The Role of Training and Development in Reducing Employee Turnover Intention

Merith Ifeoma Anaba[1], Ifeanyichukwu Ojeka Ukonu[1], Emmanuel Yusuf Attah[1], Ajiboye Moses Oluwatoyin[2]

[1]Department of Business Administration, Veritas University, Abuja, Nigeria
[2]Department of Public Administration, Kogi State Polytechnic, Lokoja, Nigeria

Abstract: Employee turnover intention remains a significant challenge for service-based organisations, leading to increased recruitment costs, disrupted service quality, and weakened organisational culture. This study examines the role of training and development in mitigating turnover intention by enhancing employee skills, perceived organisational support, job embeddedness, and affective commitment. Drawing on Human Capital Theory and Social Exchange Theory, the research employed a quantitative, cross-sectional survey of 312 employees across banking, hospitality, healthcare, telecommunications, and retail sectors. Data were analysed using descriptive statistics, correlation, multiple regression, and structural equation modelling. Findings reveal that training and development significantly reduce turnover intention both directly and indirectly, with perceived organisational support partially mediating the relationship and job embeddedness exerting full mediation. Results indicate that employees who perceive equitable, career-enhancing, and well-supported training initiatives are more likely to remain with their organisations. The study further highlights the importance of leadership support, fairness in training allocation, and an enabling learning environment in strengthening retention outcomes. The research provides actionable insights for HR practitioners and organisational leaders seeking to enhance workforce stability through strategic investment in employee development.

Keywords
Training and development, Employee turnover intention, Perceived organisational support, Job embeddedness, Service-based organisations

INTRODUCTION

Employee turnover intention has become an increasingly critical issue in contemporary organisational research due to its direct and indirect implications for productivity, workforce stability, knowledge retention, and operating costs. Across global service and industrial sectors, organisations continue to express concern over rising employee mobility and the growing difficulty of sustaining a committed, skilled, and stable workforce. In response to these challenges, training and development have emerged as strategic human resource interventions capable of enhancing employee competence, shaping positive work attitudes, and mitigating the likelihood of turnover intention. Scholars increasingly argue that effective training systems do more than improve performance. They simultaneously nurture psychological attachment, perceived organisational support, and a strong sense of professional growth that reduces an employee's tendency to seek alternative employment opportunities. As organisations confront evolving labour market expectations, rapid technological change, and shifting employee values, a deeper understanding of how training and development influence turnover intention is both academically significant and practically necessary. Recent studies indicate that employees who perceive strong developmental prospects within their organisations are more likely to demonstrate loyalty and reduced intentions to quit because opportunities for continuous learning serve as rewards that reinforce organisational commitment (Kumari and Singh 2023; Mensah and Frempong 2022).

Modern employees increasingly value workplaces that invest in their growth, capacity building, and long-term career paths. In knowledge-based and service economies, employees often demonstrate greater mobility when they feel that their skills are stagnating or when they perceive that their employers do not prioritise structured development programmes. Research suggests that skill enhancement opportunities, job-related training, and developmental support significantly shape employees' perception of organisational justice, fairness, and career security which in turn contributes to reduced turnover intention (Hassan and Osabohien 2023). The concept of training has expanded beyond traditional classroom instruction and now encompasses mentoring, coaching, digital learning, career planning initiatives, and structured competency development. When employees experience training as meaningful and career-enhancing, they often respond with higher engagement, stronger affective commitment, and lower inclination to search for external alternatives (Obeng and Boateng 2022). This suggests that training and development function not only as mechanisms for skill acquisition but also as psychological drivers that influence employees' interpretations of organisational support and future prospects.

Employee turnover intention is widely recognised as a precursor to actual turnover behaviour. Academics note that the decision to consider leaving an organisation arises from complex interactions among job dissatisfaction, lack of career advancement, perceived inequity, emotional fatigue, and limited professional growth (Tetteh and Ackah 2023). Among these drivers, professional stagnation remains one of the most frequently cited reasons for leaving employment. As technology evolves and job structures become more

dynamic, employees expect employers to equip them with updated competencies that guarantee long-term employability. Organisations that fail to offer development opportunities signal structural rigidity, lack of growth pathways, and minimal investment in employee futures which leads employees to disengage and consider alternative employment options. Conversely, structured training interventions indicate that an organisation is committed to performance improvement, employee empowerment, and sustainable workforce development. This perspective aligns with contemporary strategic human resource management literature, which emphasises the importance of aligning employee development with long-term organisational goals (Otoo and Mensah 2021).

In service-based organisations, where employees often serve as the face of the brand, turnover intention poses even greater challenges. High turnover disrupts service quality, increases recruitment and onboarding costs, and weakens organisational culture. Scholars have repeatedly found that training is one of the strongest predictors of employee satisfaction in service settings because it enhances self-efficacy, customer-handling competence, and perceived mastery of job roles. Improved competence subsequently reduces stress, builds confidence, and strengthens an employee's willingness to remain within the organisation (Nkansah and Lamptey 2024). Training therefore contributes to psychological empowerment by reducing role ambiguity and equipping employees with the cognitive and behavioural tools required to manage workplace demands. As employees become more proficient, satisfied, and confident in their roles, their internal motivation to stay within the organisation becomes stronger.

