

## The Effect of Training and Career Development on Employees Retention –A Study on the Telecommunication Organizations in Yemen

**Hamed Al-sharafi\***

Graduate School of Business Universiti Kebangsaan Malaysia Bangi, Selangor, Malaysia

**Mohd Ezani Mat Hassan**

Graduate School of Business Universiti Kebangsaan Malaysia Bangi, Selangor, Malaysia

**Syed Shah Alam**

Graduate School of Business Universiti Kebangsaan Malaysia Bangi, Selangor, Malaysia

### Abstract

Employees retention represents one of the main keys to organizational productivity, performance, competitive advantage and success. Therefore, organizations look for ways to improve their employees' satisfaction and retention. Organizations worldwide have been realizing the importance of this issue. However, many organizations - specifically in Arabic context - still failing in retaining their employees, especially the most talented and qualified ones. Although many studies have been done to investigate the effect of human resources practices on employees' satisfaction and retention, many of these studies show the impact of the monetary part of it such as compensation. The purpose of this paper is to investigate effects of non-monetary practices, training and career development on employees' retention in organizations within the telecommunication sector in Yemen. Moreover, current study seeks to investigate the mediating role of that job satisfaction in the training, career development, and employees' retention relationship. Using a sample of 100 non-managerial employees in the four Yemeni telecommunication organizations, results indicated that training has a positive impact on the employees' satisfaction and retention. In fact, results show the importance of training in enhancing employees' satisfaction as well as improving their retention rate in the telecommunication sector in Yemen. Surprisingly, results showed that career development has no relationship with employees' satisfaction or retention. Results also found that Job satisfaction mediates the relationship between training and employees' retention in the Yemeni telecommunication sector.

**Keywords:** Training; Career development; Retention; Job satisfaction; Telecommunication; Yemen.



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### 1. Introduction

Human capital is the most valuable asset to any organization. This asset is the primary tool for organizational competitive advantage, success, and growth (Kaye and Jordan-evans, 2000). In today business world, organizations are forced to operate within an environment full of hyper-change and competition. These factors forced the organizations to give more attention to their employees, working on keeping them satisfied and engaged. Also, the shortfall of qualified and talented employees put additional pressure on the organizations to work effectively on retaining their employees. Therefore, attracting, satisfying and retaining qualified and talented employees become increasingly important. In fact, organizations' ability to satisfy and retain their qualified employees is crucial for future survival, performance, and profitability.

Scholars and practitioners have shown an increasing interest in determining the main organizational factors that enhance the employees' retention; many studies were done to explore and identify these factors (De Vos and Meganck, 2009; George, 2015; Steel *et al.*, 2002). In fact, studies showed that retention is a complex subject and there is no single formula for organizations to achieve employees' retention. Based on these studies, employees' decision to stay is driven by different main factors. These factors included leadership, the leaders' way that embraces empowerment, respect, recognition, and communication (Al-sharafi and Rajiani, 2013; Letchmiah and Thomas, 2017) human resources practices (Sun *et al.*, 2007; Yamamoto, 2013; Yang *et al.*, 2012) work environment, where the employees experience a positive relationship with their co-workers (Letchmiah and Thomas, 2017; Valentine *et al.*, 2011); and work-life balance, where the employee can get an adequate time off, work support and flexible work time.(Deery and Jago, 2015; O'Neill *et al.*, 2009) organizational culture, the shared values, beliefs, and behaviors of the employees (Anitha and Begum, 2016; Kontoghiorghes, 2016).

Human resources practices have received increased attention to their impact on employees' decision whether to leave or stay, many empirical studies have been done to investigate the correlation between human resources practices and employees' retention (Kaye and Jordan-evans, 2000). According to these studies, employees' retention has become a major challenge facing human resources departments in all organizations. Huselid (1995) in one of the main studies that investigated the effect of human resources practices on employees' outcomes, turnover, and productivity. He concluded that practices such as hiring, rewards, and incentives, fair performance appraisal system, training, and development have a significant impact on employees' turnover and productivity. Another research was

\*Corresponding Author

done by Hay group and studied about 300 organizations to define the major practices out of 50 suggested retention practices. Results showed the most important factors are recognition, career growth, and development, fair compensation system, work anatomy, challenging activities, meaningful work, good management (Kaye and Jordan-evans, 2000).

