences: An examination of work values and generational gaps in the hospitality workforce. *International Journal of Hospitality Management*, *27*(3), 448–458. <https://doi.org/10.1016/j.ijhm.2007.11.002>
- Hirsch, P. B. (2020). Follow the dancing meme: Intergenerational relations in the workplace. *Journal of Business Strategy*, *41*(32), 67–71. <https://doi.org/10.1108/JBS-02-2020-0034>
- Hoffman, B. J., Shoss, M. K., & Wegman, L. A. (2020). *The Cambridge handbook of the changing nature of work*. New York: Cambridge University Press.
- Holslag, J. (2014). *The strength of paradise*. Antwerp: De Bezige Bij Amsterdam.
- Jahoda, M. (1982). *Employment and unemployment: A social-psychological analysis*. Cambridge: Cambridge University Press.
- Jawabreh, O., Mahmoud, R., & Hamasha, S. A. (2020). Factors influencing the employees' service performances in hospitality industry case study AQBA five stars hotel. *Geo Journal of Tourism and Geosites*, *29*(2), 649–661. <https://doi.org/10.30892/gtg.29221-496>

- Jones, J. S., Murray, S. R., & Tapp, S. R. (2018). Generational differences in the workplace. *The Journal of Business Diversity*, *18*(2), 88–97.
- Kamarudin, A. A., & Kassim, S. (2020). An analysis of customer satisfaction on employee professionalism: a comparison between Islamic and conventional banks in Malaysia. *Journal of Islamic Marketing*. <https://doi.org/10.1108/JIMA-03-2020-0063>
- Koolhaas, W., Groothoff, J. W., de Boer, M. R., van der Klink, J. J., & Brouwer, S. (2015). Effectiveness of a problem-solving based intervention to prolong the working life of ageing workers. *BMC Public Health*, *15*(1), 1–13. <https://doi.org/10.1186/s12889-015-1410-5>
- Kozan, S., Işık, E., & Blustein, D. L. (2019). Decent work and well-being among low-income Turkish employees: Testing the psychology of working theory. *Journal of Counselling Psychology*, *66*(3), 317. <https://psycnet.apa.org/doi/10.1037/cou0000342>
- Kim, H. J., Shin, K. H., & Umbreit, W. T. (2007). Hotel job burnout: The role of personality characteristics. *International Journal of Hospitality Management*, *26*(2), 421–434. <https://doi.org/10.1016/j.ijhm.2006.03.006>
- King, E., Finkelstein, L., Thomas, C., & Corrington, A. (2019). Generational differences at work are small. Thinking they're big affects our behavior. *Harvard Business Review*. Retrieved from <https://hbr.org/2019/08/generational-differences-at-work-are-small-thinking-theyre-big-affects-our-behavior>.
- Le Blanc, P. M., Van der Heijden, B., & Van Vuuren, T. (2017). “I Will Survive” A construct validation study on the measurement of sustainable employability using different age conceptualisations. *Frontiers in Psychology*, *8*, 1690. <https://doi.org/10.3389/fpsyg.2017.01690>
- Levitt, H. M., Bamberg, M., Creswell, J. W., Frost, D. M., Josselson, R., & Suárez-Orozco, C. (2018). Journal article reporting standards for qualitative primary, qualitative meta-analytic, and mixed methods research in psychology: The APA Publications and Communications Board task force report *American Psychologist*, *73*(1), 26. <https://doi.org/10.1037/amp0000151>
- Leeds-Hurwitz, W. (2009). Social construction of reality. *Encyclopedia of Communication Theory*, *2*, 891–894.
- Lyons, S., & Kuron, L. (2014). Generational differences in the workplace: A review of the evidence and directions for future research. *Journal of Organizational Behavior*, *35*(S1), S139-S157. <https://doi.org/10.1002/job.1913>

- Lyons, S. T., & Schweitzer, L. (2017). A qualitative exploration of generational identity: Making sense of young and old in today's workplace. *Work, Aging and Retirement*, 3(2), 209–224. <https://doi.org/10.1093/workar/waw024>.
- Mannheim, K. (1952). The problem of generations. In P. Kecskemeti (Ed.), *Essays on the sociology of knowledge: Collected works: Volume 5*, (pp. 276–322). New York: Routledge.
- Mannheim, K. (1953). *Essays on Sociology and Social Psychology. Free Download, Borrow, and Streaming : Internet Archive*. New York, Oxford University
- Meerman, J., Van Casteren, P. A., Brouwers, E. P., Van Dam, A., & Van Der Klink, J. J. (2022). A capability perspective on sustainable employability: A Dutch focus group study on organisational, work and personal conversion factors. *Plos One*, 17(10), e0274000. <https://doi.org/10.1371/journal.pone.0274000>
- Mitchell, P. M., Roberts, T. E., Barton, P. M., & Coast, J. (2017). Applications of the capability approach in the health field: a literature review. *Social indicators research*, 133, 345-371. <https://doi.org/10.1007/s11205-016-1356-8>
- Miles, L. (2014). The capabilities approach and worker wellbeing. *The Journal of Development Studies*, 50(8), 1043–1054. <https://doi.org/10.1080/00220388.2013.866220>
- Nussbaum, M. C. (1997). Capabilities and human rights. *Fordham Law Review*, 66, 273–300.
- Nussbaum, M. C., (2011). *Creating capabilities: The human development approach*. Cambridge: Belknap Press of Harvard. <https://doi.org/10.4159/harvard.9780674061200>
- Nussbaum, M. (2019). *Aristotelian social democracy* (pp. 203–252). New York: Routledge. <https://doi.org/10.4324/9780429278433-10>
- Nussbaum, M. C. (2000). *Women and human development: The capability approach*. New York: Cambridge University Press. <https://doi.org/10.1017/CBO9780511841286>
- Nussbaum, M. C. (2003). *Upheavals of thought: The intelligence of emotions*. New York: Cambridge University Press.
- Nussbaum, M. C. (2006). *Frontiers of justice; disability, nationality, species membership*. The Belknap Press of Harvard University Press. <https://doi.org/10.2307/j.ctv1c7zftw>
- Peters, E., Kliestik, T., Musa, H., & Durana, P. (2020). Product decision-making information systems, real-time big data analytics, and deep learning-enabled smart process planning in sustainable industry 4.0. *Journal of Self-Governance and Management Economics*, 8(3), 16–22. <https://doi.org/10.22381/JSME8320202>

- Rauf, A., Baig, L., Jaffery, T., & Shafi, R. (2014). Exploring the trustworthiness and reliability of focus groups for obtaining useful feedback for evaluation of academic programs. *Education for Health, 27*(1), 28. <https://doi.org/10.4103/1357-6283.134303>
- Rainbow, J. G., Dolan, H. R., & Farland, L. (2021). Nurses' experiences of working while pregnant: A qualitative descriptive study. *International Journal of Nursing Studies, 124*, Article 104092. <https://doi.org/10.1016/j.ijnurstu.2021.104092>
- Roberts, B. W., Caspi, A., & Moffitt, T. E. (2003). Work experiences and personality development in young adulthood. *Journal of Personality and Social Psychology, 84*(3), 582. <https://doi.org/10.1037/0022-3514.84.3.582>
- Robeyns, I. (2005). The capability approach: A theoretical survey. *Journal of Human Development, 6*(1), 93–117. <https://doi.org/10.1080/146498805200034266>
- Robeyns, I. (2017). *Well-being, freedom and social justice: The capability approach re-examined*. Cambridge: Open Book Publishers.
- Rudolph, C. W., & Zacher, H. (2015). Intergenerational perceptions and conflicts in multiage and multigenerational work environments. In L. M. Finkelstein, D. M. Truxillo, F. Fraccaroli, & R. Kanfer (Eds.), *Facing the challenges of a multiage workforce: A use-inspired approach* (pp. 253–282). London: Routledge/Taylor & Francis Group
- Rudolph, C. W., & Zacher, H. (2017). Considering generations from a lifespan developmental perspective. *Work, Aging and Retirement, 3*(2), 113–129. <https://doi.org/10.1093/workar/waw019>
- Rudolph, C. W., & Zacher, H. (2018). The kids are alright: Taking stock of generational differences at work. *The Industrial-Organizational Psychologist, 55*, 1–7. <https://doi.org/10.31234/osf.io/wbsh5>
- Rudolph, C. W., Rauvola, R. S., Costanza, D. P., & Zacher, H. (2021). Generations and generational differences: Debunking myths in organisational science and practice and paving new paths. *Journal of Business and Psychology, 36*, 945–967. <https://doi.org/10.1007/s10869-020-09715-2>
- Safa, H. I. (2018). Gender implications of export-led industrialisation in the Caribbean Basin. In C. Rakowski. *EnGENDERing wealth and well-being: Empowerment for global change* (pp. 89–112). New York: Routledge.
- Saldaña, J. (2021). The coding manual for qualitative researchers. *The coding manual for qualitative researchers*, 1-440.

- Sandelowski, M. (2000). Whatever happened to qualitative description? *Research in Nursing and Health*, 23(4), 334–340. [https://doi.org/10.1002/1098-240X\(200008\)23:4%3C334::AID-NUR9%3E3.0.CO;2-G](https://doi.org/10.1002/1098-240X(200008)23:4%3C334::AID-NUR9%3E3.0.CO;2-G)
- Schneider, D., & Harknett, K. (2019). Consequences of routine work-schedule instability for worker health and well-being. *American Sociological Review*, 84(1), 82–114. <https://doi.org/10.1177/0003122418823184>
- Sen, A. (1980). Equality of what? *The Tanner lecture on human values*, 1, 197–220.
- Sen, A. (1992). *Inequality re-examined*, Russell Sage Foundation and Clarendon Press.
- Sen, A. (1999). *Development as freedom*. London: Oxford University Press.
- Sen, A. (2005). Human rights and capabilities. *Journal of Human Development*, 6(2), 151–166. <https://doi.org/10.1080/14649880500120491>
- Sen, A. K. (2009). *The idea of justice*. London: Allen Lane.
- Sen, A. (2017). Well-being, agency and freedom the Dewey Lectures 1984. In *Justice and the capabilities approach* (pp. 3–55). London: Routledge.
- Smit, B. (2014). Teaching ATLAS.ti™ in South Africa: Reflections on doctoral preparedness. *Journal of Social Sciences*, 40(2), 213–217. <https://doi.org/10.1080/09718923.2014.11893318>
- Smit, B. (2021). Introduction to ATLAS.ti for Mixed Analysis. In A. J. Onwuegbuzie & R.B. Johnson (Eds.), *The Routledge reviewer's guide to mixed methods analysis* (pp. 331–341). New York: Routledge. <https://doi.org/10.4324/9780203729434-28>
- Smit, B. (2005). Computer assisted qualitative data analysis software: Friend or foe. *South African Computer Journal*, 35, 107–111.
- Smola, K. W., & Sutton, C. D. (2002). Generational differences: Revisiting generational work values for the new millennium. *Journal of Organizational Behavior*, 23, 363–382. <https://doi.org/10.1002/job.147>.
- Thielmann, B., Schnell, J., Böckelmann, I., & Schumann, H. (2022). Analysis of work related factors, behavior, well-being outcome, and job satisfaction of workers of emergency medical service: a systematic review. *International Journal of Environmental Research and Public Health*, 19(11), 6660. <https://doi.org/10.3390/ijerph19116660>
- Tong, A., Sainsbury, P., & Craig, J. (2007). Consolidated criteria for reporting qualitative research (COREQ): A 32-item checklist for interviews and focus groups. *International Journal for Quality in Health Care*, 19(6), 349–357. <https://doi.org/10.1037/t74064-000>

- Tonnon, S. C., van der Veen, R., Westerman, M. J., Robroek, S. J., van der Ploeg, H. P., van der Beek, A. J., & Proper, K. I. (2017). The employer perspective on sustainable employability in the construction industry. *Journal of Occupational and Environmental Medicine*, 59(1), 85–91. <https://doi.org/10.1097/JOM.0000000000000913>
- Twenge, J. M., & Campbell, S. M. (2008). Generational differences in psychological traits and their impact on the workplace. *Journal of Managerial Psychology*, 23, 862–877. <https://doi.org/10.1108/02683940810904367>.
- Tong A, Sainsbury P, Craig J. Consolidated criteria for reporting qualitative research (COREQ): A 32-item checklist for interviews and focus groups. *International Journal of Quality Health Care*, 19(6), pp. 349–357.
- Utama, M. T., & Zainal, M. (2023). The influence of job security, salary, and workload towards job performance at xy hotel. *SGU Online Thesis Submission*.
- Van Casteren, P., Meerman, J., Brouwers, E., van Dam, A., & van der Klink, J. (2021). How can wellbeing at work and sustainable employability of gifted workers be enhanced? A qualitative study from a capability approach perspective. *BMC Public Health*, 21(1). <https://doi.org/10.1186/s12889-021-10413-8>
- Van Dam, K., van Vuuren, T., & Kemps, S. (2017). Sustainable employment: the importance of intrinsically valuable work and an age-supportive climate. *The International Journal of Human Resource Management*, 28(17), 2449–2472. <https://doi.org/10.1080/09585192.2015.1137607>
- van der Klink, J. J., Bültmann, U., Burdorf, A., Schaufeli, W. B., Zijlstra, F. R., Abma, F. I., Brouwer, S., & Van der Wilt, G. J. (2016). Sustainable employability - definition, conceptualisation, and implications: A perspective based on the capability approach. *Scandinavian Journal of Work, Environment & Health*, 42(1), 71–79. <https://doi.org/10.5271/sjweh.3531>
- Van Gorp, D., van der Klink, J., Abma, F., Jongen, P., van Lieshout, I., & Arnoldus, E. (2018). The capability set for work: Correlates of sustainable employability in workers with multiple sclerosis. *Health and Quality of Life Outcomes*, 16(1). <https://doi.org/10.1186/s12955-018-0942-7>

- Van Gorp, D. A. M., van der Klink, J. J. L., Abma, F. I., Jongen, P. J., van Lieshout, I., Arnoldus, E. P. J., Beenakker, E. A. C., Bos, H. M., van Eijk, J. J. J., Fermont, J., Frequin, S. T. F. M., de Gans, K., Hengstman, G. J. D., Hupperts, R. M. M., Mostert, J. P., Pop, P. H. M., Verhagen, W. I. M., Zemel, D., Heerings, M. A. P., Reneman, M. F., Middelkoop, H. A.M., Visser, L. H., and van der Hiele, K. (2018). The capability set for work – correlates of sustainable employability in workers with multiple sclerosis. *Health Quality of Life Outcomes*, 16, 113. <https://doi.org/10.1186/s12955-018-0942-7>
- Van Woerkom, M., Bakker, A. B. & Leiter, M. P. (2021). Positive psychology interventions in organisations *Journal of Occupational and Organisational Psychology*, 94(2), 221229. <https://doi.org/10.1111/joop.12350>
- Urick, M. J., Hollensbe, E. C., Masterson, S. S., & Lyons, S. T. (2017). Understanding and managing intergenerational conflict: An examination of influences and strategies. *Work, Aging and Retirement*, 3(2), 166–185. <https://doi.org/10.1093/workar/waw009>
- Vignoli, M., Alcover, C. M., & Mazzetti, G. (2021). Sustainable employability in the mid and late career: an integrative review. *Revista de Psicología del Trabajo y de las Organizaciones*, 37(3), 157–174. <https://doi.org/10.5093/jwop2021a16>
- Walker, M., & Unterhalter, E. (2007). The capability approach: Its potential for work in education. *Amartya Sen's capability approach and social justice in education*. New York: Palgrave Macmillan. <https://doi.org/10.1057/9780230604810>
- Weiss, D., & Perry, E. L. (2020). Implications of generational and age metastereotypes for older adults at work: The role of agency, stereotype threat, and job search self-efficacy. *Work, Aging and Retirement*, 6(1), 15–27. <https://doi.org/10.1093/workar/waz010>
- Wolf, T., Metzinger, M., & Lucas, R. E. (2022). Experienced well-being and labor market status: The role of pleasure and meaning. *Social Indicators Research*, 163(2), 691–721. <https://doi.org/10.1007/s11205-022-02884-y>
- Zheng, H., Vatsa, P., Ma, W., & Zhou, X. (2023). Working hours and job satisfaction in China: A threshold analysis. *China Economic Review*, 77, 101902. <https://doi.org/10.1016/j.chieco.2022.101902>

CHAPTER 3

MANUSCRIPT 2

Capabilities, Work Role Functioning, and Job Performance of Hotel Workers in Jamaica

Abstract

This study investigated the work capabilities of hotel workers and their associations with work role functioning and work performance. A sample of hotel workers ($n = 344$) participated in a cross-sectional survey. The Capability Set for Work Questionnaire, Work Role Functioning Questionnaire 2.0, and Work Performance Questionnaire were administered. Using knowledge and skills, developing new knowledge and skills, setting own goals, and building and maintaining meaningful relationships at work were the strongest capabilities. Earning a good income and involvement in important decisions were the weakest capabilities. Person-centred analyses identified four capability classes: robust, using and developing knowledge/skills, contributing something valuable, and vulnerable. The robust and using and developing knowledge/skills classes showed significantly higher work performance than the vulnerable capability class. Hotel workers can perform well at work and be sustainably employed if they have a set of work values that are important to them, enabled, and achieved. Age and job tenure affected the capability set and work performance of employees in this study.

Keywords: Capabilities, functioning, performance, sustainable employability, Jamaica, work role functioning, hotel workers

Introduction

To increase organisational performance and gain a competitive advantage, organisations need their employees to function and perform well at work (Nielsen et al., 2017; Wang et al., 2022). Similarly, for a society to continue to enjoy social cohesion and thriving economic conditions, people must participate in the labour market (Fleuren et al., 2020). The contraction of “tourism-dependent economies” due to the COVID-19 pandemic has shed new light on the importance of human resources and employee retention in hotel tourism. COVID-19 has exacerbated the precariousness and turnover in the hospitality industry (Baum & Hai, 2020). A sustainable workforce is especially critical because it has the potential to reduce employee turnover, absenteeism, and burnout while maximising work performance (de Jonge et al., 2019).

There is no widespread agreement on how SE should be conceptualised (Deng et al., 2021; Fleuren et al., 2020; Gürbüz, 2022; LeBlanc et al., 2017). This is primarily because of researchers’ complications and confusion in defining and measuring the framework (Fleuren et al., 2020). The ability-motivation-opportunity (AMO) model conceptualises SE as the extent to which a worker is capable of working, motivated to work, and has current and future employment opportunities (Le Blanc et al., 2017). The work value perspective conceptualises SE in terms of individuals who desire professions with high intrinsic value and the ability to continue working throughout their lifespan (Deng et al., 2021). Fleuren et al. (2020) define SE as “an individual’s ability to perform at work and in the labour market, or “employability,” which is not negatively, and ideally positively, affected by that individual’s employment over time” (p. 15).

The most extensive and frequently cited definition of SE, incorporating the values and abilities of the worker and the opportunities provided by the environment, was proposed by van der Klink et al. (2016). Building on Sen’s (1999) capability approach (CA), van der Klink et al. (2016) define SE as follows: “Sustainable employability means that, throughout their working lives, workers can realise tangible opportunities in the form of a set of capabilities. They also enjoy the conditions that allow them to make a valuable contribution through their work, now and in the future, while safeguarding their health and welfare. This requires, on the one hand, a work environment that makes them possible and, on the other hand, the right mindset and drives to take advantage of these chances” (p. 74). This conceptualisation is used in this study.

Research has shown that a larger capability set (i.e., being able to realise more capability aspects) can improve work functioning, work performance, and workability, decrease sickness absence, and increase self-rated health (Abma et al., 2016). The SE model represents a process of conversion whereby a worker in his or her context converts personal and organisational resources into opportunities to make the best choice for achieving his or her goals (van der Klink et al., 2016). To attain SE, workers must consider important work values (such as the use of knowledge and skills), have sufficient opportunity to realise these values and be individually able to achieve them.

Using the CA and the SE model (van der Klink, 2016), this study argues that due to the fragmented nature of work (Weil, 2014) and the different demands across occupations (Abma et al., 2016), the realisation of capability is associated with high work functioning and performance. Therefore, human resource managers face the issue of focusing on employees' capabilities. This refers to what employees can be and do and what they have reason to value (Sen, 1999). Promoting this high level of worker capability will require conditions that enable workers to make significant contributions and a work environment that facilitates them (van der Klink, 2016). These strategies might help the hospitality industry find, hire, and keep new hotel workers. Research has shown that workers in the hotel industry who are satisfied and perform well at work stay in their jobs longer and treat customers better (Ahmad et al., 2021; Eneizan, 2021). Abma et al. (2016) identified seven work values as necessary for SE (see Table 1).

Table 1

Seven Work Values Identified by Abma et al. (2016)

Number	Value
1	Use of knowledge and skills
2	Development of new knowledge and skills
3	Involvement in important decisions
4	Building and maintaining meaningful contacts
5	Setting own goals
6	Earning a good income
7	Contributing to something valuable

No research has been conducted on the work capabilities of hotel workers in the Jamaican context. This research intends to contribute to the literature by expanding our understanding of capabilities' role in work role functioning and performance in the hotel sector. Research is needed to assess the relationship between capability, work role functioning, and work performance. The aims of this study were twofold: First, to explore the relationship between the capability set, work role functioning, and performance of hotel workers. Second, to examine the capability set of workers using latent class analysis. This was decided upon considering the literature gap for using the capability and sustainable employable framework among populations in small developing nations such as Jamaica.

The Capability Approach

The CA, initially advocated by Amartya Sen (e.g., 1992, 1999) and later by Martha Nussbaum (2006, 2011), has received much attention, most prominently in political philosophy and development studies (Gotoh, 2021). The approach has been applied to public transportation, economic development, health care, and social policy. Although the CA was initially crafted to address development at the macro level, it has also been applied at the micro level, for example, concerning information technology, design, workers' dignity, and organisational studies (Lamers, 2022). An essential part of the capability framework is that it focuses on the context as an important factor in creating opportunities for what people are able to be and do, such as living a healthy life and learning new things (Lamers, 2022).

Sen (2009) advanced the notion that the traditional theories of justice do not explicitly consider or place a high priority on freedom of choice and the right to choose what is best for an individual based on their values. Sen has expanded the concept of justice beyond the idea that individuals should have equal access to resources such as housing and jobs and instead conceptualised it as the opportunity to participate in society, including involvement in political processes. Sen believes that competence and freedom are the building blocks of democracy (Claassen, 2018; Sen, 2009). Even though Sen's articulation of social justice was content with that of Nussbaum, he declined to make substantive assertions about a list of capabilities essential for fairness in a just society. However, he argues that selecting a list of capabilities must be left up to the democratic process. He maintains that individual values require public scrutiny because adaptive preferences can develop under adverse conditions (Claassen, 2018; Sen, 2008). Accordingly, hotel workers in the Jamaican context should be afforded the

opportunity through a democratic process to have equal access and freedom to pursue the goal of work they have reason to value. Any method that denies workers this freedom can be equated to an act of social injustice. This research hypothesises a robust positive association between hotel employees and the freedom to choose their capabilities and functionings.

Capabilities of hotel workers

Nussbaum lists ten core qualities required for a flourishing human life. She argues that her list is a “thick hazy’ conception of the good, rooted in human beings’ essential circumstances (Claassen, 2018). Some scholars contend that her view appears more pragmatic and efficient in international relations while preserving the value of public scrutiny. Gasper (1996, 2004) and Bruni and Porta (2005) applauded her list for operationalising the CA, defining a flourishing human life as an objective in political contexts. She suggests that a list of capabilities should serve as the guiding principle for protecting individual values. Claassen (2018) elaborates on Sen (1999) and Nussbaum’s (2011) social justice theory by offering a perspective on how capabilities could be identified. He argues that basic capabilities should be identified as those necessary to lead the life of what he calls “a free and autonomous agent.” Agency becomes the distinct criterion for selecting individual capabilities required for social justice. Unlike Nussbaum’s approach, in the context of work, it is possible to inquire about the extent to which individuals have attained their values and the significance of each value (Hirai, 2021). The CA from a microlevel offers a valuable basis for a conceptual framework for understanding work values (the seven capabilities proposed by Abma et al. (2016) and functioning in a work context. Abma et al. (2016) identified the seven work values using interviews with the target group (which was suggested by Sen, 1999). As Claassen (2018) advances, workers should be “free agents” in choosing their capabilities at work.

Furthermore, human resource departments should guarantee that the work environment makes this selection process fair and just for all workers, considering the workforce’s diversity. Focusing on which specific skill is most likely to result in higher scores on the physical and psychological dimensions of the work role functioning and performance scales, this study examines the likelihood that higher scores will be achieved. What are the capability classes of hotel employees, and which of these classes attain the highest levels of functioning? These inquiries will provide greater insight into the role of capabilities in the functioning of hotel workers in the Jamaican context and the impact of gender and age.

According to the CA, human capabilities, and functions rather than resources (e.g., money) should be valued. Individuals' positive freedoms or opportunities can be chosen to realise what they deem valuable functions (Robeyns, 2017). Functioning refers to what people can accomplish in terms of being and doing (Robeyns, 2017), which makes life worthwhile for workers, such as work outcomes, work role functioning, and performance. Despite the CA's conceptual depth and practical adaptability, it is challenging to formulate the CA in a theoretical context (Gotoh, 2021). Using the CA, van der Klink et al. (2016) developed a new framework using the CA to emphasise the significance of putting values and employability first in the work context (van der Klink et al., 2016). This framework is founded on Sen's (1999) CA and entails that a person's resources are only significant when they can be converted into outcomes; they have a reason to value (Van Casteren et al., 2021).

The CA has been applied at the macro- and meso-level, e.g., in development studies and in life, where it is exemplified by the opportunity of being healthy, making crucial decisions or having certain freedoms. Little research has been done to articulate the framework's application at the micro level within the workplace. However, there have been efforts to apply the CA to the work context in recent years. Notwithstanding this, there is limited literature to draw on as evidence; the frequently cited study by Abma et al. (2016) is one of a few examples that used Sen's account of the CA to identify capabilities and how workers valued them. They argue that capabilities in the work context include a set of capabilities for work. The capability set consists of seven values (see Table 1). According to Abma et al. (2016), A work value only becomes a capability if it is enables and achieved. The CA stands out in looking at well-being at work and the factors that lead to long-term employability because it gives people the chance and freedom to get things done.

According to van der Klink et al. (2016), people increasingly seek meaningful or value-aligned employment. According to Van Casteren et al. (2021), meaningful work is essential for fostering health, well-being, and longevity in a working relationship. Gheaus and Herzog (2016) provide a similar paradigm that allows for consideration of "the goods of work" that people value: (a) compensation and wages; (b) achieving excellence; (c) making a social contribution; (d) experiencing community, and (e) gaining social recognition. As Bal (2017) and Bolton (2007) suggested, some workers' capabilities overlapped with those of Abma et al. (2016). It is to be expected that there is an overlap between capabilities found in different studies because the target group is always workers. They found that workers valued the

opportunity to do valuable work, earn a decent living, be proud, have status, learn, and develop skills, and enjoy their work. More recently, Cini and Goldman (2020) applied the CA to evaluate employees in Italy's logistics and food delivery sectors. He found that workers value capabilities such as building a work-related identity, meeting coworkers, and resisting managerial control (Lamers et al., 2022).

The transition from a means to an end of well-being distinguishes the CA from all other similar theories; the emphasis of evaluation is immediately on the outcomes, and as a result, the freedom to attain the doings and beings a person has reason to value is reflected by capabilities. (Robeyns 2021). The CA postulates that when analysing people's lives, we should ask about their "doings and beings" or "capabilities." It considers what people can do, such as work, raise a family, travel, or be politically involved. It cares about people's true freedom to do these things while choosing among available options (Robeyns, 2021). It is essentially a "system of valuation," (Gasper, 2008, pp. 233-256).

Even though the CA strongly emphasises the importance of conducting value assessments when evaluating the lives of individuals, implementation is frequently challenging (Hirai, 2021).

Functioning of hotel workers

The hospitality sector is a crucial economic engine contributing to overall economic growth (Aratuo & Etienne, 2019; Rasool et al., 2021; Su et al., 2021). As a result, the functioning of hotel workers has an indirect impact not only on the hotel where they are employed but also on the hotel industry as a whole and the economy of Jamaica more generally. As mentioned earlier, functioning in accordance with the CA refers to both the beings and the doings of individuals (Robeyns, 2017). Two functionings are important to hotel workers in the hotel industry: work roles and performance functioning. Abma et al. (2016) examined the relationship between the capability set for work and work role functioning and work performance among other work outcomes, for example, hours worked, illness absence, and sickness absence days in a sample of Dutch professionals. Physical and psychological work role functioning are the two dimensions of work role functioning. It is conceptualised as employees' perceived challenges in satisfying work demands due to physical or mental health issues.

The CA is organised around the central ideas of functionings and capacities. An individual's well-being is assessed in terms of their "capabilities" or "functionings." There are a few variations in the use of these constructs across the capability literature; nonetheless, each of these applications stays faithful to the core of what the construct is supposed to signify; the nomenclature that is used in Sen's work is different (Robeyns, 2017). Additional capabilities can be derived from the resources available to a person, regardless of whether they choose to utilise them. The ones they are aware of are the person's functioning. The totality of all capabilities a person has access to is called their capability set, and it measures their real freedom (Robeyns, 2021). In the literature on capabilities, the term "capabilities" refers to all the things and beings that a person can potentially realise. This conceptual framework says that a capability matches each function that each person has various capabilities (e.g., Nussbaum, 2000, 2003).

The capabilities framework is based on freedom and valuable beings and doings. Sen condensed both terms into a single phrase, namely, functionings. In Sen's definition, this encapsulates the "doings" and "beings" that an individual can acquire and accomplish during his lifetime. For him functioning is the numerous things that a person may value doing or being, while capability is the various combinations of functionings that a person can achieve (Sen, 1999). For instance, a hotel worker's productivity and creativity are functionings because they value working in a creative and hospitable environment and have a reason to value being hospitable. Capabilities are the fundamental freedoms or opportunities that this hotel worker has to work in the hospitality sector, or other words, to achieve valuable functioning. Capabilities represent various combinations of functionings (beings and doings) that the hotel worker can achieve.

Consequently, the difference between capacities and functionings is between what is realised and what is practically possible, or, to put it another way, between accomplishments on the one hand and freedoms or opportunities on the other. In this approach, the main objectives of human resources and general management, namely, human well-being and equity at work, are conceptualised in terms of an individual's capability to function. Fundamental capabilities allude to the freedom to do whatever is necessary to perform well (Bernardi, 2019).

In themselves, capabilities do not equate to work role functioning and performance on the job. Instead, workers' capabilities represent opportunities for people to realise valuable beings and

doings (Robeyns, 2017). Therefore, workers must be enabled by the meso- and microlevel structures that facilitate workers' functioning. Based on hotel workers' freedoms, they must choose which options to leverage for turning capabilities into achieved beings and doings (in this case, physical and psychological functioning and work performance).

Abma et al. (2016) investigated the capabilities and functioning of Dutch employees, concentrating on work outcomes such as work functioning, work performance, workability, sick leave, and hours worked. They theorised that a comprehensive set of work capacities leads to better functioning, work performance, and workability (Abma et al., 2016). Their study showed a significant relationship between individual capability items and work outcomes. Thus, capability represents what Sen (1999) calls the interpersonal conversion rate, or how people differ in their ability to use resources to operate. Other research shows that higher job demands, burnout and sickness among workers lead to powerlessness in workers' work-related outcomes, such as worker health status and burnout.

Given the dynamic nature of the hospitality industry, hotels and other service enterprises rely heavily on their employees' capabilities, especially their knowledge and industry skills, to execute client-related duties (Mathias et al., 2021). Therefore, a similar study by Abma et al. (2016) is important and can help us understand the role capability-set for work plays in the functioning of hotel workers, namely, work performance and work role functioning. The opportunities hotel workers have to engage in the activities and pursuits they want and to be the type of employee they want are critical. Therefore, regarding human resource management policy objectives, equality of capabilities is essential for hotel employees. However, this does not imply that resource disparity is not a problem. The idea is that the (re)allocation of resources alone is insufficient to remedy the problem, and it might sometimes disguise the true inequality. Therefore, when making policies for workers in the hotel industry, capability equity should be the main focus.

Demographic factors and workers' capabilities and functioning

There is growing interest in the role of demographic factors and workers' well-being. Van Gorp's (2018) study examining the work capability differences between workers with specific health challenges and the selected demographic, self-rated health, workability, and work functioning of the general population found no difference in gender, age, and educational level.

In her study on the capabilities of teachers in South Africa, De Wet and Rothmann (2022) found that the capability set and certain demographic variables (e.g., age and experience) predicted a significant and substantial proportion of emotional, psychological, and social well-being. However, gender and tenure had no significant practical effect on the flourishing variables.

Current Study

It is necessary to study which capabilities hotel workers endorse. It is also essential to investigate how capabilities manifest in different demographic groups. Moreover, it needs to be clarified whether the capabilities of hotel workers are related to specific functionings, such as job role functioning and performance. Therefore, this study attempted to discover the work capabilities of hotel workers (i.e., the valued components of work that were enabled and attained) and examine their effects on work role functioning (i.e., physical and psychological work role functioning) and performance. The current study also attempted to determine the capability classes of hotel workers; it also examined the association between capabilities, work role functioning, and performance profiles with demographic variables and other contextual factors.

The following hypotheses are proposed:

Hypothesis 1: The capabilities of hotel workers are positively associated with their work-role functioning.

Hypothesis 2: The capabilities of hotel workers are positively associated with their work performance.

Hypothesis 3: There is a positive association between capabilities and the age (hypothesis 3a) and tenure (hypothesis 3b) of hotel workers.

Method

Research Design

This study employed a quantitative cross-sectional survey design. This design was appropriate for this investigation because it permits examining multiple groups of individuals simultaneously. In addition, it is advantageous when little is known about potential relationships between variables (Spector, 2019).

Participants

Participating voluntarily in the study were 344 employees from four hotels ranging from three-star to five-star status, located on the tourist corridor of Jamaica's north coast (St Ann, St James). The list of 15 hotels contacted includes the four that responded positively to a letter of participation. Table 2 shows the characteristics of the participants. A total of 42.9% of the sample was male, while 56.4% was female. The ages of the participants varied from 18 years to 68 years, with 57% younger than 35 years. Of the participants, 31.5% were qualified with a bachelor's degree or above.

Table 2*Characteristics of the Participants (n=344)*

Items	Category	Frequency	Percentage
Gender	Male	146	42.9
	Female	194	56.4
	Missing values	45	13
Age	18-24	57	16.6
	25-34	139	40.4
	35-44	71	20.6
	45-54	41	11.9
	55 and older	19	5.6
	Missing values	17	4.9
Highest Qualification	High School Certificate	111	32.3
	Diploma	86	25
	Postgrad Diploma	11	3.2
	Degree	80	23.3
	Honours Degree	14	4.1
	Masters	14	4.1
	Missing values	28	8.1
Job Position	CEO	2	.6
	Senior Manager	28	8.1
	Middle Manager	66	19.2
	Non-Manger	181	52.6
	Custodia/Ancillary	45	13.1
	Missing values	22	6.3
Job tenure	0-1 years	76	22.7
	2-4 years	101	30.1
	5-9 years	72	21.5
	10 years and more	61	18.5
	Missing values	24	7.2
Years at the hotel	0-1 years	60	17.9
	2-4 years	90	26.9
	5-9 years	83	24.8
	10 years and more	65	19.4
	Missing values	37	11.0

Measuring Instruments

A *biographical questionnaire* comprising eight items was included to account for demographic variables and contextual factors. Questions pertaining to the characteristics of the participants were included among the items: gender, age, qualifications, job tenure, and nationality. In addition, the following three measuring instruments were used for the empirical study: the Capability Set for Work Questionnaire, Work Role Functioning Questionnaire, and Work Performance Questionnaire.