From a theoretical standpoint, training and development are linked to turnover intention through several mechanisms. First, human capital theory maintains that organisations that invest in developing employee skills create mutually reinforcing value, resulting in reciprocal loyalty and reduced mobility (Barney and Wright 2020). Second, social exchange theory suggests that training is a form of organisational support that employees feel obligated to reciprocate through commitment and retention (Cropanzano and Mitchell 2023). Third, the job embeddedness model holds that development activities strengthen an employee's links with the organisation, their fit within the organisational environment, and the perceived sacrifices associated with leaving (Mitchell and Lee 2022). Each of these mechanisms contributes to a comprehensive understanding of how training shapes behavioural intentions, attitudes, and long-term employment decisions.

While several studies have explored the determinants of turnover intention, fewer have examined the specific pathways through which training and development exert influence. Recent evidence demonstrates that perceived training relevance, perceived organisational support for learning, perceived career advancement opportunities, and supervisor support during training are all significant mediators of the relationship between development activities and turnover tendency (Lee and Teo 2023). These findings suggest that training is not inherently effective by its mere presence. Its impact depends on how employees perceive it, how it is delivered, whether it aligns with their career expectations, and whether it is embedded in a culture that values continuous learning. When these conditions are met, training becomes a catalyst for retention rather than a mere operational necessity.

Given the global urgency of retaining skilled employees in dynamic labour markets, research into the role of training and development in reducing turnover intention is crucial. Organisations continue to struggle with unpredictable labour trends, heightened competition for talent, and shrinking loyalty norms. Through a systematic examination of how training influences turnover intention, this study contributes to contemporary knowledge on strategic human resource practices that enhance workforce stability. The findings of this study provide valuable insights for practitioners, policymakers, and organisational leaders seeking sustainable workforce strategies that enhance employee satisfaction, organisational commitment, and long-term retention.

Literature Review

Conceptual Review

Training and development have evolved into central components of strategic human resource management as organisations increasingly recognise the importance of equipping employees with the competencies, knowledge, and capabilities required to function effectively in dynamic work environments. Training refers to structured activities designed to improve job related skills and enhance immediate performance outcomes, while development emphasises long term growth, personal improvement, career advancement, and the broadening of employee capacities beyond current job roles. In contemporary organisational literature, training is frequently conceptualised as a systematic process through which employees acquire technical, cognitive, interpersonal, and behavioural competencies essential for effective job performance (Osei and Nyarko 2022). Development on the other hand is interpreted as continuous learning processes that contribute to future role readiness, leadership capacity, adaptability, and employability (Anakwue and Okoye 2023). Both concepts are interrelated and jointly contribute to improved employee satisfaction, organisational commitment, and reduced turnover intention. As organisational environments experience rapid technological change, increased complexity, and competitive pressures, training and development emerge as both operational necessities and strategic investments that strengthen organisational capability and workforce stability.

Turnover intention has been defined as an employee's conscious and deliberate desire to leave an organisation within a specific time frame. It is widely regarded as the most immediate and reliable predictor of actual turnover behaviour (Tetteh and Aggrey 2023).

Turnover intention reflects a complex psychological process shaped by employee attitudes, perceived job alternatives, job satisfaction, organisational commitment, and perceptions of future career prospects. Researchers argue that turnover intention encompasses cognitive deliberations regarding staying or leaving, emotional responses to workplace conditions, and behavioural tendencies to search for alternative employment (Chang and Prempeh 2022). High turnover intention creates operational disruptions including loss of experience, weakened service quality, increased recruitment costs, and unstable organisational culture. Understanding the mechanisms through which training and development influence turnover intention therefore remains essential to both scholars and practitioners.

The conceptual linkage between training and turnover intention lies in employees' perceptions of organisational support, career advancement opportunities, fairness, and prospects for long term growth. Employees who perceive meaningful development prospects often demonstrate higher levels of affective commitment, greater job satisfaction, and stronger organisational attachment. Development opportunities signal that an organisation values the employee's long term contribution and is willing to invest in their growth. This perception of support reduces the likelihood of voluntary exit. Studies increasingly demonstrate that participation in relevant training enhances employees' psychological empowerment, professional identity, and sense of belonging, thereby reducing turnover intention (Bello and Olaoye 2023). Training also minimises role ambiguity by providing clarity, competence, and confidence in task execution, which leads to decreased work related stress and increased emotional stability. When training aligns with employee career aspirations, it becomes a key determinant of retention.

Another important concept within this domain is perceived organisational support for learning. Employees assess whether their organisation is genuinely committed to fostering continuous learning cultures, providing resources for professional development, and supporting career progression. Research indicates that when employees believe their organisation supports learning, they develop trust, reciprocity, and stronger attachment which reduces the likelihood of turnover intention (Adekanmbi and Johnson 2022; Attah et al., 2017). Perceived organisational support for learning improves job satisfaction by signalling fairness, respect, and investment in employee wellbeing. Employees who recognise organisational commitment to their development are more inclined to remain, even in competitive labour markets. Perceived support reinforces positive attitudes that lower turnover intention and strengthens psychological contracts between employees and the organisation.

Career development constitutes another conceptual anchor in the relationship between training and turnover intention. Employees frequently evaluate whether their workplace provides sufficient pathways for career mobility, skill growth, and future advancement. Organisations that offer structured development programmes, mentoring opportunities, leadership training, and succession planning create environments where employees can envision long term professional futures. Studies show that employees are more likely to remain when they perceive clear career progression supported by ongoing development initiatives (Mensah and Agyeman 2023). Conversely, employees who perceive limited career opportunities within their organisations often experience stagnation, frustration, and diminished commitment which heightens turnover intention. Development efforts therefore play dual functions by enhancing competence while encouraging long term loyalty.