Chew and Chan (2008) studied the influence of human resource practices on employees' loyalty and retention. These practices were recognition, employee-organization fit, effective compensation system, challenging tasks, training and career development. They concluded that recognition, person-organization fit, compensation, and challenging work has a positive effect on employees' commitment. Similarly, recognition, person-organization fit, compensation, and training and career development were significantly related to employees' retention. However, results showed that employees' commitment not affected by providing training and career development opportunities, also challenging work has no significant relationship to employees' retention.

In their study, Renaud *et al.* (2015) defined and tested 28 human resources practices, these practices combined in five major factors or practices: incentive compensation, innovative peripherals, training and development, respectful work environment, and Work-life balance. Results showed that four out of these five practices (incentive compensation, innovative peripherals, training and development, respectful work environment) are positively related to employees' retention. Surprisingly, results show that employees' retention is not significantly affected by work-life balance practice. In conclusion, many studies demonstrate that employees' retention can be achieved by effective implementation of human resources practices such as performance appraisals, recognition, compensation, training and development, and promotion opportunities Al-Emadi *et al.* (2015).

Job satisfaction is a keystone in order to explain employee turnover and retention issue. Many studies have been done to understand the relationship between job satisfaction and retention (Amah, 2009; Ashton, 2017; Huang S. *et al.*, 2017) According to these studies, retention usually is linked to job satisfaction; unsatisfied employees are more likely to search for a new employer which at the end lead to the turnover decision. Thus, organizations need to keep their employees satisfied. Mitchell T. *et al.* (2001a) state that the key to employees' retention is to keep them satisfied. Studies have also demonstrated that employee satisfaction and engagement are significantly correlated with organization outcomes Harter *et al.* (2002). Organizations can improve employees' satisfaction by providing a positive work environment, fair compensation system, supportive supervision, rewards/recognition, skills development and organizational communication.

In this regard, organizations should design their human resource practice and implement them to enhance satisfaction and commitment among their employees. Organizations should take steps to ensure that their practices have positive effects on the employees. Satisfied employees can perform in a better way, which at the end will lead to satisfied customers. Satisfied employees also would enhance the ability of organizations to achieve their goals. Moreover, Satisfied employees are more motivated, engaged and productive which at the end lead to improving organizations competitiveness and success, (Garrido *et al.*, 2005). Amah (2009) suggests that human resources department should establish and implement practice and policies that help employees to balance their work-related and non-work-related activities and duties in order to enhance their overall life satisfaction, not only job satisfaction.

According to Luna-Arocas and Camps (2008), a majority of the researchers that study the impact of human resources practices on employees' retention have focused on remuneration practices. In fact, focusing only on compensation and financial incentives could be a serious mistake if organizations plan to develop commitment strategies that enhance employees' retention; Thus, more studies are required to empirically demonstrate the effect of human resources practices and employees' retention and employees' retention. The current study focuses on two non-remuneration practices (training and career development) and their effect on employees' retention.

In addition, and for the purpose of the current study, it is relevant to mention that although there have been previous studies on the effect of human resource practices in general and training and career development practices in specific in employees' retention, a few of these studies have been done in an Arabic context. Moreover, there is a noticeable lack of empirical studies on the Yemeni organizations in term of the factors and practices that may help to reduce employees' turnover and at the same time enhancing the retention rate among Yemeni employees.

## 2. Literature Review

### 2.1. Employee Retention

The importance of this topic comes from the vital role of qualified and committed employees in organizational survival. Organizations without this type of employees will not be able to survive and compete. Moreover, the cost of replacing these employees. this cost could be tangible as the cost of recruiting and selection, training (Mitchell T. R. *et al.*, 2001b) or it could be intangible represented by reducing other employees' productivity performance, and moral (Guthrie, 2001; Ilmakunnas *et al.*, 2005; Longenecker and Scazzero, 2003). Studies on the cost of replacing an employee confirmed that replacement of each employee cost 70-200 percent of his annual salary (Kaye and Jordan-evans, 2000). Similarly, (Longenecker and Scazzero, 2003) stated that replacing IT employee costs about 1 to 2.5 times their annual salary. in conclusion, retaining existing employees is always a much better investment than the cost of recruiting of new ones (Mitchell T. R. *et al.*, 2001b). In response to this critical issue, organizations engaged in establishing and implementing policies, strategies and tactics in order to reduce the employees' turnover and motivate them to stay in their current organizations.

