Research Article

The relationship between perceived training and development and employee retention: The mediating role of work attitudes and the moderating role of organizational support

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ABSTRACT

Purpose –This paper aims to explore the role of training and development programs in increasing employee competencies and the influence of such programs on employee retention. Additionally, we explore the moderating role of organizational support in the relationship between perceived training and development and intentions to stay with/leave organizations. **Design/methodology/approach** – The sample size for this study was 204 questionnaires from the different textile industries in Pakistan and use convenience sampling technique to collect data from respondents. Therefore, the population of this research is all the managers of the textile sector in Faisalabad. We use a correlation matrix and regression analysis to analyze the relationships between variables. We also explore work attitudes as a mediator in the relationship between perceived training and development and intention to stay. **Findings** – The results of this study reveal that training and development activities increase the employees' intentions to leave if the organization has a weak employee retention system. Furthermore, employees who experience higher levels of organizational support may stay with the organizations longer. These findings show the usefulness of explaining the link between training and development and employee retention. Moreover, the findings collectively suggest that studies examining employee retention should include a wider range of work attitudes that highlight pleasant forms of affect. **Originality/value** – This study is one of the first to investigate the effect of perceived training and development on intention to stay by using the moderating role of organizational support.

Keywords: *Perceived Training & Development (PTD); Employee Retention; Work Attitude; Organizational Support*

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1. INTRODUCTION

Training and development are very important to a company. In order to get the most out of your training, you have to have good trainers. They should be giving you the right amount of information so that you can learn and not feel overwhelmed (Ahad et al., 2021). You should be able to gain a new skillset from a trainer without feeling intimidated. If you are

not getting what you need out of your training, you will be more apt to look for something else. If you are not learning anything, or it is hard for you to retain the information that is given, then the company's loss will be your gain. A new job can be very tempting if this is what you are experiencing; however, if the money isn't good enough for staying at your current job, then finding another might not be worth it (Kurtessis et al., 2017).

People tend to do better in their current career if they believe that they are moving toward their goals and have a certain amount of autonomy. You should feel as though there is a chance for growth within your company and that your time there will not be wasted. There should have been opportunities for job training and growth; however, if you are not taking advantage of this, then you are self-sabotaging your career (Koster et al., 2011). This is not to say that every job has the potential to make you rich; however, if you think that there is little chance of moving up or making more money, then you'll probably want to look elsewhere.

Retaining employees is better than finding new ones. The most effective development programs are those who give timely rewards (Rhoades & Eisenberger, 2002). This is something that the employees are more likely to feel fairly compensated for. This will keep them from seeking out other jobs where they have a better chance for advancement. There should be some sort of monetary incentive, but it also needs to be rewarding in terms of job changing or learning new skills. Not everyone benefits from training; however, these people are not usually happy at their current jobs. People are more motivated when they are achieving their own short-term goals, that way it is something that they can feel great about accomplishing without having to worry about what the future holds (Larsson et al., 2018). They will be happy at work and not look to get out.

Training should take place in the workplace itself. This way, you are getting the most out of your job and there are no extra costs involved. It also gives you an opportunity to work with other people that are in the same field that you are, so that you can better understand what is being taught. If there are no opportunities for professional development, then it is likely that someone will need to get creative about finding an alternative source for this training outside of work (Breslin, 2018). This could cause a lot of distractions and unnecessary time away from your job where you are not getting paid. If the company does not want to pay for this training, then it is likely that they will not have a problem with you going elsewhere (Shields et al., 2000). This is especially true if you have been with the company for a while and they haven't given you much in the way of job training. In textile organizations, it is very likely that there will already be a training program for you to go to. This way, if you have a good one, then you can continue on with your career and not have to worry about looking for a new job.

There are many different ways of measuring the effectiveness of an employee development program (Satterfield & Hughes, 2007). The most common categories are based upon the results of surveys, feedback from supervisors and employees, and measures related to actual performance. In order to get this data, there needs to be a sense of trust between the people who are running the study and those being surveyed. In some organizations, they do not want feedback from the employees because they might find out that there is something going on that they don't know about (Utz et al., 2009).