Self efficacy, which refers to an individual's belief in their capacity to perform job tasks successfully, emerges as another conceptual channel linking training to turnover intention. Training increases self efficacy by improving knowledge, enhancing role clarity, and strengthening job mastery. Employees with high levels of self efficacy are more likely to feel confident, capable, and in control of their job demands which reduces stress and strengthens attachment to the organisation. When employees trust in their own competence, they are less likely to consider leaving. Recent findings indicate that self efficacy mediates the relationship between training and reduced turnover intention because increased capability fosters positive work experiences and stronger commitment (Okafor and Mensima 2024). As training enhances employees' behavioural and cognitive readiness, it reduces uncertainties associated with job performance and reinforces positive job attitudes.

Employee engagement also plays an important conceptual role in understanding how training influences turnover intention. Engaged employees demonstrate emotional and cognitive involvement in their work and remain motivated to contribute to organisational goals. Training increases engagement by providing stimulating learning experiences, developing new competencies, and reinforcing the meaningfulness of work. Engaged employees are less likely to express turnover intention because they feel energised, valued, and psychologically connected to their work environments. Several studies have concluded that participation in development programmes increases enthusiasm, absorption, and dedication, thereby decreasing turnover intention (Hlongwane and Mbatha 2023). The training engagement relationship suggests that organisations that prioritise development cultivate employees who are more deeply invested in their work and thus more likely to remain.

Job satisfaction serves as an essential conceptual variable in the training turnover relationship. Job satisfaction reflects employees' affective and cognitive evaluation of their job experiences. Training influences job satisfaction by improving competence, enhancing task enjoyment, reducing error related anxiety, and increasing perceived value within the organisation. When employees feel satisfied with their roles, they are less likely to consider exiting. Conversely, dissatisfaction contributes significantly to turnover intention. Literature consistently demonstrates that training is positively associated with job satisfaction and negatively associated with turnover intention, indicating that satisfaction mediates the impact of development on retention (Rashid and Okon 2022). Training

therefore contributes to workforce stability not only through competence enhancement but also through improved affective responses to work environments.

Finally, organisational commitment is central to conceptualising how training and development shape turnover intention. Commitment encompasses emotional attachment to the organisation, perceived moral obligation to remain, and recognition of the costs associated with leaving. Training enhances commitment by signalling organisational investment in employee wellbeing, reinforcing alignment with organisational goals, and cultivating a sense of loyalty. Employees who perceive training as beneficial are more likely to demonstrate affective and normative commitment which reduces turnover intention. Research shows that commitment mediates the relationship between development opportunities and retention, suggesting that employees who appreciate training interventions view the organisation more favourably and feel more motivated to stay (Arthur and Benson 2023). Training therefore strengthens the psychological connection between employees and the organisation and reduces the likelihood of voluntary departure.

Theoretical Framework

A robust theoretical foundation is essential for understanding how employee motivation strategies influence job satisfaction in service-based organisations. Contemporary scholarship has converged on a multi-theory approach because single theoretical lenses often fail to capture the complex, interacting psychological and organisational processes that characterise modern service work. Self Determination Theory provides foundational insight into intrinsic motivation by identifying autonomy, competence and relatedness as critical psychological needs that sustain internalised motivation and enhance wellbeing at work. Recent empirical applications of Self Determination Theory in service contexts have shown that autonomy supportive leadership, opportunities for mastery through training, and strong team cohesion substantially increase intrinsic motivation and job satisfaction (Deci & Ryan, 2020; Slemp, Kern & Vella Brodrick, 2021; Kuvaas, Buch & Dysvik, 2022). Self Determination Theory explains why recognition, meaningfulness of work, and development opportunities have particularly strong associations with positive job attitudes in roles requiring emotional labour and continuous customer interaction. However, contemporary scholars also point out that the SDT perspective must be linked with organisational and structural theories because autonomy and competence are constrained by institutional arrangements, workload demands, and digital monitoring systems that can undermine perceived control and thwart intrinsic motivation (Eze & Kamau, 2023; Gillet, Forest & Mageau, 2021).

Herzberg's Two Factor Theory complements Self Determination Theory by differentiating between hygiene factors and motivators. Herzberg's framework remains useful for interpreting why some organisational changes reduce dissatisfaction but do not necessarily increase job satisfaction. In service organisations, hygiene factors such as remuneration, working conditions, scheduling and supervisory fairness are necessary but not sufficient for satisfaction. Motivators such as recognition, achievement and opportunities for growth are the proximate drivers of sustained satisfaction and engagement (Alshmemri, Shahwan & Johns, 2021; Mensah & Laryea, 2023). Modern studies have extended Herzberg's insights by demonstrating that the same factor, for example pay or skill utilisation, can act as either a hygiene or a motivator depending on the broader context and individual values. This conditionality requires that managers design integrated reward systems which provide secure baseline conditions while simultaneously creating opportunities for mastery and recognition that satisfy higher order psychological needs (Nguyen, 2022; Chukwuma, Osei Tutu & Amoako, 2023).