Based on this, retention can be defined as an employee's decision to stay or continue working in their present organizations as a result of efforts made by organizations to encourage their staying (Cotton and Tuttle, 1986). Similarly, (Frank *et al.*, 2004) View retention as the efforts organizations made to keep its desirable employees and thereby reach company objectives. It is a systematic effort made by organizations to build a supportive and positive

environment that encourages current employees to stay at their present organizations (Kumar and Mathimaran, 2017).

According to Sinha and Sinha (2012), it is essential for leaders to recognize the factors that help in satisfying and retaining the qualified employees. By reviewing the literature on the turnover and retention matter, leaders will find that researchers have identified several factors that have a significant influence on employees' decision to stay. Letchmiah and Thomas (2017), confirmed the positive and significant role of management and organizational culture, training and career developmental, meaningful work and work environment on employees' retention. George (2015), divided retention factors into two levels: organisational and job. Organizational factors include: management, helpful work environment, social support and career development; job factors include: compensation, autonomy, work-life balance, and workload. He founded that all factors related positively to employees' retention. Results also showed that organizational factors have a greater impact on employees' retention than job factors do.

## 2.2. Training

In today's world, where the life cycle of technology and products become shorter and shorter, update employees' knowledge and skill become more critical for both organizations and employees (Presbitero *et al.*, 2016). In this regard, employees expected to learn new skills and knowledge to improve themselves and the work they do. It is important to them to feel that they are learning, growing and remaining competitive comparing to their industry peers. Thus, organizations that provide continuous training and skills upgrading programs can maintain their competitive advantage and at the same time are more likely to satisfy and retain their valuable employees. In addition, organizations also benefit from these training programs in term of increasing organizational competitive advantage, effectiveness, and profitability (Aragón-Sánchez *et al.*, 2003).

The definition of training is a systematic approach to acquire new knowledge or skills in order to improve employees and organizational effectiveness and growth (Aguinis and Kraiger, 2008; Steel *et al.*, 2002). It is providing employees with the needed knowledge and skills to do the tasks they required to do in the right way (Costen and Salazar, 2011). Others defined it as the availability of the learning materials, courses, and seminars for employees and helping them to benefit from these materials (Georgellis and Lange, 2007).

The positive relationship between training and employees' retention has been found in many studies. One empirical study done on 457 European small and medium organization to assess the effects of training on organizational effectiveness and profitability, results showed that there is a significant relationship between training and both effectiveness and profitability (Aragón-Sánchez *et al.*, 2003). George (2015) conducted a study to investigate why professional workers retain in their organizations. He concluded that training and development among other factors are strongly related to employees' retention. A recent study by (Huang W.-R. and Su, 2016) carried out to study the influence of job training satisfaction on employees' intention to leave. They also examined the mediating role of job satisfaction in the mentioned relationship. Results confirmed the relationship between job training satisfaction and turnover intention was negative. Results also indicated that job satisfaction mediated the examined relationship.

**Hypothesis 1** training practice has a positive relationship with employees' retention.

## 2.3. Career Development

Career development is about providing opportunities for employees to grow personally and professionally (Horwitz *et al.*, 2003). It means that employees are able to be promoted and go to higher levels within their organizations. Career development considered as one of the human resource practices that help in retention management issue. Many studies mentioned it as one of the main retention strategies (George, 2015). Studies have shown that a lack of career development opportunities within an organization leads to high employee turnover (Presbitero *et al.*, 2016). In contrast, organizations that implement career development programs are more likely to have a high level of commitment and retention among their employees. In fact, De Vos and Meganck (2009) in his study argues that career development opportunities among other unpopular factors such as job content and work-life balance have a higher impact on employees' retention than compensation, performance appraisal and communication. Similarly, (Hausknecht *et al.*, 2009) confirms that among all factors studied to assess their relationship to employees' retention (job satisfaction, career development opportunities, organizational commitment and organizational reputation), career development is the most related to employees' retention decision. Horwitz *et al.* (2003) confirmed the idea by saying that the most popular retention factors are not always the most effective ones; many variables can play roles in this idea such as the type of industry the organization operating in, the type of organization either local or multinational among other factors.