The Capability Set for Work Questionnaire (CSWQ; Abma et al., 2016) quantifies the capability sets of employees. Seven of the work values, their enablement and achievement are measured by the CSWQ (see Table 1). There are three questions per competency 1. “How important is it for you to. ... [value]?”, 2. “Does your current work offer you enough opportunity to... [value]?”, and 3. “To what extent do you succeed in... [value]?” Responses are rated on a Likert scale from 1 (*not at all*) to 5 (*very much so*). Van Elteren (2016) found a Cronbach alpha coefficient of .91 for the CSWQ. The CSWQ has an acceptable alpha coefficient ($\alpha = .91$). Work role functioning, work ability, work performance, worked hours, and health outcomes are closely linked to employees’ capability sets (Abma et al., 2016; Van Gorp et al., 2018).

The Work Role Functioning Questionnaire 2.0 (WRFQ) was used to measure the perceived difficulties in meeting work obligations. The WRFQ consists of two subscales: physical (WRF-P) and flexibility (WRF-F) demands. On a scale from 0 (*very difficult all of the time*) to 4 (*extremely difficult none of the time*), the recall duration is four weeks, and the response alternatives are rated on a five-point scale. The total scores on each subscale are tallied independently by first adding the responses to the subscale, with higher scores indicating higher levels of work functioning. The WRFQ is valid and reliable ($\alpha = .70$ and $.95$) (Abma et al., 2013).

Work performance was assessed with the World Health Organization’s Health and Work Performance Questionnaire (HPQ; (Kessler et al., 2003). The following are examples of some of the questions asked: “How often was your performance higher than most workers on your job?”. The HPQ is a self-rated work performance measure. It is scored as a percentage of performance on a scale ranging from 0 (*a total lack of performance*) to 10 (*no lack of*

performance) during working hours in the past four weeks. In an Iranian sample, Pournik et al. (2012) reported acceptable validity for the measure (Cronbach's alpha = .73).

Research Procedure

The researcher sought permission from the executive management of the organisation. The Basic and Social Sciences Research Committee (BaSSREC) of the North–West University granted ethics approval (NWU-01150-21-A7). The human resource managers were contacted telephonically and by email to introduce the study and request participation. HRM who consented to participate were emailed a letter outlining the aim of the study, underlining the importance of confidentiality, and outlining the steps to be taken if more clarification was needed. Due to COVID-19 restrictions in Jamaica, the survey questionnaire was uploaded to a digital application. After completing the necessary consent documents, respondents were given access to the online survey between December 2021 and April 2022. However, due to the slow response rate, arrangements were made with the human resource managers to facilitate the face-to-face distribution of the questionnaire with the assistance of gatekeepers selected by the managers. The researcher could gain access to the results in an anonymous format to perform the appropriate data analysis.

Statistical Analysis

The data were analysed using SPSS 26.0 (IBM Corp., 2020) and Mplus 8.8 (Muthén & Muthén, 1998–2021; Wang & Wang, 2020), as well as the robust maximum likelihood (MLR) estimator in Mplus. The data were described using descriptive statistics. The Pearson correlation coefficients showed different relationships. This study used omega coefficients as reliability indicators (Raykov, 2009; Wang & Wang, 2020). For scale reliability, .70 was used as the cut-off value (Nunnally & Bernstein, 1994). Maximum likelihood estimation was employed for confirmatory factor analysis (CFA) (Morin et al., 2013). The model fit was evaluated using the following guidelines of Kline (2016): For TLI and CFI values to be deemed acceptable, scores must be less than .90. RMSEA and SRMR values of .08 suggest that the model closely matches the data. Latent class analysis (LCA) was used to find data groups. In exploratory applications of latent class analysis, the number of latent groups is unknown beforehand (Orpinas et al., 2015). The person-centered approach, by analysing response patterns across individuals rather than merely variable relationships, enables a richer dataset understanding, revealing

meaningful population subgroups that might stay hidden in a variable-centered analysis (Collins & Lanza, 2010)

Thus, this study tested models with increasing numbers of latent groups to obtain an appropriate model, resulting in a number of data-fitting classes. Various models were evaluated using the Bayesian information criterion (BIC), Akaike's information criterion (AIC), and sample size-adjusted BIC (ABIC) values. Estimated posterior class membership probability (> .70) and entropy values (> .80) indicate class membership quality; values closer to 1 indicate a good classification of the classes (Clark, 2010; Geiser, 2013; Nagin, 2005). The Vuong-Lo-Mendell-Rubin likelihood ratio test, the Lo-Mendell-Rubin (LMR LR) test, the adjusted LMR LR (ALMR) test, and the bootstrapped likelihood ratio test (BLRT) (Nylund et al., 2007; Wang & Wang, 2020) were used to examine the number of classes in mixture analysis.

Using a multivariate analysis of variance (MANOVA), differences between demographic groups were examined in terms of capability set, work-role functioning, and work performance. From the set of dependent variables, MANOVA creates a new dependent variable that maximises group differences. Wilks' lambda was used to test the significance of the effects (Tabachnick & Fidell, 2014). To investigate which dependent variables were affected when a MANOVA effect was significant, one-way analysis of variance (ANOVA) was used. When ANOVAs were performed, Tukey tests were used to determine which groups differed significantly.

Results

Capability Frequencies

Participants evaluated each capability on three dimensions: value of the capability, opportunity to use the capability, and achieving the capability. Table 3 indicates that, in terms of work values, the following percentages of hotel employees placed on seven capability components. In terms of the importance of the value, the percentages of importance placed on the capabilities from the highest to the lowest were as follows: earning a good income (88.6%), use of knowledge and skills (85.9%), developing knowledge and skills (83.3%), setting own goals (80.7%) and contributing to something valuable (80.1%), maintaining meaningful relationships at work (76.5%) and involvement in decisions (70.7%). On enablement of values (opportunities to use the value), from the highest to the lowest percentages, hotel workers reported the extent

to which they are enabled in the seven capability dimensions as follows: building and maintaining meaningful relationships (69.4%), using knowledge and skills (65.2%), developing knowledge and skills (64.6%), earning a good income (36.8%), setting one’s own goal (60.8%), contributing to something valuable (55.6%), and being involved in important decisions (51.9%). Regarding the extent to which hotel workers are able to achieve the seven values, the results show the following: use of knowledge and skills (64.3%), earning a good income (37.3%), developing knowledge and skills (61.0%), maintaining meaningful relationships at work (60.1%), contributing to something meaningful (52.7%), and involvement in important decisions (52.2%).

Table 3
Frequencies and Percentages of Capabilities

Capabilities	Frequency	Percentage	IMP	EOV	AOV	Capabilities
UKS	159	46.6	14.1	34.8	35.7	NC
	182	53.4	85.9	65.2	64.3	C
DKS	164	48.1	16.7	35.4	39.0	NC
	177	51.9	83.3	64.6	61.0	C
IID	200	58.7	29.3	48.1	52.2	NC
	141	41.3	70.7	51.9	47.8	C
MRW	160	46.9	23.5	30.6	39.9	NC
	181	53.1	76.5	69.4	60.1	C
SOG	172	50.3	19.3	39.2	44.2	NC
	170	49.7	80.7	60.8	55.8	C
EGI	228	70.4	11.4	63.2	62.7	NC
	96	29.6	88.6	36.8	37.3	C
CSV	175	54.5	19.9	44.6	47.3	NC
	146	45.5	80.1	55.6	52.7	C

UKS: use of knowledge and skills; DKS: development of knowledge and skills; IDD: involvement in important decisions; MRW: building and maintaining meaningful relationships at work; SOG: setting own goals; EGI: earning a good income; CSV: contributing to something valuable; IMP: important (value); EOVS: enablement of value; AOV: achievement of value; NC: not capable; C: capable

Regarding the combination of the three elements of work capabilities, Table 3 shows that the highest capabilities were use of knowledge and skills (53.4%), building and maintaining meaningful relationships at work (53.1%), development of knowledge and skills (51.9%), and setting own goals (49.7%). The lowest capabilities are earning a good income (29.6%), involvement in important decisions (41.3%), and contributing to something valuable (45.5%).

Confirmatory Factor Analysis

A measurement model consisting of work role functioning and performance was tested using CFA. Work role functioning consisted of two latent variables: physical work role functioning (three observed variables) and psychological work role functioning (seven observed variables). Performance consisted of one latent variable (four observed variables).

The CFA showed acceptable fit: $\chi^2 = 194.87$ ($df = 74$), $p < .001$; RMSEA = .07 [.06, .08], $p = .004$; CFI = .95; TLI = .94; SRMR = .04. The standardised factor loadings, as well as their cross-loadings, were deemed acceptable: work role functioning physical (3 items): $\lambda = .68$ to $.86$; mean = $.51$; work role functioning psychological (7 items): $\lambda = .73$ to $.95$; mean = $.86$; and performance (4 items): $\lambda = .44$ to $.90$; mean = $.77$.

Table 4 shows the correlations between the variables and the capability set of hotel employees ($N = 344$). The reliability coefficients for PWRF ($\omega = .83$), and performance ($\omega = .86$) were acceptable when compared with the recommended cut-off value of $.80$ (Hayes & Coutts, 2020). The reliability of PsyWRF ($\omega = .54$) was lower than the recommended cutoff value.

Most of the capabilities had a moderate to strong correlation and were significant at $p < .01$; the issue of multicollinearity was not a factor because Pearson's r was significantly below the threshold of $.90$ in all cases (Pallant, 2007, p. 149). Table 4 also shows that specific capabilities were statistically associated with the capability set (varying from $r = .63$ having a good income to $r = .80$ setting own goals). Consequently, each of the seven capabilities had a significant association with the capability set, indicating that each strongly affected the capability set in a positive direction. Work performance was statistically significantly related to using knowledge and skills ($r = .16$), building and maintaining meaningful relationships at work ($r = .18$), setting own goals ($r = .18$), and contributing to something valuable ($r = .19$). Furthermore, physical work role functioning was statistically significantly related to using knowledge and skills ($r = .14$), developing knowledge and skills ($r = .14$), and contributing to something valuable ($r = .13$). The capability set was positively related to work performance ($p < .01$, small effect) and physical work role function ($p < .14$, small effect).

Table 4*Descriptive Statistics, Reliabilities, and Correlations of the Scales*

	Mean	SD	ω	1	2	3	4	5	6	7	8	9	10	11	12	13
1. UKS	0.53	0.50	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2. DKS	0.51	0.50	-	.53**	-	-	-	-	-	-	-	-	-	-	-	-
3. IID	0.39	0.49	-	.39**	.51**	-	-	-	-	-	-	-	-	-	-	-
4. MRW	0.54	0.50	-	.41**	.41**	.43**	-	-	-	-	-	-	-	-	-	-
5. SOG	0.49	0.50	-	.47**	.50**	.48**	.53**	-	-	-	-	-	-	-	-	-
6. EGI	0.30	0.46	-	.26**	.32**	.36**	.34**	.42**	-	-	-	-	-	-	-	-
7. CSV	0.45	0.50	-	.39**	.43**	.49**	.46**	.54**	.52**	-	-	-	-	-	-	-
8. Capset	0.46	0.35	.85	.69**	.73**	.74**	.70**	.80**	.63**	.76**	-	-	-	-	-	-
9. Value	4.35	0.70	.86	.29**	.32**	.32**	.40**	.37**	.22**	.34**	.45**	-	-	-	-	-
10. Enablement	3.55	0.83	.89	.58**	.62**	.61**	.59**	.64**	.59**	.60**	.83**	.53**	-	-	-	-
11. Achievement	3.56	0.85	.88	.62**	.61**	.60**	.61**	.64**	.58**	.62**	.84**	.49**	-	-	-	-
12. PWRF	3.27	1.33	.83	.14*	.14*	.06	.09	.05	.10	.13*	.14*	.11	.15*	.12*	-	-
13. PsyWRF	2.80	1.39	.54	.05	.06	.01	.00	-.04	.09	.06	.05	.12*	.09	.03	.68**	-
14. Performance	8.49	1.80	.86	.16**	.10	.09	.18**	.18**	.09	.19**	.18**	.43**	.26**	.24**	.06	.00

Note: UKS, use of knowledge and skills; DKS, development of knowledge and skills; IID, involvement in important decisions; MRW, building and maintaining meaningful relationships at work; SOG, setting own goals; EGI, earning a good income; CSV, contributing to something valuable; Capset, capability set; PWRF physical work functioning; PsyWRF, psychological work functioning; ** $p < .01$

Latent Class Analysis

Based on the responses of 344 participants, latent class analyses were conducted. Mplus 8.8 (Muthén & Muthén, 1998–2021) was used to analyse their responses to the dimensions of the SBI and SEI. The model fit indices of the five different models are reported in Table 5.

Table 5

Comparison of Different Latent Class Analysis Models

Model	AIC	BIC	ABIC	LMR LR test (<i>p</i>)	ALMR LR test (<i>p</i>)	BLRT (<i>p</i>)	Entropy	Smallest class proportion
1 class	3123.98	3150.68	3128.68	-	-	-	-	-
2 classes	2522.18	2579.39	2531.81	.0001**	.0001**	.0001**	.85	34.70%
3 classes	2472.09	2558.82	2486.86	.0704	.074	.0001**	.77	5.70%
4 classes	2453.95	2572.18	2474.85	.1616	.167	.0001**	.82	32.00%
5 classes	2959.38	3131.34	3004.36	.1977	.202	.0830	.77	27.70%

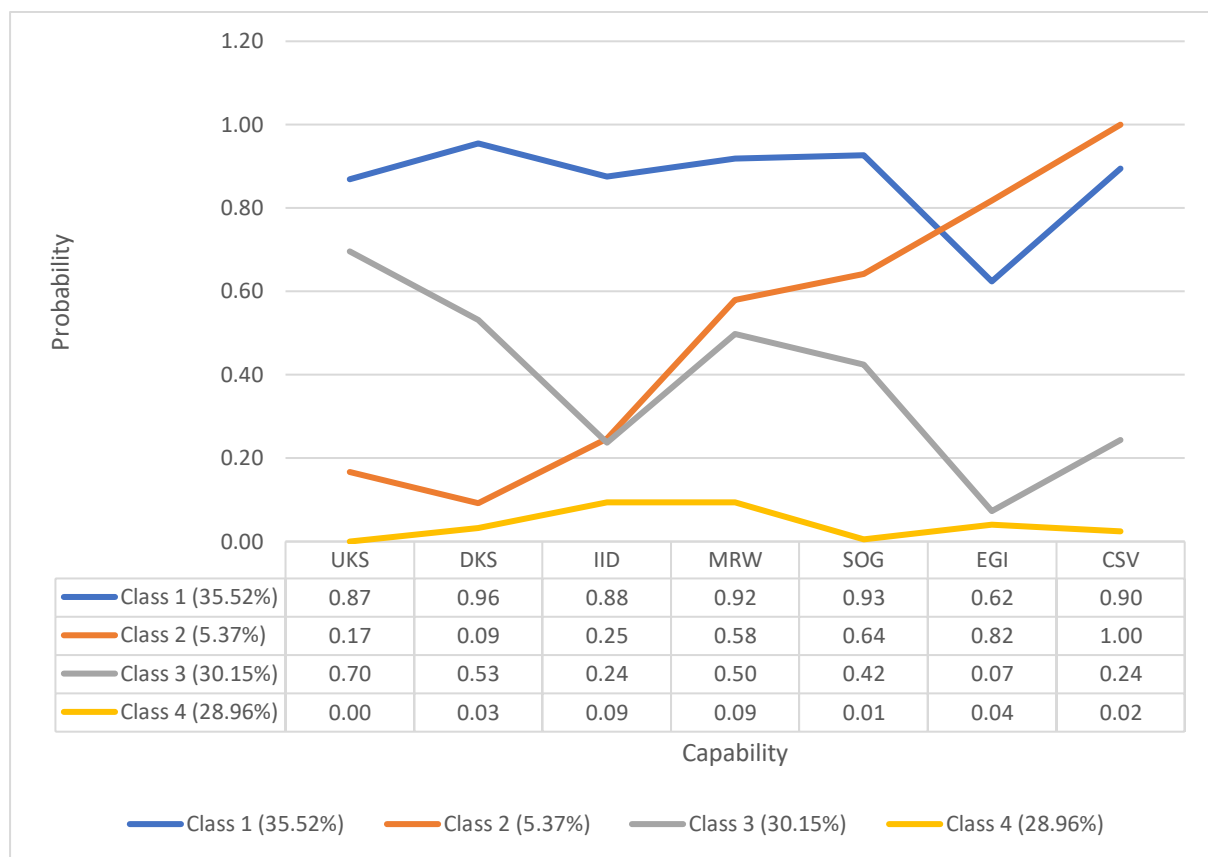
Notes. ***p* < .01. AIC = Akaike information criterion; BIC = Bayesian information criterion; ABIC = adjusted Bayesian information criterion; LMR LR = Lo-Mendell-Rubin likelihood ratio test; ALMR LR = adjusted Lo-Mendell-Rubin likelihood ratio test; BLRT = bootstrap likelihood ratio test.

The fit indices showed a significantly better fit for Class 2 than for Class 1 (Δ AIC = -601.80; Δ BIC = -571.29; Δ ABIC = -596.87). The LMR LR ($p < .001$), ALMR LR ($p < .001$), and BLRT ($p < .001$) of Class 2 were also statistically significant, indicating that the $k + 1$ model fit the data significantly better. Class 3 fit indices showed significantly better fit compared to Class 2 (Δ AIC = -50.09; Δ BIC = -20.57; Δ ABIC = -44.95). The BLRT ($p < .000$) for Class 3 was also statistically significant. The indices showed a better fit for Class 4 than for Class 3 (AIC = -18.14; ABIC = -12.01). The LMR LR ($p = .062$) and ALMR ($p = .167$) were not statistically significant, but the BLRT ($p < .001$) for Class 4 was statistically significant. The indices showed an even better fit for Class 5 than for Class 4 (Δ AIC = 505.43; Δ BIC = 559.16; Δ ABIC = 529.51). The LMR LR ($p = .1977$), ALMR ($p = .2020$) and BLRT ($p = .083$) were not statistically significant. Adding a fifth class added nothing conceptually relevant. Therefore, the four-class model was used. The average posterior probability for assignment to each of the five classes in the four-class model varied from .80 to .96, demonstrating a clear differentiation among the classes.

The four latent classes are illustrated in Figure 1. A total of 34.70% of the participants were assigned to Class 1, 5.7% to Class 2, 32% to Class 3, and 27.7% to Class 4. The size and sample proportion of the four classes were not too small, and the correct class assignment probabilities were well above the cut-off value of .70 (Nagin, 2005). The entropy statistic was .85, indicating a good classification (Wang & Wang, 2020).

Figure 1

Latent Class Analysis of Capabilities



The four latent classes in Figure 1 can be interpreted as follows: Class 1 was named the *robust capability class* (34.7%) and showed a high level of endorsement for all seven capabilities. Class 2 was named the *Contributing something valuable class* (5.7%) and showed low levels of endorsement for using knowledge and skills, developing new knowledge and skills and involvement in decision-making. Class 3 was labelled the *Using and Developing Knowledge/Skills class* (32%) and showed a fluctuation of endorsement of the capabilities moving from moderately high endorsement for using knowledge and skills, low endorsement for developing new knowledge and skills, moderately low endorsement for involvement in

decision-making and building and maintaining meaningful relationships at work, low endorsement for earning a good income and relatively low endorsement for contributing to something valuable. Class 4 was the *vulnerable capability class*. The probabilities of endorsement of all capabilities were low.

Latent Classes and Distal Variables

Table 6 illustrates the responses of the four capability classes to physical work role functioning, psychological work role functioning, and performance. There is no significant difference between PHWRF and PSWRF and the four capability classes. However, statistically significant differences exist in relation to performance and the overall test ($\chi^2 = 14.77, p < .001$), as well as between the *robust capability class* and *vulnerable capability class* ($\chi^2 = 14.39, p < .001$). Furthermore, there was a statistically significant difference between the using and developing knowledge/skills and vulnerable classes ($\chi^2 = 76.15, p < .001$). The *vulnerable capability class* performs significantly worse than the using and developing knowledge/skills and robust classes. This means that the less capable the participants are, the poorer they perform in relation to those who have more capability at their disposal. Hypothesis 1 is rejected, while hypothesis 2 is partially accepted.

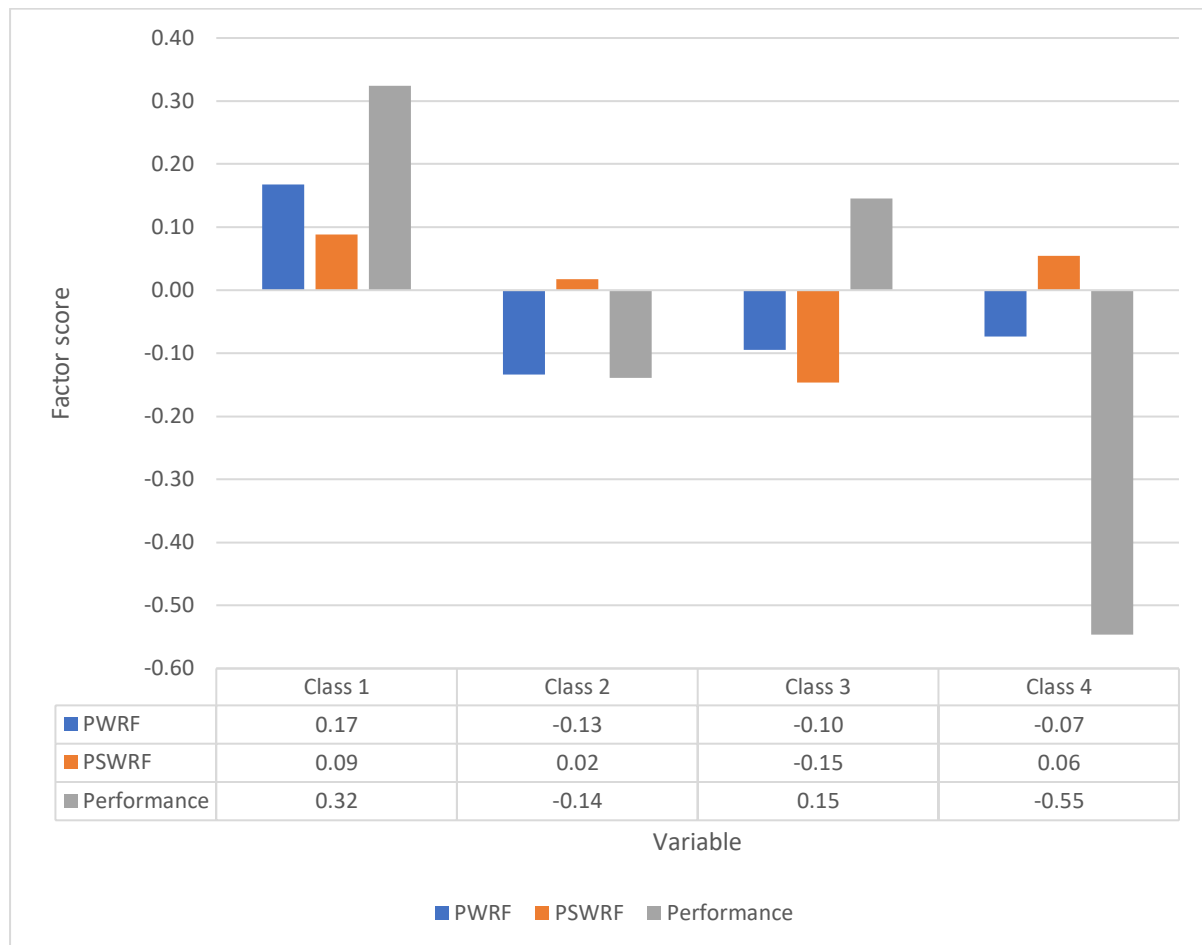
Table 6*Scores of Employees in Different Capability Sets on the Distal Variables*

PHWRF	Mean	S.E.	PSWRF	Mean	S.E.
Class 1	0.17	0.11	Class 1	0.09	0.13
Class 2	-0.13	0.27	Class 2	0.02	0.27
Class 3	-0.10	0.11	Class 3	-0.15	0.12
Class 4	-0.07	0.11	Class 4	0.06	0.11
	Chi-Square	<i>p</i>		Chi-Square	<i>p</i>
Overall test	3.41	.333	Overall test	1.90	.594
Class 1 vs Class 2	1.02	.313	Class 1 vs Class 2	0.05	.818
Class 1 vs Class 3	2.39	.122	Class 1 vs Class 3	1.59	.207
Class 1 vs Class 4	2.35	.125	Class 1 vs Class 4	0.04	.844
Class 2 vs Class 3	0.02	.897	Class 2 vs Class 3	0.29	.594
Class 2 vs Class 4	0.04	.838	Class 2 vs Class 4	0.02	.897
Class 3 vs Class 4	0.02	.900	Class 3 vs Class 4	1.39	.239
Performance	Mean	S.E.			
Class 1	.32	0.13			
Class 2	-0.14	0.41			
Class 3	.15	0.13			
Class 4	-0.55	0.19			
	Chi-Square	<i>p</i>			
Overall test	14.77	.002*			
Class 1 vs Class 2	1.15	.283			
Class 1 vs Class 3	.85	.357			
Class 1 vs Class 4	14.39	.000*			
Class 2 vs Class 3	.42	.517			
Class 2 vs Class 4	.82	.367			
Class 3 vs Class 4	7.99	.005*			

PHWRF physical work functioning; PsyWRF, psychological work functioning

Figure 2

Factor Scores of Capability Sets on Distal Variables



The associations between the class and the outcome show the following results: (a) a robust capability class is associated with a high level of performance and a low to moderate level of psychological and physical work role functioning; (b) the using and developing knowledge/skills and contributing something valuable class is associated with low negative performance, psychological work role functioning and physical work role functioning; however, a volatile class is associated with moderate levels of performance; and (c) a vulnerable class is associated with strong negative levels of performance, low negative levels of physical work role functioning and weak positive levels of psychological work role functioning.

Differences between Demographic Groups

Table 7 reports the MANOVA with gender as the independent variable and the capability set, work-role functioning and work performance as the dependent variables.

Table 7

MANOVA for General Health and Gender

Variable	Value	<i>F</i>	<i>df</i>	Error <i>df</i>	<i>p</i>	η^2
Age	.84	2.70	16.00	739.96	.001**	.04
Job tenure	.92	1.77	12.00	632.63	.050*	.03

* $p < .05$, ** $p < .01$

The analysis indicates a significant effect of age [$F(4, 251) = 2.70, p < .001, \eta^2 = .04$] and job tenure [$F(12, 739.96) = 1.77, p = .050, \eta^2 = .03$] on the combined variable (consisting of the capability set, work-role functioning, and work performance). Analysis of each dependent sub-variable, using a Bonferroni adjusted alpha level of .005, showed that age has a statistically significant effect on the capability set [$F(4, 245) = 5.06, p = .001, \eta^2 = .08$] and work performance [$F(4, 245) = 3.92, p = .004, \eta^2 = .06$]. Participants younger than 35 have a lower capability level than those older than 55. Additionally, individuals in the 45-54 age category have a higher capability level than those in the 35-44 age category. Moreover, employees 55 years and older have a higher capability level than those in the 25-34 age group. Concerning work performance, employees in the 35-54 age category show higher job performance than those in the 18-24 age category. Analysis of each dependent sub-variable, using a Bonferroni adjusted alpha level of .005, showed that job tenure has a statistically significant effect on work performance [$F(3, 242) = 3.28, p = .022, \eta^2 = .04$]. Participants with one year or less job experience reported lower performance than those with 10 years or more experience.

Concerning specific capabilities, crosstabulations showed that the use of knowledge and skills ($\phi = .27, p < .001$), involvement in important decisions ($\phi = .25, p = .001$), developing and maintaining meaningful work relationships ($\phi = .20, p = .011$), setting own goals ($\phi = .19, p = .018$) were statistically significantly associated with age, while earning a good income ($\phi = .03, p = .614$), and contributing to something valuable ($\phi = .03, p = .625$) were not statistically significantly associated with age.

Hypothesis 3a is accepted for work capabilities as well as performance. Hypothesis 3b is accepted for work performance.

Discussion

The purpose of this study was to identify the work capabilities and sets for the work of Jamaican hotel workers and to investigate the role they play in workers' physical and psychological functioning and performance. De Wet and Rothmann (2022) and Van Casteren et al. (2021) reported support for a fresh new body of research on capability and functionings. This study adds to the rapidly growing research on capability, work ability and job performance in different places and occupations. The results showed that the highest capabilities were using knowledge and skills, building and maintaining meaningful relationships at work, developing knowledge and skills, and setting goals. The lowest capabilities were earning a good income, involvement in important decisions, and contributing to something valuable. Four capability classes were identified, with only 35.52% of the hotel workers in the robust capability set, indicating that they have a range of capabilities. In addition, the work capability classes were significantly and positively associated with hotel workers' job performance evaluation. Therefore, ensuring SE is a severe challenge for hotel workers in Jamaica.

The results indicate that 11.4% to 85.9% of hotel workers regarded the seven work values as important for their work in the hotel sector. A significant number of workers valued the use of knowledge and skills and setting their own goals as important. On the other hand, the least number of workers indicated that contributing to something was not an important value for them in the work context. With regard to the enablement aspect of the capability—whether workers are “set-up to succeed” - both involvement in decision-making and contributing to something valuable received low ratings from hotel workers. In other words, hotel workers perceive that they are not enabled by the decision-making process and contribute to something valuable.

Most of the enabled capabilities were use and development of knowledge and skills, maintaining relationships at work, setting own goals, and earning a good income. However, on the achievement aspect of the capability, hotel workers were moderate in their views on whether they were successful at achieving the list of seven capabilities. From a low of 47.3%

to a modest high of 64.3%, hotel workers reported that they had succeeded in achieving the seven capabilities.

Overall, a high percentage (83.7% average) of hotel workers reported all seven capabilities as important to them. However, most workers valued earning a good income, using their knowledge and skills, developing knowledge and skills, maintaining relationships at work and setting their own goals. However, an average of 74% of workers valued involvement in decision-making and maintaining relationships at work. Consistent with the findings of De Wet and Rothmann (2022), hotel workers scored low on the enablement and achievement factors for earning an income. All other work values were found to have a moderate average score of 61.2% on the enablement component of the work value; as mentioned earlier, earning a good income was dismally low on enablement at 36.8%.

Additionally, they faired the same in achieving success in seeing any improvement in their income. One can only speculate that the hotel sector pays its workers poorly; from the workers' perspective, not much has been done to ensure that they are compensated better. It was not surprising that involvement in decisions and earning a good income were the lowest ranked in the achievement component of work value. This is because it is consistent with findings from other studies on work values. (e.g., Abma et al., 2016; De Wet & Rothmann, 2022).

Notably, in each of the seven work values, there are clear discrepancies between the importance of the work value, being enabled to function, and the ability to achieve it. This is based on previous research (Van Gorp et al., 2018) on the work capabilities of people with multiple sclerosis. This means that slightly over 50% of the workers reported that they could not achieve their work values. There is the view that “forces” outside the work context may contribute to the difference between enablement and achievement of work values by hotel workers. The case could be made that these outside influences could hinder workers from achieving success with their capabilities. This highlights the importance of pursuing additional research to empirically give a reason for the differences between enablement and achievement of capabilities in the work context. Hotel workers in general reported a high rating on the importance of most of the seven capabilities rather than their enablement and achievement. This result was consistent with the findings of other similar studies. However, hotel workers' scores were lower on both enablement and achievement. A similar result was found by De Wet and Rothmann (2022) in a study of secondary school teachers' capabilities and functioning.

In terms of the latent class analysis, the results show that hotel workers can be meaningfully segmented based on their values enablement and achievement of the seven work values. This indicated that different classes of the seven capabilities were analytically possible. The latent class analysis identified four segmented classes: robust capability, inadequate capability, volatile capability, and vulnerable. These classes differ based on the participant's level of endorsement of individual work values.

Class 1, the robust capability class, represents 35% of hotel workers who show a high probability of endorsing six of the seven work values – use of knowledge and skills, development of knowledge and skills, involvement in decision-making, maintaining relationships at work, setting goals, and contributing to something valuable. Studies by Abma et al. (2016) show that the higher the capability score is, the higher the scores for work functioning and work performance. In class 1, there was a slight dip in the probability of workers endorsing earning a good income as an important value. Even though this is the case, it can be reasonably speculated that 35% of hotel workers who participated demonstrate high levels of work role functioning and work performance and may enjoy sustainable employment. Class 2 (the contributing something valuable class) reflects an inadequate trend of probable endorsement of capability. Participants in this class reported a low probability of endorsing the use of knowledge and skills.

Class 3, also referred to as the *using and developing knowledge class* with 28% of participants, showed a moderately high probability of endorsement. In class 3, knowledge and skills were the highest endorsed value. However, those who endorsed the use of knowledge and skills showed low endorsement for involvement in decision-making, earning a good income, and contributing to something valuable. This suggests a typical work situation where employees are equipped with knowledge and skills but are not capable or allowed to use their ideas and creative skills in their jobs. These results have implications for employee retention and SE. Previous research (Ghani et al., 2022; Khalid & Nawab, 2018) has shown that employee retention increases when organisations give employees a chance to make job decisions. Class 4, which was labelled the *vulnerable capability class*, had a low endorsement of the seven capabilities. This result should be worrisome from an organisational standpoint because it suggests that employees in this category are incapable of participating in the decision-making process.

Regarding differences between demographic groups, age had positive effects on the use of knowledge and skills, involvement in important decisions, developing and maintaining meaningful work relationships, setting own goals. Older workers also obtained statistically significantly higher scores than younger workers on the capability set. Contrary to these findings, the study of Abma et al. (2016) showed that the effects of job tenure and age were not significant. Various factors might explain the findings in this study: First, older employees in the hotel industry often have more experience and have developed a wide range of skills (Kusluvan et al., 2010). They may have a deeper understanding of the industry, customer service, and the specific needs of guests, leading to better job performance compared to younger employees who are still learning and gaining experience (Baum, 2012). Second, older workers may have a different work ethic compared to younger workers. They may be more committed and value customer service (Solnet et al., 2015). Third, cultural aspects can also influence the findings. In Jamaica, there is often respect for elders and their wisdom.

Future research should examine, via qualitative inquiry, why employees lack this capability. From a SE perspective, one can speculate that the vulnerable class may not be sustainably employable; they are likely to leave their job in search of more meaningful work. In relation to the four capability classes and their relationship to physical work role functioning, psychological role functioning, and performance, the findings reveal no significant difference between physical and psychological role functioning and the four capability classes. This indicates that individuals with fewer capabilities will have poorer performance overall compared to those with a higher capability set available to them. The four latent class analysis typologies found in this study add to the growing body of knowledge about capability and SE in another culture. This is in response to the (Abma et al., 2016) call for more research into the capability set for work outside Europe.

Limitations and Recommendations for Future Research

This is the first study to examine the capabilities and performance of hotel employees in Jamaica. It is also the first validated instrument used to study capacities and functions in the cultural setting of the Caribbean. Nevertheless, there were a few limitations worth highlighting. For instance, a cross-sectional design was used to measure the capability set and functionings of hotel staff in Jamaica. This indicates that worker self-evaluations were obtained at a single moment in time. Given this, replies may be prone to response bias in instances where

individuals underreport. This is expected since people who voluntarily participate in a study tend to provide responses that portray them favourably. Due to its cross-sectional design, the study cannot be generalised to the population. This study has limitations because it only included participants from one industry in Jamaica, which may limit the generalizability of the results. In the future, researchers may look at many Caribbean people from different industries to have policy implications that are broader and deeper.