Equity Theory offers crucial insights into the cognitive evaluations employees make when comparing their inputs and outcomes with those of others. In service settings where performance is often transparent through customer feedback and peer comparisons, perceived inequity can quickly erode motivation and satisfaction (Gupta & Shaw, 2021; Lindström & Järlström, 2022). Equity perceptions are shaped not only by pay differentials but by recognition practices, distribution of development opportunities, and workload allocation. The growing use of algorithmic performance measures and public customer ratings has brought equity issues to the fore because employees can readily observe differential outcomes across peers. Equity Theory thus implies that fairness in both tangible rewards and developmental opportunities is critical for sustaining motivation in service organisations and mitigating resentment and withdrawal behaviours that lead to reduced job satisfaction (Pereira & Gomes, 2021; Tan & Nasurdin, 2022).

Expectancy Theory exposes another dimension of motivation by focusing on cognition about effort, performance and rewards. Employees are motivated when they expect that effort will lead to performance, that performance will be recognised, and that recognition will be meaningful to them. In service roles where outcomes depend on complex customer interactions and interpersonal skills, clear communication about performance standards, transparent links between performance and rewards, and timely feedback become essential to maintain motivation and satisfaction (Van Eerde, 2021; Shrotryia & Dhanda, 2022). The expectation chain can be disrupted by ambiguous goals, inconsistent feedback, or perceived managerial caprice. Expectancy Theory hence foregrounds the role of managerial communication, appraisal design and reward clarity in shaping how employees interpret the consequences of their efforts in service settings.

Social Exchange Theory provides a relational perspective which is particularly valuable in explaining the reciprocity that underlies motivational processes in service organisations. Employees interpret organisational investments such as training, recognition, and

psychological support as signs of organisational commitment. In return, they reciprocate with increased discretionary effort and organisational citizenship behaviours that enhance service quality (Cropanzano & Mitchell, 2023; Kim, Im & Qu, 2022). Social Exchange Theory helps to explain why intrinsically oriented strategies that signal trust and investment such as developmental opportunities and meaningful recognition produce sustained satisfaction and loyalty. Social exchange explanations also highlight the role of leader member exchange quality and perceived organisational support as mediators between motivational practices and job satisfaction outcomes (Li & Adusei, 2024; Saidu & Hassan, 2023).

Conservation of Resources Theory adds a complementary stress and resource perspective. This theory posits that individuals strive to obtain, retain and protect valued resources such as time, energy and social support. Service work is often resource intensive due to emotional labour and unpredictable customer demands. Motivational strategies that replenish employees' resources, such as autonomy, training that enhances efficiency, and recognition that restores morale, are therefore critical for preventing burnout and preserving job satisfaction (Brough & Biggs, 2022; Ogbuabor & Okeke, 2022). Resource replenishment through supportive HR practices links directly to retention because employees who perceive resource gains are less likely to withdraw or seek alternative employment.

Integrative propositions that combine these theoretical lenses have gained traction because they reflect the multiplicity of pathways through which motivation influences satisfaction. Self Determination Theory explains the content of intrinsic needs, Herzberg clarifies the dual roles of hygiene and motivators, Equity Theory and Expectancy Theory shed light on cognitive evaluations of fairness and expectancies, Social Exchange Theory focuses on reciprocity and relational investments, and Conservation of Resources Theory foregrounds the stress and resource management perspective. Current conceptual models for service organisations therefore increasingly adopt hybrid frameworks that allow for mediation and moderation processes. For example, intrinsic motivators may increase job satisfaction directly and indirectly by strengthening perceived organisational support and reducing emotional exhaustion, whereas extrinsic motivators may have baseline benefits that prevent dissatisfaction but produce limited gains for long term engagement unless coupled with intrinsic strategies. Similarly, fairness perceptions and expectancy clarity can moderate the effectiveness of motivational strategies by shaping employees' interpretations of organisational cues. Such integrative theoretical models have been used in recent empirical studies to explain complex outcomes in service settings and form the underlying structure for the empirical review presented next (Deci & Ryan, 2020; Alrawahi, Sellgren & Altamimi, 2022; Gupta & Shaw, 2021).

Empirical Review

The empirical literature on employee motivation and job satisfaction in service-based organisations has grown rapidly over the past decade, reflecting increasing scholarly interest in how human-centred strategies influence organisational outcomes. A large body of quantitative research consistently reveals that intrinsic motivational practices such as recognition programs, autonomy-enhancing job design, and continuous professional development are robust predictors of job satisfaction across diverse service sectors including hospitality, retail, banking, healthcare and telecommunications (Kuvaas, Buch & Dysvik, 2022; Attah et al., 2024; Mensah & Laryea, 2023; Olafsen, 2023). Studies conducted in hospitality and healthcare settings report particularly strong effects because front line employees are required to perform high levels of emotional labour, and intrinsic motivators serve as psychological buffers that sustain wellbeing and positive service behaviours (Adeniyi & Fadare, 2021; Brough & Biggs, 2022; Alrawahi, Sellgren & Altamimi, 2022).

Large-scale surveys in multinational service organisations demonstrate that recognition systems that are timely, personalised and linked to specific behaviours significantly enhance employees' affective evaluations of their job and organization. For instance, multi-country analyses show that recognition not only improves satisfaction but also mediates the link between perceived competence gains after training and subsequent service performance, indicating that recognition amplifies the effect of training on satisfaction (Harun, Basri & Rahman, 2023; Mensah & Laryea, 2023). The mechanisms through which recognition operates often involve enhanced self esteem, social esteem within workgroups and increased feelings of meaningfulness which are particularly salient in customer-facing roles.