In their study, Chen *et al.* (2004) conducted in Taiwan to examine the career needs and also to assess the gap between these needs with the provided career development program in one of research and development department. Results concluded that employees have a high intention to leave if the gap between these needs and the available career development program is high. Based on their result, career development is the main contributor to employees' job satisfaction. Another study carried out by Costen and Salazar (2011) examined the impact of training and development on employee job satisfaction and retention. Results reported that training and development opportunities are significantly and positively related to employees' satisfaction, loyalty, and retention.

**Hypothesis 2** career development practice has a positive relationship with employees' retention.

## 2.4. Job Satisfaction

For a long time, job satisfaction was one of the topics that get researchers as well as organizations leaders attention and interests. Based on the literature, one of the job satisfaction detentions is referred to the positive feelings that employees have about their job and organization. Whereas, job dissatisfaction is negative feeling towards the job and organization(Armstrong, 2006; Bibi *et al.*, 2013).

Several studies have examined the relationship between training and job satisfaction (Aguinis and Kraiger, 2008; Costen and Salazar, 2011). According to these studies, training is one of the main influencers on employees' job satisfaction. In other words, organizations that engage their employees with training programs are enhancing the employee's emotional attachment to the organization, which will lead them to remain in their organization(Costen and Salazar, 2011). In addition, organizations that focus on giving their employees more training and learning programs have a higher level of productivity, performance, customer satisfaction and retention(Harel and Tzafrir, 1999).

**Hypothesis 3** training practice has a positive relationship with employees' satisfaction.

In the same way, many studies have confirmed the positive relationship between career development opportunities, and job satisfaction(Costen and Salazar, 2011). Employees' perceptions of growth and advancement will enhance their satisfaction feeling and behaviours. According to Chen *et al.* (2004), high job satisfaction is correlated by meeting the employees' expectation regarding career development programs provided by their organization.

**Hypothesis 4**career development practice has a positive relationship with employees' satisfaction.

On the other hand, many studies have been done to assess the influence of satisfaction on employees' retention (Ashton, 2017; Harter *et al.*, 2002; Huang S. *et al.*, 2017; Kontoghiorghes, 2016). Results extracted from these studies confirmed that job satisfaction is a predictor of employees' turnover or retention. In other words, satisfied employees have mostly retained employees whereas unsatisfied ones are more likely to search for a new organization. Although many researchers studied the relationship between these two subjects, Amah (2009) has a suggestion for a better understanding of this relationship. He suggested studying more variables including situational variables expected to have an impact on turnover or retention and to consider various forms of the relationship involving these factors or variables

In conclusion, providing training programs and development opportunities means more satisfied employees, and as a result of this satisfaction, organizations are more likely to retain their desirable and qualified employees.

**Hypothesis 5** Job satisfaction has a positive relationship with employees' retention.

## 2.5. Job Satisfaction as a Mediator

It is noticeable that job satisfaction used as a mediator in many relationships related to employees' behaviours and outcomes such as absenteeism, commitment, turnover, productivity and performance. In this regard, many studies have examined the mediating effect of job satisfaction on the relationship between different personal and organizational variables and employees' turnover or retention(Huang W.-R. and Su, 2016). The results of these studies have indicated the significant positive effect of job satisfaction on the mentioned relationships.

(Bayarçelik and Findikli, 2016) Showed that job satisfaction mediates the relationship between perceived organizational justice and turnover intention. (Al-sharafi and Rajjani, 2013) found that job satisfaction is mediating the relationship between leadership practices and talented employees' turnover. Job satisfaction also found to mediate the relationship between job training satisfaction and turnover intention(Huang W.-R. and Su, 2016). Job satisfaction also mediates the relationship between career development and employees' turnover (Chen *et al.*, 2004).

Thus, in line with the previous research, the current study examines the mediating role of job satisfaction related to both training and career development, and employees' retention.