The relationship between specific work capabilities and physical and psychological work role functioning, as well as work performance, in the context of hotel workers in Jamaica, is a complex one. The data suggests that the capability classes of the workers significantly influence their performance and work role functioning. For example, the robust capability class, which includes workers with high skills and knowledge, is associated with high performance levels and moderate levels of physical and psychological work role functioning. This suggests that hotel workers are able to perform their tasks efficiently and effectively, contributing positively to the overall performance of the hotel. The findings are in harmony with the study conducted by Abma et al. (2016), which demonstrated a significant relationship between the capability set of employees and various work-related factors, including work role functioning, work ability, work performance, and work hours.

On the other hand, the vulnerable capability class, which likely includes workers with less skills and knowledge, performs significantly worse than the other classes. This suggests that hotel workers may struggle with their tasks, leading to lower performance levels. This could be due to a lack of training or support, or it could be that these workers are in roles that do not match their skills and abilities.

The study found no significant difference between physical and psychological work role functioning across the four capability classes. This suggests that these aspects of work role functioning are not strongly influenced by the workers' capabilities. Other factors, such as the work environment or management practices, have a stronger influence on these aspects of work role functioning. Fleuren et al. (2016), suggest that functioning effectively in a work role is not solely dependent on individual capabilities, but also on the characteristics of the work environment.

These findings align with previous research in the field. For instance, a study by Garrido-Moreno et al. (2018) found that using social media tools in hotels, as a part of their Customer Relationship Management (CRM) strategies, played a key role in creating value and enhancing organizational performance. This suggests that the use and development of knowledge and skills, particularly in relation to new technologies, can significantly enhance work performance in the hotel industry.

However, there are still gaps in our understanding of this relationship. For instance, it is unclear why the vulnerable capability class performs significantly worse than the other classes. Further research is needed to explore this issue and to identify strategies to support these workers and improve their performance. Additionally, the influence of other factors, such as the work environment or management practices, on work role functioning and performance needs to be explored in more detail.

Future research should replicate this study and corroborate the results using a qualitative methodology. Qualitative design is a well-established method of data collection that captures the experiences and beliefs of participants through an exploratory process of data collection. This will help participants provide greater insight into the reasons for selecting specific capabilities and to gain a deeper understanding of the discrepancies and external variables that influence the importance, enablement, and accomplishment of work values. In addition, hotel employees would be able to provide feedback on their performance and general job functioning. In upcoming research on capabilities and functioning in the Caribbean, the role of leadership styles could be examined to see if they can predict capabilities, work performance, and other work outcomes.

This exploratory study contributes to the literature on capability and SE. Despite the limitations, this study's findings are nevertheless useful. Notably, the study makes insightful observations about SE. The 'post-COVID' labour shortage currently exists and the labour crisis is prevalent throughout the service industry.

Conclusions

This empirical study employing a cross-sectional design sheds light on Jamaican hotel workers' capabilities, work role functioning, and performance. The seven capability sets of knowledge

use, knowledge development, involvement in decision making, goal setting, earning a good income, and contributing to something of value were used to predict the work functioning and performance of a sample of Jamaican hotel workers. Each work value was evaluated based on hotel employees' perceptions of its importance, enablement (opportunity to use), and attainability (did they achieve it). Even though the study's cross-sectional nature limits the ability to generalise the direction of causality between capability set, work functioning, and performance, the findings provide a wealth of information regarding their interrelationship. Overall, the results indicate a positive predictive value between the capability set for work and the work performance of Jamaican hotel workers. It also indicates that most workers consider most of the seven individual work values important for work. However, there was less support for the capability's enablement and achievement aspects.

This study also sought to determine the capability set typology of hotel workers and their relationship to job performance. The results yielded four distinct capability sets, namely, robust, inadequate, unstable, and vulnerable capability. Workers with greater capability (more work values) were determined to perform better than those with less capability. Therefore, to perform well at work, one must be described as robustly capable. On the other hand, workers who fall into the "vulnerable capability" category would perform poorly or not at all.

References

- Abma, F. I., van der Klink, J. J., & Bültmann, U. (2013). The work role functioning questionnaire 2.0 (Dutch version): Examination of its reliability, validity and responsiveness in the general working population. *Journal of Occupational Rehabilitation*, 23(1), 135–147. <https://doi.org/10.1007/s10926-012-9379-8>
- Abma, F. I., Brouwer, S., de Vries, H. J., Arends, I., Robroek, S. J., Cuijpers, M. P., & van der Klink, J. J. (2016). The capability set for work: development and validation of a new questionnaire. *Scandinavian Journal of Work, Environment & Health*, 42(1), 34–42. <http://doi.org/10.5271/sjweh.3532>
- Ahmad, J., Zahid, S., Wahid, F. F., & Ali, S. (2021). Impact of role conflict and role ambiguity on job satisfaction the mediating effect of job stress and moderating effect of Islamic work ethics. *European Journal of Business and Management Research*, 6(4), 41–50. <https://doi.org/10.24018/ejbmr.2021.6.4.895>
- Aratuo, D. N., & Etienne, X. L. (2019). Industry level analysis of tourism-economic growth in the United States. *Tourism Management*, 70, 333–340. <https://doi.org/10.1016/j.tourman.2018.09.004>
- Bal, P. M. (2017). *Dignity in the workplace. New theoretical perspectives*. Basingstoke, UK: Palgrave MacMillan.
- Baum, T. (2012). Human resource management in tourism: A small island perspective. *International Journal of Culture, Tourism and Hospitality Research*, 6(2), 124–132. <https://doi.org/10.1108/17506181211233054>
- Baum, T., & Hai, N. T. T. (2020). Hospitality, tourism, human rights and the impact of COVID-19. *International Journal of Contemporary Hospitality Management*, 32(7), 2397–2407. <https://doi.org/10.1108/IJCHM-03-2020-0242>
- Bernardi, A. (2019). Using the capability approach and organisational climate to study occupational health and safety. *Insights into Regional Development*, 1(2), 138–154. [https://doi.org/10.9770/IRD.2019.1.2\(6\)](https://doi.org/10.9770/IRD.2019.1.2(6))
- Bruni, L., & Porta, P. L., Eds. (2006). *Economics and happiness: Framing the analysis*. New York: Oxford University Press.
- Cini, L., & Goldmann, B. (2021). The worker capabilities approach: Insights from worker mobilizations in Italian logistics and food delivery. *Work, Employment and Society*, 35(5), 948–967.

- Claassen, R. (2018). *Capabilities in a just society: A theory of navigational agency*. London: Cambridge University Press. <https://doi:10.1017/9781108561853>
- Clark, S. L. (2010). Mixture modeling with behavioral data [Unpublished doctoral dissertation]. University of California.
- Collins, L. M., & Lanza, S. T. (2009). *Latent class and latent transition analysis: With applications in the social, behavioral, and health sciences*. Hoboken, NJ: Wiley.
- De Jonge, J., & Peeters, M. C. (2019). The vital worker: Towards sustainable performance at work. *International Journal of Environmental Research and Public Health*, 16(6), 910. <https://doi.org/10.3390/ijerph16060910>
- De Wet, T., & Rothmann, S. (2022). Toward perceived sustainable employability: Capabilities of secondary school teachers in a South African context. *Frontiers in Psychology*, 13, 842045. <https://doi.org/10.3389/fpsyg.2022.842045>
- Deng, J., Liu, J., Deng, W., Yang, T., & Duan, Z. (2021). Redefinition and measurement dimensions of sustainable employability based on the swAge-model. *International Journal of Environmental Research and Public Health*, 18(24),13230. <https://doi.org/10.3390/ijerph182413230>
- Eneizan, B., Taamneh, M., Enaizan, O., Almaaitah, M., Ngah, A., & Alsakarneh, A. (2021). Human resources practices and job satisfaction on customer satisfaction: The mediating role of quality of customer interaction in an online call center. *International Journal of Data and Network Science*, 5(1), 11–18. <https://doi.org/10.5267/j.ijdns.2020.12.001>
- Fleuren, B. P., de Grip, A., Jansen, N. W., Kant, I., & Zijlstra, F. R. (2020). Unshrouding the sphere from the clouds: Towards a comprehensive conceptual framework for sustainable employability. *Sustainability*, 12(16), 6366. <https://doi.org/10.3390/su12166366>
- Fleuren, B. P. I., de Grip, A., Jansen, N. W. H., Kant, I., & Zijlstra, F. R. H. (2016). Critical reflections on the currently leading definition of sustainable employability. *Scandinavian Journal of Work, Environment & Health*, 42(6), 557–560. <https://doi.org/10.5271/sjweh.3585>
- Garrido-Moreno, A., García-Morales, V. J., Lockett, N., & King, S. F. (2018). The missing link: Creating value with social media use in hotels. *International Journal of Hospitality Management*, 75, 94–104. <https://doi.org/10.1016/j.ijhm.2018.03.008>
- Gaspar, D. (1996). Culture and development ethics: Needs, women's rights, and western theories. *Development and Change*, 27(4), 627–661.
- Gaspar, D. (2004). *The ethics of development*. Edinburgh: Edinburgh University Press. Edinburgh.

- Gasper, D. (2008). Denis Goulet and the project of development ethics: Choices in methodology, focus and organisation. *Journal of Human Development*, 9, 453–474. <https://doi.org/10.1080/14649880802236755>
- Geiser, C. (2013). *Data analysis with Mplus*. New York, NY: The Guilford Press.
- Ghani, B., Zada, M., Memon, K. R., Ullah, R., Khattak, A., Han, H., Ariza-Montes, A., & Araya- Castillo, L. (2022). Challenges and strategies for employee retention in the hospitality industry: A Review. *Sustainability* 14(5), 1–26. <https://doi.org/10.3390/su14052885>
- Gheaus, A., & Herzog, L. (2016). The goods of work (other than money!). *Journal of Social Philosophy*, 47(1), 70–89. <https://doi.org/10.1111/josp.12140>
- Goh, E., & Baum, T. (2021) Goh, E., Baum, T. (2021). Job perceptions of generation Z hotel employees towards working in COVID19 quarantine hotels: The role of meaningful work. *International Journal of Contemporary Hospitality Management*, 33(5), 1688–1710. <https://doi.org/10.1108/IJCHM-11-2020-1295>
- Gotoh, R. (2021). *The ethics and economics of the capability approach*. Singapore: Springer. <https://doi.org/10.1007/978-981-15-5140-6>
- Guthrie, J. P. (2001). High-involvement work practices, turnover and productivity: Evidence from New Zealand. *Academy of Management Journal*, 44, 180–190. <https://doi.org/10.2307/3069345>
- Hirai, T. (2017). *The creation of the human development approach*. Cham: Palgrave Macmillan. <https://doi.org/10.1007/978-3-319-51568-7>
- Hayes, A. F., & Coutts, J. J. (2020). Use omega rather than Cronbach’s alpha for estimating reliability. But... *Communication Methods and Measures*, 14(1), 1–24. <https://doi.org/10.1080/19312458.2020.1718629>
- Hirai, T. (2021). Measuring capabilities: taking people’s values seriously. *World Development*, 148, 105657. <https://doi.org/10.1016/j.worlddev.2021.105657>
- Kessler, R. C., Barber, C., Beck, A., Berglund, P., Cleary, P. D., McKenas, D., N., Simon, G., Stang, P., Üstün, T.U., Wang, P. (2003). The World Health Organization health and work performance questionnaire (HPQ). *Journal of Occupational and Environmental Medicine*, 45(2), 156–174. <https://doi.org/10.1097/01.jom.0000052967.43131.51>
- Khalid, K., & Nawab, S. (2018). Employee participation and employee retention in view of compensation. *SAGE Open*, 8(4), 2158244018810067. <https://doi.org/10.1177/2158244018810067>

- Kline, R. B. (2016). *Principles and practice of structural equation modeling* (4th ed.). New York: Guilford Press.
- Kusluvan, S., Kusluvan, Z., Ilhan, I., & Buyruk, L. (2010). The human dimension: A review of human resources management issues in the tourism and hospitality industry. *Cornell Hospitality Quarterly*, *51*(2), 171–214. <https://doi.org/10.1177/1938965510362871>
- Lamers, L., Meijerink, J., Jansen, G., & Boon, M. (2022). A capability approach to worker dignity under algorithmic management. *Ethics and Information Technology*, *24*(1), 1–15. <https://doi.org/10.1007/s10676-022-09637-y>
- Le Blanc, P. M., Van der Heijden, B. I., & Van Vuuren, T. (2017). “I will survive”: A construct validation study on the measurement of sustainable employability using different age conceptualizations. *Frontiers in Psychology*, *8*, 1690. <https://doi.org/10.3389/fpsyg.2017.01690>
- Mathias, M. A. S., Fu, N., & Oliveira, O. J. (2021). Structuring a training-oriented high performance work system: A systematic review of frontline employees in the service sector. *Human Resource Development Review*, *20*(4), 399–435. <https://doi.org/10.1177/15344843211024028>
- Muthén, L. K., & Muthén, B. O. (1998-2021). *Mplus users' guide* (8th ed.). Los Angeles: Muthén & Muthén.
- IBM Corp. (2020). *IBM SPSS Statistics for Windows: Version 27*. Armonk, NY: IBM Corporation
- Morin, A. J. S., Marsh, H. W., & Nagengast, B. (2013). Exploratory structural equation modeling: An introduction. In G. R. Hancock & R. O. Mueller (Eds.), *Structural equation modeling: A second course* (2nd ed., pp. 395–436). Charlotte, NC: Information Age Publishing.
- Nagin, D. (2005). *Group-based modeling of development*. London: Harvard University Press. <https://doi.org/10.4159/9780674041318>
- Nielsen, K., Nielsen, M. B., Ogbonnaya, C., Käsälä, M., Saari, E., & Isaksson, K. (2017). Workplace resources to improve both employee well-being and performance: A systematic review and meta-analysis. *Work & Stress*, *31*(2), 101–120. <https://doi.org/10.1080/02678373.2017.1304463>
- Nylund, K. L., Asparouhov, T., & Muthén, B. O. (2007). Deciding on the number of classes in latent class analysis and growth mixture modeling: A Monte Carlo simulation study. *Structural Equation Modeling: A Multidisciplinary Journal*, *14*(4), 535–569. <https://doi.org/10.1080/10705510701575396>

- Nunnally, J. C., & Bernstein, I. H. (1994). *Psychometric theory*. Sydney: McGraw-Hill.
- Nussbaum, M. C. (2000). *Women and human development: The capabilities approach*. Cambridge: Cambridge University Press. <https://doi.org/10.1017/CBO9780511841286>
- Nussbaum, M. (2003). Capabilities as fundamental entitlements: Sen and social justice. *Feminist Economics*, 9(2-3), 33–59. <https://doi.org/10.1080/1354570022000077926>
- Nussbaum, M. (2006). Education and democratic citizenship: Capabilities and quality education. *Journal of Human Development*, 7(3), 385–395. <https://doi.org/10.1080/14649880600815974>.
- Nussbaum, M., & Sen, A. (1993). *The quality of life*. Oxford: Clarendon Press. <https://doi.org/10.1093/0198287976.001.0001>
- Nussbaum, M. C. (2011). *Creating capabilities: The human development approach*. Cambridge, MA: Harvard University Press. <https://doi.org/10.4159/harvard.9780674061200>
- Nylund, K. L., Asparouhov, T., & Muthén, B. O. (2007). Deciding on the number of classes in latent class analysis and growth mixture modeling: A Monte Carlo simulation study. *Structural Equation Modeling: A Multidisciplinary Journal*, 14(4), 535–569.
- Orpinas, P., Raczynski, K., Peters, J. W., Colman, L., & Bandalos, D. (2015). Latent profile analysis of sixth graders based on teacher ratings: Association with school dropout. *School Psychology Quarterly*, 30(4), 577–592. <https://doi.org/10.1037/spq0000107>
- Pallant, J. (2007). *SPSS survival manual* (3rd ed.). London: McGraw Hill.
- Pournik, O., Ghalichi, L., Tehrani, Y. A., Tabatabaee, J. S., Ghaffari, M., & Vingard, E. (2012). Reliability and validity of Persian version of World Health Organization Health and Work Performance Questionnaire in Iranian health care workers. *International Journal of Occupational and Environmental Medicine*, 3(1), 33–38.
- Rasool, H., Maqbool, S., & Tarique, M. (2021). The relationship between tourism and economic growth among BRICS countries: A panel cointegration analysis. *Future Business Journal*, 7(1), 1–11. <https://doi.org/10.1186/s43093-020-00048-3>
- Raykov, T. (2009). Evaluation of scale reliability for unidimensional measures using latent variable modeling. *Measurement and Evaluation in Counseling and Development*, 42(3), 223–232. <https://doi.org/10.1177/0748175609344096>
- Robeyns, I. (2017). *Wellbeing, freedom and social justice: The capability approach re-examined*. Cambridge: Open Book Publishers. <https://doi.org/10.11647/OBP.0130>

- Robeyns, I. (2021). The capability approach. In [G. Berik](#) & E. Kongar (Eds), *The Routledge Handbook of Feminist Economics* (pp. 72–80). New York: Routledge.
<https://doi.org/10.4324/9780429020612-9>
- Sen, A. K. (1992). *Inequality re-examined*. London: Oxford University Press.
- Sen, A. K. (1999). *Development as freedom*. New York: Knopf.
- Sen, A. K. (2008). The economics of happiness and capability. In L. Bruni, F. Comim, & M. Pugno (Eds.), *Capabilities and happiness* (pp. 16–27). Oxford: Oxford University Press.
- Sen, A. (2009). Capitalism: Beyond the crisis. *The New York Review of Books* 56(5), 27–30.
- Solnet, D., Kralj, A., & Baum, T. (2015). 360 degrees of pressure: The changing role of the HR professional in the hospitality industry. *Journal of Hospitality and Tourism Research*, 39(2), 271–292. <https://doi.org/10.1177/1096348012471380>
- Spector, P. E. (2019). Do not cross me: Optimising the use of cross-sectional designs. *Journal of Business and Psychology*, 34(2), 125–137. <https://doi.org/10.1007/s10869-018-09613-8>
- Su, Y., Cherian, J., Sial, M. S., Badulescu, A., Thu, P. A., Badulescu, D., & Samad, S. (2021). Does tourism affect economic growth of China? A panel granger causality approach. *Sustainability*, 13(3), 1349. <https://doi.org/10.3390/su13031349>
- Tabachnik, B., & Fidell, L. S. (2014). *Using multivariate statistics* (6th ed.). Boston, MA: Allyn & Bacon.
- Van Casteren, P. A. J., Meerman, J., Brouwers, E. P. M., Van Dam, A., & van der Klink, J. J. L. (2021). How can well-being at work and sustainable employability of gifted workers be enhanced? A qualitative study from a capability approach perspective. *BMC Public Health*, 21, 392. <https://doi.org/10.1186/s12889-021-10413-8>
- Van Elteren, L. (2016). Young workers and the capability set for work: an exploration of work values and their relation with work-related well-being and retention. [Unpublished Master's thesis]. Tilburg: Tilburg University.
- Van Gorp, D. A. M., van der Klink, J. J. L., Abma, F. I., Jongen, P. J., van Lieshout, I., & Arnoldus, E. P. J. (2018). The capability set for work – correlates of sustainable employability in workers with multiple sclerosis. *Health Quality of Life Outcomes* 16(113). <https://doi.org/10.1186/s12955-018-0942-7>
- van der Klink, J. J. L. (2019). *Cutting stone or building a cathedral*. Tilburg: Tilburg University.

- van der Klink, J. J. L., Bültmann U., Burdorf, A., Schaufeli, W. B., Zijlstra, F. R. H., Abma, F. I., Brouwer, S., & Van der Wilt, G. J. (2016). Sustainable employability: Definition, conceptualization, and implications: A perspective based on the capability approach. *Scandinavian Journal of Work, Environment and Health*, 42(1), 71–79.
<https://doi.org/10.5271/sjweh.3531>
- Wang, H., Zhang, Y., & Wan, M. (2022). Linking high-performance work systems and employee well-being: A multilevel examination of the roles of organisation-based self-esteem and departmental formalisation. *Human Resource Management Journal*, 32(1), 92–116. <https://doi.org/10.1111/1748-8583.12391>
- Wang, J., & Wang, X. (2020). *Structural equation modeling: Applications using Mplus*. Wiley. <https://doi.org/10.1002/9781119422730>
- Weil, D. (2014). *The fissured workplace: Why work became so bad for so many and what can be done to improve it*. Cambridge, MA: Harvard University Press.
<https://doi.org/10.4159/9780674726123-003>

Introduction

To increase organisational performance and gain a competitive advantage, organisations need their employees to function and perform well at work (Nielsen et al., 2017; Wang et al., 2022). Similarly, for a society to continue to enjoy social cohesion and thriving economic conditions, people must participate in the labour market (Fleuren et al., 2020). The contraction of “tourism-dependent economies” due to the COVID-19 pandemic has shed new light on the importance of human resources and employee retention in hotel tourism. COVID-19 has exacerbated the precariousness and turnover in the hospitality industry (Baum & Hai, 2020). A sustainable workforce is especially critical because it has the potential to reduce employee turnover, absenteeism, and burnout while maximising work performance (de Jonge et al., 2019). The ability of a hotel worker to function and perform well is an important aim of the tourism industry.

In recent years, the Occupational Health Psychology (OHP) literature has increasingly focused on employees’ flourishing and optimal functioning (Rothmann & Cooper, 2022). Abma et al. (2016) and van der Klink et al. (2016) state that work environments can facilitate and enable workers to perform and function well. Given this new shift, more attention should be placed on the association and the related link between employees’ capabilities and functioning and the sustainable employability of hotel workers in Jamaica. Sustainable employability (SE) is essential for workers because frequent job loss leads to deprived workers, and, inevitably, poor mental health (Gürbüz et al., 2022).

There is no widespread agreement on how SE should be conceptualised (Deng et al., 2021; Fleuren et al., 2020; Gürbüz, 2022; LeBlanc et al., 2017). This is primarily because of researchers’ complications and confusion in defining and measuring the framework (Fleuren et al., 2020). The ability-motivation-opportunity (AMO) model conceptualises SE as the extent to which a worker is capable of working, motivated to work, and has current and future employment opportunities (Le Blanc et al., 2017). The work value perspective conceptualises SE in terms of individuals who desire professions with high intrinsic value and the ability to continue working throughout their lifespan (Deng et al., 2021). Fleuren et al. (2020) define SE as “an individual’s ability to perform at work and in the labour market, or “employability,” which is not negatively, and ideally positively, affected by that individual’s employment over

time” (p. 15). He proposed nine indicators for measuring sustainable employability over time (e.g., workability, fatigue, and job performance).

The most extensive and frequently cited definition of sustainable employability, incorporating the values and abilities of the worker and the opportunities provided by the environment, was proposed by (van der Klink et al., 2016). Building on Sen’s (1999) capability approach (CA), van der Klink et al. (2016) define sustainable employability as follows: “Sustainable employability means that, throughout their working lives, workers can realise tangible opportunities in the form of a set of capabilities. They also enjoy the conditions that allow them to make a valuable contribution through their work, now and in the future, while safeguarding their health and welfare. This requires, on the one hand, a work environment that makes them possible and, on the other hand, the right mindset and drives to take advantage of these chances” (p. 74). This conceptualisation is used in this study.

Research has shown that a larger capability set (i.e., being able to realise more capability aspects) can improve work functioning, work performance, and workability, decrease sickness absence, and increase self-rated health (Abma et al., 2016). The SE model represents a process of conversion whereby a worker in his or her context converts personal and organisational resources into opportunities to make the best choice for achieving his or her goals (van der Klink et al., 2016). To attain SE, workers must consider important work values (such as the use of knowledge and skills), have sufficient opportunity to realise these values and be individually able to achieve them.

Using the CA and the sustainable employability model (van der Klink, 2016), this study argues that due to the fragmented nature of work (Weil, 2014) and the different demands across occupations (Abma et al., 2016), the realisation of capability is associated with high work functioning and performance. Therefore, human resource managers face the issue of focusing on employees’ capabilities. This refers to what employees can be and do and what they have reason to value (Sen, 1999). Promoting this high level of worker capability will require conditions that enable workers to make significant contributions and a work environment that facilitates them (van der Klink, 2016). These strategies might help the hospitality industry find, hire, and keep new hotel workers.

Research has shown that workers in the hotel industry who are satisfied and perform well at work stay in their jobs longer and treat customers better (Ahmad et al., 2021; Eneizan, 2021). Abma et al. (2016) identified seven work values as necessary for sustainable employability (see Table 1).

Table 1

Seven Work Values Identified by Abma et al. (2016)

Number	Value
1	Use of knowledge and skills
2	Development of new knowledge and skills
3	Involvement in important decisions
4	Building and maintaining meaningful contacts
5	Setting own goals
6	Earning a good income
7	Contributing to something valuable

No research has been conducted on the work capabilities of hotel workers in the Jamaican context. This research intends to contribute to the literature by expanding our understanding of capabilities' role in work role functioning and performance in the Jamaican hotel sector. Research is needed to assess the relationship between capability, work role functioning, and work performance. The aims of this study were twofold: First, to explore the relationship between the capability set, work role functioning, and performance of hotel workers in Jamaica. Second, to examine the capability set of workers using latent class analysis. This was decided upon considering the literature gap for using the capability and sustainable employable framework among populations in small developing nations such as Jamaica.

The Capability Approach

The CA, initially advocated by Amartya Sen (e.g., 1992, 1999) and later by Martha Nussbaum (2006, 2011), has received much attention, most prominently in political philosophy and development studies (Gotoh, 2021). The approach has been applied to public transportation, economic development, health care, and social policy. Although the CA was initially crafted to address development at the macro level, it has also been applied at the micro level, for

example, concerning information technology, design, workers' dignity, and organisational studies (Lamers, 2022). An essential part of the capability framework is that it focuses on the context as an important factor in creating opportunities for what people are able to be and do, such as living a healthy life and learning new things (Lamers, 2022).

Sen (2009) advanced the notion that the traditional theories of justice do not explicitly consider or place a high priority on freedom of choice and the right to choose what is best for an individual based on their values. Sen has expanded the concept of justice beyond the idea that individuals should have equal access to resources such as housing and jobs and instead conceptualised it as the opportunity to participate in society, including involvement in political processes. Sen believes that competence and freedom are the building blocks of democracy (Claassen, 2018; Sen, 2009). Even though Sen's articulation of social justice was content with that of Nussbaum, he declined to make substantive assertions about a list of capabilities essential for fairness in a just society. However, he argues that selecting a list of capabilities must be left up to the democratic process. He maintains that individual values require public scrutiny because adaptive preferences can develop under adverse conditions (Claassen, 2018; Sen, 2008). Accordingly, hotel workers in the Jamaican context should be afforded the opportunity through a democratic process to have equal access and freedom to pursue the goal of work they have reason to value. Any method that denies workers this freedom can be equated to an act of social injustice. This research hypothesises a robust positive association between hotel employees and the freedom to choose their capabilities and functionings.

Capabilities of hotel workers

Nussbaum lists ten core qualities required for a flourishing human life. She argues that her list is a "thick hazy" conception of the good, rooted in human beings' essential circumstances (Claassen, 2018). Some scholars contend that her view appears more pragmatic and efficient in international relations while preserving the value of public scrutiny. Gasper (1996, 2004) and Bruni and Porta (2005) applauded her list for operationalising the CA, defining a flourishing human life as an objective in political contexts. She suggests that a list of capabilities should serve as the guiding principle for protecting individual values. Claassen (2018) elaborates on Sen (1999) and Nussbaum's (2011) social justice theory by offering a perspective on how capabilities could be identified. He argues that basic capabilities should be identified as those necessary to lead the life of what he calls "a free and autonomous agent."

Agency becomes the distinct criterion for selecting individual capabilities required for social justice. Unlike Nussbaum's approach, in the context of work, it is possible to inquire about the extent to which individuals have attained their values and the significance of each value (Hirai, 2021). The CA from a microlevel offers a valuable basis for a conceptual framework for understanding work values (the seven capabilities proposed by Abma et al. (2016) and functioning in a work context. Abma et al. (2016) identified the seven work values using interviews with the target group (which was suggested by Sen, 1999). As Claassen (2018) advances, workers should be "free agents" in choosing their capabilities at work.

Furthermore, human resource departments should guarantee that the work environment makes this selection process fair and just for all workers, considering the workforce's diversity. Focusing on which specific skill is most likely to result in higher scores on the physical and psychological dimensions of the work role functioning and performance scales, this study examines the likelihood that higher scores will be achieved. What are the capability classes of hotel employees, and which of these classes attain the highest levels of functioning? These inquiries will provide greater insight into the role of capabilities in the functioning of hotel workers in the Jamaican context and the impact of gender and age.

According to the CA, human capabilities, and functions rather than resources (e.g., money) should be valued. Individuals' positive freedoms or opportunities can be chosen to realise what they deem valuable functions (Robeyns, 2017). Functioning refers to what people can accomplish in terms of being and doing (Robeyns, 2017), which makes life worthwhile for workers, such as work outcomes, work role functioning, and performance. Despite the CA's conceptual depth and practical adaptability, it is challenging to formulate the CA in a theoretical context (Gotoh, 2021). Using the CA, van der Klink et al. (2016) developed a new framework using the CA to emphasise the significance of putting values and employability first in the work context (van der Klink et al., 2016). This framework is founded on Sen's (1999) CA and entails that a person's resources are only significant when they can be converted into outcomes; they have a reason to value (Van Casteren et al., 2021).

The CA has been applied at the macro- and meso-level, e.g., in development studies and in life, where it is exemplified by the opportunity of being healthy, making crucial decisions or having certain freedoms. Little research has been done to articulate the framework's application at the micro level within the workplace. However, there have been efforts to apply the CA to the

work context in recent years. Notwithstanding this, there is limited literature to draw on as evidence; the frequently cited study by Abma et al. (2016) is one of a few examples that used Sen's account of the CA to identify capabilities and how workers valued them. They argue that capabilities in the work context include a set of capabilities for work. The capability set consists of seven values (see Table 1). According to Abma et al. (2016), A work value only becomes a capability if it is enabled and achieved. The CA stands out in looking at well-being at work and the factors that lead to long-term employability because it gives people the chance and freedom to get things done.

According to van der Klink et al. (2016), people increasingly seek meaningful or value-aligned employment. According to Van Casteren et al. (2021), meaningful work is essential for fostering health, well-being, and longevity in a working relationship. Gheaus and Herzog (2016) provide a similar paradigm that allows for consideration of "the goods of work" that people value: (a) compensation and wages; (b) achieving excellence; (c) making a social contribution; (d) experiencing community, and (e) gaining social recognition. As Bal (2017) and Bolton (2007) suggested, some workers' capabilities overlapped with those of Abma et al. (2016). It is to be expected that there is an overlap between capabilities found in different studies because the target group is always workers. They found that workers valued the opportunity to do valuable work, earn a decent living, be proud, have status, learn, and develop skills, and enjoy their work. More recently, Cini and Goldman (2020) applied the CA to evaluate employees in Italy's logistics and food delivery sectors. He found that workers value capabilities such as building a work-related identity, meeting coworkers, and resisting managerial control (Lamers et al., 2022).

The transition from a means to an end of well-being distinguishes the CA from all other similar theories; the emphasis of evaluation is immediately on the outcomes, and as a result, the freedom to attain the doings and beings a person has reason to value is reflected by capabilities. (Robeyns 2021). The CA postulates that when analysing people's lives, we should ask about their "doings and beings" or "capabilities." It considers what people can do, such as work, raise a family, travel, or be politically involved. It cares about people's true freedom to do these things while choosing among available options (Robeyns, 2021). It is essentially a "system of valuation," (Gasper, 2008, pp. 233-256).

Even though the CA strongly emphasises the importance of conducting value assessments when evaluating the lives of individuals, implementation is frequently challenging (Hirai, 2021).

Functioning of hotel workers

The hospitality sector is a crucial economic engine contributing to overall economic growth (Aratuo & Etienne, 2019; Rasool et al., 2021; Su et al., 2021). As a result, the functioning of hotel workers has an indirect impact not only on the hotel where they are employed but also on the hotel industry as a whole and the economy of Jamaica more generally. As mentioned earlier, functioning in accordance with the CA refers to both the beings and the doings of individuals (Robeyns, 2017). Two functionings are important to hotel workers in the hotel industry: work roles and performance functioning. Abma et al. (2016) examined the relationship between the capability set for work and work role functioning and work performance among other work outcomes, for example, hours worked, illness absence, and sickness absence days in a sample of Dutch professionals. Physical and psychological work role functioning are the two dimensions of work role functioning. It is conceptualised as employees' perceived challenges in satisfying work demands due to physical or mental health issues.

The CA is organised around the central ideas of functionings and capacities. An individual's well-being is assessed in terms of their "capabilities" or "functionings." There are a few variations in the use of these constructs across the capability literature; nonetheless, each of these applications stays faithful to the core of what the construct is supposed to signify; the nomenclature that is used in Sen's work is different (Robeyns, 2017). Additional capabilities can be derived from the resources available to a person, regardless of whether they choose to utilise them. The ones they are aware of are the person's functioning. The totality of all capabilities a person has access to is called their capability set, and it measures their real freedom (Robeyns, 2021). In the literature on capabilities, the term "capabilities" refers to all the things and beings that a person can potentially realise. This conceptual framework says that a capability matches each function that each person has various capabilities (e.g., Nussbaum, 2000, 2003).

The capabilities framework is based on freedom and valuable beings and doings. Sen condensed both terms into a single phrase, namely, functionings. In Sen's definition, this encapsulates the "doings" and "beings" that an individual can acquire and accomplish during

his lifetime. For him functioning is the numerous things that a person may value doing or being, while capability is the various combinations of functionings that a person can achieve (Sen, 1999). For instance, a hotel worker's productivity and creativity are functionings because they value working in a creative and hospitable environment and have a reason to value being hospitable. Capabilities are the fundamental freedoms or opportunities that this hotel worker has to work in the hospitality sector, or other words, to achieve valuable functioning. Capabilities represent various combinations of functionings (beings and doings) that the hotel worker can achieve.

Consequently, the difference between capacities and functionings is between what is realised and what is practically possible, or, to put it another way, between accomplishments on the one hand and freedoms or opportunities on the other. In this approach, the main objectives of human resources and general management, namely, human well-being and equity at work, are conceptualised in terms of an individual's capability to function. Fundamental capabilities allude to the freedom to do whatever is necessary to perform well (Bernardi, 2019).

In themselves, capabilities do not equate to work role functioning and performance on the job. Instead, workers' capabilities represent opportunities for people to realise valuable beings and doings (Robeyns, 2017). Therefore, workers must be enabled by the meso- and microlevel structures that facilitate workers' functioning. Based on hotel workers' freedoms, they must choose which options to leverage for turning capabilities into achieved beings and doings (in this case, physical and psychological functioning and work performance).

Abma et al. (2016) investigated the capabilities and functioning of Dutch employees, concentrating on work outcomes such as work functioning, work performance, workability, sick leave, and hours worked. They theorised that a comprehensive set of work capacities leads to better functioning, work performance, and workability (Abma et al., 2016). Their study showed a significant relationship between individual capability items and work outcomes. Thus, capability represents what Sen (1999) calls the interpersonal conversion rate, or how people differ in their ability to use resources to operate. Other research shows that higher job demands, burnout and sickness among workers lead to powerlessness in workers' work-related outcomes, such as worker health status and burnout.