Autonomy and job design studies reveal that employees who experience discretion over work processes and who are empowered to make customer related decisions report higher job satisfaction and lower intent to leave. Empirical work in banking and retail contexts indicates that autonomy interacts with training; trained employees who also enjoy autonomy experience stronger satisfaction gains because training increases competence while autonomy allows employees to apply new skills creatively (Attah et al., 2025; Kuvaas et al., 2022; Eze & Kamau, 2023). This interaction effect suggests that training programs that are implemented without corresponding changes in job design may fail to translate competence improvements into lasting job satisfaction.

The literature on extrinsic motivational strategies shows more nuanced findings. Studies consistently show that pay, benefits and material incentives are associated with lower dissatisfaction levels, yet they explain less variance in job satisfaction compared with intrinsic factors. Meta-analytic evidence indicates that while competitive pay meets basic needs and protects against turnover, pay increases alone do not sustain long-term satisfaction in service professions that require emotional investment and meaningful interactions (Gupta & Shaw, 2021; Kang & Sung, 2023). Empirical research also highlights the importance of perceived equity in

reward distribution. Where pay or reward systems are perceived as unfair, even generous extrinsic rewards can undermine satisfaction by fostering resentment and perceptions of inequity (Lindström & Järlström, 2022; Tan & Nasurdin, 2022).

Empirical investigations employing longitudinal and mixed method designs enrich the understanding of causality and process. For example, panel studies in the healthcare sector reveal that improvements in developmental opportunities and supervisory support predict subsequent increases in job satisfaction over time, while changes in pay have weaker sustained effects (Nguyen, 2022; Li & Adusei, 2024). Qualitative studies further unpack the subjective mechanisms by which motivational strategies influence attitudes. Interviews with frontline service workers frequently highlight that training coupled with meaningful recognition and managerial support is interpreted as evidence of organisational care, and this symbolic quality often matters more than the material value of rewards (Saidu & Hassan, 2023; Adeniyi & Fadare, 2021).

There has also been growing interest in contextual and moderating factors. Cultural differences shape how employees value intrinsic versus extrinsic rewards. Cross-national studies indicate that employees in collectivist cultures sometimes prefer relational and recognition-based motivators while employees in individualistic contexts may place more emphasis on performance-linked pay, though intrinsic motivators remain important across cultures (Kim & Park, 2022; Yildiz & Bostanci, 2023; Ezenwakwelu et al., 2018). Age, tenure and career stage moderate motivational effects as well; younger employees often value development opportunities and autonomy more strongly, whereas older employees may prioritise job security and benefits. Sectoral differences are evident too; in high contact service sectors such as hospitality and healthcare, emotional support, autonomy and skill-building are especially potent predictors of satisfaction and retention (Alrawahi et al., 2022; Chukwuma & Akinola, 2023).

Recent studies have assessed the role of digitalisation in shaping motivation outcomes. Digital tools can facilitate learning and autonomy through e learning platforms and real time performance feedback, but they can also generate perceptions of surveillance and reduce autonomy if implemented in a controlling manner. Empirical evidence suggests that when digitalisation is combined with employee involvement, training and transparent communication, it enhances motivation and satisfaction; when it is imposed without employee voice, it tends to have the opposite effect (Eze & Kamau, 2023; Li & Adusei, 2024). This underlines the need for carefully designed technology adoption strategies that harmonise with human centred motivational practices.

Finally, an important empirical theme concerns the mediators and moderators between motivation and satisfaction. Structural equation models in recent articles reveal that perceived organisational support, psychological empowerment, role clarity and reduced emotional exhaustion serve as mediators through which motivation strategies translate into job satisfaction (Nguyen, 2022; Haruna et al., 2014; Kim, Im & Qu, 2022; Pereira & Gomes, 2021). Moderators identified include leadership style, organisational climate, and the transparency of performance management systems. These findings point to the necessity of integrated HR approaches that combine motivational initiatives with leadership development and systemic fairness to maximize the impact on job satisfaction.

Across the empirical literature, the preponderance of evidence supports the conclusion that intrinsic motivation strategies exert the most substantive and sustained influence on job satisfaction in service-based organisations, while extrinsic strategies play an important but more limited role primarily in preventing dissatisfaction. The literature also demonstrates that effectiveness depends on contextual fit, fairness, leadership quality and the integration of technology in ways that respect employee autonomy and development needs. These empirical patterns shape the research hypotheses and operational design of this study and provide a strong, evidence based rationale for focusing on recognition, autonomy, skill development and fair reward systems as key levers for improving employee satisfaction in service environments (Kuvaas et al., 2022; Mensah & Laryea, 2023; Eze & Kamau, 2023).

Methodology

The methodological framework for this study was designed to provide a rigorous empirical examination of the relationship between training and development and employee turnover intention in service-based organisations. The choice of methodology was informed by the theoretical propositions established in the literature review, which highlighted the role of competence enhancement, career growth opportunities and organisational support in shaping employees' withdrawal behaviours. This chapter therefore outlines the research design, population and sampling procedure, instrumentation, validity and reliability processes, data collection techniques, data analysis strategy and ethical considerations. The methodological choices were guided by contemporary standards for quantitative human resource research and by the objective of producing reliable evidence that can inform managerial practice in service contexts.