**Hypothesis 6:** Job satisfaction mediates the relationship between training and employees' retention.

**Hypothesis 7:** Job satisfaction mediates the relationship between career development and employees' retention.

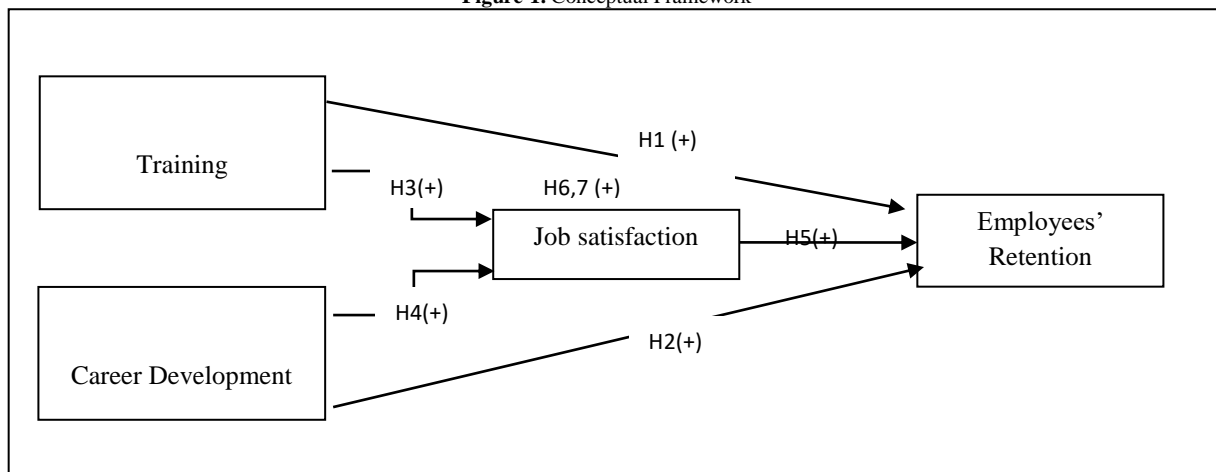
## 3. Methodology

The current study has two objectives: examine the effect of training and career development on employees' retention in Yemeni telecommunication organizations, and to what level job satisfaction mediate this relationship in the mentioned organizations.

Based on the literature above, this study develops a conceptual framework as shown in Figure 1. The framework examines the influence of training and career development on employees' retention with job satisfaction as a mediator.



Figure-1. Conceptual Framework



### 3.1. The Study Setting

Yemen is an Arabian country located in the Middle East. The population is 30 million citizens in 21 governorates. The Arabic language is the official language. The telecommunications industry in Yemen is one of the highest growing industries. Four organizations are operating in this industry in Yemen; one of them is a public organization, Yemen Mobile. The other three are private organizations: Sabafon, MTN and Y telecom.

### 3.2. Sample

The population of the current study is the non-managerial employees in the four organizations operating in the telecommunications industry in Yemen; the sample was 100 of them. Out of the distributed questionnaires, 94 questionnaires were retrieved; only 91 of them were useful for purposes of the study.

### 3.3. Procedure

A questionnaire was used as the main tool for collecting data from the mentioned four organizations. The questionnaire was developed based on the literature of related subjects. The questionnaire distributed randomly to the respondents, they have been informed about the main objectives of this study in order to gain their full attention and cooperation and to ensure they would fill the questionnaire accurately.

### 3.4. Measures

The questionnaire was made up of two main parts. A first section designed to collect the respondents' details such as age, gender, level of education, working experience, and how long has been working in his current company. The second section has contained the items of the independent variable (training, and career development), the dependent variable (retention), and the mediator (job satisfaction).

### 3.5. Training

Training variable measured by five items developed by Rogg and his colleagues to measure the availability of training programs from the employees' perceptions (Rogg et al., 2001). Items ranged from 1 to 5; 1 for 'strongly disagree', and 5 = 'strongly agree'.

### 3.6. Career Development

For the purpose of this study, five items developed by Price (2001) used to assess employees' perception about career development opportunities provided by their current employers. Similar to training variable, the five-point Likert scale used to measure this variable and ranged from 1 to 5.

### 3.7. Job Satisfaction

Minnesota satisfaction questionnaire (MSQ) was the instrument that used to measure respondents' satisfaction. The reason behind using MSQ is because it measures employees' intrinsic, extrinsic, and general job satisfaction perceptions. The current study used the short form of this model – 20 items - to measure respondents' satisfaction. The five-point Likert scale used to measure this variable and ranged from 1 = 'very dissatisfied' to 5 = 'very satisfied'.

### 3.8. Employees Retention

Same as career development variable, the items of this variable were also taken from intent to stay model developed by Price (2001) to measure employees' retention (Price, 2001). It consists of four items. This model has been used in many studies to measure employees' intention to stay within their current organization (Cox et al., 2010).