Given the dynamic nature of the hospitality industry, hotels and other service enterprises rely heavily on their employees' capabilities, especially their knowledge and industry skills, to execute client-related duties (Mathias et al., 2021). Therefore, a similar study by Abma et al. (2016) is important and can help us understand the role capability-set for work plays in the functioning of hotel workers, namely, work performance and work role functioning. The opportunities hotel workers have to engage in the activities and pursuits they want and to be the type of employee they want are critical. Therefore, regarding human resource management policy objectives, equality of capabilities is essential for hotel employees. However, this does not imply that resource disparity is not a problem. The idea is that the (re)allocation of resources alone is insufficient to remedy the problem, and it might sometimes disguise the true inequality. Therefore, when making policies for workers in the hotel industry, capability equity should be the main focus.

Demographic factors and workers' capabilities and functioning

There is growing interest in the role of demographic factors and workers' well-being. Van Gorp's (2018) study examining the work capability differences between workers with specific health challenges and the selected demographic, self-rated health, workability, and work functioning of the general population found no difference in gender, age, and educational level. In her study on the capabilities of teachers in South Africa, De Wet and Rothmann (2022) found that the capability set and certain demographic variables (e.g., age and experience) predicted a significant and substantial proportion of emotional, psychological, and social well-being. However, gender and tenure had no significant practical effect on the flourishing variables.

Current Study

It is necessary to study which capabilities hotel workers in Jamaica endorse. It is also essential to investigate how capabilities manifest in different demographic groups. Moreover, it needs to be clarified whether the capabilities of hotel workers are related to specific functionings, such as job role functioning and performance. Therefore, this study attempted to discover the work capabilities of hotel workers in Jamaica (i.e., the valued components of work that were enabled and attained) and examine their effects on work role functioning (i.e., physical and psychological work role functioning) and performance. The current study also attempted to determine the capability classes of hotel workers; it also examined the association between

capabilities, work role functioning, and performance profiles with demographic variables and other contextual factors.

The following hypotheses are proposed:

Hypothesis 1: The capabilities of hotel workers are positively associated with their work-role functioning.

Hypothesis 2: The capabilities of hotel workers are positively associated with their work performance.

Hypothesis 3: There is a positive association between capabilities and the age (hypothesis 3a) and tenure (hypothesis 3b) of hotel workers.

Method

Research Design

This study employed a quantitative cross-sectional survey design. This design was appropriate for this investigation because it permits examining multiple groups of individuals simultaneously. In addition, it is advantageous when little is known about potential relationships between variables (Spector, 2019).

Participants

Participating voluntarily in the study were 344 employees from four hotels ranging from three-star to five-star status, located on the tourist corridor of Jamaica's north coast (St Ann, St James). The list of 15 hotels contacted includes the four that responded positively to a letter of participation. Table 2 shows the characteristics of the participants. A total of 42.9% of the sample was male, while 56.4% was female. The ages of the participants varied from 18 years to 68 years, with 57% younger than 35 years. Of the participants, 31.5% were qualified with a bachelor's degree or above.

Table 2*Characteristics of the Participants (n=344)*

Items	Category	Frequency	Percentage
Gender	Male	146	42.9
	Female	194	56.4
	Missing values	45	13
Age	18-24	57	16.6
	25-34	139	40.4
	35-44	71	20.6
	45-54	41	11.9
	55 and older	19	5.6
	Missing values	17	4.9
Highest Qualification	High School Certificate	111	32.3
	Diploma	86	25
	Postgrad Diploma	11	3.2
	Degree	80	23.3
	Honours Degree	14	4.1
	Masters	14	4.1
	Missing values	28	8.1
Job Position	CEO	2	.6
	Senior Manager	28	8.1
	Middle Manager	66	19.2
	Non-Manger	181	52.6
	Custodia/Ancillary	45	13.1
	Missing values	22	6.3
Job tenure	0-1 years	76	22.7
	2-4 years	101	30.1
	5-9 years	72	21.5
	10 years and more	61	18.5
	Missing values	24	7.2
Years at the hotel	0-1 years	60	17.9
	2-4 years	90	26.9
	5-9 years	83	24.8
	10 years and more	65	19.4
	Missing values	37	11.0

Measuring Instruments

A *biographical questionnaire* comprising eight items was included to account for demographic variables and contextual factors. Questions pertaining to the characteristics of the participants were included among the items: gender, age, qualifications, job tenure, and nationality. In addition, the following three measuring instruments were used for the empirical study: the Capability Set for Work Questionnaire, Work Role Functioning Questionnaire, and Work Performance Questionnaire.

The Capability Set for Work Questionnaire (CSWQ; Abma et al., 2016) quantifies the capability sets of employees. Seven of the work values, their enablement and achievement are measured by the CSWQ (see Table 1). There are three questions per competency 1. “How important is it for you to. ... [value]?”, 2. “Does your current work offer you enough opportunity to... [value]?”, and 3. “To what extent do you succeed in... [value]?” Responses are rated on a Likert scale from 1 (*not at all*) to 5 (*very much so*). Van Elteren (2016) found a Cronbach alpha coefficient of .91 for the CSWQ. The CSWQ has an acceptable alpha coefficient ($\alpha = .91$). Work role functioning, work ability, work performance, worked hours, and health outcomes are closely linked to employees’ capability sets (Abma et al., 2016; Van Gorp et al., 2018).

The Work Role Functioning Questionnaire 2.0 (WRFQ) was used to measure the perceived difficulties in meeting work obligations. The WRFQ consists of two subscales: physical (WRF-P) and flexibility (WRF-F) demands. On a scale from 0 (*very difficult all of the time*) to 4 (*extremely difficult none of the time*), the recall duration is four weeks, and the response alternatives are rated on a five-point scale. The total scores on each subscale are tallied independently by first adding the responses to the subscale, with higher scores indicating higher levels of work functioning. The WRFQ is valid and reliable ($\alpha = .70$ and $.95$) (Abma et al., 2013).

Work performance was assessed with the World Health Organization’s Health and Work Performance Questionnaire (HPQ; (Kessler et al., 2003). The following are examples of some of the questions asked: “How often was your performance higher than most workers on your job?”. The HPQ is a self-rated work performance measure. It is scored as a percentage of performance on a scale ranging from 0 (*a total lack of performance*) to 10 (*no lack of*

performance) during working hours in the past four weeks. In an Iranian sample, Pournik et al. (2012) reported acceptable validity for the measure (Cronbach's alpha = .73).

Research Procedure

The researcher sought permission from the executive management of the organisation. The Basic and Social Sciences Research Committee (BaSSREC) of the North–West University granted ethics approval (NWU-01150-21-A7). The human resource managers were contacted telephonically and by email to introduce the study and request participation. HRM who consented to participate were emailed a letter outlining the aim of the study, underlining the importance of confidentiality, and outlining the steps to be taken if more clarification was needed. Due to COVID-19 restrictions in Jamaica, the survey questionnaire was uploaded to a digital application. After completing the necessary consent documents, respondents were given access to the online survey between December 2021 and April 2022. However, due to the slow response rate, arrangements were made with the human resource managers to facilitate the face-to-face distribution of the questionnaire with the assistance of gatekeepers selected by the managers. The researcher could gain access to the results in an anonymous format to perform the appropriate data analysis.

Statistical Analysis

The data were analysed using SPSS 26.0 (IBM Corp., 2020) and Mplus 8.8 (Muthén & Muthén, 1998–2021; Wang & Wang, 2020), as well as the robust maximum likelihood (MLR) estimator in Mplus. The data were described using descriptive statistics. The Pearson correlation coefficients showed different relationships. This study used omega coefficients as reliability indicators (Raykov, 2009; Wang & Wang, 2020). For scale reliability, .70 was used as the cut-off value (Nunnally & Bernstein, 1994). Maximum likelihood estimation was employed for confirmatory factor analysis (CFA) (Morin et al., 2013). The model fit was evaluated using the following guidelines of Kline (2016): For TLI and CFI values to be deemed acceptable, scores must be less than .90. RMSEA and SRMR values of .08 suggest that the model closely matches the data. Latent class analysis (LCA) was used to find data groups. In exploratory applications of latent class analysis, the number of latent groups is unknown beforehand (Orpinas et al., 2015). The person-centered approach, by analysing response patterns across individuals rather than merely variable relationships, enables a richer dataset understanding, revealing

meaningful population subgroups that might stay hidden in a variable-centered analysis (Collins & Lanza, 2010)

Thus, this study tested models with increasing numbers of latent groups to obtain an appropriate model, resulting in a number of data-fitting classes. Various models were evaluated using the Bayesian information criterion (BIC), Akaike's information criterion (AIC), and sample size-adjusted BIC (ABIC) values. Estimated posterior class membership probability (> .70) and entropy values (> .80) indicate class membership quality; values closer to 1 indicate a good classification of the classes (Clark, 2010; Geiser, 2013; Nagin, 2005). The Vuong-Lo-Mendell-Rubin likelihood ratio test, the Lo-Mendell-Rubin (LMR LR) test, the adjusted LMR LR (ALMR) test, and the bootstrapped likelihood ratio test (BLRT) (Nylund et al., 2007; Wang & Wang, 2020) were used to examine the number of classes in mixture analysis.

Using a multivariate analysis of variance (MANOVA), differences between demographic groups were examined in terms of capability set, work-role functioning, and work performance. From the set of dependent variables, MANOVA creates a new dependent variable that maximises group differences. Wilks' lambda was used to test the significance of the effects (Tabachnick & Fidell, 2014). To investigate which dependent variables were affected when a MANOVA effect was significant, one-way analysis of variance (ANOVA) was used. When ANOVAs were performed, Tukey tests were used to determine which groups differed significantly.

Results

Capability Frequencies

Participants evaluated each capability on three dimensions: value of the capability, opportunity to use the capability, and achieving the capability. Table 3 indicates that, in terms of work values, the following percentages of hotel employees placed on seven capability components. In terms of the importance of the value, the percentages of importance placed on the capabilities from the highest to the lowest were as follows: earning a good income (88.6%), use of knowledge and skills (85.9%), developing knowledge and skills (83.3%), setting own goals (80.7%) and contributing to something valuable (80.1%), maintaining meaningful relationships at work (76.5%) and involvement in decisions (70.7%). On enablement of values (opportunities to use the value), from the highest to the lowest percentages, hotel workers reported the extent

to which they are enabled in the seven capability dimensions as follows: building and maintaining meaningful relationships (69.4%), using knowledge and skills (65.2%), developing knowledge and skills (64.6%), earning a good income (36.8%), setting one’s own goal (60.8%), contributing to something valuable (55.6%), and being involved in important decisions (51.9%). Regarding the extent to which hotel workers are able to achieve the seven values, the results show the following: use of knowledge and skills (64.3%), earning a good income (37.3%), developing knowledge and skills (61.0%), maintaining meaningful relationships at work (60.1%), contributing to something meaningful (52.7%), and involvement in important decisions (52.2%).

Table 3
Frequencies and Percentages of Capabilities

Capabilities	Frequency	Percentage	IMP	EOV	AOV	Capabilities
UKS	159	46.6	14.1	34.8	35.7	NC
	182	53.4	85.9	65.2	64.3	C
DKS	164	48.1	16.7	35.4	39.0	NC
	177	51.9	83.3	64.6	61.0	C
IID	200	58.7	29.3	48.1	52.2	NC
	141	41.3	70.7	51.9	47.8	C
MRW	160	46.9	23.5	30.6	39.9	NC
	181	53.1	76.5	69.4	60.1	C
SOG	172	50.3	19.3	39.2	44.2	NC
	170	49.7	80.7	60.8	55.8	C
EGI	228	70.4	11.4	63.2	62.7	NC
	96	29.6	88.6	36.8	37.3	C
CSV	175	54.5	19.9	44.6	47.3	NC
	146	45.5	80.1	55.6	52.7	C

UKS: use of knowledge and skills; DKS: development of knowledge and skills; IDD: involvement in important decisions; MRW: building and maintaining meaningful relationships at work; SOG: setting own goals; EGI: earning a good income; CSV: contributing to something valuable; IMP: important (value); EOV: enablement of value; AOV: achievement of value; NC: not capable; C: capable

Regarding the combination of the three elements of work capabilities, Table 3 shows that the highest capabilities were use of knowledge and skills (53.4%), building and maintaining meaningful relationships at work (53.1%), development of knowledge and skills (51.9%), and

setting own goals (49.7%). The lowest capabilities are earning a good income (29.6%), involvement in important decisions (41.3%), and contributing to something valuable (45.5%).

Confirmatory Factor Analysis

A measurement model consisting of work role functioning and performance was tested using CFA. Work role functioning consisted of two latent variables: physical work role functioning (three observed variables) and psychological work role functioning (seven observed variables). Performance consisted of one latent variable (four observed variables).

The CFA showed acceptable fit: $\chi^2 = 194.87$ ($df = 74$), $p < .001$; RMSEA = .07 [.06, .08], $p = .004$; CFI = .95; TLI = .94; SRMR = .04. The standardised factor loadings, as well as their cross-loadings, were deemed acceptable: work role functioning physical (3 items): $\lambda = .68$ to $.86$; mean = $.51$; work role functioning psychological (7 items): $\lambda = .73$ to $.95$; mean = $.86$; and performance (4 items): $\lambda = .44$ to $.90$; mean = $.77$.

Table 4 shows the correlations between the variables and the capability set of hotel employees ($N = 344$). The reliability coefficients for PWRF ($\omega = .83$), PsyWRF ($\omega = .54$) and performance ($\omega = .86$) were acceptable when compared with the recommended cut-off value of $.80$ (Hayes & Coutts, 2020).

Most of the capabilities had a moderate to strong correlation and were significant at $p < .01$; the issue of multicollinearity was not a factor because Pearson's r was significantly below the threshold of $.90$ in all cases (Pallant, 2007, p. 149). Table 4 also shows that specific capabilities were statistically associated with the capability set (varying from $r = .63$ having a good income to $r = .80$ setting own goals). Consequently, each of the seven capabilities had a significant association with the capability set, indicating that each strongly affected the capability set in a positive direction. Work performance was statistically significantly related to using knowledge and skills ($r = .16$), building and maintaining meaningful relationships at work ($r = .18$), setting own goals ($r = .18$), and contributing to something valuable ($r = .19$). Furthermore, physical work role functioning was statistically significantly related to using knowledge and skills ($r = .14$), developing knowledge and skills ($r = .14$), and contributing to something valuable ($r = .13$). The capability set was positively related to work performance ($p < .01$, small effect) and physical work role function ($p < .14$, small effect).

Table 4*Descriptive Statistics, Reliabilities, and Correlations of the Scales*

	Mean	SD	ω	1	2	3	4	5	6	7	8	9	10	11	12	13
15. UKS	0.53	0.50	-	-	-	-	-	-	-	-	-	-	-	-	-	-
16. DKS	0.51	0.50	-	.53**	-	-	-	-	-	-	-	-	-	-	-	-
17. IID	0.39	0.49	-	.39**	.51**	-	-	-	-	-	-	-	-	-	-	-
18. MRW	0.54	0.50	-	.41**	.41**	.43**	-	-	-	-	-	-	-	-	-	-
19. SOG	0.49	0.50	-	.47**	.50**	.48**	.53**	-	-	-	-	-	-	-	-	-
20. EGI	0.30	0.46	-	.26**	.32**	.36**	.34**	.42**	-	-	-	-	-	-	-	-
21. CSV	0.45	0.50	-	.39**	.43**	.49**	.46**	.54**	.52**	-	-	-	-	-	-	-
22. Capset	0.46	0.35	.51	.69**	.73**	.74**	.70**	.80**	.63**	.76**	-	-	-	-	-	-
23. Value	4.35	0.70	.86	.29**	.32**	.32**	.40**	.37**	.22**	.34**	.45**	-	-	-	-	-
24. Enablement	3.55	0.83	.89	.58**	.62**	.61**	.591**	.64**	.59**	.60**	.83**	.53**	-	-	-	-
25. Achievement	3.56	0.85	.88	.62**	.61**	.60**	.614**	.64**	.58**	.62**	.84**	.49**	-	-	-	-
26. PWRF	3.27	1.33	.83	.14*	.14*	.06	.09	.05	.10	.13*	.14*	.11	.15*	.12*	-	-
27. PsyWRF	2.80	1.39	.54	.05	.06	.01	.00	-.04	.09	.06	.05	.12*	.09	.03	.68**	-
28. Performance	8.49	1.80	.86	.16**	.10	.09	.181**	.18**	.09	.19**	.18**	.43**	.26**	.24**	.06	.00

Note: UKS, use of knowledge and skills; DKS, development of knowledge and skills; IID, involvement in important decisions; MRW, building and maintaining meaningful relationships at work; SOG, setting own goals; EGI, earning a good income; CSV, contributing to something valuable; Capset, capability set; PWRF physical work functioning; PsyWRF, psychological work functioning; ** $p < .01$

Latent Class Analysis

Based on the responses of 344 participants, latent class analyses were conducted. Mplus 8.8 (Muthén & Muthén, 1998–2021) was used to analyse their responses to the dimensions of the SBI and SEI. The model fit indices of the five different models are reported in Table 5.

Table 5

Comparison of Different Latent Class Analysis Models

Model	AIC	BIC	ABIC	LMR LR test (<i>p</i>)	ALMR LR test (<i>p</i>)	BLRT (<i>p</i>)	Entropy	Smallest class proportion
1 class	3123.98	3150.68	3128.68	-	-	-	-	-
2 classes	2522.18	2579.39	2531.81	.0001**	.001**	.001**	.85	34.70%
3 classes	2472.09	2558.82	2486.86	.0704	.074	.000**	.77	5.70%
4 classes	2453.95	2572.18	2474.85	.1616	.167	.000**	.82	32.00%
5 classes	2959.38	3131.34	3004.36	.1977	.202	.083	.77	27.70%

Notes. ***p* < .01. AIC = Akaike information criterion; BIC = Bayesian information criterion; ABIC = adjusted Bayesian information criterion; LMR LR = Lo-Mendell-Rubin likelihood ratio test; ALMR LR = adjusted Lo-Mendell-Rubin likelihood ratio test; BLRT = bootstrap likelihood ratio test.

The fit indices showed a significantly better fit for Class 2 than for Class 1 (Δ AIC = -601.80; Δ BIC = -571.29; Δ ABIC = -596.87). The LMR LR ($p < .001$), ALMR LR ($p < .001$), and BLRT ($p < .001$) of Class 2 were also statistically significant, indicating that the $k + 1$ model fit the data significantly better. Class 3 fit indices showed significantly better fit compared to Class 2 (Δ AIC = -50.09; Δ BIC = -20.57; Δ ABIC = -44.95). The LMR LR ($p < .0704$), ALMR ($p = .074$), and BLRT ($p < .000$) for Class 3 were also statistically significant. The indices showed a better fit for Class 4 than for Class 3 (AIC = -18.14; BIC = 13.36; ABIC = -12.01). The LMR LR ($p = .062$) and ALMR ($p = .167$) were not statistically significant, but the BLRT ($p < .001$) for Class 4 was statistically significant. The indices showed an even better fit for Class 5 than for Class 4 (Δ AIC = 505.43; Δ BIC = 559.16; Δ ABIC = 529.51). The LMR LR ($p = .1977$) and ALMR ($p = .2020$) were not statistically significant, but the BLRT ($p = .083$) for Class 5 was statistically significant.

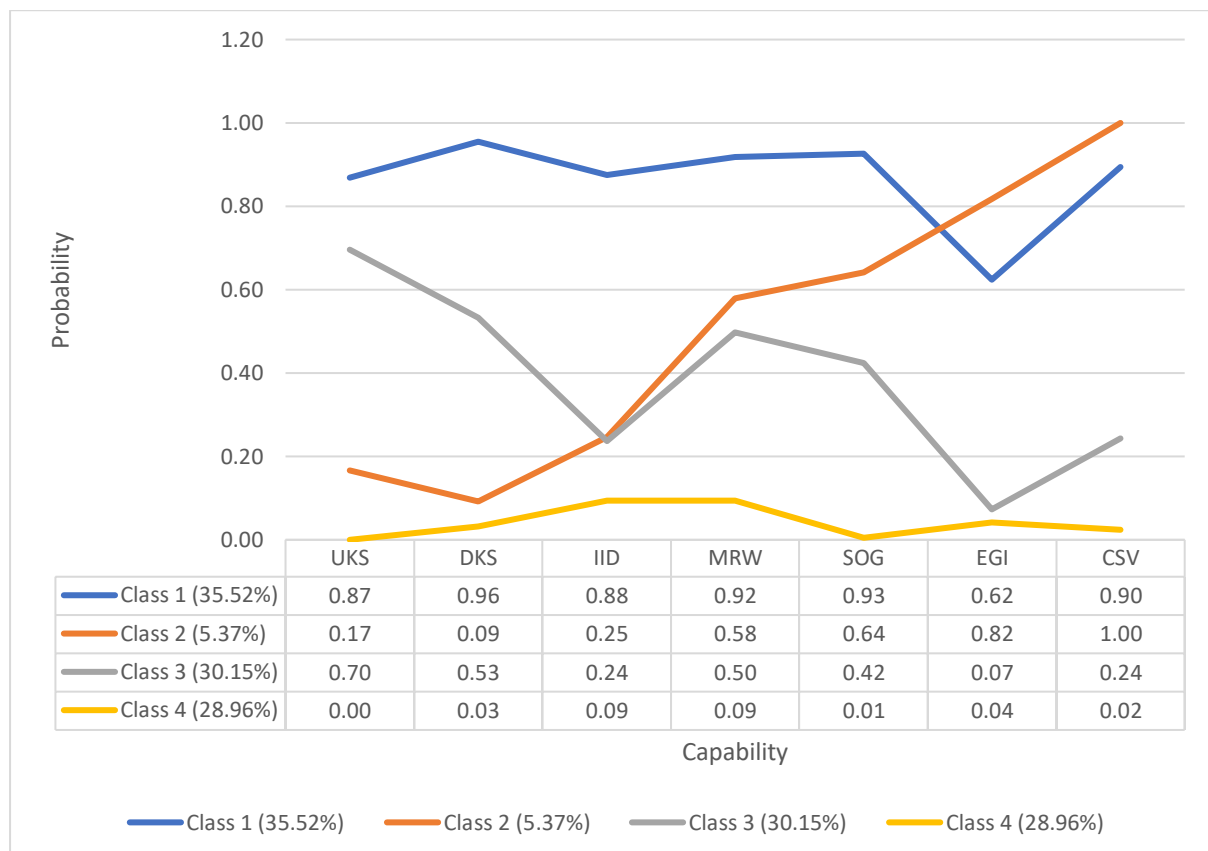
Although AIC, BIC, and ABIC did not reach a minimum, LMR, ALMR, and BLRT remained statistically significant ($p < .05$), except for the last classes' LMR LR and ALMR LR ($p > .05$). Howard et al. (2016) suggested that indicators could improve without achieving a minimum

and that sample size could help identify the ideal number of classes. Therefore, another class with quantifiable differences was added to the four-class model. Adding a fifth class added nothing conceptually relevant. Therefore, the four-class model was used. The average posterior probability for assignment to each of the five classes in the four-class model varied from .80 to .96, demonstrating a clear differentiation among the classes.

The four latent classes are illustrated in Figure 1. A total of 34.70% of the participants were assigned to Class 1, 5.7% to Class 2, 32% to Class 3, and 27.7% to Class 4. The size and sample proportion of the four classes were not too small, and the correct class assignment probabilities were well above the cut-off value of .70 (Nagin, 2005). The entropy statistic was .85, indicating a good classification (Wang & Wang, 2020).

Figure 1

Latent Class Analysis of Capabilities



The four latent classes in Figure 1 can be interpreted as follows: Class 1 was named the *robust capability class* (34.7%) and showed a high level of endorsement for all seven capabilities.

Class 2 was named the *Contributing something valuable class* (5.7%) and showed low levels of endorsement for using knowledge and skills, developing new knowledge and skills and involvement in decision-making. Class 3 was labelled the *Using and Developing Knowledge/Skills class* (32%) and showed a fluctuation of endorsement of the capabilities moving from moderately high endorsement for using knowledge and skills, low endorsement for developing new knowledge and skills, moderately low endorsement for involvement in decision-making and building and maintaining meaningful relationships at work, low endorsement for earning a good income and relatively low endorsement for contributing to something valuable. Class 4 was the *vulnerable capability class*. The probabilities of endorsement of all capabilities were low.

Latent Classes and Distal Variables

Table 6 illustrates the responses of the four capability classes to physical work role functioning, psychological work role functioning, and performance. There is no significant difference between PHWRF and PSWRF and the four capability classes. However, statistically significant differences exist in relation to performance and the overall test ($\chi^2 = 14.77, p < .001$), as well as between the *robust capability class* and *vulnerable capability class* ($\chi^2 = 14.39, p < .001$). Furthermore, there was a statistically significant difference between the using and developing knowledge/skills and vulnerable classes ($\chi^2 = 76.15, p < .001$). The *vulnerable capability class* performs significantly worse than the using and developing knowledge/skills and robust classes. This means that the less capable the participants are, the poorer they perform in relation to those who have more capability at their disposal. Hypothesis 1 is rejected, while hypothesis 2 is partially accepted.

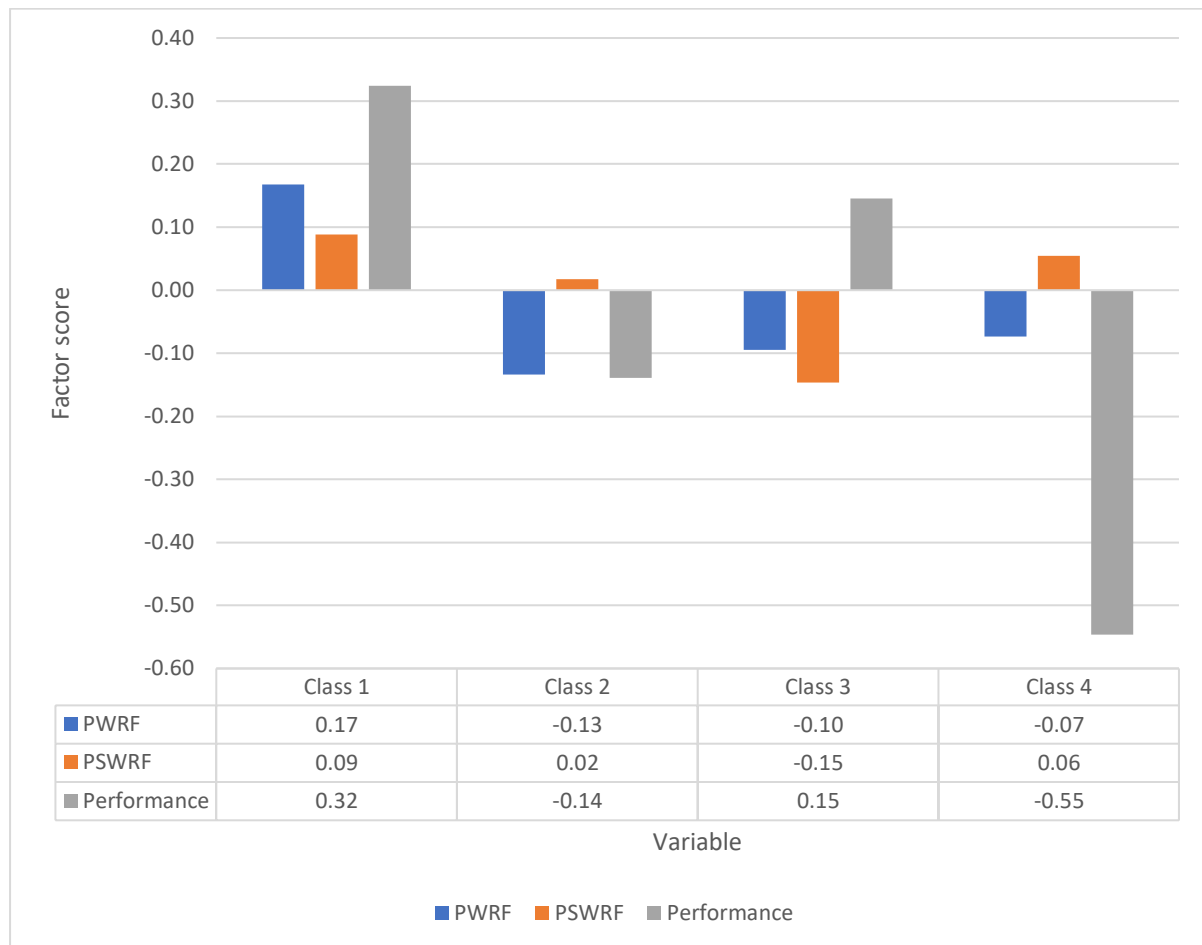
Table 6*Scores of Employees in Different Capability Sets on the Distal Variables*

PHWRF	Mean	S.E.	PSWRF	Mean	S.E.
Class 1	0.17	0.11	Class 1	0.09	0.13
Class 2	-0.13	0.27	Class 2	0.02	0.27
Class 3	-0.10	0.11	Class 3	-0.15	0.12
Class 4	-0.07	0.11	Class 4	0.06	0.11
	Chi-Square	<i>p</i>		Chi-Square	<i>p</i>
Overall test	3.41	.333	Overall test	1.90	.594
Class 1 vs Class 2	1.02	.313	Class 1 vs Class 2	0.05	.818
Class 1 vs Class 3	2.39	.122	Class 1 vs Class 3	1.59	.207
Class 1 vs Class 4	2.35	.125	Class 1 vs Class 4	0.04	.844
Class 2 vs Class 3	0.02	.897	Class 2 vs Class 3	0.29	.594
Class 2 vs Class 4	0.04	.838	Class 2 vs Class 4	0.02	.897
Class 3 vs Class 4	0.02	.900	Class 3 vs Class 4	1.39	.239
Performance	Mean	S.E.			
Class 1	.32	0.13			
Class 2	-0.14	0.41			
Class 3	.15	0.13			
Class 4	-0.55	0.19			
	Chi-Square	<i>p</i>			
Overall test	14.77	.002*			
Class 1 vs Class 2	1.15	.283			
Class 1 vs Class 3	.85	.357			
Class 1 vs Class 4	14.39	.000*			
Class 2 vs Class 3	.42	.517			
Class 2 vs Class 4	.82	.367			
Class 3 vs Class 4	7.99	.005*			

PHWRF physical work functioning; PsyWRF, psychological work functioning

Figure 2

Factor Scores of Capability Sets on Distal Variables



The associations between the class and the outcome show the following results: (a) a robust capability class is associated with a high level of performance and a low to moderate level of psychological and physical work role functioning; (b) the using and developing knowledge/skills and contributing something valuable class is associated with low negative performance, psychological work role functioning and physical work role functioning; however, a volatile class is associated with moderate levels of performance; and (c) a vulnerable class is associated with strong negative levels of performance, low negative levels of physical work role functioning and weak positive levels of psychological work role functioning.

Differences between Demographic Groups

Table 7 reports the MANOVA with gender as the independent variable and the capability set, work-role functioning and work performance as the dependent variables.

Table 7

MANOVA for General Health and Gender

Variable	Value	<i>F</i>	<i>df</i>	Error <i>df</i>	<i>p</i>	η^2
Age	.84	2.70	16.00	739.96	.001	.04
Job tenure	.92	1.77	12.00	632.63	.050	.03

* $p < .01$

The analysis indicates a significant effect of age [$F(4, 251) = 2.70, p < .001, \eta^2 = .04$] and job tenure [$F(12, 739.96) = 1.77, p = .050, \eta^2 = .03$] on the combined variable (consisting of the capability set, work-role functioning, and work performance). Analysis of each dependent sub-variable, using a Bonferroni adjusted alpha level of .005, showed that age has a statistically significant effect on the capability set [$F(4, 245) = 5.06, p = .001, \eta^2 = .08$] and work performance [$F(4, 245) = 3.92, p = .004, \eta^2 = .06$]. Participants younger than 35 have a lower capability level than those older than 55. Additionally, individuals in the 45-54 age category have a higher capability level than those in the 35-44 age category. Moreover, employees 55 years and older have a higher capability level than those in the 25-34 age group. Concerning work performance, employees in the 35-54 age category show higher job performance than those in the 18-24 age category. Analysis of each dependent sub-variable, using a Bonferroni adjusted alpha level of .005, showed that job tenure has a statistically significant effect on work performance [$F(3, 242) = 3.28, p = .022, \eta^2 = .04$]. Participants with one year or less job experience reported lower performance than those with 10 years or more experience.

Concerning specific capabilities, crosstabulations showed that the use of knowledge and skills ($\phi = .27, p < .001$), involvement in important decisions ($\phi = .25, p = .001$), developing and maintaining meaningful work relationships ($\phi = .20, p = .011$), setting own goals ($\phi = .19, p = .018$) were statistically significantly associated with age, while earning a good income ($\phi = .03, p = .614$), and contributing to something valuable ($\phi = .03, p = .625$) were not statistically significantly associated with age.

Hypothesis 3a is accepted for work capabilities as well as performance. Hypothesis 3b is accepted for work performance.

Discussion

The purpose of this study was to identify the work capabilities and sets for the work of Jamaican hotel workers and to investigate the role they play in workers' physical and psychological functioning and performance. De Wet and Rothmann (2022) and Van Casteren et al. (2021) reported support for a fresh new body of research on capability and functionings. This study adds to the rapidly growing research on capability, work ability and job performance in different places and occupations. The results showed that the highest capabilities were using knowledge and skills, building and maintaining meaningful relationships at work, developing knowledge and skills, and setting goals. The lowest capabilities were earning a good income, involvement in important decisions, and contributing to something valuable. Four capability classes were identified, with only 35.52% of the hotel workers in the robust capability set, indicating that they have a range of capabilities. In addition, the work capability classes were significantly and positively associated with hotel workers' job performance evaluation. Therefore, ensuring sustainable employability is a severe challenge for hotel workers in Jamaica.

The results indicate that 11.4% to 85.9% of hotel workers regarded the seven work values as important for their work in the hotel sector. A significant number of workers valued the use of knowledge and skills and setting their own goals as important. On the other hand, the least number of workers indicated that contributing to something was not an important value for them in the work context. With regard to the enablement aspect of the capability—whether workers are “set-up to succeed” - both involvement in decision-making and contributing to something valuable received low ratings from hotel workers. In other words, hotel workers perceive that they are not enabled by the decision-making process and contribute to something valuable.

Most of the enabled capabilities were use and development of knowledge and skills, maintaining relationships at work, setting own goals, and earning a good income. However, on the achievement aspect of the capability, hotel workers were moderate in their views on whether they were successful at achieving the list of seven capabilities. From a low of 47.3%

to a modest high of 64.3%, hotel workers reported that they had succeeded in achieving the seven capabilities.

Overall, a high percentage (83.7% average) of hotel workers reported all seven capabilities as important to them. However, most workers valued earning a good income, using their knowledge and skills, developing knowledge and skills, maintaining relationships at work and setting their own goals. However, an average of 74% of workers valued involvement in decision-making and maintaining relationships at work. Consistent with the findings of De Wet and Rothmann (2022), hotel workers scored low on the enablement and achievement factors for earning an income. All other work values were found to have a moderate average score of 61.2% on the enablement component of the work value; as mentioned earlier, earning a good income was dismally low on enablement at 36.8%.