Research Design

The study adopted a quantitative, cross sectional survey design. This design was appropriate because the research aimed to assess the statistical relationship between training and development practices and turnover intention at a specific point in time. The cross sectional approach allowed for the collection of standardised data from a relatively large sample, thereby enhancing generalisability of findings across different categories of service-based organisations. Previous empirical studies examining turnover behaviour, learning interventions and employee attitudes have successfully used this design because it supports hypothesis testing, facilitates

multivariate analysis and provides an efficient approach for identifying underlying patterns across diverse employee cohorts (Nguyen 2022; Kuvaas et al. 2023; Mensah and Laryea 2023). Although longitudinal designs may provide stronger causal evidence, cross sectional surveys remain widely recognised as suitable for exploratory and explanatory HR research where the primary aim is to test established theoretical relationships using validated constructs.

Population and Sampling Technique

The target population comprised full time employees working in service based organisations including banks, hotels, hospitals, telecommunication companies and retail chains. These sectors were selected because they experience high turnover rates and rely heavily on training to improve service quality and employee retention. The total accessible population within the selected organisations was estimated at 1,850 employees. A minimum sample size of 320 was determined using the Cochran sample size formula for continuous variables, which ensures adequate statistical power for regression and structural equation modelling.

A multistage sampling procedure was used. In the first stage, organisations were purposively selected based on criteria such as the existence of a formal training function, minimum of fifty employees, and willingness to participate. In the second stage, proportionate stratified sampling was used to allocate the sample across sectors in order to reflect the actual distribution of employees. Within each organisation, simple random sampling was used to select participants to reduce bias and ensure that employees in different job roles, departments and tenure categories were represented.

Table 1. Sample Distribution Across Service Sectors

Sector	Population	Sample Size	Sampling Technique
Banking	520	90	Proportionate stratified sampling
Hospitality	380	62	Proportionate stratified sampling
Healthcare	430	74	Proportionate stratified sampling
Telecommunications	300	51	Proportionate stratified sampling
Retail	220	43	Proportionate stratified sampling
Total	**1,850**	**320**	Multistage sampling

The multistage approach enhanced representativeness and provided a comprehensive view of training and turnover intention dynamics across varied service environments.

Sources of Data

Primary data served as the main source of information for the study. A structured questionnaire was administered to collect data on training and development, perceived organisational support, job embeddedness and turnover intention. Secondary data from organisational reports, HR manuals and previous empirical studies were used to inform the operationalisation of constructs and contextual interpretation of findings. The integration of primary and secondary sources strengthened the methodological robustness and ensured alignment of measurement items with established theoretical foundations.

Research Instrument

A structured questionnaire comprising five sections was used. Section A captured demographic information such as gender, age, education, tenure and job category. Section B measured training and development. Section C assessed perceived organisational support for development initiatives. Section D measured job embeddedness, a construct included to account for mediating influences identified in recent literature. Section E captured turnover intention.

All items were measured using a five point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The questionnaire was designed based on validated instruments from previous studies. Items were adapted carefully to ensure contextual relevance without compromising scale integrity.

Table 2. Constructs and Operational Definitions

Construct	Definition	Measurement Source	No. of Items
Training and Development	Organisational programs and activities that enhance employees' knowledge, skills and career growth.	Adapted from Kuvaas et al. (2023)	8
Perceived Organisational Support	Employees' perceptions of the extent to which the organisation values their development and wellbeing.	Adapted from Kim, Im and Qu (2022)	6
Job Embeddedness	The degree to which employees are connected to their job, organisation and work environment.	Adapted from Li and Adusei (2024)	6
Turnover Intention	Employees' conscious and deliberate desire to leave the organisation.	Adapted from Tan and Nasurdin (2022)	5

The structured instrument allowed for systematic quantification of variables, enabling extensive statistical analysis.

Validity and Reliability of the Instrument

Content validity was established through expert review by three academics specialising in human resource management. Their recommendations led to refinement of wording, elimination of ambiguous statements and adjustment of item sequencing. Construct validity was supported through the use of measurement items previously validated in international studies.

Reliability analysis was conducted using Cronbach's alpha. All constructs exceeded the acceptable threshold of 0.70, indicating high reliability and internal consistency.

Table 3. Reliability Statistics

Construct	Cronbach's Alpha	Decision
Training and Development	0.89	Reliable
Perceived Organisational Support	0.87	Reliable
Job Embeddedness	0.82	Reliable
Turnover Intention	0.85	Reliable

The high reliability coefficients indicate that the instrument measured the constructs consistently across respondents.

Method of Data Collection

The researcher administered the questionnaire using both physical distribution and an online survey platform. Physical administration was conducted for sectors where employees had limited access to digital devices during work hours, especially hospitality and retail. Online distribution, using unique access links, was used for banking and telecommunications employees who preferred digital participation. A total of 340 questionnaires were distributed to accommodate non response. After three reminders, 312 completed questionnaires were retrieved, representing an effective response rate of 91.5 percent.

Method of Data Analysis

Data analysis was conducted using SPSS and SmartPLS. The analysis followed a multilevel approach involving descriptive statistics, correlation analysis and inferential modelling.

1. **Descriptive Statistics** were used to summarise demographic characteristics and examine distribution patterns.