## 4. Results and Findings

Descriptive statistical methods have been used to describe the demographic profile of the non-managerial employee respondents, see Table 1. From the table 1, Most of the respondents were male (81%), and only 19% were females. 13% of the respondents were less than 25 years old, and 40% of them were within the age of 25-35 years, while 29% of them were from 35-45 years of age and 18% of the respondents were more than 45 years old.

Table-1. Respondents' Profile

Contents	frequency	percentage	Contents	frequency	percentage
<b>Gender</b>			<b>Age</b>		
Male	74	81%	Less than 25 years	12	13%
Female	17	19%	25-35 years	36	40%
			35-45 years	26	29%
			More than 45	17	18%
<b>Level of education</b>			<b>Years of expertise:</b>		
High School	03	3%	Less than 2 years	19	21%
Diploma	15	16%	2-5 years	29	32%
Degree	64	71%	5-10 years	27	30%
Master, PhD	09	10%	More than 10 years	16	17%

Most of the respondents have a moderate level of formal education, about 3% have high school level of education, while 16% have a diploma and 71% of them have bachelor's degree, 8% master and 2 % PhD; this could be because the entire respondents are in non-managerial positions. Finally, there were 21% of respondents had less than two years of working experience, while 32% of them had from 2-5 years of working experience, 30% had from 5-10 years of working experience, and only 17% of them had from more than ten years of working experience.

### 4.1. Measurement Model

In order to examine the properties of the measurement scales, confirmatory factor analysis was conducted to assess reliability, convergent validity and discriminant validity (see table 2).

Table-2. Summary of measurement model

Variables	Items	Loading	Cronbach's Alpha	CR	Average Variance Extracted (AVE)
Training	T1	0.814	0.880	0.916	0.732
	T3	0.869			
	T4	0.923			
	T5	0.811			
	T5	0.811			
Career Development	C1	0.896	0.930	0.940	0.610
	C3	0.793			
	C4	0.881			
	C5	0.837			
	C5	0.837			
Job Satisfaction	JS10	0.780	0.875	0.922	0.797
	JS13	0.866			
	JS14	0.800			
	JS15	0.813			
	JS16	0.731			
	JS17	0.829			
	JS19	0.728			
	JS20	0.741			
	JS7	0.739			
Employee Retention	R1	0.830	0.875	0.922	0.797
	R2	0.958			
	R3	0.887			

#### 4.1.1. Convergent Validity

Reliability of the measurement scales refers to the extent to which variables consistently measure the same construct. It can be measured by using Cronbach's reliability test and average variance extracted (AVE) (table 2). All composite reliabilities and all Cronbach's  $\alpha$  should exceed 0.7, and all AVE's should be greater than 0.5.

Table 2 showed that the coefficient alphas for all variables. Based on the result, all of them are reliable  $\alpha > 0.70$ . The Cronbach's  $\alpha$  for Training variable is .880; the coefficient alphas for career development is 0.876; While the Cronbach's alpha for Job satisfaction and employees' retention are .930 and .875 respectively.

### 4.1.2. Discriminant Validity

Discriminant validity is to assess if the items measure distinct concepts. In this part of the analysis, we compare the square root of AVE with the correlations between constructs. For the items to be valid, the square root of AVE should be higher than the correlations between constructs. As shown in table 3, all AVE square roots are higher than the correlation values. Based on table 2 and 3, it can be said that the measurement model was considered satisfactory

Table-3. Discriminant Validity

	Career Development	Employee Retention	Job Satisfaction	Training
Career Development	0.853			
Employee Retention	0.170	0.893		
Job Satisfaction	0.249	0.791	0.781	
Training	0.290	0.454	0.474	0.855

### 4.2. Structural Model

Structural Model is used to test hypotheses and examine the causal relationships among constructs. In particular, by looking at R<sup>2</sup> and the path coefficients, we can conclude whether the relationship between constructs are established and the hypotheses are supported or not. Tables 4, 5 and Figure 2 show the results of the structural model from the PLS output.

For the first hypothesis, results showed a positive and significant relationship between training and employees retention ( $T = 1.877$ ,  $p = 0.031 < .05$ ); hence, Hypothesis 1 was supported. Thus, focusing on training and providing more training programs means more commitment and retention among employees. For the effect of career development on employees' retention, result was not significant ( $T = 0.712$ ,  $p = 0.477$ ); hence, Hypothesis 2 was rejected. Based on this result, employees' decision to stay or leave is not affected by the availability or non-availability of the career development opportunities.