Additionally, they faired the same in achieving success in seeing any improvement in their income. One can only speculate that the hotel sector pays its workers poorly; from the workers' perspective, not much has been done to ensure that they are compensated better. It was not surprising that involvement in decisions and earning a good income were the lowest ranked in the achievement component of work value. This is because it is consistent with findings from other studies on work values. (e.g., Abma et al., 2016; De Wet & Rothmann, 2022).

Notably, in each of the seven work values, there are clear discrepancies between the importance of the work value, being enabled to function, and the ability to achieve it. This is based on previous research (Van Gorp et al., 2018) on the work capabilities of people with multiple sclerosis. This means that slightly over 50% of the workers reported that they could not achieve their work values. There is the view that “forces” outside the work context may contribute to the difference between enablement and achievement of work values by hotel workers. The case could be made that these outside influences could hinder workers from achieving success with their capabilities. This highlights the importance of pursuing additional research to empirically give a reason for the differences between enablement and achievement of capabilities in the work context. Hotel workers in general reported a high rating on the importance of most of the seven capabilities rather than their enablement and achievement. This result was consistent with the findings of other similar studies. However, hotel workers' scores were lower on both enablement and achievement. A similar result was found by De Wet and Rothmann (2022) in a study of secondary school teachers' capabilities and functioning.

In terms of the latent class analysis, the results show that hotel workers can be meaningfully segmented based on their values enablement and achievement of the seven work values. This indicated that different classes of the seven capabilities were analytically possible. The latent class analysis identified four segmented classes: robust capability, inadequate capability, volatile capability, and vulnerable. These classes differ based on the participant's level of endorsement of individual work values.

Class 1, the robust capability class, represents 35% of hotel workers who show a high probability of endorsing six of the seven work values – use of knowledge and skills, development of knowledge and skills, involvement in decision-making, maintaining relationships at work, setting goals, and contributing to something valuable. Studies by Abma et al. (2016) show that the higher the capability score is, the higher the scores for work functioning and work performance. In class 1, there was a slight dip in the probability of workers endorsing earning a good income as an important value. Even though this is the case, it can be reasonably speculated that 35% of hotel workers who participated demonstrate high levels of work role functioning and work performance and may enjoy sustainable employment. Class 2 (the contributing something valuable class) reflects an inadequate trend of probable endorsement of capability. Participants in this class reported a low probability of endorsing the use of knowledge and skills.

Class 3, also referred to as the *using and developing knowledge class* with 28% of participants, showed a moderately high probability of endorsement. In class 3, knowledge and skills were the highest endorsed value. However, those who endorsed the use of knowledge and skills showed low endorsement for involvement in decision-making, earning a good income, and contributing to something valuable. This suggests a typical work situation where employees are equipped with knowledge and skills but are not capable or allowed to use their ideas and creative skills in their jobs. These results have implications for employee retention and sustainable employability. Previous research (Ghani et al., 2022; Khalid & Nawab, 2018) has shown that employee retention increases when organisations give employees a chance to make job decisions. Class 4, which was labelled the *vulnerable capability class*, had a low endorsement of the seven capabilities. This result should be worrisome from an organisational standpoint because it suggests that employees in this category are incapable of participating in the decision-making process.

Regarding differences between demographic groups, age had positive effects on the use of knowledge and skills, involvement in important decisions, developing and maintaining meaningful work relationships, setting own goals. Older workers also obtained statistically significantly higher scores than younger workers on the capability set. Contrary to these findings, the study of Abma et al. (2016) showed that the effects of job tenure and age were not significant. Various factors might explain the findings in this study: First, older employees in the hotel industry often have more experience and have developed a wide range of skills (Kusluvan et al., 2010). They may have a deeper understanding of the industry, customer service, and the specific needs of guests, leading to better job performance compared to younger employees who are still learning and gaining experience (Baum, 2012). Second, older workers may have a different work ethic compared to younger workers. They may be more committed and value customer service (Solnet et al., 2015). Third, cultural aspects can also influence the findings. In Jamaica, there is often respect for elders and their wisdom.

Future research should examine, via qualitative inquiry, why employees lack this capability. From a sustainable employability perspective, one can speculate that the vulnerable class may not be sustainably employable; they are likely to leave their job in search of more meaningful work. In relation to the four capability classes and their relationship to physical work role functioning, psychological role functioning, and performance, the findings reveal no significant difference between physical and psychological role functioning and the four capability classes. This indicates that individuals with fewer capabilities at their disposal will have poorer performance overall compared to those with a higher capability set available to them. The four latent class analysis typologies found in this study add to the growing body of knowledge about capability and SE in another culture. This is in response to the (Abma et al., 2016) call for more research into the capability set for work outside of Europe.

Limitations and Recommendations for Future Research

This is the first study to examine the capabilities and performance of hotel employees in Jamaica. It is also the first validated instrument used to study capacities and functions in the cultural setting of the Caribbean. Nevertheless, there were a few limitations worth highlighting. For instance, a cross-sectional design was used to measure the capability set and functionings of hotel staff in Jamaica. This indicates that worker self-evaluations were obtained

at a single moment in time. Given this, replies may be prone to response bias in instances where individuals underreport. This is expected since people who voluntarily participate in a study tend to provide responses that portray them favourably. Due to its cross-sectional design, the study cannot be generalised to the population. This study has limitations because it only included participants from one industry in Jamaica, which may limit the generalizability of the results. In the future, researchers may look at many Caribbean people from different industries to have policy implications that are broader and deeper.

The relationship between specific work capabilities and physical and psychological work role functioning, as well as work performance, in the context of hotel workers in Jamaica, is a complex one. The data suggests that the capability classes of the workers significantly influence their performance and work role functioning. For example, the robust capability class, which includes workers with high skills and knowledge, is associated with high performance levels and moderate levels of physical and psychological work role functioning. This suggests that hotel workers are able to perform their tasks efficiently and effectively, contributing positively to the overall performance of the hotel. The findings are in harmony with the study conducted by Abma et al. (2016), which demonstrated a significant relationship between the capability set of employees and various work-related factors, including work role functioning, work ability, work performance, and work hours.

On the other hand, the vulnerable capability class, which likely includes workers with less skills and knowledge, performs significantly worse than the other classes. This suggests that hotel workers may struggle with their tasks, leading to lower performance levels. This could be due to a lack of training or support, or it could be that these workers are in roles that do not match their skills and abilities.

The study found no significant difference between physical and psychological work role functioning across the four capability classes. This suggests that these aspects of work role functioning are not strongly influenced by the workers' capabilities. Other factors, such as the work environment or management practices, have a stronger influence on these aspects of work role functioning. Fleuren et al. (2016), suggest that functioning effectively in a work role is not solely dependent on individual capabilities, but also on the characteristics of the work environment.

These findings align with previous research in the field. For instance, a study by Garrido-Moreno et al. (2018) found that using social media tools in hotels, as a part of their Customer Relationship Management (CRM) strategies, played a key role in creating value and enhancing organizational performance. This suggests that the use and development of knowledge and skills, particularly in relation to new technologies, can significantly enhance work performance in the hotel industry.

However, there are still gaps in our understanding of this relationship. For instance, it is unclear why the vulnerable capability class performs significantly worse than the other classes. Further research is needed to explore this issue and to identify strategies to support these workers and improve their performance. Additionally, the influence of other factors, such as the work environment or management practices, on work role functioning and performance needs to be explored in more detail.

Future research should replicate this study and corroborate the results using a qualitative methodology. Qualitative design is a well-established method of data collection that captures the experiences and beliefs of participants through an exploratory process of data collection. This will help participants provide greater insight into the reasons for selecting specific capabilities and to gain a deeper understanding of the discrepancies and external variables that influence the importance, enablement, and accomplishment of work values. In addition, hotel employees would be able to provide feedback on their performance and general job functioning. In upcoming research on capabilities and functioning in the Caribbean, the role of leadership styles could be examined to see if they can predict capabilities, work performance, and other work outcomes.

This exploratory study contributes to the literature on capability and sustainable employability. Despite the limitations, this study's findings are nevertheless useful. Notably, the study makes insightful observations about sustainable employability. The 'post-COVID' labour shortage currently exists and the labour crisis prevalent throughout the service industry.

Conclusions

This empirical study employing a cross-sectional design sheds light on Jamaican hotel workers' capabilities, work role functioning, and performance. The seven capability sets of knowledge

use, knowledge development, involvement in decision making, goal setting, earning a good income, and contributing to something of value were used to predict the work functioning and performance of a sample of Jamaican hotel workers. Each work value was evaluated based on hotel employees' perceptions of its importance, enablement (opportunity to use), and attainability (did they achieve it). Even though the study's cross-sectional nature limits the ability to generalise the direction of causality between capability set, work functioning, and performance, the findings provide a wealth of information regarding their interrelationship. Overall, the results indicate a positive predictive value between the capability set for work and the work performance of Jamaican hotel workers. It also indicates that most workers consider most of the seven individual work values important for work. However, there was less support for the capability's enablement and achievement aspects.

This study also sought to determine the capability set typology of hotel workers and their relationship to job performance. The results yielded four distinct capability sets, namely, robust, inadequate, unstable, and vulnerable capability. Workers with greater capability (more work values) were determined to perform better than those with less capability. Therefore, to perform well at work, one must be described as robustly capable. On the other hand, workers who fall into the "vulnerable capability" category would perform poorly or not at all.

References

- Abma, F. I., van der Klink, J. J., & Bültmann, U. (2013). The work role functioning questionnaire 2.0 (Dutch version): Examination of its reliability, validity and responsiveness in the general working population. *Journal of Occupational Rehabilitation*, 23(1), 135–147. <https://doi.org/10.1007/s10926-012-9379-8>
- Abma, F. I., Brouwer, S., de Vries, H. J., Arends, I., Robroek, S. J., Cuijpers, M. P., & van der Klink, J. J. (2016). The capability set for work: development and validation of a new questionnaire. *Scandinavian Journal of Work, Environment & Health*, 42(1), 34–42. <http://doi.org/10.5271/sjweh.3532>
- Ahmad, J., Zahid, S., Wahid, F. F., & Ali, S. (2021). Impact of role conflict and role ambiguity on job satisfaction the mediating effect of job stress and moderating effect of Islamic work ethics. *European Journal of Business and Management Research*, 6(4), 41–50. <https://doi.org/10.24018/ejbmr.2021.6.4.895>
- Aratuo, D. N., & Etienne, X. L. (2019). Industry level analysis of tourism-economic growth in the United States. *Tourism Management*, 70, 333–340. <https://doi.org/10.1016/j.tourman.2018.09.004>
- Bal, P. M. (2017). *Dignity in the workplace. New theoretical perspectives*. Basingstoke, UK: Palgrave MacMillan.
- Baum, T. (2012). Human resource management in tourism: A small island perspective. *International Journal of Culture, Tourism and Hospitality Research*, 6(2), 124–132. <https://doi.org/10.1108/17506181211233054>
- Baum, T., & Hai, N. T. T. (2020). Hospitality, tourism, human rights and the impact of COVID-19. *International Journal of Contemporary Hospitality Management*, 32(7), 2397–2407. <https://doi.org/10.1108/IJCHM-03-2020-0242>
- Bernardi, A. (2019). Using the capability approach and organisational climate to study occupational health and safety. *Insights into Regional Development*, 1(2), 138–154. [https://doi.org/10.9770/IRD.2019.1.2\(6\)](https://doi.org/10.9770/IRD.2019.1.2(6))
- Bruni, L., & Porta, P. L., Eds. (2006). *Economics and happiness: Framing the analysis*. New York: Oxford University Press.
- Cini, L., & Goldmann, B. (2021). The worker capabilities approach: Insights from worker mobilizations in Italian logistics and food delivery. *Work, Employment and Society*, 35(5), 948–967.

- Claassen, R. (2018). *Capabilities in a just society: A theory of navigational agency*. London: Cambridge University Press. <https://doi:10.1017/9781108561853>
- Clark, S. L. (2010). Mixture modeling with behavioral data [Unpublished doctoral dissertation]. University of California.
- Collins, L. M., & Lanza, S. T. (2009). *Latent class and latent transition analysis: With applications in the social, behavioral, and health sciences*. Hoboken, NJ: Wiley.
- De Jonge, J., & Peeters, M. C. (2019). The vital worker: Towards sustainable performance at work. *International Journal of Environmental Research and Public Health*, 16(6), 910. <https://doi.org/10.3390/ijerph16060910>
- De Wet, T., & Rothmann, S. (2022). Toward perceived sustainable employability: Capabilities of secondary school teachers in a South African context. *Frontiers in Psychology*, 13, 842045. <https://doi.org/10.3389/fpsyg.2022.842045>
- Deng, J., Liu, J., Deng, W., Yang, T., & Duan, Z. (2021). Redefinition and measurement dimensions of sustainable employability based on the swAge-model. *International Journal of Environmental Research and Public Health*, 18(24),13230. <https://doi.org/10.3390/ijerph182413230>
- Eneizan, B., Taamneh, M., Enaizan, O., Almaaitah, M., Ngah, A., & Alsakarneh, A. (2021). Human resources practices and job satisfaction on customer satisfaction: The mediating role of quality of customer interaction in an online call center. *International Journal of Data and Network Science*, 5(1), 11–18. <https://doi.org/10.5267/j.ijdns.2020.12.001>
- Fleuren, B. P., de Grip, A., Jansen, N. W., Kant, I., & Zijlstra, F. R. (2020). Unshrouding the sphere from the clouds: Towards a comprehensive conceptual framework for sustainable employability. *Sustainability*, 12(16), 6366. <https://doi.org/10.3390/su12166366>
- Fleuren, B. P. I., de Grip, A., Jansen, N. W. H., Kant, I., & Zijlstra, F. R. H. (2016). Critical reflections on the currently leading definition of sustainable employability. *Scandinavian Journal of Work, Environment & Health*, 42(6), 557–560. <https://doi.org/10.5271/sjweh.3585>
- Garrido-Moreno, A., García-Morales, V. J., Lockett, N., & King, S. F. (2018). The missing link: Creating value with social media use in hotels. *International Journal of Hospitality Management*, 75, 94–104. <https://doi.org/10.1016/j.ijhm.2018.03.008>
- Gaspar, D. (1996). Culture and development ethics: Needs, women's rights, and western theories. *Development and Change*, 27(4), 627–661.
- Gaspar, D. (2004). *The ethics of development*. Edinburgh: Edinburgh University Press. Edinburgh.

- Gasper, D. (2008). Denis Goulet and the project of development ethics: Choices in methodology, focus and organisation. *Journal of Human Development*, 9, 453–474. <https://doi.org/10.1080/14649880802236755>
- Geiser, C. (2013). *Data analysis with Mplus*. New York, NY: The Guilford Press.
- Ghani, B., Zada, M., Memon, K. R., Ullah, R., Khattak, A., Han, H., Ariza-Montes, A., & Araya- Castillo, L. (2022). Challenges and strategies for employee retention in the hospitality industry: A Review. *Sustainability* 14(5), 1–26. <https://doi.org/10.3390/su14052885>
- Gheaus, A., & Herzog, L. (2016). The goods of work (other than money!). *Journal of Social Philosophy*, 47(1), 70–89. <https://doi.org/10.1111/josp.12140>
- Goh, E., & Baum, T. (2021) Goh, E., Baum, T. (2021). Job perceptions of generation Z hotel employees towards working in COVID19 quarantine hotels: The role of meaningful work. *International Journal of Contemporary Hospitality Management*, 33(5), 1688–1710. <https://doi.org/10.1108/IJCHM-11-2020-1295>
- Gotoh, R. (2021). *The ethics and economics of the capability approach*. Singapore: Springer. <https://doi.org/10.1007/978-981-15-5140-6>
- Gürbüz, S., van Woerkom, M., Kooij, D. T., Demerouti, E., van der Klink, J. J., & Brouwers, E. P. (2022). Employable until retirement: How inclusive leadership and hr practices can foster sustainable employability through strengths use. *Sustainability*, 14(19), 12195. <https://doi.org/10.3390/su141912195>
- Guthrie, J. P. (2001). High-involvement work practices, turnover and productivity: Evidence from New Zealand. *Academy of Management Journal*, 44, 180–190. <https://doi.org/10.2307/3069345>
- Hirai, T. (2017). *The creation of the human development approach*. Cham: Palgrave Macmillan. <https://doi.org/10.1007/978-3-319-51568-7>
- Hayes, A. F., & Coutts, J. J. (2020). Use omega rather than Cronbach’s alpha for estimating reliability. But.... *Communication Methods and Measures*, 14(1), 1–24. <https://doi.org/10.1080/19312458.2020.1718629>
- Hirai, T. (2021). Measuring capabilities: taking people’s values seriously. *World Development*, 148, 105657. <https://doi.org/10.1016/j.worlddev.2021.105657>
- Kessler, R. C., Barber, C., Beck, A., Berglund, P., Cleary, P. D., McKenas, D., N., Simon, G., Stang, P., Üstün, T.U., Wang, P. (2003). The World Health Organization health and work performance questionnaire (HPQ). *Journal of Occupational and Environmental Medicine*, 45(2), 156–174. <https://doi.org/10.1097/01.jom.0000052967.43131.51>

- Khalid, K., & Nawab, S. (2018). Employee participation and employee retention in view of compensation. *SAGE Open*, 8(4), 2158244018810067.
<https://doi.org/10.1177/2158244018810067>
- Kline, R. B. (2016). *Principles and practice of structural equation modeling* (4th ed.). New York: Guilford Press.
- Kusluvan, S., Kusluvan, Z., Ilhan, I., & Buyruk, L. (2010). The human dimension: A review of human resources management issues in the tourism and hospitality industry. *Cornell Hospitality Quarterly*, 51(2), 171–214. <https://doi.org/10.1177/1938965510362871>
- Lamers, L., Meijerink, J., Jansen, G., & Boon, M. (2022). A capability approach to worker dignity under algorithmic management. *Ethics and Information Technology*, 24(1), 1–15.
<https://doi.org/10.1007/s10676-022-09637-y>
- Le Blanc, P. M., Van der Heijden, B. I., & Van Vuuren, T. (2017). “I will survive”: A construct validation study on the measurement of sustainable employability using different age conceptualizations. *Frontiers in Psychology*, 8, 1690.
<https://doi.org/10.3389/fpsyg.2017.01690>
- Mathias, M. A. S., Fu, N., & Oliveira, O. J. (2021). Structuring a training-oriented high performance work system: A systematic review of frontline employees in the service sector. *Human Resource Development Review*, 20(4), 399–435.
<https://doi.org/10.1177/15344843211024028>
- Muthén, L. K., & Muthén, B. O. (1998-2021). *Mplus users' guide* (8th ed.). Los Angeles: Muthén & Muthén.
- IBM Corp. (2020). *IBM SPSS Statistics for Windows: Version 27*. Armonk, NY: IBM Corporation
- Morin, A. J. S., Marsh, H. W., & Nagengast, B. (2013). Exploratory structural equation modeling: An introduction. In G. R. Hancock & R. O. Mueller (Eds.), *Structural equation modeling: A second course* (2nd ed., pp. 395–436). Charlotte, NC: Information Age Publishing.
- Nagin, D. (2005). *Group-based modeling of development*. London: Harvard University Press.
<https://doi.org/10.4159/9780674041318>
- Nielsen, K., Nielsen, M. B., Ogbonnaya, C., Käsälä, M., Saari, E., & Isaksson, K. (2017). Workplace resources to improve both employee well-being and performance: A systematic review and meta-analysis. *Work & Stress*, 31(2), 101–120.
<https://doi.org/10.1080/02678373.2017.1304463>

- Nylund, K. L., Asparouhov, T., & Muthén, B. O. (2007). Deciding on the number of classes in latent class analysis and growth mixture modeling: A Monte Carlo simulation study. *Structural Equation Modeling: A Multidisciplinary Journal*, 14(4), 535–569. <https://doi.org/10.1080/10705510701575396>
- Nunnally, J. C., & Bernstein, I. H. (1994). *Psychometric theory*. Sydney: McGraw-Hill.
- Nussbaum, M. C. (2000). *Women and human development: The capabilities approach*. Cambridge: Cambridge University Press. <https://doi.org/10.1017/CBO9780511841286>
- Nussbaum, M. (2003). Capabilities as fundamental entitlements: Sen and social justice. *Feminist Economics*, 9(2-3), 33–59. <https://doi.org/10.1080/1354570022000077926>
- Nussbaum, M. (2006). Education and democratic citizenship: Capabilities and quality education. *Journal of Human Development*, 7(3), 385–395. <https://doi.org/10.1080/14649880600815974>
- Nussbaum, M., & Sen, A. (1993). *The quality of life*. Oxford: Clarendon Press. <https://doi.org/10.1093/0198287976.001.0001>
- Nussbaum, M. C. (2011). *Creating capabilities: The human development approach*. Cambridge, MA: Harvard University Press. <https://doi.org/10.4159/harvard.9780674061200>
- Nylund, K. L., Asparouhov, T., & Muthén, B. O. (2007). Deciding on the number of classes in latent class analysis and growth mixture modeling: A Monte Carlo simulation study. *Structural Equation Modeling: A Multidisciplinary Journal*, 14(4), 535–569.
- Orpinas, P., Raczynski, K., Peters, J. W., Colman, L., & Bandalos, D. (2015). Latent profile analysis of sixth graders based on teacher ratings: Association with school dropout. *School Psychology Quarterly*, 30(4), 577–592. <https://doi.org/10.1037/spq0000107>
- Pallant, J. (2007). *SPSS survival manual* (3rd ed.). London: McGraw Hill.
- Pournik, O., Ghalichi, L., Tehrani, Y. A., Tabatabaee, J. S., Ghaffari, M., & Vingard, E. (2012). Reliability and validity of Persian version of World Health Organization Health and Work Performance Questionnaire in Iranian health care workers. *International Journal of Occupational and Environmental Medicine*, 3(1), 33–38.
- Rasool, H., Maqbool, S., & Tarique, M. (2021). The relationship between tourism and economic growth among BRICS countries: A panel cointegration analysis. *Future Business Journal*, 7(1), 1–11. <https://doi.org/10.1186/s43093-020-00048-3>
- Raykov, T. (2009). Evaluation of scale reliability for unidimensional measures using latent variable modeling. *Measurement and Evaluation in Counseling and Development*, 42(3), 223–232. <https://doi.org/10.1177/0748175609344096>

- Robeyns, I. (2017). *Wellbeing, freedom and social justice: The capability approach re-examined*. Cambridge: Open Book Publishers. <https://doi.org/10.11647/OBP.0130>
- Robeyns, I. (2021). The capability approach. In [G. Berik](#) & E. Kongar (Eds), *The Routledge Handbook of Feminist Economics* (pp. 72–80). New York: Routledge. <https://doi.org/10.4324/9780429020612-9>
- Rothmann, S., & Cooper, C. (2022). *Work and organizational psychology* (3rd ed.). London: Taylor & Francis.
- Sen, A. K. (1992). *Inequality re-examined*. London: Oxford University Press.
- Sen, A. K. (1999). *Development as freedom*. New York: Knopf.
- Sen, A. K. (2008). The economics of happiness and capability. In L. Bruni, F. Comim, & M. Pugno (Eds.), *Capabilities and happiness* (pp. 16–27). Oxford: Oxford University Press.
- Sen, A. (2009). Capitalism: Beyond the crisis. *The New York Review of Books* 56(5), 27–30.
- Solnet, D., Kralj, A., & Baum, T. (2015). 360 degrees of pressure: The changing role of the HR professional in the hospitality industry. *Journal of Hospitality and Tourism Research*, 39(2), 271–292. <https://doi.org/10.1177/1096348012471380>
- Spector, P. E. (2019). Do not cross me: Optimising the use of cross-sectional designs. *Journal of Business and Psychology*, 34(2), 125–137. <https://doi.org/10.1007/s10869-018-09613-8>
- Su, Y., Cherian, J., Sial, M. S., Badulescu, A., Thu, P. A., Badulescu, D., & Samad, S. (2021). Does tourism affect economic growth of China? A panel granger causality approach. *Sustainability*, 13(3), 1349. <https://doi.org/10.3390/su13031349>
- Tabachnik, B., & Fidell, L. S. (2014). *Using multivariate statistics* (6th ed.). Boston, MA: Allyn & Bacon.
- Van Casteren, P. A. J., Meerman, J., Brouwers, E. P. M., Van Dam, A., & van der Klink, J. J. L. (2021). How can well-being at work and sustainable employability of gifted workers be enhanced? A qualitative study from a capability approach perspective. *BMC Public Health*, 21, 392. <https://doi.org/10.1186/s12889-021-10413-8>
- Van Elteren, L. (2016). Young workers and the capability set for work: an exploration of work values and their relation with work-related well-being and retention. [Unpublished Master's thesis]. Tilburg: Tilburg University.
- Van Gorp, D. A. M., van der Klink, J. J. L., Abma, F. I., Jongen, P. J., van Lieshout, I., & Arnoldus, E. P. J. (2018). The capability set for work – correlates of sustainable employability in workers with multiple sclerosis. *Health Quality of Life Outcomes* 16(113). <https://doi.org/10.1186/s12955-018-0942-7>

- van der Klink, J. J. L. (2019). *Cutting stone or building a cathedral*. Tilburg: Tilburg University.
- van der Klink, J. J. L., Bültmann U., Burdorf, A., Schaufeli, W. B., Zijlstra, F. R. H., Abma, F. I., Brouwer, S., & Van der Wilt, G. J. (2016). Sustainable employability: Definition, conceptualization, and implications: A perspective based on the capability approach. *Scandinavian Journal of Work, Environment and Health*, 42(1), 71–79.
<https://doi.org/10.5271/sjweh.3531>
- Wang, H., Zhang, Y., & Wan, M. (2022). Linking high-performance work systems and employee well-being: A multilevel examination of the roles of organisation-based self-esteem and departmental formalisation. *Human Resource Management Journal*, 32(1), 92–116. <https://doi.org/10.1111/1748-8583.12391>
- Wang, J., & Wang, X. (2020). *Structural equation modeling: Applications using Mplus*. Wiley. <https://doi.org/10.1002/9781119422730>
- Weil, D. (2014). *The fissured workplace: Why work became so bad for so many and what can be done to improve it*. Cambridge, MA: Harvard University Press.
<https://doi.org/10.4159/9780674726123-003>

CHAPTER 4

MANUSCRIPT 3

Work Capabilities and Flourishing of Hotel Workers in Jamaica

Abstract

Work-related well-being is essential for societies to prosper. A state of well-being for workers means they realise their abilities, manage the everyday stresses of work and life, work productively and fruitfully, and contribute to their communities. This study investigated the effects of work capabilities (valued aspects of work that are enabled and can be achieved) on workplace flourishing. It also determined the effects of age and gender on the work capabilities and flourishing of hotel workers in the Jamaican context. A convenient sample of hotel workers ($N = 344$) from the northern coast of the island of Jamaica participated in the study. The Capability Set for Work Questionnaire and the Flourishing-at-Work Scale – Short Form were administered. The results supported a three-factor model of flourishing at work, consisting of emotional, psychological, and social well-being. Enablement and achievement components of work capabilities had stronger effects on emotional, psychological, and social well-being than the value component. Gender and age were statistically significantly associated with hotel workers' emotional, psychological, and social well-being. The seven individual work capabilities and the capability set for work predicted emotional, psychological, and social well-being.

Keywords: capabilities, capability set, Jamaica, sustainable employability, flourishing at work, well-being, hotel workers

Introduction

A recent shift in the positive mental health (PMH), occupational health psychology (OHP), and capability literature have highlighted the significance of enabling workers the freedom to contribute to the building of flourishing lives (van der Klink, 2019; van der Klink et al., 2016). Work is designed to make human lives productive and unleash human potential, creativity, innovation, and spirit while making the experience meaningful and worthwhile for the worker. Furthermore, work enables individuals to earn a living, gives them the means to be engaged in society, offers them security, and gives them a sense of dignity (Foster et al., 2016) and a state of well-being. A state of well-being for workers means they realise their abilities, manage the everyday stresses of work and life, work productively and fruitfully, and contribute to their communities (WHO, 2004). Similarly, workers should be free to enable their human development and expand their capabilities. Expanding workers' capabilities enables them to be free, active, autonomous agents who can develop as individuals capable of engaging in meaningful work, enhancing their well-being and performance (Duong & Van Pham, 2022). Furthermore, human resource managers who understand workers' capabilities and well-being can help develop policies, programmes, and practices that help workers flourish (Redelinghuys et al., 2019; van der Klink, 2019).

Work-related well-being is essential for societies to prosper (Von Heimburg et al., 2021). Well-being represents how individuals evaluate and view their lives and living circumstances and is intrinsically tied to freedom (Brulé, 2022; Von Heimburg et al., 2021). Keyes (2007) defined mental health as high levels of well-being in terms of feeling and functioning well. Employees who display a high level of well-being are more likely to be cooperative, less absent, punctual, possess high-quality connections, are efficient, and can work longer hours (Ryff, 1989; Walters et al., 2021). In line with the conceptualisation of well-being of Keyes (2003), Rothmann et al. (2019) distinguished three dimensions of well-being at work, namely, emotional well-being (EWB), psychological well-being (PWB), and social well-being (SWB). Empirical evidence demonstrates that many workers are not flourishing (Hine et al., 2022; Ho & Chan, 2022; Stairs & Galpin, 2010) but have mental well-being challenges (Bergefurt et al., 2022).

Research regarding the well-being of employees in the hotel and tourism field is necessary, not only because of the economic importance of well-functioning workers in this sector (Pulido-Fernández & Cárdenas-García, 2021; Rasool et al., 2021), but also because work-related well-

being is an important value (van der Klink, 2019). The challenges the tourism industry faces regarding unsustainable employment have been documented in existing literature (Baum, 2007, 2015; Baum et al., 2016; Kusluvan et al., 2016). Workers in the hotel industry experience diverse challenges, including demanding conditions, at their workplaces, low wages, work-life imbalance, prolonged and intensive working hours, inflexible work arrangements, precariousness, low status of work, and high labour turnover (Baum et al., 2016). Additionally, the hotel industry is regarded as one of the most stressful industries in which to work (Sarwar et al., 2022). Moreover, in recent decades, tourism research has become more concerned with workers' well-being (Khan et al., 2020; Smith & Diekmann, 2017).

Significant development has occurred in the work arena in the last few years. There is a shift towards a greater emphasis on value-based approaches when analysing employees' sustainable employability (Gheaus & Herzog, 2016; van der Klink et al., 2016). Sustainable employability refers to a worker's capability to function in present and future work while maintaining excellent health and well-being, along with the necessary conditions for this to occur (van der Klink et al., 2016). The model of sustainable employability developed by van der Klink et al. (2016) focuses on what employee's value and whether or not they can achieve valued goals in their working life (Abma et al., 2016; Robeyns, 2017). Moreover, the United Nations' (UN) sustainable development goals emphasise promoting healthy living and well-being for all ages (von Heimburg et al., 2021), productive employment, and decent work for people (UN, 2019). Van der Klink et al. (2016) conceptualised a set of capabilities that workers can develop if they are able and empowered to realise their work values as meaningful goals in today's work context. Work values become capabilities when employees deem them important when contextual factors enable them and achieve such values (Abma et al., 2016; van der Klink, 2019).

Research on people's mental health has focused primarily on Western-, Educated-, Industrialised-, Rich- and Democratic- (WEIRD) contexts (Heinrich et al., 2010). Moreover, Gloss et al. (2017) found that work/organisational psychology research has focused chiefly on Professionals who hold Official jobs in a formal economy and who enjoy relative Safety from discrimination while also living in High-income countries (POSH). Little research has hotel workers' capabilities and optimal work functioning (Baum, 2018; Baum et al., 2016). Researchers should consider the capability approach as a guide to address humanitarian concerns and as a moral justification for doing so (McWha-Hermann et al., 2016). This study

is grounded in the capability approach (van der Klink et al., 2016) and the flourishing at work model (Rothmann, 2019). This study addresses the following gaps in the literature: First, it is unclear how work capabilities relate to the EWB, PWB, and SWB of hotel workers in a developing country. Second, it is unclear whether age and gender differences exist regarding the work capabilities and flourishing of different age and gender groups.

Mental Health as Flourishing

Mental health can be defined as a state of flourishing, a positive phenomenon that is more than the absence of mental illness (Keyes & Haidt, 2003). Besides being free from mental illness, flourishing people are also full of emotional vitality and function psychologically and socially well. Keyes and Haidt (2003) contrast flourishing with languishing. Languishing individuals are not mentally ill, they are living lives of despair, and their psychosocial functioning is comparable to depressed individuals. Those who are flourishing - defined by EWB, PWB, and SWB - and who do not have mental illness have more favourable psychosocial profiles than those who are languishing or depressed (Westerhof & Keyes, 2010).

Mental health is essential for moral and economic reasons (Pfeffer, 2018). In addition to a social justice foundation for considering mental health, Sen (1999) states that the success of an economy and society is determined by the quality-of-life members of that society can lead. As stated in the WHO's Mental Health Report (2022), individuals possessing robust mental health are equipped to manage life's stressors, actualise their potential, engage in learning, and actively contribute to their communities. Conversely, poor mental health might result in depression, suicide, and disengagement. Depressive disorders are ranked as the single most significant contributor to non-fatal health loss. In the Americas, 5.8% of people are suffering from depression. In the United States, suicide increased from 10.5 (1999) to 14 (2017) per 100 000 (Hedegaard et al., 2018). Seventy-eight percent of global suicides occurred in low- and middle-income countries in 2015 (World Health Organization, 2017). Globally and in the Caribbean, 77 and 79% of workers are either actively disengaged or not engaged (Gallup, 2022). Low engagement is estimated to cost the global economy US\$7.8 trillion in terms of performance outcomes such as retention, productivity, safety, and profitability (Gallup, 2022). Daily stress and worry in the Caribbean are 50 and 53%, respectively. Therefore, maintaining mental health is essential for individuals and institutions. Unfortunately, employers seldom consider the workplace an important factor affecting individual well-being (Pfeffer, 2018).

Flourishing at work is a multidimensional construct considering three aspects of workers' well-being: EWB, PWB, and SWB (Rothmann et al., 2019). Emotional well-being includes job satisfaction and positive affect (happiness, curiosity, and pride). Job satisfaction relates to an individual affective orientation toward the work roles they fulfil (Devananda & Onahring, 2019). An experience of positive-negative affect demonstrates a balance that reflects both pleasant and unpleasant experiences' effects on workers' emotions. Psychological well-being involves satisfying the psychological needs for autonomy, competence, relatedness, engagement, learning, and purpose and meaning. Social well-being includes social acceptance, actualisation, contribution, coherence, and integration (Redelinguys et al., 2019; Rothmann, 2013). When employees experience a high degree of SWB, they feel integrated and a part of their organisation; they feel that they are contributing to its development and functioning and consequently believe that they can make a meaningful contribution to the organisation (Rautenbach & Rothmann, 2017).

Rothmann (2014), a person's flourishing is impacted and positively influenced by a worker's experiences at work, work role fit, job attributes, connections with colleagues, and monetary rewards through remuneration. Employees who flourish are better equipped to manage challenges, uncertainty, and obstacles at work more effectively than those who are not flourishing (Schotanus-Dijkstra et al., 2016).

Capability and Flourishing

Sen (2009), Nussbaum (2011), and van der Klink et al. (2016) articulated the importance of social justice and capabilities in the quality of life of individuals. The value of researching capabilities and flourishing is also evident from the finding of Ryan et al. (2021) that societies with the most flourishing citizens provide conditions that allow people to pursue that which they have reason to value.