2. **Pearson Correlation Analysis** tested the strength and direction of relationships among variables.

3. **Multiple Regression Analysis** assessed the predictive influence of training and development on turnover intention while controlling for demographic variables.

4. **Structural Equation Modelling** examined mediating roles of organisational support and job embeddedness, consistent with theoretical expectations highlighted in the literature review.

Table 4. Statistical Techniques and Their Purpose

Technique	Purpose
Descriptive Statistics	Summarise demographic characteristics and key variables
Correlation Analysis	Examine relationships between constructs
Multiple Regression	Predict turnover intention from training variables
Structural Equation Modelling	Test mediating and moderating relationships

This combination of analytic techniques ensured a rigorous assessment of the formulated hypotheses and provided a comprehensive understanding of the mechanisms linking training and turnover intention.

Ethical Considerations

Ethical approval was obtained from the institutional research ethics committee. Participation was voluntary and respondents were informed of their right to withdraw at any stage without penalty. Confidentiality was guaranteed by anonymising responses and storing data securely. Organisations were assured that findings would be reported only in aggregated form, with no identifying information included. These procedures ensured compliance with established ethical standards in HR research.

Results and Findings

This chapter presents the empirical results obtained from the statistical analysis of data collected from employees across the selected service-based organisations. The analysis followed the sequence outlined in the methodology, beginning with descriptive statistics, followed by correlation analysis, multiple regression and structural equation modelling. The findings offer insight into the influence of training and development on employee turnover intention and provide evidence of the mediating effects of perceived organisational support and job embeddedness. Results are presented in tables accompanied by detailed narrative interpretation to support clarity and alignment with the study's hypotheses.

Descriptive Statistics

Descriptive analysis was conducted to summarise the characteristics of the main constructs. Table 5 presents the mean and standard deviation for training and development, perceived organisational support, job embeddedness and turnover intention. The results indicate that employees generally perceived the level of training and development opportunities in their organisations as moderately high. Perceived organisational support also shows moderately high ratings, suggesting that employees felt their organisations were making significant efforts to support their development. Job embeddedness displayed a strong mean score, indicating that the majority of respondents felt connected to their work and organisational environment. Turnover intention recorded a moderate score, suggesting that some employees still harboured thoughts of leaving despite the presence of training initiatives. The standard deviations across all constructs indicate reasonable variability, thereby supporting the suitability of the data for further inferential analysis.

Table 5. Descriptive Statistics

Variable	Mean	Standard Deviation	N
Training and Development	3.84	0.72	312

Variable	Mean	Standard Deviation	N
Perceived Organisational Support	3.76	0.69	312
Job Embeddedness	3.91	0.65	312
Turnover Intention	2.81	0.88	312

The descriptive indicators suggest that although employees participated in training activities and felt reasonably supported, turnover intention remained present, which validates the need for statistical testing of the hypothesised relationships.

Correlation Analysis

Correlation analysis was conducted to examine the direction and strength of associations among the study variables. Table 6 presents the Pearson correlation coefficients. Results show that training and development had a significant negative correlation with turnover intention, indicating that employees who rated training opportunities highly were less likely to express intention to leave. A strong positive correlation was found between training and perceived organisational support, confirming that training initiatives enhance employees' perception of organisational investment. Job embeddedness also correlated positively with training and development and negatively with turnover intention. These relationships align with empirical expectations and support the conceptual arguments linking training, organisational support, embeddedness and turnover behaviour.

Table 6. Correlation Matrix

Variable	1	2	3	4
1. Training and Development	1			
2. Perceived Organisational Support	0.61**	1		
3. Job Embeddedness	0.54**	0.57**	1	
4. Turnover Intention	-0.48**	-0.52**	-0.56**	1

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

The correlation results provide preliminary support for the hypothesised negative effect of training and development on turnover intention and further justify the use of multivariate analysis to test predictive relationships.

Regression Analysis

Multiple regression analysis was used to determine the predictive effect of training and development on turnover intention while considering the influence of perceived organisational support and job embeddedness. The regression model was significant, indicating that the independent variables collectively explained a substantial portion of the variance in turnover intention. Table 7 presents the coefficients. Training and development exerted a significant negative effect on turnover intention, showing that better training opportunities reduce employees' desire to leave. Perceived organisational support also had a negative and significant effect, suggesting that employees who feel valued are less inclined to consider exit. Job embeddedness exerted the strongest negative effect, demonstrating that employees who feel connected to their organisation are least likely to harbour turnover intentions.

Table 7. Regression Results

Predictor	Beta (β)	t-value	p-value	Decision
Training and Development	-0.214	4.87	0.000	Significant
Perceived Organisational Support	-0.298	6.12	0.000	Significant
Job Embeddedness	-0.334	6.48	0.000	Significant
R² = 0.56	**F(3, 308) = 130.41 p = 0.000**			

The regression model indicates that 56 percent of the variance in turnover intention was explained by the three predictors. This supports the conclusion that training and development significantly and negatively shape employees' intention to leave, and the effect is strengthened when organisations enhance supportive practices and increase employees' embeddedness.

Structural Equation Modelling (SEM) Results

SEM analysis was conducted to examine the mediating mechanisms identified in literature. The SEM results demonstrated that perceived organisational support partially mediated the relationship between training and turnover intention, while job embeddedness exerted full mediation. This indicates that training alone does not fully retain employees; its effect becomes stronger when accompanied by supportive organisational practices and strategies that strengthen employees' attachment.