The third hypothesis examines the effect of training on job satisfaction; the result was positive and significant ( $T=3.993$ ,  $p = 0.000$ ); which means that hypothesis 3 was supported. This finding implies that training programs associated with job satisfaction. In other words, organizations can enhance employees' job satisfaction by implementing training programs that improve employees' skills and capabilities. However, results indicated that Hypothesis 4 was rejected ( $T = 0.122$ ,  $p = 0.206$ ), career development has nothing to do with employees' job satisfaction. Finally, results showed a positive and significant relationship between job satisfaction and employees retention ( $T = 20.066$ ,  $p = 0.000$ ); hence, Hypothesis 5 was supported. Thus, satisfied employees have more loyalty and commitment, and they are more likely to stay within their current organizations.

Table-4. Path coefficient

Variables	Hypothesis	Path coefficient	T value	P Values	Result
Training -> Employee Retention	H1	0.412	1.877	0.031	Supported
Career Development -> Employee Retention	H2	-0.050	0.712	0.477	Rejected
Training -> Job Satisfaction	H3	0.439	3.993	0.000	Supported
Career Development -> Job Satisfaction	H4	0.122	1.265	0.206	Rejected
Job Satisfaction -> Employee Retention	H5	0.750	20.066	0.000	Supported

Table-5. R Square

	R Square	R Square Adjusted
Employee Retention	0.636	0.624
Job Satisfaction	0.238	0.221

### 4.3. Testing for Mediation

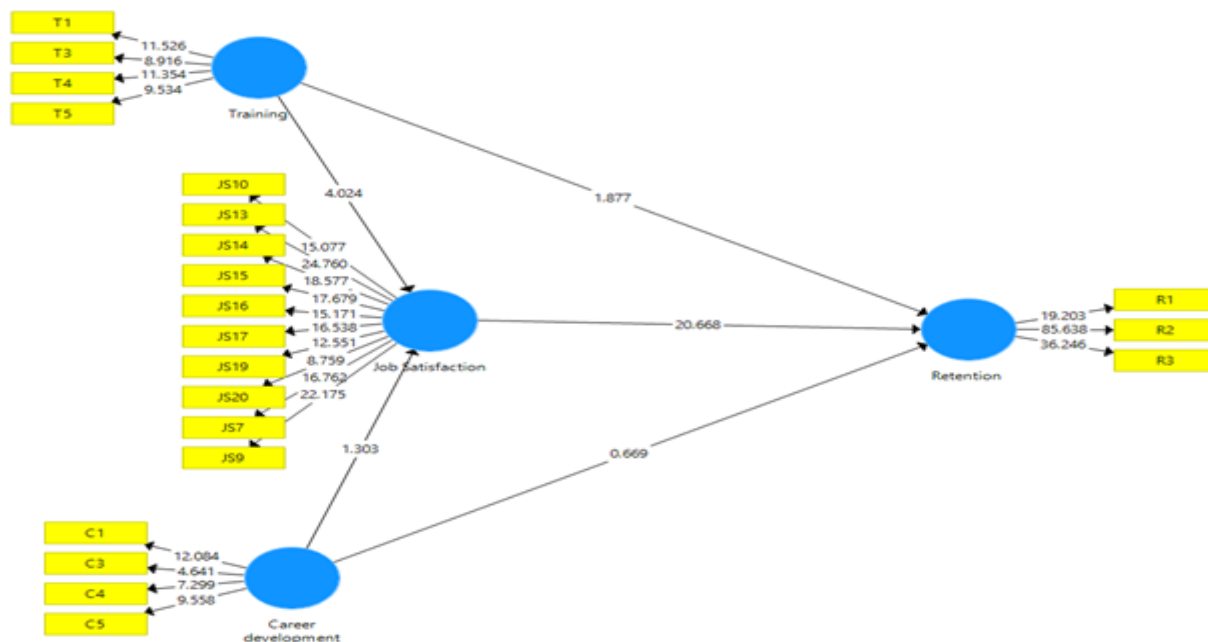
To assess the mediating effect of job satisfaction on the relationship between training and employees' retention, a test of the direct and indirect effect of training on retention has been done. The findings show that the indirect effect of training on retention is 0.332 with a significance of 0.000. Therefore, the indirect effect of training on retention is significant. hence, Hypothesis 6 was supported. On the other hand, the indirect effect of career development on retention is not significant 0.096; which means rejecting Hypothesis 7 (see table 6).