In a work context, social justice constitutes the opportunities to develop individuals' capabilities (such as using and developing knowledge and skills and earning a good income). Conditions of social injustice degrade and distort individuals' capabilities. Therefore, employers should provide opportunities to achieve valued beings and doings (e.g., in work contexts). According to Nussbaum (2011), social justice entails respect for human dignity, which requires that individuals be above a threshold in all capabilities (Prilleltensky &

Prilleltensky, 2021). If an employee is below a certain threshold in a certain capability (e.g., earning a good income), other work capabilities might (e.g., developing new knowledge and skills) might suffer (Mullainathan & Shafir, 2013).

The CA emphasises the freedom to set, alter, and pursue one's vision of what is good and just (Sen, 1999). Alkire (2005), Comim et al. (2008a), and Sen (1999) proposed six characteristics based on the CA: a) capacities are counterfactual (opportunities and possible choices accessible to a specific individual) and cannot be completely comprehended by accounting for the decisions an individual takes; b) capabilities are multidimensional: numerous fundamentally significant capabilities exist, and one skill is neither fungible nor transferrable to another; c) people rank abilities differently even though the same capabilities apply to various persons; d) capabilities, although objective, are multivocal; the same capability can be interpreted differently by different individuals as stated by Sen (1992) who highlighted that the adaptive preference dilemma within the CA suggests that people's self-reported capabilities are subjective and influenced by their social standing; e) despite the potential of assessing capacities on higher levels of analysis, individual capabilities have moral precedence.

Various studies have conceptualised capabilities and have provided empirical evidence to demonstrate a correlation between capabilities and levels of subjective well-being (Anand et al., 2009; DeHaan et al., 2016). The CA holds that a decent society should treat everyone equally and develop a minimum degree of fundamental human potential (Gaete & Gaete, 2021). Therefore, individual development and well-being are best evaluated through an individual's functional capabilities, i.e., access to the behaviours and activities individuals want to pursue. Sen (1999) referred to this as achieved functioning. Thus, the well-being of hotel workers can be enhanced by enabling individuals to lead the lives they value and have reason to value. As a result, employees who feel and function well are more motivated to perform optimally at work (Rothmann & Redelinghuys, 2020).

The CA is commonly regarded as a conceptual framework for various normative activities, most prominently, the appraisal of human well-being (Steen, 2016). In capability parlance, beings and doings are referred to as functionings, and the opportunities to attain these functionings are a person's capabilities (Nussbaum, 2011; Sen, 1999). The CA defines flourishing as the extent to which a person can be and do what they have reason to value being and doing (Sen, 1999). However, from a moral perspective, a person needs real freedom to be

happy, which can be considered a real chance to do and be what they have good reason to value. Therefore, the main claim is that even though different people have different reasons to be and do different things – or achieve different functions – the opportunity to do so is important for everyone’s well-being (Calder, 2018).

The interconnection of capabilities (values at work) and flourishing at work has become an interesting subject of interest for scholars in South Africa, Europe, and other parts of the world (De Wet & Rothman, 2022; Strydom-Wilson & Walker, 2015; Van Casteren et al., 2021). Strydom-Wilson and Walker (2015) argued that the CA provides a philosophical grounding that takes account of both personal and relational flourishing and morality.

Moreover, while the CA acknowledges the importance of flourishing, the approach also pays attention to the objective circumstances of a person’s life in recognition of the fact that people living in abject poverty can still report that they are happy even though they are manifestly not flourishing (Bruni et al., 2008; Stewart, 2014). The CA presents a paradigm that connects hotel workers’ functioning (e.g., flourishing at work) to their capabilities regarding their perceived importance values, enablement, and achievement of work values (Van der Klink et al., 2016). Abstractly, many recognise several critical elements of capabilities. Such categories include health, integrity, senses, imagination, thought, emotions, practical reason, affiliation, connection to other species, play, and political and material control.

Furthermore, research has shown that specific work capabilities have been associated with positive work outcomes. For example, in the Netherlands, gifted individuals in the general population reported that specific work capabilities were associated with well-being and sustainable employability (Van Casteren, 2020). Murangi et al. (2022) found that work capabilities and especially work relationships are essential for employees to flourish. The results indicated a positive correlation between EWB, PWB and SWB and a negative association with the intention to leave among special education educators in Namibia. Murangi et al. (2022) also found that precarious working conditions and job insecurity were associated with low EWB, PWB and SWB. Theoretically, boosting workers’ psychological well-being can help them connect more productively with co-workers, attach value to their job, focus, and enjoy freedom (Murangi et al., 2022). Another study on the capabilities of secondary school teachers in Africa showed that six of the seven capabilities (using knowledge and skills, developing new knowledge and skills, being involved in important decisions, building, and

maintaining meaningful relationships at work, setting one's own goals, and earning a good income) were associated with EWB. However, the study also revealed that the capability set of secondary school teachers was a better predictor of well-being than a specific capability (De Wet & Rothmann, 2022), which is in line with the CA.

The Effects of Gender and Age on Well-Being and Capability

Insufficient progress has been made in empirical research on the relationships between gender and age and the dimensions of flourishing - EWB, PWB, and SWB well-being and work capabilities. There is a need for gender and age-based analysis. Studies have confirmed that gender plays a significant role in women's and men's physical and mental health (Manandhar, 2018; Matud et al., 2019). Similar to physical health, there are clear distinctions between males and females regarding mental health and well-being (Eaton et al., 2012; Stein et al., 2010). Despite the ubiquity of well-being research, current literature on the differences in well-being between women and men has not produced consistent and conclusive outcomes (Milner et al., 2019). According to Milner et al. (2019), there are few differences between the sexes regarding psychological well-being. Nonetheless, women reported having experienced both positive and negative emotions more frequently and intensely than men (Diener & Ryan, 2009; Matud et al., 2019). Although existing studies have demonstrated disparities between women and men on specific measures of psychological well-being (Karasawa et al., 2011; Li et al., 2015; Lin et al., 2014; Gómez-Baya et al., 2018), these differences are typically influenced by other variables such as age, culture, and the role played by the respective genders (Ahrens & Ryff, 2006; Karasawa et al., 2011).

One consistent difference between women and men is in positive relations with others (social well-being); women score higher than men (Ahrens & Ryff, 2006; Ryff & Keyes, 1995; Karasawa et al., 2011). In their study of teachers' capability and functioning in South Africa, De Wet and Rothmann (2022) found a positive and substantial association between age (being older) and less experience in terms of workers' capabilities, for example, being able to contribute to something valuable, set one's own goals and being involved in important decisions. Similarly, Yeung and Breheny (2016) argue that the CA places older people, their actual opportunities to be, and their freedom to make their own decisions at the centre of an approach to well-being that considers the emotional, psychological, and social dimensions of flourishing.

A person's capability indicates that they have the opportunity and freedom to achieve their desired outcome. In Sen's (1999) concept of freedom, he captured the external conditions for all individuals to exercise their rights and fully live of their abilities. Individual capabilities to do things a person has reason to value are considered freedom (Sen, 1999). Opportunity and freedom to accomplish (working) outcomes characterise CA as a paradigm for studying well-being at work and sustained employability. Sen (1999, 2009) and Nussbaum (2011) reinvigorated global discussion on the capacities approach and highlighted the significance of the social justice values of equality and freedom from oppression for all.

Current Study

In Jamaica and the Caribbean, there are limited studies on the positive mental health of hotel workers. Traditional mental health research primarily focuses on the work stress-related epidemiology of depression, anxiety, burnout, and other unfavourable health effects (Hori et al., 2019). However, positive mental health can be crucial to sustaining the workforce because of its many benefits. Additionally, insufficient consideration is given to the capabilities of hotel employees (i.e., the valued components of work that were enabled and attained). Although recent research on work capabilities has been undertaken in Africa and Europe, it has focused on other occupational groups (De Wet & Rothmann, 2022; Kjellberg & Jansson, 2020; Meerman et al., 2022). Therefore, this study is necessary, and the aim was to examine the relationship between the three components of well-being (EWB, PWB and SWB) and work capabilities. Moreover, this study aimed to evaluate the "well-being-capability" association and the effects of age and gender in a sample of hotel workers in Jamaica. The study's findings are crucial to policy formulation and will contribute to advancing occupational research on workers' well-being, sustainable employability, and productivity.

The following hypotheses are proposed:

Hypothesis 1: There is a positive association between EWB, PWB, and SWB, emotional, and work capabilities.

Hypothesis 2: The work capabilities of hotel workers in Jamaica predict their EWB (H2a), PWB (H2b), and SWB (H2c).

Hypothesis 3: The capability set of hotel workers in Jamaica predicts their EWB (H3a), PWB (H3b), and SWB (H3c).

Hypothesis 4: The age of hotel workers in Jamaica is associated with their EWB (H4a), PWB and (H4b), and SWB (H4c).

Hypothesis 5: The gender of hotel workers in Jamaica is associated with their EWB (H4a), PWB (H4b), and SWB (H4c).

Method

Research Design

A cross-sectional survey design was utilised for this study. This design allows the researcher to examine various groups of individuals at a single point in time (Nielsen, 2017). Questionnaires were utilised to gather data regarding flourishing work and work values (capabilities).

Participants

A total of 344 employees from four hotels ranging from three to five stars on Jamaica's north coast (St Ann & St James) voluntarily participated in the study. The list of fifteen hotels contacted included the four that responded positively to a letter of participation. Table 1 depicts the characteristics of the participants.

Participants ranged in age from 18 to 68 years, with 57% being under 35. In addition, 31.5% of the participants had a bachelor's degree or higher. The results in Table 1 show that more than half of the participants were females (56.4%), with 40.4% of respondents falling into the age cohort (25-34 years). A significant number of participants were not certified beyond a high school certificate (32.3%), while 4.1% earned a master's degree. More than half of the participants held nonmanagement roles (65.7%), and less than 10% were non-Jamaicans (9%).

Table 1*Characteristics of the Participants (n=344)*

Items	Category	Frequency	Percentage
Gender	Male	146	42.9
	Female	194	56.4
	Missing values	45	13
Age	18-24	57	16.6
	25-34	139	40.4
	35-44	71	20.6
	45-54	41	11.9
	55 and older	19	5.6
	Missing values	17	4.9
	Missing values	17	4.9
Highest Qualification	High School Certificate	111	32.3
	Diploma	86	25
	Postgrad Diploma	11	3.2
	Degree	80	23.3
	Honours Degree	14	4.1
	Masters	14	4.1
	Missing values	28	8.1
Job Position	CEO	2	.6
	Senior Manager	28	8.1
	Middle Manager	66	19.2
	Non-Manager	181	52.6
	Custodia/Ancillary	45	13.1
	Missing values	22	6.3
	Missing values	22	6.3
Job tenure	0-1 years	76	22.7
	2-4 years	101	30.1
	5-9 years	72	21.5
	10 years and more	61	18.5
	Missing values	24	7.2
Years at the hotel	0-1 years	60	17.9
	2-4 years	90	26.9
	5-9 years	83	24.8
	10 years and more	65	19.4
	Missing values	37	11.0

Measuring Instruments

The Capability Set for Work Questionnaire (CSWQ; Abma et al., 2016) is a tool that can be used to assess and evaluate relevant work capabilities of employees. The CSWQ evaluates seven of the capabilities that make up the capability set, including: a) the use of one's knowledge and skills; b) the development of one's knowledge and skills; c) participation in significant decision-making; d) the development and maintenance of meaningful work relationships; e) setting of one's own goals; f) having a good income; and g) contribution to something of value. Three questions are asked regarding each capability: "How important is it for you to [value]?"; "Does your current employment allow you adequate chance to fulfil [value]?"; and "To what extent do you succeed in [value]?" The responses are graded using a scale that ranges from 1 (*not at all*) to 5 (*very much so*). According to the research done by Van Elteren (2016), the CSWQ has a Cronbach's alpha coefficient of .91. Concerning construct validity, Abma et al. (2016) found that employees' capability sets had a strong relationship to work role functioning, work ability, work performance, and worked hours. On the other hand, Van Gorp et al. (2018) showed that the CSWQ had a relationship to health and work outcomes.

The Flourishing-at-Work Scale – Short Form (FAWS-SF; Rautenbach & Rothmann, 2017) was used in this study to measure flourishing at work. The FAWS-SF is scored on a scale that ranges from 1 (*never*) to 6 (*every day*). Participants are required to identify how frequently they have encountered certain features in the workplace during the previous month. Emotional, psychological, and social well-being are the three components that make up the measure. Emotional well-being asks four questions about positive affect and overall job satisfaction. One of these questions is phrased as follows: "During the past month at work, how often did you have actual enjoyment in your work?" Questions on psychological well-being include six different characteristics, including autonomy, satisfaction with relatedness and competence, learning, meaningful work, and engagement (for example, "During the last month at work, how often did you become enthused about your job?"). Social well-being consists of questions that pertain to the following five dimensions: social acceptance, actualisation, coherence, contribution, and integration (for instance, "During the past month at work, how often did you feel you actually belonged at this school?"). Acceptable reliabilities for the entire scale of the FAWS-SF ranged from .92 to .86. Redelinghuys et al. (2019) found that the reliability of the subscales ranged from .81 to .86.

Research Procedure

Ethics approval was received from the Basic and Social Science Research Ethics Committee (BaSSREC) at North-West University (NWU-01150-21-A7). The researcher sought authorisation and ethical approval to perform the research in the relevant service industry. Participants were requested to complete a consent form that included subjects such as inclusion criteria, the objective of the research and the publication of anonymous results, benefits for participants, expectations or obligations of participants, potential hazards and their mitigation, confidentiality, the right to withdraw from the study, and contact information for individuals and researchers.

Hotels in Jamaica's North Coast Region were contacted to gauge their interest in participating. After numerous phone calls and emails, four three- to five-star hotels decided to participate. The questionnaire was administered online, and each question was reviewed for inaccuracies and duplication. All products were adequately framed; the measurements were based on earlier research, particularly in South Africa. From December 2021 to April 2022, participants answered an online questionnaire. Responses to the questions were initially recorded in an Excel spreadsheet before being transformed and inserted into an SPSS dataset for analysis.

Statistical Analysis

The structural measurement models of capabilities and flourishing at work were tested using the weighted least square mean and variance adjusted (WLSMV) estimator. These data were analysed using Mplus version 8.8 (Muthén & Muthén, 1998–2021) and SPSS27 (IBM Corp., 2020). The following indices were used to assess model fit: chi-square (χ^2), the standardised root mean square residual (SRMR), the heart mean square error of approximation (RMSEA), the Tucker–Lewis index (TLI), and the comparative fit index (CFI). Concerning TLI and CFI, values higher than .90 indicate an acceptable fit. However, an excellent fit requires a score larger than .95. According to Wang and Wang (2020), lower values indicate a better fit on all indices, except for the CFI and TLI, where higher values indicate a better fit. Omega coefficients (McDonald, 1999) were computed to estimate the reliability of the scales. To compare models, the Akaike information criterion (AIC), and the Bayesian information criterion (BIC) were utilised (Wang & Wang, 2020). The models with the lowest AIC and BIC values represent the best fit (Kline, 2010).

Additionally, descriptive statistics were employed to calculate the data. Where appropriate, Pearson correlations (r) or point-biserial correlations (rpb) were calculated to analyse the relationships between variables. The correlations between variables were evaluated using effect sizes (Cohen, 1988), with the following cut-off values: r or $rpb > .50$ (large effect), r or $rpb > .30$ (medium effect), and r or $rpb > .10$ (small effect). Multiple regression analyses were used to determine the effects of demographic variables and the work capabilities on EWB, PWB and SWB.

Results

Testing the Measurement Models

Using the MLR estimator in Mplus version 8.8 (Muthén & Muthén, 1998–2021), confirmatory factor analyses were conducted to test three competing measurement models for the FAWS-SF: a) Model 1 consisted of three correlated latent variables, namely EWB (measured by four observed variables), PWB (measured by eight observed variables), and SWB (measured by five observed variables). b) Model 2 consisted of two correlated latent variables, namely Feeling well (measured by four observed variables) and functioning well (measured by 13 observed variables). c) Model 3 consisted of one latent variable, namely flourishing (measured by 17 observed variables). The fit statistics of the various measurement models are reported in Table 2.

Table 2

Fit Statistics of the Measurement Models

Model	χ^2	<i>df</i>	TLI	CFI	RMSEA (95% CI)	SRMR	AIC	BIC
1.1	362.66*	132	.87	.89	.07* [.06, .08]	.06	17,800.85	18,018.26
1.2	342.53*	131	.88	.90	.06* [.06, .07]	.06	17,768.18	17,989.39
1.3	317.48*	130	.90	.91	.06* [.05, .07]	.05	17,732.15	17,957.19
2	466.12*	134	.82	.84	.08* [.07, .09]	.06	17,972.62	18,182.40
3	482.86*	135	.82	.84	.08* [.07, .09]	.06	17,999.98	18,205.94

χ^2 : chi-square statistic; *df*: degrees of freedom; TLI: Tucker–Lewis index; CFI: comparative fit index; RMSEA: root mean square error of approximation; SRMR: standardised root mean square residual; AIC: Akaike information criterion; BIC: Bayesian information criterion; * $p < .01$.

Table 2 shows that a three-factor model (Model 1.1) fitted the data better than a two-factor model ($\Delta\text{AIC} = -171.77$; $\Delta\text{BIC} = -164.14$) and a one-factor model ($\Delta\text{AIC} = -199.13$; $\Delta\text{BIC} = -187.68$). The fit statistics of Model 1 were as follows: $\chi^2 = 362.66$, $df = 132$, $p < .001$; TLI = .87; CFI = .89; RMSEA = .07 [.06, .08], $p > .05$; SRMR = .06. Three of the fit indices (χ^2 , TLI and CFI) showed inadequate fit of the model to the data. Therefore it was decided to focus on model development to improve the model fit. Consequently, the analyses continued in an exploratory mode. Item 19 (“How often did you feel this organisation is becoming a better place for people like you?”) and item 21 (“How often did you feel that the way your organisation works makes sense to you?”) of the FAWS-SF had a high modification index (MI = 22.29). Therefore, a correlation was allowed between the errors of items 19 and 21 (Model 1.2). Table 2 shows that Model 1.2 fitted the data better than Model 1.1 ($\Delta\text{AIC} = -32.67$; $\Delta\text{BIC} = -28.87$): $\chi^2 = 342.53$, $df = 131$, $p < .001$; TLI = .88; CFI = .90; RMSEA = .06 [.06, .07], $p > .05$; SRMR = .06. Although the model fit improved, the χ^2 , TLI and CFI values were still not acceptable. The modification index for the error correlation of item 8 (“How often did you feel confident to think or express your own ideas and opinions?”) and item 13 (“How often did you feel the work is meaningful?”) were high. Therefore, a correlation was allowed between the errors of items 8 and 13 (Model 1.3). Model 1.3 yielded the following statistics: $\chi^2 = 317.48$, $df = 130$, $p < .003$, TLI = .90, CFI = .91, RMSEA = .06, [.05, .07], $p < .05$; SRMR = .05. The fit of Model 1.3 was regarded as acceptable.

Descriptive Statistics and Correlations

Table 3 shows the descriptive statistics, reliability coefficients and correlation coefficients for the variables.

Table 3 shows that the omega coefficients of all the scales are acceptable compared with the cut-off value of .80 (Hayes & Coutts, 2020), indicating acceptable internal consistencies. The seven work capabilities are statistically significantly associated with the capability set (all large effects). Furthermore, the seven work capabilities are statistically significantly and positively associated with EWB, PWB and SWB (all medium effects). The work capability set is statistically significantly and positively related to EWB ($r = .54$, large effect), PWB ($r = .49$, large effect), and SWB ($r = .56$, large effect).

Table 3*Descriptive Statistics, Reliabilities and Correlations*

Variable	Mean	SD	ω	1	2	3	4	5	6	7	8	9	10	11	12	13
1. UKS	.53	.49	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2. DKS	.51	.50	-	.53 ^{*++}	-	-	-	-	-	-	-	-	-	-	-	-
3. IID	.41	.49	-	.39 ^{*+}	.52 [*]	-	-	-	-	-	-	-	-	-	-	-
4. MRW	.53	.49	-	.41 ^{*+}	.41 ^{*+}	.42 ^{*+}	-	-	-	-	-	-	-	-	-	-
5. SOG	.49	.50	-	.47 ^{*+}	.49 ^{*+}	.48 ^{*+}	.53 ^{*++}	-	-	-	-	-	-	-	-	-
6. EGI	.30	.45	-	.26 ^{*+}	.33 ^{*+}	.35 ^{*+}	.33 ^{*+}	.42 ^{*+}	-	-	-	-	-	-	-	-
7. CSV	.45	.49	-	.38 ^{*+}	.43 ^{*+}	.49 ^{*+}	.45 ^{*+}	.55 ^{*++}	.53 ^{*++}	-	-	-	-	-	-	-
8. Capset	.46	.35	.85	.69 ^{*++}	.73 ^{*++}	.73 ^{*++}	.70 ^{*++}	.80 ^{*++}	.64 ^{*++}	.76 ^{*++}	-	-	-	-	-	-
9. Values	4.34	.70	.80	.29 [*]	.32 ^{*+}	.32 ^{*+}	.40 ^{*+}	.37 ^{*+}	.22 ^{*+}	.34 ^{*+}	.45 ^{*+}	-	-	-	-	-
10. Enable	3.55	.83	.85	.58 ^{*++}	.62 ^{*++}	.61 ^{*++}	.59 ^{*++}	.64 ^{*++}	.59 ^{*++}	.60 ^{*++}	.83 ^{*++}	.53 ^{*++}	-	-	-	-
11. Achieve	3.56	.85	.84	.62 ^{*++}	.61 ^{*++}	.60 ^{*++}	.61 ^{*++}	.64 ^{*++}	.58 ^{*++}	.62 ^{*++}	.84 ^{*++}	.49 [*]	.90 ^{*++}	-	-	-
12. EWB	4.52	1.03	.83	.41 ^{*+}	.39 ^{*+}	.37 ^{*+}	.40 ^{*+}	.38 ^{*+}	.38 ^{*+}	.41 ^{*+}	.54 ^{*++}	.39 ^{*+}	.60 ^{*++}	.61 ^{*++}	-	-
13. PWB	4.73	1.03	.90	.39 ^{*+}	.36 ^{*+}	.30 ^{*+}	.39 ^{*+}	.36 ^{*+}	.30 ^{*+}	.38 ^{*+}	.49 ^{*+}	.42 ^{*+}	.55 ^{*++}	.54 ^{*++}	.92 ^{*++}	-
14. SWB	4.21	1.34	.90	.38 ^{*+}	.40 ^{*+}	.38 ^{*+}	.39 ^{*+}	.40 ^{*+}	.38 ^{*+}	.44 ^{*+}	.56 ^{*++}	.27 [*]	.62 ^{*++}	.61 ^{*++}	.90 ^{*++}	.82 [*]

Notes: * $p \leq .01$; + $r > .30$ – medium effect; ++ $r > .50$ – large effect; UKS, use of knowledge and skills; DKS, development of knowledge and skills; IID, involvement in important decisions; MRW, building and maintaining meaningful relationships at work; SOG, setting own goals; CSV, contributing to something valuable; EWB, emotional well-being; PWB, psychological well-being; SWB, social well-being.

The correlation between the capability set and the value component thereof ($r = .45$, medium effect) is lower than the correlations for the enablement ($r = .83$, large effect) and achievement ($r = .84$, large effect) components. The three dimensions of capabilities (i.e., values, enablement, and achievement) are statistically significantly related to EWB, PWB, and SWB. The effect sizes of enablement and achievement were large, while the effect sizes of values varied from small (for SWB) to medium effects (for EWB and PWB). Hypothesis 1 is accepted.

Multiple Regression Analysis

Multiple regression analyses were carried out with capabilities (measured by the CSWQ) as independent variables and EWB, PWB, and SWB (measured by the FAWS-SF) as dependent variables (see Table 4).

Concerning the four demographic variables, Table 4 shows that EWB is associated with being a male ($\beta = -.12, p = .038$) and older ($\beta = .29, p < .001$); PWB is associated with age ($\beta = .29, p < .001$), and that SWB is associated with being male ($\beta = -.12, p = .038$) and older ($\beta = .29, p < .001$).

Table 4*Multiple Regression of Capabilities and Flourishing*

EWB								PWB							
Variable	Beta	SE	β	<i>p</i>	<i>R</i> ²	<i>F</i> (<i>df</i>)	<i>p</i>	Variable	β	SE	β	<i>p</i>	<i>R</i> ²	<i>F</i> (<i>df</i>)	<i>p</i>
Step 1					.07	4.68 (4, 271)	<.001**	Step 1					.07	4.68 (4, 271)	<.001**
Gender	-.22	.10	-.12	.038*				Gender	-.21	.11	-.11	.061			
Age	.22	.06	.29	<.001**				Age	.24	.06	.29	<.001**			
Tenure	-.01	.01	-.09	.401				Tenure	-.01	.01	-.08	.446			
Yhotel	-.01	.01	-.05	.624				Yhotel	-.01	.01	-.05	.612			
Step 2					.19	12.94 (5, 270)	<.001**	Step 2					.18	11.63 (5, 270)	<.001**
Gender	-.22	.10	-.12	.025*				Gender	-.21	.10	-.11	.045*			
Age	-.11	.06	.15	.045*				Age	.13	.06	.16	.033*			
Tenure	-.00	.01	-.01	.913				Tenure	-.00	.01	-.01	.941			
Yhotel	-.00	.01	-.03	.718				Yhotel	-.00	.01	-.04	.699			
UKS	.66	.10	.38	<.001**				UKS	.64	.11	.35	<.001**			
Step 2					.19	12.24 (5, 270)	<.001**	Step 2					.16	10.11 (5, 270)	<.001**
Gender	-.20	.10	-.12	.037*				Gender	-.19	.10	-.10	.067			
Age	.18	.06	.23	.002**				Age	.19	.06	.24	<.001**			
Tenure	-.01	.01	-.10	.309				Tenure	-.01	.01	-.10	.315			
Yhotel	-.00	.01	-.03	.755				Yhotel	-.00	.01	-.01	.927			
DKS	.61	.10	.35	<.001**				DKS	.56	.10	.31	<.001**			

p* ≤ .05; *p* ≤ .01 Cap, Capability; Var, variable UKS, use of knowledge and skills; DKS, development of knowledge and skills; IID, involvement in important decisions; MRW, building and maintaining meaningful relationships at work; SOG, setting own goals; CSV, contributing to something valuable; HGI, having a good income; EWB, emotional well-being; PWB, psychological well-being; SWB, social well-being

Table 4*Multiple Regression of Capabilities and Flourishing (continued)*

EWB								PWB							
Variable	Beta	SE	β	p	R^2	$F(df)$	p	Variable	β	SE	β	p	R^2	$F(df)$	p
Step 2					.19	12.43 (5, 270)	<.001**	Step 2					.13	8.36 (5, 269)	< .001**
Gender	-.22	.19	-.12	.024*				Gender	-.20	.11	-.11	.05*			
Age	.14	.10	.19	.012**				Age	.17	.06	.22	.01**			
Tenure	-.00	.06	-.03	.786				Tenure	-.01	.01	-.04	.66			
Yhotel	-.01	.01	-.08	.398				Yhotel	-.01	.11	-.05	.58			
IID	.63	.10	.36	<.001**				IID	.50	.10	.27	< .001**			
Step 2					.19	12.65 (5, 271)	<.001**	Step 2					.17	11.37 (5, 271)	< .001**
Gender	-.21	.10	-.12	.03				Gender	-.19	.10	-1.85	.065			
Age	.18	.06	.23	<.001**				Age	.19	.06	3.34	< .001			
Tenure	.00	.01	-.00	.984				Tenure	-.00	.01	-.09	.927			
Yhotel	-.02	.01	-.16	.091				Yhotel	-.02	.01	-.12	.178			
MRW	.63	.10	.36	<.001**				MRW	.78	.11	.33	.001**			
Step 2					.16	9.99 (5, 271)	<.001**	Step 2					.13	8.26 (5, 271)	< .001**
Gender	-.19	.10	-.11	.053				Gender	-.18	.11	-.10	.090			
Age	.18	.06	.23	.002				Age	.19	.06	.24	< .001**			
Tenure	-.01	.01	-.08	.404				Tenure	-.01	.01	-.08	.399			
Yhotel	-.01	.01	-.06	.495				Yhotel	-.01	.01	-.04	.676			
SOG	.53	.10	.30	<.001**				SOG	.71	.11	.36	.001**			

* $p \leq .05$; ** $p \leq .01$ Cap, Capability; Var, variable; UKS, use of knowledge and skills; DKS, development of knowledge and skills; IID, involvement in important decisions; MRW, building and maintaining meaningful relationships at work; SOG, setting own goals; CSV, contributing to something valuable; EGI, earning a good income; EWB, emotional well-being; PWB, psychological well-being; SWB, social well-being

Table 4*Multiple Regression of Capabilities and Flourishing*

EWB					PWB										
Variable	Beta	SE	β	p	R^2	$F(df)$	p	Variable	β	SE	β	P	R^2	$F(df)$	p
Step 2					.17	10.63 (5, 257)	<.001**	Step 2					.12	7.29 (5, 257)	<.001**
Gender	-.19	.10	-.11	.064				Gender	-.18	.11	-.10	.099			
Age	.17	.06	.23	.002*				Age	.19	.06	.24	.002**			
Job tenure	-.01	.01	-.04	.683				Tenure	-.01	.01	-.05	.661			
Years at hotel	-.00	.01	-.03	.718				Yhotel	-.00	.01	-.03	.787			
EGI	.61	.11	.33	<.001**				EGI	.48	.11	.30	<.001**			
Step 2					.17	10.09 (5, 255)	<.001**	Step 2					.15	8.72 (5, 255)	<.001**
Gender	-.19	.10	-.11	.061				Gender	-.17	.11	-.09	.109			
Age	.15	.06	.20	.008*				Age	-.10	.06	.22	.005**			
Job tenure	-.01	.01	-.08	.428				Tenure	-.00	.01	-.07	.512			
Years at hotel	-.00	.01	-.01	.913				Yhotel	-.00	.01	-.02	.813			
CSV	.56	.10	.33	<.001**				CSV	.53	.11	.29	<.001**			
Step 2					.27	18.29 (5, 245)	<.001**	Step 2					.21	13.34 (5, 245)	<.001**
Gender	-.17	.09	-.10	.121				Gender	-.16	.10	-.09	.121			
Age	.08	.05	.10	.085				Age	.10	.06	.13	.085			
Job tenure	.00	.01	.02	.851				Tenure	.00	.01	.02	.815			
Years at hotel	-.00	.01	-.03	.581				Yhotel	-.01	.01	-.05	.581			
Capset	1.13	.14	.48	<.001**				Capset	1.02	.15	.41	<.001**			

* $p \leq .05$; ** $p \leq .01$ Cap, Capability; Var, variable UKS, use of knowledge and skills; DKS, development of knowledge and skills; IID, involvement in important decisions; MRW, building and maintaining meaningful relationships at work; SOG, setting own goals; CSV, contributing to something valuable; HGI, having a good income; EWB, emotional well-being; PWB, psychological well-being; SWB, social well-being

Table 4*Multiple Regression of Capabilities and Flourishing*

Variable					SWB		
	β	SE	β	p	R^2	F	p
Step 1					.06	3.98 (4, 271)	<.004**
Gender	-.04	.02	-.14	.023*			
Age	.03	.01	.26	<.001**			
Tenure	-.00	.00	-.08	.463			
Yhotel	-.00	.00	-.08	.438			
Step 2					.17	11.19 (5, 270)	<.001**
Gender	-.04	.01	-.14	.015*			
Age	.01	.01	.12	.099			
Tenure	-.00	.01	-.00	.968			
Yhotel	-.00	.00	-.06	.502			
UKS	.09	.02	.36	<.001**			
Step 2					.20	13.58 (5, 270)	<.001**
Gender	-.03	.01	-.13	.018*			
Age	.02	.01	.19	.007**			
Tenure	-.00	.00	-.09	.327			
Yhotel	-.00	.00	-.05	.586			
DKS	.75	.01	.38	<.001**			
Step 2					.18	12.15 (5, 269)	<.001**
Gender	-.04	.01	-.14	.016*			
Age	.02	.01	.15	.050*			
Tenure	-.00	.00	-.00	.984			
Yhotel	-.00	.00	-.10	.263			
IID	.70	.02	.37	<.001**			
Step 2					.19	12.81(5, 271)	<.001**
Gender	-.03	.01	-.13	.018*			
Age	.02	.01	.20	.005**			
Tenure	.00	.00	.01	.932			
Yhotel	-.00	.00	-.19	.046*			
MRW	.10	.02	.37	<.001**			

* $p \leq .05$; ** $p \leq .01$ Cap, Capability; Var, variable UKS, use of knowledge and skills; DKS, development of knowledge and skills; IID, involvement in important decisions; MRW, building and maintaining meaningful relationships at work; SOG, setting own goals; CSV, contributing to something valuable; HGI, having a good income; EWB, emotional well-being; PWB, psychological well-being; SWB, social well-being

Table 4*Multiple Regression of Capabilities and Flourishing*

Variable					SWB		
	β	<i>SE</i>	β	<i>p</i>	<i>R</i> ²	<i>F</i>	<i>p</i>
Step 2					.17	11.07(5, 271)	<.001**
Gender	-.03	.02	-.12	.040*			
Age	.02	.01	.18	.014*			
Tenure	-.00	.00	-.05	.577			
Yhotel	-.00	.00	-.09	.348			
SOG	.09	.02	.40	<.001**			
Step 2					.18	11.03 (5, 257)	<.001**
Gender	-.03	.02	-.12	.041*			
Age	.02	.01	.19	.009*			
Tenure	-.00	.00	-.05	.597			
Yhotel	-.00	.00	-.04	.682			
EGI	.10	.02	.36	<.001**			
Step 2					.19	12.11 (5, 255)	<.001**
Gender	-.03	.02	-.12	.038*			
Age	.02	.01	.15	.048*			
Tenure	-.00	.00	-.05	.601			
Yhotel	-.00	.00	-.03	.751			
CSV	.10	.02	.38	<.001**			
Step 2					.30	20.82 (5, 243)	<.001**
Gender	-.03	.02	-.10	.055			
Age	.01	.01	.06	.444			
Tenure	.00	.00	.02	.815			
Yhotel	-.00	.00	-.04	.664			
Capset	.19	.02	.52	<.001**			

p* ≤ .05; *p* ≤ .01 Cap, Capability; Var, variable UKS, use of knowledge and skills; DKS, development of knowledge and skills; IID, involvement in important decisions; MRW, building and maintaining meaningful relationships at work; SOG, setting own goals; CSV, contributing to something valuable; HGI, having a good income; EWB, emotional well-being; PWB, psychological well-being; SWB, social well-being

The demographic variables, in combination with using knowledge and skills ($\beta = .38, p < .001$), developing new knowledge and skills ($\beta = .38, p < .001$), involvement in decision-making ($\beta = .36, p < .001$), building and maintaining meaningful relationships at work ($\beta = .36, p < .01$), setting own goals ($\beta = .30, p < .001$), earning a good income ($\beta = .33, p < .001$), and contributing to something valuable ($\beta = .33, p < .001$) explained between 16 to 19% of the variance in EWB.

The demographic variables, in combination with using knowledge and skills ($\beta = .35, p < .001$), developing new knowledge and skills ($\beta = .31, p < .001$), involvement in decision-making ($\beta = .27, p < .001$), building and maintaining meaningful relationships at work ($\beta = .33, p < .01$), setting own goals ($\beta = .36, p < .001$), earning a good income ($\beta = .30, p < .001$), and contributing to something valuable ($\beta = .29, p < .001$) explained between 16 to 19% of the variance in PWB.