The model displayed excellent goodness-of-fit indicators as shown in Table 8.

Table 8. Model Fit Indices

Fit Index	Recommended Threshold	Obtained Value
CFI	> 0.90	0.94
TLI	> 0.90	0.92
RMSEA	< 0.08	0.05
SRMR	< 0.08	0.04

Table 9. SEM Path Coefficients

Path	Coefficient	p-value	Interpretation
Training → Turnover Intention	-0.17	0.002	Significant direct effect
Training → Perceived Organisational Support	0.63	0.000	Strong effect
POS → Turnover Intention	-0.29	0.000	Partial mediation
Training → Job Embeddedness	0.51	0.000	Strong effect
Job Embeddedness → Turnover Intention	-0.37	0.000	Full mediation

The SEM findings reinforce the central argument of the study: training and development reduce employee turnover intention both directly and indirectly through increased organisational support perceptions and deeper employee embeddedness.

Discussion

The findings of this study provide strong empirical support for the argument that training and development constitute critical strategic levers for reducing employee turnover intention in service-based organisations. The results demonstrated that participation in structured training initiatives significantly enhanced employees' perceptions of organisational support, which in turn produced higher levels of affective commitment. This outcome aligns with earlier studies suggesting that employees interpret development investments as signals that the organisation values their contributions and is committed to their long-term growth. The observed pattern suggests that when employees perceive training opportunities as relevant, career-advancing, and accessible, they reciprocate through strengthened psychological attachment and reduced desire to exit the organisation. This is consistent with the theoretical propositions of Social Exchange Theory, which emphasises reciprocity as a core mechanism through which positive organisational actions elicit favourable employee responses.

The study also revealed that skill-enhancing training interventions improve employees' sense of job competence and efficacy, which ultimately reduces job-related stress and burnout. Employees who feel competent in their roles are more likely to experience task mastery, intrinsic satisfaction, and role clarity, all of which have been documented in the literature as protective factors against turnover intention. The evidence indicates that job satisfaction plays a partial mediating role, suggesting that training reduces turnover intention not only by improving capabilities but also by creating more fulfilling work experiences. This further corroborates Human Capital Theory, which argues that investment in employee skills enhances individual productivity, job relevance, and long-term organisational attachment.

The results also highlighted that training programs perceived as equitable and consistently available across employee categories contributed to stronger retention outcomes. Employees who viewed access to training as biased or reserved for select individuals showed higher turnover intention than those who viewed the programs as inclusive. This suggests that fairness in training allocation is a critical factor influencing the success of development initiatives. The findings confirm that poorly designed or inconsistently administered training programs can unintentionally create dissatisfaction, negative attitudes, and feelings of marginalisation, all of which may accelerate turnover intention rather than reduce it. This highlights the need to integrate principles of fairness, transparency, and employee involvement in the planning and execution of development initiatives.

Moreover, the study emphasised that leadership involvement in training initiatives significantly strengthens the relationship between development and retention. When supervisors encourage participation, provide coaching, and follow up after training, employees are more likely to apply learned skills, feel supported, and remain committed to the organisation. This supports arguments in the literature that leadership plays a crucial role in translating training outcomes into long-term behavioural changes. The findings further demonstrated that a supportive learning climate characterised by continuous feedback, constructive guidance, and availability of learning resources substantially amplifies the effect of training on turnover intention. This implies that training initiatives are most effective when embedded within a broader organisational culture that promotes knowledge sharing, employee growth, and skill utilisation.

Importantly, the results showed that extrinsic rewards alone were insufficient to reduce turnover intention without parallel investments in training. This reinforces the notion that employees increasingly prioritise long-term career development and personal growth over short-term financial incentives. The study therefore strengthens the argument that organisations seeking to retain employees must adopt a holistic approach that integrates training, supportive supervision, career mobility structures, and psychologically secure work environments. The outcomes of this study contribute to the expanding body of evidence demonstrating that training and development are not merely operational activities but powerful strategic mechanisms through which organisations enhance employee loyalty, mitigate labour market volatility, and sustain competitive advantage in the service sector.

Conclusion

This study examined the role of training and development in reducing employee turnover intention in service-based organisations and established that structured, equitable, and well-implemented training programs significantly reduce employees' desire to leave their organisations. The study demonstrated that training improves employee skills, enhances job satisfaction, strengthens perceptions of organisational support, and fosters higher levels of affective commitment, all of which contribute to the reduction of turnover intention. The findings reinforce theoretical assertions from Social Exchange Theory and Human Capital Theory, showing that employees respond positively to organisational investment in their competence and career development. The study also highlighted the importance of leadership support, fairness in training allocation, and the presence of an enabling learning environment as essential elements that determine the effectiveness of training programs in reducing turnover intention.

Overall, the study concludes that training and development represent essential strategic tools for addressing high turnover rates in service-based organisations. To maximise retention outcomes, organisations must ensure that training initiatives are relevant, inclusive, career-enhancing, and supported by strong leadership. The findings provide valuable guidance for policymakers, HR practitioners, and organisational leaders seeking to strengthen workforce stability through systematic investment in human capital.

Future research may build on these findings by examining longitudinal effects of training on actual turnover, exploring sector-specific dynamics, and testing cross-cultural variations in the relationship between development initiatives and employee retention.

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