Based on the results, job satisfaction mediates the relationship between training and employees' retention. However, job satisfaction does not mediate the relationship between career development and employees' retention.

Table-6. Total Indirect Effects

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ((O/STDEV))	P Values
Career Development -> Employee Retention	0.092	0.105	0.070	1.306	0.096
Career Development -> Job Satisfaction					
Job Satisfaction -> Employee Retention					
Training -> Employee Retention	0.332	0.326	0.085	3.918	0.000
Training -> Job Satisfaction					

Figure-2. The structural model



### 5. Discussion and Conclusion

This study examines the effect of training and career development on employees’ retention in the presence of job satisfaction as a mediator. The findings showed that the training influences employees’ retention; It also indicated that training enhances employees’ satisfaction as well. Results also revealed that job satisfaction has a strong impact on employees’ retention and turnover. On the other hand, the findings showed career development affect neither job satisfaction nor retention.

In general, the current study partially supports previous studies. Results confirmed the role of training in enhancing employees’ job satisfaction and retention. Moreover, the results confirmed the significant role of job satisfaction in mediating the relationship between training and employees’ retention. However, the results do not support most of the previous studies that confirm the effect of career development on employees’ job satisfaction and retention.

In consistent with previous studies, the results of this current study stressed the importance of training in keeping and retaining the qualified employees. Costen and Salazar (2011) indicated that employees who perceived the availability of training programs are more likely to stay with their organizations. Similarly, Renaud et al. (2015) concluded that training and development has a positive influence on employees retention. Based on all mentioned studies, organizations that provide training programs are more likely to keep and retain its employees.

The findings also stressed the role of training on employees’ job satisfaction. The current result is similar to a study by Costen and Salazar (2011) which confirmed the significant impact of provided training programs on employees’ job satisfaction. Similarly, Ashton (2017) study revealed that training improves job satisfaction among employees and customers as well. This result could be explained as that training programs reduce employees stress and mistakes as well, increase employees’ confidence which at the end leads to higher level of satisfaction. In order to leverage these findings, Yemeni organizations should focus more on providing helpful training programs to promote employees’ skills, satisfaction and loyalty.

In term of career development, the findings indicated that career development does not affect employees’ job satisfaction and their staying decision. This result contradicted many of the previous studies (Chen et al., 2004; George, 2015; Yamamoto, 2013). However, this result is consistent with Chew and Chan (2008) study that revealed



that career development is not significantly related to organizational commitment and employees' decision to stay. According to the mentioned study, the reason behind this result could be the mismatch between the provided career development and employee personal growth plan.

The findings of this study confirmed the relationship between job satisfaction and retention. The results are in alignment with the previous studies (Ashton, 2017; Huang S. *et al.*, 2017; Kontoghiorghes, 2016) which found that job satisfaction was a major predictor of employees' turnover and retention. Unsatisfied employees usually leave their current organization. Thus, Yemeni organizations should identify the main factors that enhance employees' satisfaction and implement them. By doing so, organizations can ensure retaining employees and reducing turnover rates.

The result also showed that hypothesis 6 was supported. Based on the statistical result, there is a mediation relationship of job satisfaction between training and employees' retention. In other words, it seems that job satisfaction plays a key role in governing the relationship between training and employees' retention, which means that providing and implementing valuable training programs will enhance employees' job satisfaction which will promote employees' loyalty and commitment and keep them within their current organizations. This finding supports the results of previous studies that confirmed the role of job satisfaction in explaining the role of training on employees' turnover and retention (Huang W.-R. and Su, 2016).

In addition to the significant theoretical contributions described above, it is important to stress that the findings of this study have major practical implications as well. In particular, the study findings suggest that organizations might need to invest in training programs to enhance employees' job satisfaction which at the end leads to reduce the turnover rates among employees. The study results also suggest - based on the strong positive effect of job satisfaction on retention - that organizations need to identify the factors and variables that have a great impact on employees' job satisfaction and implement them in their organizations to increase employees' job satisfaction. By doing so, organizations will get a highly loyal and committed employees which leads to high level of productivity and performance.

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