The demographic variables, in combination with using knowledge and skills ($\beta = .36, p < .001$), developing new knowledge and skills ($\beta = .38, p < .001$), involvement in decision-making ($\beta = .37, p < .001$), building and maintaining meaningful relationships at work ($\beta = .37, p < .01$), setting own goals ($\beta = .40, p < .001$), earning a good income ($\beta = .36, p < .001$), and contributing to something valuable ($\beta = .38, p < .001$) explained between 17 to 20% of the variance in SWB.

Table 4 shows that the demographic variables and the capability set predict 27% of the variance in EWB ($F(5, 245) = 18.29, p < .001$). Only the regression coefficient of the capability set is statistically significant ($\beta = .48, p < .001$). Furthermore, the demographic variables and the capability set predict 21% of the variance in PWB ($F(5, 245) = 18.29, p < .001$). Only the regression coefficient of the capability set is statistically significant ($\beta = .41, p < .001$). Lastly, the demographic variables and the capability set predict 21% of the variance in SWB ($F(5, 243) = 20.82, p < .001$). Only the regression coefficient of the capability set is statistically significant ($\beta = .52, p < .001$).

Based on the abovementioned results, hypotheses 2a to 2c are accepted. Furthermore, hypotheses 3a to 3c are accepted. Hypotheses 4a to 4c and 5a to 5c are partially accepted.

Discussion

Workplace flourishing is a multifaceted concept comprising EWB, PWB, and SWB. This study aimed to investigate the effects of work capabilities (valued aspects of work that are enabled and can be achieved) on flourishing at work. The second aim was to determine whether age and gender are associated with well-being. A three-factor flourishing model proposed by Rautenbach and Rothmann (2017); and Rothmann et al. (2019) built on Keyes's (2002) work was found to be more statistically robust and superior to the one- and two-factor models and was a good fit for the data. This result is consistent with the findings of Rautenbach and Rothmann (2017), which supports the three well-being domains of the FAWS-SF. The results

provided support for a model in which gender, age, and work capabilities predicted flourishing at work.

Consistent with recent literature (De Wet & Rothmann, 2022; Murangi et al., 2022; Van Gorp et al., 2018), this study found that the specific capabilities (use of knowledge and skills, development of knowledge and skills, involvement in important decisions, building and maintaining meaningful relationships at work, setting own goals, earning a good income, and contributing to some valuable) were significantly associated with EWB, PWB, and SWB. The enable and achievement component had a modest to significant impact on all seven capabilities. Similar findings were observed by Van Gorp et al. (2018) when testing the work-related capacity set of multiple sclerosis patients. A prior study indicated that a higher capability set was related to improved job results for employees with multiple sclerosis (Van Gorp et al., 2018).

The capability set for work (i.e., the extent to which a collective set of capabilities are valued, enabled by the environment, and achieved by the worker) was positively associated with EWB, PWB, and SWB. Therefore, this study's findings confirmed that a capability set (i.e., all seven capabilities combined) is vital for the optimal functioning of employees. This should inform the management of hotels that if hotel workers are able and enabled in a work environment where their values are realised, this would contribute to the well-being of the individual worker and provide the structures for workers to be sustainably employed. However, the converse is also true; if workers are not capable, they might languish, as indicated by low EWB, PWB, and SWB (Murangi et al., 2022). The latter types of well-being are associated with social health, resilience, autonomy, and work engagement, which are evident in several models that include positive relationships as an aspect of flourishing (Huppert & So, 2013; Janse van Rensburg et al., 2017; Redelinghuys et al., 2019).

The findings highlight the importance of work capabilities as a predictor of flourishing at work. It means that hotel workers perceive that if they have the freedom to learn and develop new skills, be more involved in the decision-making process, have good social relations with their colleagues and management, earn a good salary and contribute to something valuable, they will flourish. They will experience life at work as going well, have positive feelings, and function effectively in their daily work life. Flourishing workers who function optimally in three main domains of their well-being, their EWB, PWB, and SWB, will experience good positive mental

health. In contrast, if hotel workers perceive a lack of access and opportunity to information and skills and the lack of freedom to develop knowledge and skills (two vital capabilities for hotel workers), this may be a manifestation of what Nussbaum (2003) and Sen (1999) considered poverty. Consequently, a lack of knowledge and skills, and other work capabilities to support hotel workers as professionals make them inherently impoverished (Gloss et al., 2017).

All seven individual capabilities in combination with gender (being male) and older age positively predicted significant and moderate percentages of the variance in EWB. Knowledge and skills use, development of new knowledge and skills, involvement in important decisions, building and maintaining meaningful relationships at work, setting own goals, and having a good income have a strong positive association with emotional well-being (i.e., positive affect and job satisfaction). Abma et al. (2016) confirmed that all seven capabilities combined – a (capability set) – are essential for the optimal functioning of employees. Research has demonstrated that capabilities (such as meaningful work) have a favourable effect on the well-being of employees (Van Wingerden & Van der Stoep, 2017). This implies that hotel workers are more likely to experience higher levels of pleasure and satisfaction if they believe they are contributing something at work that has a greater purpose than simply earning a salary.

The capability set for hotel workers (a combination of seven work values and their enablement and achievement) was a positive predictor of EWB. These findings align with recent research on capabilities and well-being (De Wet & Rothmann, 2022; Murangi et al., 2022). Fulfilling an individual's needs and accomplishing their goals can improve EWB (Rojas & Veenhoven, 2013). The component of EWB known as satisfaction pertains to hotel employees' realisation of expectations about their work outcomes. In contrast, the component known as positive affect relates to fulfilling their needs. The findings confirm that when hotel workers perceive they have the freedom to be able, enabled, and achieve their goals, they are satisfied and experience positive affect (Janse van Rensburg et al., 2017; Redelinghuys et al., 2019; Rothmann, 2013).

Gender (being male), age (being older) and specific capabilities of hotel workers positively predicted their PWB. Furthermore, the capability set predicted PWB with percent of the variance explained. All the work capabilities, use of knowledge and skills, development of knowledge and skills, involvement in important decisions, building and maintaining meaningful relationships at work, setting own goals, earning a good income, and contributing

to something valuable were associated with PWB. Psychological well-being means that hotel workers experience higher autonomy, learn, feel competent, connect more productively with colleagues, attach meaning and purpose to their job roles, and are engaged (Redelinghuys & Rothmann, 2019, 2020).

All specific capabilities and capability set positively predicted SWB, with 30% of the variance explained. Specific capabilities, including using knowledge and skills, developing knowledge and skills, involvement in important decisions, building and maintaining meaningful relationships at work, setting goals, earning a good income, and contributing to something valuable, were associated with functioning socially well. Thus, hotel workers' capabilities are related to a greater sense of connection, worth, and significance - in other words, the feeling that they matter (Prillentsky & Prillentsky, 2021).

The findings reveal that older age and specific capabilities positively predicted EWB. This finding is consistent with research indicating that older individuals may exhibit greater emotional regulation and resilience (Scheibe & Carstensen, 2010). Moreover, gender differences were evident in the findings, with men displaying higher EWB when combined with certain capabilities, such as using knowledge and skills and involvement in decision-making. Some research suggests that men, in general, may have a higher baseline level of life satisfaction than women (Diener et al., 2018), which suggests that men benefit more from work-related achievements and authority.

Furthermore, findings demonstrated that older age and various capabilities positively predicted PWB. This finding supports literature emphasising the importance of personal growth, social support, autonomy, financial stability, and purpose in life for PWB (Keyes et al., 2002). Additionally, the results showed that specific capabilities and demographic factors, such as gender and older age, played a significant role in predicting SWB. This finding aligns with previous research highlighting the importance of social roles and interpersonal relationships in shaping SWB (Elmer et al., 2020).

By elucidating the impact of demographic factors and capabilities on well-being in the workplace, this study provided valuable insights for organisations seeking to promote employee well-being. Emphasising the development of work capabilities, decision-making,

goal-setting, and relationship-building may foster a more engaged and productive workforce, enhancing overall organisational performance (Bakker & Albrecht, 2018).

Social justice is necessary to create opportunities for hotel workers to develop capabilities, such as using knowledge and skills, developing knowledge and skills, involvement in important decisions, meaningful contacts at work, setting own goals, having a good income, and contributing to something valuable (Jiang & Lavaysse, 2018). While injustice impairs worker freedoms, external conditions of justice, such as a fair salary, good working conditions, job security, and professional development, are essential to allow hotel workers to create capabilities (Sen, 2008). To promote the flourishing of hotel workers, human resource management should facilitate the development of all capabilities into a capability set.

This study provides insights into hotel workers' work capabilities and flourishing in Jamaica. It suggests that human resource managers give hotel workers the freedom to realise the goals they have reason to value, which may result in improved work outcomes for the hotel sector. It also provides insight into the uniqueness of the functions influenced by hotel workers' capabilities, which might be utilised to target interventions in particular ways to achieve desired outcomes for the hotel industry.

Limitations and Recommendations

Cross-sectional and case study designs have poorer internal validity than longitudinal and experimental designs because they lack control over alternative explanations for their findings. Another concern with cross-sectional designs is common method variance (Podsakoff et al., 2003). Cross-sectional research may exaggerate the association between well-being and capabilities. The strength of this relationship is likely to vary significantly if a longitudinal research design is employed (Nielsen et al., 2017). Additionally, the results from this study cannot be used to infer causality or generalise to the wider public.

However, despite these limitations, this study's findings call for action in the hotel sector to promote flourishing among hotel workers. Within the sector, HR policies should be crafted to address the lack of a limited focus on well-being among workers. This can be done by implementing organisational development, group or team, and individual interventions. Keyes (2007) called for a national mental health strategy in the United States. This study provided evidence for the implementation of a standardised, industry-wide strategy in the tourism sector,

particularly among hotel workers, to respond to the issues of employee well-being and sustainable employability of hotel workers.

Conclusion

Research has delved into the constructs of capabilities, sustainable employability, and worker well-being. However, the current state of research is lacking in understanding the relationship between work capabilities and the various components of well-being, such as emotional, psychological, and social aspects. Only a select few studies, such as those conducted by De Wet and Rothmann (2022) and Murangi et al. (2022), along with the present study, have attempted to investigate this vital relationship. The present study, utilising the framework developed by Abma et al. (2016) and Van der Klink et al. (2016), has broadened the investigation's scope by examining the well-being-capability association and the effects of age and gender in a sample of workers in the hotel industry located on the North Coast Corridor in Jamaica. This study's findings indicated that individual work capabilities are good for the well-being of the individual worker, allowing them to pursue and realise their goals. It is evident that workers' real freedoms and well-being deserve significantly more attention from human resource departments, especially in the hotel industry, if workers are to enjoy sustainable employability.

References

- Abma, F. I., Brouwer, S., de Vries, H. J., Arends, I., Robroek, S. J., Cuijpers, M. P., & van der Klink, J. J. (2016). The capability set for work: Development and validation of a new questionnaire. *Scandinavian Journal of Work, Environment & Health*, *42*(1), 34–42. <https://doi.org/10.5271/sjweh.3532>
- Ahrens, C. J. C., & Ryff, C. D. (2006). Multiple roles and well-being: Sociodemographic and psychological moderators. *Sex Roles*, *55*(11), 801–815. <https://doi.org/10.1007/s11199-006-9134-8>
- Alkire, S. (2005). Why the capability approach? *Journal of Human Development*, *6*(1), 115–135. <https://doi.org/10.1080/146498805200034275>
- Anand, P., Hunter, G., Carter, I., Dowding, K., Guala, F., & Van Hees, M. (2009). The development of capability indicators. *Journal of Human Development and Capabilities*, *10*(1), 125–152. <https://doi.org/10.1080/14649880802675366>
- Bakker, A. B., & Albrecht, S. L. (2018). Work engagement: Current trends. *Career Development International*, *23*(1), 4–11. <https://doi.org/10.1108/CDI-11-2017-0207>
- Baum, T. (2007). Human resources in tourism: Still waiting for change. *Tourism Management*, *28*(6), 1383–1399. <https://doi.org/10.1016/j.tourman.2007.04.005>
- Baum, T. (2015). Human resources in tourism: Still waiting for change? – A 2015 reprise. *Tourism Management*, *50*, 204–212. <https://doi.org/10.1016/j.tourman.2015.02.001>
- Baum, T., Kralj, A., Robinson, R. N., & Solnet, D. J. (2016). Tourism workforce research: A review, taxonomy and agenda. *Annals of Tourism Research*, *60*, 1–22. <https://doi.org/10.1016/j.annals.2016.04.003>
- Baum, F. (2016). *The new public health* (4th ed.). Oxford: Oxford University Press.
- Baum, T. (2018). Sustainable human resource management as a driver in tourism policy and planning: A severe sin of omission? *Journal of Sustainable Tourism*, *26*(6), 873–889. <https://doi.org/10.1080/09669582.2017.1423318>
- Bergefurt, L., Weijs-Perrée, M., Appel-Meulenbroek, R., & Arentze, T. (2022). The physical office workplace as a resource for mental health: A systematic scoping review. *Building and Environment*, *207*. <https://doi.org/10.1016/j.buildenv.2021.108505>
- Brulé, G. (2022). Evaluation of existing indexes of sustainable well-being and propositions for improvement. *Sustainability*, *14*(2), 1027. <https://doi.org/10.3390/su14021027>
- Bruni, L., Comim, F., & Pugno, M. (2008). *Capabilities and happiness*. London: Oxford University Press.

- Comim, F., Qizilbash, M., & Alkire, S. (2008). *The capability approach: Concepts, measures and applications*. Cambridge: Cambridge University Press.
- Chen, F. F. (2007). Sensitivity of goodness of fit indexes to lack of measurement invariance. *Structural Equation Modeling: A Multidisciplinary Journal*, *14*(3), 464–504. <https://doi.org/10.1080/10705510701301834>
- de Haan, E., Grant, A. M., Burger, Y., & Eriksson, P. O. (2016). A large-scale study of executive and workplace coaching: The relative contributions of relationship, personality match, and self-efficacy. *Consulting Psychology Journal: Practice and Research*, *68*(3), 189. <https://psycnet.apa.org/doi/10.1037/cpb0000058>
- De Wet, T., & Rothmann, S. (2022). Toward perceived sustainable employability: Capabilities of secondary school teachers in a South African context. *Frontiers in Psychology*, *13*, 842045. <https://doi.org/10.3389/fpsyg.2022.842045>
- Diener, E., & Ryan, K. (2009). Subjective well-being: A general overview. *South African Journal of Psychology*, *39*(4), 391–406. <https://doi.org/10.1177/008124630903900402>
- Diener, E., Lucas, R. E., & Oishi, S. (2018). Advances and open questions in the science of subjective well-being. *Collabra: Psychology*, *4*(1). <https://doi.org/10.1525/collabra.115>
- Duong, D. D., & Pham, A. V. (2022). Advancing a capability approach to work as a central dimension of human development. *Forum for Development Studies*, *49*(2), 1–122. <https://doi.org/10.1080/08039410.2022.2112276>
- Eaton, N. R., Keyes, K. M., Krueger, R. F., Balsis, S., Skodol, A. E., Markon, K. E Grant, B.F., & Hasin, D. S. (2012). An invariant dimensional liability model of gender differences in mental disorder prevalence: evidence from a national sample. *Journal of Abnormal Psychology*, *121*(1), 282. <https://doi.org/10.1037/a0024780>
- Elmer, T., Mepham, K., & Stadtfeld, C. (2020). Students under lockdown: Comparisons of students' social networks and mental health before and during the COVID-19 crisis in Switzerland. *Plos One*, *15*(7), e0236337. <https://doi.org/10.1371/journal.pone.0236337>
- Foster, L., Scott, J. C., Rupp, D. E., Saari, L., Osicki, M., Charles, K., Mallory, D., & Maday, D. (2016). Unleashing human potential through the science of work. *The Industrial-Organizational Psychologist*, *53*(3), 135-142.
- Gaete, J., & Gaete, A. (2021). Disruptive behaviors: A capabilities approach. In *The Palgrave encyclopedia of critical perspectives on mental health* (pp. 1–16). Cham: Palgrave Macmillan. <https://doi.org/10.1007/978-3-030-12852-4>
- Gallup. (2022). *State of the global workforce*. New York: Gallup Press.

- Gheaus, A., & Herzog, L. (2016). The goods of work (other than money!). *Journal of Social Philosophy*, 47(1), 70–89. <https://doi.org/10.1111/josp.12140>
- Gloss, A., Carr, S. C., Reichman, W., Abdul-Nasiru, I., & Oestereich, W. T. (2017). From handmaidens to POSH humanitarians: The case for making human capabilities the business of IO psychology. *Industrial and Organizational Psychology*, 10(3), 329–369. <https://doi.org/10.1017/iop.2017.27>
- Gómez-Baya, D., Lucia-Casademunt, A. M., & Salinas-Pérez, J. A. (2018). Gender differences in psychological well-being and health problems among European health professionals: Analysis of psychological basic needs and job satisfaction. *International Journal of Environmental Research and Public Health*, 15(7), 1474. <https://doi.org/10.3390/ijerph15071474>
- Hayes, A. F., & Coutts, J. J. (2020). Use omega rather than Cronbach's alpha for estimating reliability. But.... *Communication Methods and Measures*, 14(1), 1–24. <https://doi.org/10.1080/19312458.2020.1718629>
- Hedegaard, H., Curtin, S., & Warner, M. (2018). *Suicide mortality in the United States: 1999-2017* (NCHS Data Brief No. 330). Centers for Disease Control and Prevention. www.cdc.gov/nchs/data/databriefs/db330-h.pdf.
- Hine, R., Patrick, P., Berger, E., Diamond, Z., Hammer, M., Fathers, C., Morris, Z. A., & Reupert, A. (2022). From struggling to flourishing and thriving: Optimising educator well-being within the Australian education context. *Teaching and Teacher Education*, 115. <https://doi.org/10.1016/j.tate.2022.103727>
- Ho, H. C., & Chan, Y. C. (2022). Flourishing in the workplace: A one-year prospective study on the effects of perceived organisational support and psychological capital. *International Journal of Environmental Research and Public Health*, 19(2), 922. <https://doi.org/10.3390/ijerph19020922>
- Hori, D., Oi, Y., Ohtaki, Y., Andrea, C. S., Takahashi, T., Shiraki, N., Ikeda, T., Ikeda, Y., Doki, S., Sasahara, S., & Matsuzaki, I. (2019). Association between flourishing mental health and occupational stress among workers of Tsukuba Science City, Japan: A cross-sectional study. *Environmental Health and Preventive Medicine*, 24(1), 1–12. <https://doi.org/10.1186/s12199-019-0823-7>
- Huppert, F.A., & Therefore, T.T. (2013). Flourishing across Europe: Application of a new conceptual framework for defining well-being. *Social Indicators Research*, 110(3), 837–861. <https://doi.org/10.1007/s11205-011-9966-7>

- IBM Corp. (2021). *IBM SPSS Statistics for Windows: Version 27*. Armonk, NY: IBM Corporation.
- Janse Van Rensburg, C., Rothmann, S.I., & Diedericks, E. (2017). Person-environment fit, flourishing and intention to leave in universities of technology in South Africa. *South African Journal of Industrial Psychology*, *43*(1), 1–10.
<https://doi.org/10.4102/sajip.v3i0.1422>
- Jiang, L. & Lavaysse, L. M. (2018). Cognitive and affective job insecurity: A meta-analysis and a primary study. *Journal of Management*, *44*, 2307–2342.
<https://doi.org/10.1177/0149206318773853>
- Kahn, W. A., & Heaphy, E. D. (2013). Relational context of personal engagement at work. In C. Truss, R. Delbridge, E. Soane, K. Alfes, & A. Shantz (Eds.), *Employee engagement in theory and practice* (pp. 163–179). London: Routledge.
- Karasawa, M., Curhan, K. B., Markus, H. R., Kitayama, S. S., Love, G. D., Radler, B. T., & Ryff, C. D. (2011). Cultural perspectives on aging and well-being: A comparison of Japan and the United States. *The International Journal of Aging and Human Development*, *73*(1), 73–98. <https://doi.org/10.2190/AG.73.1.d>
- Keyes, C. L. M., Shmotkin, D., & Ryff, C. D. (2002). Optimizing well-being: The empirical encounter of two traditions. *Journal of Personality and Social Psychology*, *82*(6), 1007–1022. <https://doi.org/10.1037/0022-3514.82.6.1007>
- Keyes, C. L. M. (2003). Complete mental health: An agenda for the 21st century. In C. L. M. Keyes & J. Haidt (Eds.), *Flourishing: Positive psychology and the life well-lived* (pp. 293–312). Washington, DC: American Psychological Association.
- Keyes, C. L. M. (2005). Mental illness and/or mental health? Investigating axioms of the complete state model of health. *Journal of Consulting and Clinical Psychology*, *73*(3), 539. <https://psycnet.apa.org/doi/10.1037/0022-006X.73.3.539>
- Keyes, C. L. M. (2006). Subjective well-being in mental health and human development research worldwide: An introduction. *Social Indicators Research*, *77*, 1-10.
- Keyes, C. L. M. (2007). Promoting and protecting mental health as flourishing: A complementary strategy for improving national mental health. *American Psychologist*, *62*(2), 95–108. <https://doi.org/10.1037/0003-066X.62.2.95>
- Keyes, C. L. (2013). *Mental well-being: International contributions to the study of positive mental health* (Vol. 8). Dordrecht: Springer.

- Keyes, C. L. M., & Annas, J. (2009). Feeling good and functioning well: distinctive concepts in ancient philosophy and contemporary science. *The Journal of Positive Psychology, 4*, 19–201. <https://doi.org/10.1080/17439760902844228>
- Kjellberg, I. (2022). The capability approach in social work with older people. In H.F. Erhag, U. L. Nilsson, T. R Sterner, & I. Skoog (Eds.), *A multidisciplinary approach to capability in age and ageing* (pp. 149–162). Cham: Springer.
- Kjellberg, I., & Jansson, B. (2022). The capability approach in social work research: A scoping review of research addressing practical social work. *International Social Work, 65*(2), 224–239. <https://doi.org/10.1177/0020872819896849>
- Kline, R. B. (2016). *Principles and practice of structural equation modelling* (3rd ed.). New York, NY: Guilford Press.
- Kuşlivan, S., Başoda, A., & Kuşlivan, H. (2016). The impact of lodging employee's customer orientation on turnover intention: The mediating role of job satisfaction. *Anatolia: Turizm Arastirmalari Dergisi, 27*(1), 79-95. <https://doi:10.17123/atad.vol27iss10005>
- Lin, C. C., Cheng, T. C., & Wang, S. C. (2014). Measuring subjective well-being in Taiwan. *Social Indicators Research, 116*(1), 17–45. <https://doi.org/10.1007/s11205-013-0269-z>
- Li, R. H., Kao, C. M., & Wu, Y. Y. (2015). Gender differences in psychological well-being: Tests of factorial invariance. *Quality of Life Research, 24*(11), 2577–2581. <https://doi.org/10.1007/s11136-015-0999-2>
- Magyar, J. L., & Keyes, C. L. M. (2019). Defining, measuring, and applying subjective well-being. In M. W. Gallagher & S. J. Lopez (Eds.), *Positive psychological assessment: A handbook of models and measures* (pp. 389–415). American Psychological Association. <https://doi.org/10.1037/0000138-025>
- Matud, M. P., López-Curbelo, M., & Fortes, D. (2019). Gender and psychological well-being. *International Journal of Environmental Research and Public Health, 16*(19), 3531. <https://doi.org/10.3390/ijerph16193531>
- Manandhar, M., Hawkes, S., Buse, K., Nosrati, E., & Magar, V. (2018). Gender, health and the 2030 agenda for sustainable development. *Bulletin of the World Health Organisation, 96*(9), 644. <https://doi.org/10.2471/BLT.18.211607>
- McDonald, R. P. (1999). *Test theory: A unified treatment*. New York: Lawrence Erlbaum Associates Publishers.

- McWha-Hermann, I., Maynard, D. C., & O'Neill Berry, M. (2016). *Humanitarian work psychology and the global development agenda: Case studies and interventions*. New York: Routledge.
- Meerman, J., Van Casteren, P. A., Brouwers, E. P., Van Dam, A., & van der Klink, J. J. (2022). A capability perspective on sustainable employability: A Dutch focus group study on the importance of job crafting and lifelong learning. *Sustainability*, *14*(4), 1228. <https://doi.org/10.3390/su14041228>
- Milner, A., Shields, M., & King, T. (2019). The influence of masculine norms and mental health on health literacy among men: Evidence from the ten to men study. *American Journal of Men's Health*, *13*(5), 1557988319873532. <https://doi.org/10.1177/1557988319873532>
- Murangi, A., Rothmann, S., & Nel, M. (2022). Sustainable employability: Precariousness, capabilities, and functioning of special education teachers in Namibia. *Sustainability*, *14*(16), 10264. <https://doi.org/10.3390/su141610264>
- Mullainathan, S., & Shafir, E. (2013). *Scarcity: The true cost of not having enough*. London: Penguin Books.
- Muthén, L. K., & Muthén, B. O. (1998–2021). *Mplus: statistical analysis with Latent variables users' guide* (8th ed.). Los Angeles, CA: Muthén & Muthén.
- Nielsen, K., Nielsen, M. B., Ogbonnaya, C., Känslä, M., Saari, E., & Isaksson, K. (2017). Workplace resources to improve both employee well-being and performance: A systematic review and meta-analysis. *Work & Stress*, *31*(2), 101–120. <https://doi.org/10.1080/02678373.2017.1304463>
- Nussbaum, M. C. (2011). *Creating capabilities: The human development approach*. Cambridge: Harvard University Press.
- Pfeffer, J. (2018). *Dying for a paycheck: How modern management harms employee health and company performance – and what we can do about it*. New York: HarperCollins.
- Podsakoff, P. M., MacKenzie, S. B., Lee, J. Y., & Podsakoff, N. P. (2003). Common method biases in behavioral research: A critical review of the literature and recommended remedies. *Journal of Applied Psychology*, *88*(5), 879–903. <https://doi.org/10.1037/0021-9010.88.5.879>
- Prillentsky, I., & Prillentsky, O. (2021). *How people matter: Why it affects health, happiness, love, work, and society*. London: Cambridge University Press.

- Pulido-Fernández, J. I., & Cárdenas-García, P. J. (2021). Analysing the bidirectional relationship between tourism growth and economic development. *Journal of Travel Research*, 60(3), 583–602. <https://doi.org/10.1177/0047287520922316>
- Rasool, H., Maqbool, S., & Tarique, M. (2021). The relationship between tourism and economic growth among BRICS countries: A panel cointegration analysis. *Future Business Journal*, 7(1), 1–11. <https://doi.org/10.1186/s43093-020-00048-3>
- Rautenbach, C., & Rothmann, S. (2017). Antecedents of flourishing at work in a fast-moving consumer goods company. *Journal of Psychology in Africa*, 27(3), 227–234. <https://doi.org/10.1080/14330237.2017.1321846>
- Redelinghuys, K., Rothmann, S., & Botha, E. (2019). Flourishing-at-work: The role of positive organisational practices. *Psychological Reports*, 122(2), 609–631. <https://doi.org/10.1177/0033294118757935>
- Redelinghuys, K., & Rothmann, S. (2020). Exploring the prevalence of workplace flourishing amongst teachers over time. *SA Journal of Industrial Psychology*, 46(1), 1-7. <http://dx.doi.org/10.4102/sajip.v46i0.1764>
- Robeyns, I. (2017). *Well-being, freedom and social justice: The capability approach re-examined*. Open Book Publishers. <https://doi.org/10.11647/OBP.0130>
- Rojas, M., & Veenhoven, R. (2013). Contentment and affect in the assessment of happiness. *Social Indicators Research*, 110, 415–431. <https://doi.org/10.1007/s11205-011-9952-0>
- Rothmann, S. (2013). From happiness to flourishing at work: A southern African perspective. In M. P. Wissing (Ed.), *Well-being research in South Africa: Cross-cultural advances in positive psychology* (Vol. 4, pp. 123–152). Dordrecht: Springer. https://doi.org/10.1007/978-94-007-6368-5_7
- Rothmann, S., & Redelinghuys, K. (2020). Exploring the prevalence of workplace flourishing amongst teachers over time. *SA Journal of Industrial Psychology*, 46(1), 1–7. <http://dx.doi.org/10.4102/sajip.v46i0.1764>
- Rothmann, S., van Zyl, L. E., Rautenbach, C. (2019). Measuring flourishing@ work interventions: The development and validation of the Flourishing-at-Work Scale. In L. E. van Zyl & S. Rothmann (Eds.), *Positive psychological intervention design and protocols for multi-cultural contexts*. (pp. 241–276). Cham: Springer https://doi.org/10.1007/978-3-030-20020-6_11

- Ryan, R. M., Deci, E. L., Vansteenkiste, M., & Soenens, B. (2021). Building a science of motivated persons: Self-determination theory's empirical approach to human experience and the regulation of behavior. *Motivation Science*, 7(2), 97–110.
<https://psycnet.apa.org/doi/10.1037/mot0000194>
- Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology*, 57(6), 1069.
<https://doi.org/10.1037/0022-3514.57.6.1069>
- Ryff, C. D., & Keyes, C. L. M. (1995). The structure of psychological well-being revisited. *Journal of Personality and Social Psychology*, 69(4), 719.
<https://psycnet.apa.org/doi/10.1037/0022-3514.69.4.719>
- Sarwar, A., Zakariya, R., Afshari, L., & Ishaq, E. (2022). I've got my powers: Examining a moderated mediation model of punitive supervision, work alienation and well-being in hospitality industry. *Journal of Hospitality and Tourism Management*, 51, 303–311.
<https://doi.org/10.1016/j.jhtm.2022.03.018>
- Scheibe, S., & Carstensen, L. L. (2010). Emotional aging: Recent findings and future trends. *The Journal of Gerontology: Psychological Sciences*, 65(2), 135–144.
<https://doi.org/10.1093/geronb/gbp132>
- Schotanus-Dijkstra, M., Ten Klooster, P. M., Drossaert, C. H., Pieterse, M. E., Bolier, L., Walburg, J. A., & Bohlmeijer, E. T. (2016). Validation of the Flourishing Scale in a sample of people with suboptimal levels of mental well-being. *BMC Psychology*, 4(12) 1–10. <https://doi.org/10.1186/s40359-016-0116-5>
- Sen, A. (1992). *The political economy of targeting*. Washington, DC: World Bank.
- Sen, A. (1999). *Development as freedom*. New York: Alfred A. Knopf.
- Sen, AK (2008). The economics of happiness and capability. In L. Bruni, F. Commim, & M. Pugno (Eds.), *Capabilities and happiness* (pp. 16–27). Oxford: Oxford University Press.
- Singh, K. D., & Onahring, B. D. (2019). Entrepreneurial intention, job satisfaction and organisation commitment-construct of a research model through literature review. *Journal of Global Entrepreneurship Research*, 9, 1–18. <https://doi.org/10.1186/s40497-018-0134-2>
- Slade, M., Oades, L., & Jarden, A. (2017). *Well-being, recovery and mental health* (pp. xiii, 341). New York: Cambridge University Press.
- Smith, M. K., & Diekmann, A. (2017). Tourism and well-being. *Annals of Tourism Research*, 66, 1–13. <https://doi.org/10.1016/j.annals.2017.05.006>

- Stairs, M., & Galpin, M. (2010). Positive engagement: From employee engagement to workplace happiness. In P. A. Linley, S. Harrington, & N. Garcea (Eds.), *Oxford handbook of positive psychology and work* (pp. 143–154). New York: Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780195335446.013.0013>
- Steen, M. (2016). Organising design-for-wellbeing projects: Using the capability approach. *Design Issues*, 32(4), 4–15. https://doi.org/10.1162/DESI_a_00412
- Stein, D. J., Chiu, W. T., Hwang, I., Kessler, R. C., Sampson, N., Alonso, J., Borges G., Bromet E., Bruffaerts R., de Girolamo G., Florescu, S., Gureje, O., He Y., Kovess-Masfety, V., Levinson, D., Matschinger, H., Mneimneh Z., Nakamura, Y., Ormel J., Posada-Villa, J., Sagar, R., Scott KM., Tomov, T., Viana, MC., Williams, DR and Nock, M. K. (2010). Cross-national analysis of the associations between traumatic events and suicidal behaviour: Findings from the WHO World Mental Health Surveys. *PloS One*, 5(5), e10574. <https://doi.org/10.1371/journal.pone.0010574>
- Steger, M. F., Dik, B. J., & Duffy, R. D. (2012). Measuring meaningful work: The work and meaning inventory (WAMI). *Journal of Career Assessment*, 20(3), 322–337. <https://doi.org/10.1177/1069072711436160>
- Stewart, F. (2014). Against happiness: A critical appraisal of the use of measures of happiness for evaluating progress in development. *Journal of Human Development and Capabilities*, 15(4), 293–307. <https://doi.org/10.1080/19452829.2014.903234>
- UN. (2019). Sustainable development goals. Retrieved from <http://www.undp.org/content/undp/en/home/sustainable-development-goals.html>.
- van Casteren, P. A., Meerman, J., Brouwers, E. P., van Dam, A., & van der Klink, J. J. (2021). How can well-being at work and sustainable employability of gifted workers be enhanced? A qualitative study from a capability approach perspective. *BMC Public Health*, 21(1), 1–10. <https://doi.org/10.1186/s12889-020-09774-1>
- Van Elteren, L. (2016). *Young workers and the capability set for work: An exploration of work values and their relation with work-related well-being and retention*. (Unpublished master's thesis). Tilburg: Tilburg University.
- Van Gorp, D. A. M., van der Klink, J. J. L., Abma, F. I., Jongen, P. J., van Lieshout, I., Arnoldus, E. P. J., Beenakker, E. A. C., Bos, H. M., van Eijk, J. J. J., Fermont, J., Frequin, S. T. F. M., de Gans, K., Hengstman, G. J. D., Hupperts, R. M. M., Mostert, J. P., Pop, P. H. M., Verhagen, W. I. M., Zemel, D., Heerings, M. A. P., Reneman, M. F., Middelkoop, H. A. M., Visser, L. H., & van der Hiele, K. (2018). The capability set for

- work – correlates of sustainable employability in workers with multiple sclerosis. *Health Quality of Life Outcomes*, 16, 113. <https://doi.org/10.1186/s12955-018-0942-7>
- Von Heimburg, D., Ness, O. & Storch, J. (2021). Co-creation of public values: Citizenship, social justice, and well-being. *Processual Perspectives on the Co-Production Turn in Public Sector Organisations*. IGI Global. <https://doi.org/10.4018/978-1-7998-4975-9.ch002>
- van der Klink, J. J. L. (2019). *Cutting stone or building a cathedral*. Tilburg: Tilburg University.
- van der Klink, J. J., Bültmann, U., Burdorf, A., Schaufeli, W. B., Zijlstra, F. R., Abma, F. I., Brouwer, S., & Van der Wilt, G. J. (2016). Sustainable employability - definition, conceptualisation, and implications: A perspective based on the capability approach. *Scandinavian Journal of Work, Environment & Health*, 42(1), 71–79. <https://doi.org/10.5271/sjweh.3531>
- Van Rensburg, J. C. (2016). *Flourishing of academics in Universities of Technology*. (Doctoral dissertation). North-West University (South Africa), Vaal Triangle Campus.
- Van Woerkom, M. (2021). A quasi-experimental study into the effects of naps and therapy glasses on fatigue and well-being. *Journal of Nursing Management*, 29(3), 562-571. <https://doi.org/10.1111/jonm.13172>
- Walters, T., McGillivray, D., & Guillard, S. (2021). We tried to get rid of the stereotype: Media representations of multicultural festivals in Glasgow, Scotland. *Leisure Studies*, 41(4), 487–501. <https://doi.org/10.1080/02614367.2021.2011953>
- Wang, J., & Wang, X. (2012). *Structural equation modelling: Applications using Mplus*. Chichester, UK: Wiley. <https://doi.org/10.1002/9781118356258>
- Westerhof, G. J., & Keyes, C. L. (2010). Mental illness and mental health: The two continua model across the lifespan. *Journal of Adult Development*, 17, 110–119. <https://doi.org/10.1007/s10804-009-9082-y>
- Wilson-Strydom, M., & Walker, M. (2015). A capabilities-friendly conceptualisation of flourishing in and through education. *Journal of Moral Education*, 44(3), 310–324. <https://doi.org/10.1080/03057240.2015.1043878>
- World Health Organization. (2004). *Promoting mental health: Concepts, emerging evidence, practice: Summary report*. Geneva, Switzerland: World Health Organization. <https://apps.who.int/iris/bitstream/handle/10665/42940/9241591595.pdf>

- World Health Organization. (2013). *Mental health action plan 2013-2020*. Geneva, Switzerland: World Health Organization.
<https://www.who.int/publications/i/item/9789241506021>
- World Health Organization. (2017). *Depression and other common mental health disorders: Global health estimates*.
http://www.who.int/mental_health/prevention/suicide/suicideprevent/en
- World Health Organization. (2022). *World mental health report: Transforming mental health for all*. Geneva, Switzerland: World Health Organization.
<https://www.who.int/publications/i/item/9789240049338>.
- Yeung, P., & Breheny, M. (2016). Using the capability approach to understand the determinants of subjective well-being among community-dwelling older people in New Zealand. *Age and Ageing*, 45(2), 292–298. <https://doi.org/10.1093/ageing/afw002>

CHAPTER 5

CONCLUSIONS, LIMITATIONS, RECOMMENDATIONS AND CONTRIBUTIONS

This chapter aims to draw conclusions based on the study's specific objectives. Limitations of the study are discussed, and recommendations to solve the research problem and future research are made. Finally, the contributions of the study to science are discussed.

5.1 Conclusions

This study was designed with five primary objectives in mind. The first was to delve into the work values of Jamaican hotel workers across various age groups. The second objective aimed to identify the work capabilities and capability sets that these hotel workers possess. The third objective sought to examine whether these work capabilities could predict the work ability and performance of these individuals. The fourth objective was to explore the potential influence of these work capabilities on the mental health of the hotel workers, specifically in terms of emotional, psychological, and social well-being. Lastly, the fifth objective was to investigate the relationships between work capabilities, gender, and age among the hotel workers in Jamaica.

A Capability Perspective on the Sustainable Employability of Workers in Jamaica's Hotel Sector

The first objective of this study was to explore the work values of hotel workers in Jamaica, with a particular focus on different age groups: younger (20-34), middle-aged (36-50), and older (51 and above). To achieve this, the researcher employed semi-structured interviews within focus group discussions. These focus groups served as a platform for in-depth discussions among a diverse group of hotel workers, enabling the capture of their unique experiences, perspectives, and attitudes towards their work. To ensure the thoroughness and reliability of the findings, the reporting of this study adhered to the Consolidated Criteria for Reporting Qualitative Research (COREQ). Furthermore, the data was triangulated by incorporating multiple perspectives from various focus groups, thereby enhancing the validity and trustworthiness of the study's findings.

The study uncovered nine work values across the age categories younger age (20-35) and middle-aged group. However, six themes were uncovered for the older age group of 51 and above. Though the themes appear similar, they are expressed differently and mean different things to the specific age group. Understanding the priorities and views of various age groups is essential in the dynamic workplace (North, 2019). This comparative analysis examines nine themes that define the values and goals of the three age groups (20-35, 36-50, and 51+) for similarities and differences.

- Theme 1 = **Having and applying knowledge and skills to perform tasks.** The younger age group (20-35) tends to focus on personal development and demonstrating their competence in their roles. On the other hand, the middle-aged group (36-50) places more emphasis on the practical application of their competence and values learning from their experiences.
- Theme 2 – **Developing new knowledge and skills.** Those in the 20-35 age group highlight the importance of self-directed learning and being open to change. The 36-50 age group values consistent daily learning, taking on mentorship roles, and embracing innovation. The oldest group (51 and above) prioritises lifelong learning and the sharing of their accumulated knowledge and experience.
- Theme 3 – **Involvement in decision-making.** Younger workers desire opportunities to set and pursue their objectives independently. In contrast, the middle-aged group seeks more control over their decisions and craves creative freedom in their roles.
- Theme 4 – **Developing and navigating relationships.** The 20-35 age group prefers a work environment that feels like a family and values positive reinforcement from leadership. The 36-50 age group values a workplace that fosters camaraderie, inclusivity, and diverse perspectives. The oldest group emphasises the importance of positive interpersonal relationships and open communication.
- Theme 5 – **Setting goals and meeting deadlines for effective service.** Younger workers focus on meeting deadlines and providing excellent customer service. The middle-aged group prioritises proactive planning and resilience in the face of uncertainties. The oldest group aligns their personal goals with corporate objectives, finding satisfaction in their work.
- Theme 6 - **Theme 6 - Earning a sufficient and stable income.** The 20-35 age group seeks financial security to enable personal growth and lifestyle choices. The 36-50 age group

values hard work and sees income as essential for meeting personal and family needs. The oldest group associates high performance with higher income, viewing competitive performance and revenue generation as measures of success.

- Theme 7 - **Contributing to something valuable.** The younger age group emphasises hospitality and personal enrichment through their work. The middle-aged group aims for career progression and leadership, deriving satisfaction from empathetic service. The oldest group values teamwork and task completion, deriving satisfaction from effective customer service.
- Theme 8 - **Making a difference by helping others.** Younger workers are driven by their love for work and an eagerness to face new challenges. The middle-aged group desires to help others and make a difference, valuing personal growth in their jobs.
- Theme 9 = **An enabling work environment.** The 20-35 age group values a work environment that encourages teamwork, celebration, and unity and appreciates autonomy in their roles. The 36-50 age group seeks opportunities for growth, autonomy in decision-making, and effective resources for performing tasks. The oldest group appreciates a supportive and united team environment, the freedom to make decisions, and the benefits provided by the company.

The study's findings offer insights into the values that hotel workers across different age groups hold as important. Participants from all age groups unanimously underscored the significance of a wide array of values, reflecting both shared and unique perspectives. The analysis distilled these perspectives into nine distinct themes that cut across generational lines. These themes encapsulate the essence of what matters most to these workers: possessing knowledge and professional competence; embracing continuous learning and adaptation; valuing autonomy and flexibility in decision-making; thriving in a supportive and appreciative work environment; prioritizing goal-oriented tasks; striving for financial independence and stability; delivering exceptional service while pursuing personal development; demonstrating passion and commitment to their jobs; and flourishing in a supportive and empowering work environment. These themes provide a nuanced understanding of the values that drive hotel workers in Jamaica, offering valuable insights for enhancing their job satisfaction and performance.

Capabilities, Work Role Functioning, and Job Performance of Hotel Workers in Jamaica

The second aim of this study was twofold: Firstly, to identify the work capabilities and capability sets of hotel workers in Jamaica. Secondly, to investigate whether work capabilities predict work ability, and performance of the workers. The study involved a sample of ($N=344$) participants from four hotels, ranging from three to five stars. To achieve this objective, the Capability Set for Work Questionnaire (Abma et al., 2016); the Work Role Functioning Questionnaire 2.0 (WRFQ) consisting of both physical (WRF-P) and psychological (WRF-F) to measure the perceived difficulties in meeting work obligations; The Work performance scale was used to assess work Performance Questionnaire (HPQ; (Kessler et al., 2003). The data was processed using Mplus 8.8 and SPSS version 26.0 software, and the measurement models were evaluated using confirmatory factor analyses. The study employed maximum likelihood estimation with robust standard errors (MLR) to estimate different measurement models.

The research employed latent class analysis (LCA) as a method to explore various profiles related to job demands and resources, using the Mplus 8.8 software. The Maximum Likelihood estimation with Robust standard errors (MLR) was used, and the seven capabilities were treated as categorical variables. Models with different latent classes were tested to identify the best fit. The selection of the most appropriate model was guided by the Bayesian Information Criterion (BIC), Akaike Information Criterion (AIC), and the Sample-Size Adjusted Bayesian Information Criterion (ABIC). Additionally, the study conducted statistical analyses to compute standard deviations, means, frequencies, correlations, and multiple regression analyses.

Most of hotel workers considered most of the values as significant in their roles. When it came to the opportunity or enablement of these values, there was a range in the percentages, with 'building meaningful relationships' at the top and 'earning a good income' at the bottom. In terms of achievement, the percentages also varied, with 'earning a good income' being the least achieved and 'using knowledge and skills' being the most achieved.

The results showed that a substantial percentage of hotel workers deemed all seven capabilities as crucial, with a majority placing high importance on earning a good income, utilizing and developing their knowledge and skills, fostering relationships at work, and setting personal goals. However, the enablement and achievement factors for earning an income were rated low

by the hotel workers. Involvement in decision-making and earning a good income were the least achieved work values.

Therefore, the absence of certain work capabilities, such as earning a good income, involvement in crucial decisions, and contributing to something valuable, posed the greatest threat to the sustainable employability of hotel workers. The study found clear discrepancies between the importance of the work value, being enabled to function, and the ability to achieve it. This finding highlights the importance of pursuing additional research to understand the differences between enablement and achievement of capabilities in the work context.

Using Latent class analysis this study identified four capability classes among hotel workers: the *robust capability* class, the *using and developing knowledge/skills* class, *contributing something valuable* class, and the *vulnerable capability* class. The robust capability class, representing 35% of hotel workers, showed a high probability of endorsing six of the seven work values, including using and developing knowledge and skills, involvement in decision-making, maintaining relationships at work, setting goals, and contributing to something valuable. The using and developing knowledge/skills and contributing something valuable classes reflect a low probability of endorsing the use of knowledge and skills.

In contrast, using and developing knowledge/skills class showed a moderately high probability of endorsement for knowledge and skills but a low endorsement for involvement in decision-making, earning a good income, and contributing to something valuable. The vulnerable capability class had a low endorsement of all seven capabilities, indicating that employees in this category are incapable of participating in the decision-making process. This study also found an association between robust capability and vulnerable capability classes and the work performance of hotel workers, with individuals with fewer capabilities at their disposal having poorer performance overall compared to those with a higher capability set available to them.

This study adds to the growing research on capability and well-being in different places and occupations. It highlights the importance of considering both the importance and achievement of work values and the different capability classes of employees in understanding sustainable employability in the hotel sector. The findings also suggest room for improvement in enabling hotel workers to succeed in their capabilities, particularly in decision-making and earning a good income. This study underscores the need for organisations to give employees a chance to

make job decisions to improve employee retention and sustainable employability. Future research should explore why some employees lack the capability to participate in decision-making and whether external factors contribute to the differences between enablement and achievement of capabilities in the work context.

Moreover, this study's findings reveal that age positively affected the use of knowledge and skills, involvement in important decisions, developing and maintaining meaningful work relationships, and setting goals. The results show that older workers in the sample obtained higher scores than younger workers on the capability set. Contrary to these findings, the study of Abma et al. (2016) showed that the effects of age were not significant. However, a cross-tabulation of specific capabilities and gender and job tenure showed no significant relationship. The study's results have implications for employee retention and sustainable employability in the hotel sector.

In conclusion, this study found that most workers valued the seven work values and that a positive relationship existed between the capability set for work and the work performance of Jamaican hotel workers. Additionally, four distinct capability sets were identified, with workers with greater capability sets performing better than those with less capability. These findings suggest that to perform well at work, workers need to possess a robust capability set, while those with vulnerable capability sets are likely to perform poorly or not at all.

Work Capabilities and Flourishing of Hotel Workers in Jamaica

The third research objective of this study was two-fold. Firstly, to measure whether work capabilities of hotel workers in Jamaica predict their mental health (i.e., emotional, psychological social well-being). Secondly, to investigate the relationships between work capabilities, gender, and age of hotel workers in Jamaica.

Hotel workers ($N = 344$) from four hotels in the North Coast region in Jamaica participated in the study. Concerning this objective, the instruments utilised included the Capability Set for Work Questionnaire (CSWQ; Abma et al., 2016) a tool used and the Flourishing-at-Work Scale Short Form FAWS-SF; Rautenbach & Rothmann, (2017) used to measure flourishing at work (positive mental health). and to evaluate the relevant work capabilities of employees. The data were analysed using Mplus 8.8 (1998-2021) and SPSS 27 (IBM Corp., 2021).

The measurement models of, flourishing at work, and work capability were tested using confirmatory factor analysis, and the indices utilised to assess the fit of the models included chi-square, standardised root mean square residual, root mean square error of approximation, Tucker-Lewis index, and comparative fit index. Standard deviations, means, frequencies, correlations, and multiple regression analyses were employed with the data.

This study's findings revealed a significant association between age and work capabilities, suggesting that older hotel workers placed greater importance on capabilities related to goal setting and contributing to something of value than younger workers. Gender was not found to be a significant predictor of work capabilities or flourishing work. These results provide important insights into the relationship between work capabilities and flourishing work in the hotel industry, which could inform the development of evidence-based policies and interventions to promote sustainable employability and well-being among hotel workers.

The results revealed that the general work capability of being an effective hotel worker significantly impacted emotional, psychological, and social well-being. The larger the capability set, the higher the scores of emotional, psychological, and social well-being. These findings highlight the importance of promoting sustainable employability capabilities and ensuring workers can access the resources necessary to achieve their work-related goals.

The results of this study are consistent with previous research that found a positive relationship between work capabilities and employee well-being. These findings suggest that interventions aimed at promoting work capabilities and sustainable employability positively affect employee well-being.

The study examined the influence of demographic variables and several key factors on the emotional well-being (EWB), psychological well-being (PWB), and social well-being (SWB) of hotel workers. These factors encompassed the use and development of knowledge and skills, involvement in decision-making, building and maintaining meaningful relationships at work, setting personal goals, earning a satisfactory income, and contributing to something valuable. The findings revealed that these combined factors significantly contributed to the well-being of the hotel workers. Specifically, they had a notable impact on both EWB and PWB. For SWB, these factors had a slightly more pronounced effect. This suggests that these factors are crucial in shaping the well-being of hotel workers.

In conclusion, this study emphasised the significance of specific capabilities for the flourishing of hotel workers in Jamaica. The study recommends several interventions to promote employee well-being and capabilities and suggests implementing a standardised industry-wide strategy in the tourism sector. This study contributes to the discourse on work capability and well-being and encourages evidence-based policies and practices that support sustainable employability, social and economic equity, and thriving industries in the tourism sector, aligning with the findings of previous studies (Abma et al., 2016; Van Casteren et al., 2021; Van Gorp et al., 2018).

5.2. Limitations

While the findings highlight the importance of promoting well-being among hotel workers and provide valuable insights into the association between well-being and capabilities, it is essential to acknowledge their limitations. One of the study's main limitations is its cross-sectional design, which precludes causal inference and limits the generalisability of the findings. Additionally, the study only focuses on a specific region, and the results may not apply to other settings with different social, cultural, and economic contexts.

Moreover, the study relies on self-reported data, possibly prone to social desirability biases and measurement errors. Using objective measures or multiple data sources could have improved the validity and reliability of the study's findings. Furthermore, the study does not consider potential confounding variables, such as age, gender, education, and job tenure, which could influence the relationship between well-being and capabilities.

Additionally, the study's recommendations for human resources policies and interventions to promote well-being among hotel workers assume that the associations observed in the study are causal. However, whether such interventions would improve hotel workers' well-being and capabilities is unclear without experimental or longitudinal data. Therefore, future research is needed to evaluate the effectiveness and sustainability of these interventions.

In conclusion, while the study's findings provide valuable insights into the importance of promoting well-being among hotel workers and suggest potential human resource management (HRM) policies and interventions, the study's limitations must be considered when interpreting

the results. Future research should address these limitations and evaluate the effectiveness of the recommended interventions to promote flourishing and sustainable industries.

5.3 Recommendations

5.3.1 Recommendations to Solve the Research Problems

Work serves to enable individuals to function productively by unleashing their potential for creativity, innovation, and spirit, while offering meaningful and worthwhile experiences (Foster et al., 2016). Work is also essential for individuals as it provides them with the means to participate in society and offers them a sense of security and dignity, which are crucial indicators of well-being in the workplace. Hence, it is crucial to shift attitudes to ensure that both employers and employees acknowledge the significance of work capabilities to promote sustainable employability and optimal functioning of hotel workers. Pinker (2018) argues that one can foster individuals' optimal performance by employing both reason and empathy. Looking at this through a neuropsychological lens, Harris (2010) posits that science can play a critical role in enabling optimal human functioning by advising individuals on the necessary steps towards living the most fulfilling lives possible.

The relevance of all capabilities to hotel workers was evident in the findings of this study. Keyes (2002) advocates that grasping employees' perceived capabilities is vital for boosting both individual and organisational wellness. However, there is more to employees' capabilities and well-being than just operational considerations; it's fundamentally a matter of ethics (Sen, 1999). Every individual possesses an intrinsic right to a dignified existence, encompassing opportunities for personal growth, engagement in meaningful work, and a satisfactory quality of life (Nussbaum, 2019). These rights are typically realised in the workplace, where the ability to employ skills, participate in decision-making, foster relationships, and add value are essential. If organisations fail to recognise or undervalue these capabilities, they encroach upon not only the employees' efficiency and productivity but also their intrinsic rights to development, fulfilment, and wellness (Duan et al., 2020).

Thus, it becomes a moral responsibility of hotels to establish a work atmosphere that nurtures these capabilities. Ensuring the well-being of employees, which includes their physical wellness and mental satisfaction, is an ethical commitment as it enhances their overall life

experience (Ryff, 2014). In essence, recognising and facilitating the capabilities and well-being of workers is intertwined with the ethical values of acknowledging human dignity, autonomy, and fairness.

To ensure the sustainable employability of hotel workers, their values, enablement, and achievement of work values should be considered a priority of HRM departments. Consequently, interventions should focus on workers across the three generations young (20-35), middle (36-51) and older generations 51 and above.

Given the variations in capabilities across the different classes identified in this study, it is evident that a one-size-fits-all policy may not effectively improve the sustainable employability of hotel workers. Therefore, considering the national vision of Jamaica — *Vision 2030*, which is aimed at making Jamaica "the place of choice to live, work, raise families and do business" (Planning Institute of Jamaica, 2010), the following recommendations are proposed:

Developing tailored training and development programmes: For Class 2 (contributing something valuable) and Class 3 (using and developing knowledge/skills), there is a need for enhancing knowledge and skills in the hotel space. Therefore, there should be a focus on developing tailored training and development programmes that cater to their unique needs. These programs can also promote their involvement in decision-making and contribute something valuable to their roles. Training and development initiatives should be an ongoing process, continually updated based on workers' evolving needs (Whysall et al., 2019).

Implementing equitable pay policies: The low endorsement for earning a good income, especially seen in Class 3 and Class 4 (vulnerable capability), necessitates revisiting the pay policies. The pay structure should be equitable and commensurate with the responsibilities and skills of workers, thereby addressing income-related concerns (Bloom & Michel, 2002).

Enhancing employee involvement: All classes, especially Class 2 and Class 4, indicated a low involvement in decision-making. Therefore, it would be beneficial to promote a participatory work culture where employees are involved in decisions that affect them. This could be achieved by encouraging open communication, decentralising decision-making, and providing platforms for employees to voice their ideas and concerns (Gursoy, 2019).

Instituting worker well-being programmes: Given the low endorsement of all capabilities by Class 4, there is an urgent need for comprehensive well-being programs. These could include stress management workshops, work-life balance initiatives, mental health support, and health benefits to enhance their overall quality of life (Chen & Eyoun, 2021). By implementing these recommendations, the Jamaican hotel sector can further align itself with Vision 2030, providing a conducive work environment where employees can thrive and contribute meaningfully to the nation's development (Planning Institute of Jamaica, 2010).

The optimal functioning of hotel workers is closely tied to workers' sense of importance and the experience of justice in their workplace (Prillentsky & Prillentsky, 2021). The concept of mattering is twofold: it implies feeling acknowledged, respected, and valued while simultaneously contributing and making a difference. Equally essential to well-being is the presence of fairness. According to Prillentsky and Prillentsky (2021), to matter involves seeking meaning by adding value to oneself and others, making others feel valued, and striving for a balance between rights and responsibilities, all within the context of justice and wellness. The establishment and preservation of mattering within organisations are more likely to occur when cultures of inclusivity (e.g., "We all have the mutual right and responsibility to feel valued and add value.") are cultivated and reinforced, rather than cultures that solely focus on the individual (e.g., "I have the right to feel valued and happy").

Investigating work capabilities and well-being is of utmost importance. The outcomes of such investigations can help in the development of policies and practices that support workers' well-being and capabilities, leading to increased productivity, job satisfaction, and sustainable employability.

This study was conducted from a Jamaican perspective, recognising the unique cultural and contextual differences that exist in comparison to Africa and Europe, where these concepts are extensively researched. This study aimed to provide insights into hotel workers' capabilities and sustainable employability in the Caribbean region, contributing to the existing literature. By focusing on this specific industry and cultural context, the study aimed to provide a comprehensive understanding of how capability and sustainable employability concepts can be applied in different settings. Although the findings may not be generalisable to other regions, the study's approach highlights the importance of considering local contexts and perspectives in studying work-related concepts such as capability and sustainable employability.

The study on capability and sustainable employability of hotel workers in Jamaica revealed that certain capabilities, such as knowledge use, development, involvement in decision making, goal setting, earning a good income, and contributing to something of value, were highly valued by most participants. However, the enablement and achievement of earning a good income and being involved in important decisions were the weakest capabilities. Therefore, the study recommends specific interventions that align with employees' valued goals and expose them to work opportunities. This can be accomplished through counselling and coaching opportunities, performance assessment and evaluation, career transition conversations, resilience training, and positive social relationships. The importance of employee and employer dialogue about the various aspects of sustainable employability as a key to job satisfaction, job retention, and long-term employability is highlighted in existing research (Nauta et al., 2004). Communication between employees and their supervisors, along with experienced supervisor support, can influence determinants of work ability, job performance, and other work-related outcomes (Rodwell & Munro, 2013; Tuckett et al., 2014).

This study also recommends implementing organisational development, group or team, and individual interventions to address the hotel sector's lack of focus on employee well-being. This includes resilience and happiness training and coaching, facilitating psychological need satisfaction, and promoting meaningful work through workshops to provide structural support within the organisation. Moreover, this study suggests considering mental health days as a wider labour policy to boost mental well-being and productivity. The study recommends implementing a standardised industry-wide strategy in the tourism sector, especially among hotel workers, to address employee well-being, sustainable employability, and social and economic equity issues. This strategy could positively impact employee productivity, organisational profitability, and the sustainable employability of hotel workers in Jamaica and the wider Caribbean.

This study provides an overarching framework that expands the capability-well-being concept for the wider tourism industry and contributes to the development of evidence-based policies and practices that promote sustainable employability, social and economic equity, and thriving industries in the tourism sector. It also encourages the development of innovative research and interventions aimed at improving the well-being and capabilities of hotel workers in the Caribbean and beyond.

5.3.2. Recommendations for Future Research

Future research should use longitudinal and experimental designs to address the limitations of cross-sectional designs and to investigate the relationships between well-being and capabilities in the hotel industry. This will enable researchers to establish causality and generalisability of findings and control for alternative explanations. Furthermore, it would be valuable for future studies to explore the effectiveness of HRM policies and interventions that promote well-being among hotel workers, such as resilience and happiness training and coaching, psychological need satisfaction, and meaningful work workshops.

In addition, research could investigate the feasibility and potential impact of implementing mental health days as a wider labour policy in the tourism sector to boost employee mental well-being and productivity. Furthermore, researchers could investigate the effectiveness of a standardised industry-wide strategy aimed at promoting employee well-being, sustainable employability, and social and economic equity among hotel workers. Research could provide evidence-based policies and interventions that promote thriving and sustainable industries in Jamaica, the wider Caribbean, and globally.

It is essential for future research to consider participants from diverse industries in the Caribbean to have broader policy implications. Using a full panel design or experimental design could also help investigate the time-lag influence of each capability on work performance. Furthermore, future research on capabilities and functioning in the Caribbean can explore whether or not leadership styles can predict capabilities, work performance, and other work outcomes. Such investigations can provide valuable insights into improving the capabilities and functioning of hotel employees and other workers in the Caribbean, thus contributing to the development of a sustainable and thriving tourism industry.

Future research could expand its scope by investigating individual differences and personality types in relation to different work capabilities. Gloss et al. (2017) suggested that individuals are likely to have different orderings of capabilities, but it is unclear how persons with different personality types select capabilities or which personality types flourish in the workplace. Such investigations can provide valuable insights into developing tailored interventions and policies that promote the well-being and capabilities of all workers, including those with diverse personalities.

To advance the field, the researcher suggests that future studies analyse the normative assertions underlying work competence and well-being through a multidisciplinary lens. This approach would generate many multidisciplinary research publications that provide conclusions based on capacity ideas and other functions. By integrating different disciplines, such as psychology, sociology, and management, researchers can develop a more comprehensive understanding of the relationships between work capabilities and well-being. Furthermore, researchers should not be discouraged by methodological obstacles and should work towards establishing synergy in the field of inclusion and development.

In conclusion, future research should consider individual differences and personality types in relation to work capabilities and investigate normative assertions through a multidisciplinary lens. By doing so, researchers can develop tailored interventions and policies that promote the well-being and capabilities of all workers and contribute to the sustainable and thriving tourism industry in the Caribbean and beyond.

5.4 Contributions of the Study

This study's findings contribute significantly to both theoretical understandings and practical applications within the field of organisational psychology, having relevance to the Jamaican hotel sector.

Theoretically, this study enriches the Capability Approach (CA) framework's development in the context of work, specifically by delving into how diverse age cohorts in Jamaica's service sector perceive and prioritise capabilities related to sustainable employability. It underscores the value of integrating generational perspectives when exploring sustainable employability, illuminating the necessity for further research into how HRM practices and policies can either support or hinder sustainable employability. The incorporation of these insights represents a significant step forward in organisational and workplace studies, furthering our understanding of the nuances within these sectors.

Additionally, this study provides a novel contribution to scientific literature through its classification of latent profiles within the hotel worker population in Jamaica. By identifying four distinct capability classes – *the robust capability class*, *contributing something valuable class*, *using and developing knowledge/skills class*, and *the vulnerable capability class* – the

research provides a nuanced view of the capabilities of these workers and their association with work performance.

The majority, or 35% of hotel workers, fall under the robust capability class, which exhibits a high likelihood of endorsing six of the seven work values, including the use and development of knowledge and skills, involvement in decision-making, maintaining relationships at work, setting goals, and contributing to something valuable. This study's identification of classes with lower probabilities of endorsing critical work values, like the use of knowledge and skills and involvement in decision-making, is noteworthy. Particularly striking is the vulnerable capability class, where there is a low endorsement of all seven capabilities, indicative of substantial constraints to these workers' active participation in the decision-making process.

Furthermore, this study uncovered an association between capability classes and work performance. Individuals with limited capabilities performed poorer overall compared to those with a more robust capability set. This aspect of the research contributes to our understanding of the link between capability and well-being in diverse workplaces like Jamaica's hotel sector. The importance of considering both the value and attainment of work values and the capability profiles of workers when examining sustainable employability is highlighted.

From a practical standpoint, this study provides valuable insights into the work values of different age cohorts within Jamaica's service sector, as well as identifies the necessary structural factors and opportunities for sustainable employability. It accentuates the pivotal role of HRM policies in preserving and enhancing employee employability across all age brackets. The study's generational perspective also furnishes guidance for managers and employers, providing strategies for accommodating varying generational aspirations, fostering healthy partnerships, and promoting a harmonious workplace culture.

Moreover, this research has broader implications for HRM policies, organisational practices, and workplace culture, all of which can considerably influence the sustainable employability of workers across different age groups. The study's implementation of the CA framework and its generational perspective offers a robust approach to investigate sustainable employability across various industries and regions. Consequently, these findings contribute significantly to a more comprehensive understanding of sustainable employability, making a valuable contribution to the wider scientific community.

References

- Abma, F. I., Brouwer, S., de Vries, H. J., Arends, I., Robroek, S. J., Cuijpers, M. P., & van der Klink, J. J. (2016). The capability set for work: Development and validation of a new questionnaire. *Scandinavian Journal of Work, Environment & Health*, *42*(1), 34–42. <http://doi.org/10.5271/sjweh.3532>
- Bakker, A. B., Tims, M., & Derks, D. (2012). The job demands-resources model: *State of the art*. *Journal of Managerial Psychology*, *27*(3), 224–241. <http://doi:10.1108/02683941211264690>
- Bloom, M., & Michel, J. G., 2002. The relationships among organizational context, pay dispersion, and among managerial turnover. *Academy of Management Journal*, *45*(1), 33–42. <https://doi.org/10.2307/3069284>
- Chen, H., & Eyoun, K. (2021). Do mindfulness and perceived organizational support work? Fear of COVID-19 on restaurant frontline employees' job insecurity and emotional exhaustion. *International Journal of Hospitality Management*, *94*, 102850.
- Duan, J., Wang, X., Brinsfield, C. T., & Liu, S. (2020). How enhancing employee well-being can encourage voice behavior: A desire fulfillment perspective. *Human Performance*, *33*(5), 425–446. <https://doi.org/10.1080/08959285.2020.1811708>
- Foster, L., Sethi, S., & Seddon, J. (2016). Sustainable employment: A cross-national study of employee perspectives. *The International Journal of Human Resource Management*, *27*(8), 821–839. <http://doi:10.1080/09585192.2015.1068089>
- Gloss, A., Carr, S. C., Reichman, W., Abdul-Nasiru, I., & Oestereich, W. T. (2017). From handmaidens to POSH humanitarians: The case for making human capabilities the business of IO psychology. *Industrial and Organizational Psychology*, *10*(3), 329–369. <https://doi.org/10.1017/iop.2017.27>
- Grant, A. (2021). *Think again: The power of knowing what you don't know*. Random House, UK: Penguin.
- Gursoy, D. (2019). A critical review of determinants of information search behavior and utilization of online reviews in decision making process. *International Journal of Hospitality Management*, *76*, 53–60. <https://doi.org/10.1016/j.ijhm.2018.06.003>
- Harris, S. (2010). *The moral landscape: How science can determine human values*. London: Transworld Publishers.

- Keyes, C. L. M., Shmotkin, D., & Ryff, C. D. (2002). Optimizing well-being: The empirical encounter of two traditions. *Journal of Personality and Social Psychology*, 82(6), 1007–1022. <https://doi.org/10.1037/0022-3514.82.6.1007>
- Muthén, L. K., & Muthén, B. O. (1998-2021). *Mplus users' guide* (8th ed.). New York: Muthén & Muthén
- Nauta, A. & Van Sloten, G. (2004). *De dialoog als vroege poortwachter. Het voorkómen van verzuim door onbalans*. [The dialogue as early gatekeeper: prevention of absenteeism through disbalance]. Assen: Stichting Management Studies/Van Gorcum. <https://doi.org/10.5117/2010.023.002.003>
- North, M. S. (2019). A GATE to understanding “older” workers: Generation, age, tenure, experience. *Academy of Management Annals*, 13(2), 414–443. <https://doi.org/10.5465/annals.2017.0125>.
- Nussbaum, M. C. (2019). *The cosmopolitan tradition: A noble but flawed idea*. Cambridge: Harvard University Press.
- Pinker, S. (2018). *Enlightenment now: The case for reason, science, humanism and progress*. London: Penguin.
- Planning Institute of Jamaica. (2010). *Vision 2030 Jamaica National Development Plan: Planning for a secure and prosperous future* [Ebook] (p. 10). Retrieved 18 May 2021, from https://jis.gov.jm/media/vision2030_popular_versionsmallpdf.com_.pdf.
- Prillentensky, I., & Prillentensky, O. (2021). *How people matter: Why it affects health, happiness, love, work, and society*. London: Cambridge University Press.
- Quinones, K., & Ehrenreich, H. (2017). Training for a diverse workplace. *Annual Review of Organizational Psychology and Organizational Behavior*, 4, 171–193. <https://doi.org/10.1146/annurev-orgpsych-041015-062527>
- Radic, A., Arjona-Fuentes, J. M., Ariza-Montes, A., Han, H., & Law, R. (2020). Job demands–job resources (JD-R) model, work engagement, and well-being of cruise ship employees. *International Journal of Hospitality Management*, 88, 102518. <https://doi.org/10.1016/j.ijhm.2020.102518>
- Rautenbach, C., & Rothmann, S. (2017). Antecedents of flourishing at work in a fast-moving consumer goods company. *Journal of Psychology in Africa*, 27(3), 227–234. <https://doi.org/10.1080/14330237.2017.1321846>
- Rodwell, J., & Munro, L. (2013). Relational regulation theory and the role of social support and organisational fairness for nurses in a general acute context. *Journal of Clinical Nursing*, 22(21-22), 3160–3169. <https://doi.org/10.1111/jocn.12385>

- Rodwell, J., & Munro, L. (2013). Organisational performance and employee well-being: Shifting the focus from job satisfaction and stress to psychological health and work engagement. *International Journal of Workplace Health Management*, 6(2), 83–95. <http://doi:10.1108/17538351311322157>
- Rothmann, S., van Zyl, L. E., Rautenbach, C. (2019). Measuring flourishing@ work interventions: The development and validation of the Flourishing-at-Work Scale. In L. E. van Zyl & S. Rothmann (Eds.), *Positive psychological intervention design and protocols for multi-cultural contexts*. (pp. 241–276). Cham: Springer https://doi.org/10.1007/978-3-030-20020-6_11
- Ryff, C. D. (2018). Well-being with soul: Science in pursuit of human potential. *Perspectives on Psychological Science*, 13(2), 242–248. <https://doi.org/10.1177/1745691617699836>
- Sen, A. (1999). *Development as freedom*. New York: Alfred A. Knopf.
- Tuckett, A., Winters-Chang, P., Bogossian, F., & Wood, M. (2015). ‘Why nurses are leaving the profession... lack of support from managers’: What nurses from an e-cohort study said. *International journal of nursing practice*, 21(4), 359–366. <https://doi.org/10.1111/ijn.12245>
- Tuckett, A., Parker, D., Eley, R., & Hegney, D. (2014). Construct validity of the Theory of Work-Related Quality of Life scale: Confirmatory factor analysis among emergency service workers. *Journal of Advanced Nursing*, 70(6), 1413–1424. <http://doi:10.1111/jan.12289>
- Van Casteren, M., De Vos, A., & Van Der Heijden, B. I. (2021). Sustainable employability in the context of an ageing workforce: A review and a research agenda. *European Journal of Work and Organizational Psychology*, 30(1), 1–16. <http://doi:10.1080/1359432X.2020.1861924>
- Van Gorp, L., Janssens, H., Van der Heijden, B., & Dries, N. (2018). Understanding the role of job resources in the turnover process: A latent growth model approach. *Journal of Occupational and Organizational Psychology*, 91(1), 101–121. <http://doi:10.1111/joop.12190>
- Whysall, Z., Owtram, M., & Brittain, S. (2019). The new talent management challenges of Industry 4.0. *Journal of Management Development*, 38(2), 118–129. <https://doi.org/10.1108/JMD-06-2018-0181>