Textile manufacturing is very different than most other industries in that the employees are regular members of the management team. Textile manufacturing was originally involved with the planning, manufacturing, and distribution of yarn, textiles, and articles of clothing. The material could be natural or a product of any chemical industry (Contributors, 2018). Human resource management (HRM) commits to the practices and policies involved in executing the functions of human resources at a managerial level, which include planning with regard to human resources, analyzing the job, hiring employees, providing orientation to employees regarding the organization, giving compensation and rewards, assessing performance, promoting, training and development (T&D), and maintaining relations with labor (Mushtaq Khan Niazi & Biography Muhammad Mushtaq Khan Niazi is HRM, 2014). The aim of this study is to investigate the moderating mediation pathway between perceived T&D and employee retention, where T&D is a predictor variable and is intended to stay as a predicted variable. In the same context, work attitude is a mediator, while organization support is acting as a moderator in the textile sector of Pakistan.

In Pakistan, the textile industry is the largest manufacturing segment in the country. Of the largest exporters of textile commodities in Asia, Pakistan is in 8th position. The textile industry contributes 8.5% to Pakistan's GDP. About 38% of production workers and 45% of labor in Pakistan is employed by the textile sector (Awan & Anwar, 2019). Pakistan is the fourth-largest producer of cotton, having the third-largest spinning capability in Asia. Presently, about 442 entities that produce yarn, 1,221 entities that separate the cotton from its seeds (known as ginning units), 124 large yarn-producing entities, and 425 small entities are working in Pakistan to manufacture textiles. This shows that a large percentage of people are involved in the textile sector and need to be managed. This is where HR practices play a vital role in keeping employees satisfied and retained (Malik et al., 2020). Under the competitive global pressure in the current era, it is crucial for organizations to continuously develop strategies that can help them withstand changes occurring in the environment outside the firm. This means organizations are required to mold themselves according to environmental changes to gain competitive specialties to compete with and differentiate themselves from the firms producing the same types of products (Chatzoglou et al., 2018).

T&D is a structured perspective for flourishing employee's skills, knowledge, and abilities to make them competent and stand out in the market (Aguinis & Kraiger, 2009b). The HR practices are commonly examined as a wide set of strategies that are planned to facilitate the continuous learning of the employees, hence, improving their performance and increasing the standards of the job (Boon et al., 2011). Research has proved there is a significant connection between perceived T&D and employee retention (Aguinis & Kraiger, 2009b). This happened as a result of imparting training that developed the social exchange behavior among agents of the organization (Dysvik & Kuvaas, 2008). Training programs are followed by employees to receive specific information about the business work of the organization. At the same time, training is taken as an opportunity to have a good contact with the employees in the workplace and this highlights on an example of how events obtained by training can rarely measure up to organizational goals (Boon et al., 2011). Despite all these challenges, organizations face and manage significant difficulties in

retaining their employees so as to stay relevant and competitive in the market (Malik et al., 2020). Thus, it is crucial for organizations to know how much T&D they provide toward their employees so as to improve their engagement and retain them for long. It is also necessary for the companies to know how much support they offer to their employees so as to stay in the competitive global market. For this, it is significant that organizations keep an eye on the ways in which their employees are performing in the organization and whether they are capable of performing well or not (Malik et al., 2020). The present study hypothesizes that there is a significant relationship between T&D and employee retention. Also, it is expected that work attitudes mediate the relationship between T&D and retention. In turn, it can be hypothesized that organization support moderates this relationship.

2. LITERATURE REVIEW:

2.1. TRAINING AND DEVELOPMENT

Organizations compete with one another in the global economy to increase the importance of their workforce based on their skills, knowledge and motivation. "Training" represents the systematic approach that improves the efficiency and effectiveness of the individual, team and organization through learning and development (Goldstein, 2002). Alternatively, "development" activities achieve the purpose of personal growth to obtain new knowledge and skills. Training and Development provide organizational activities for people and groups to better their job performance and gain other positive changes, such as acquisition of new skills (Hill, 2006; Satterfield & Hughes, 2007; Usmant et al., 2019). T&D practices constitute one of the most important ways to assist personnel in gaining the required knowledge and skills to adhere to competitive standards (Maslach, Schaufeli & Leiter, 2001). T&D strengthens the social exchange relationship between the employee and employer (Dysvik & Kuvaas, 2008). Positively perceived T&D enhances employees' intention to stay in the organization. T&D activities focus on benefits for both individual and organizational job performance related to employee retention because T&D positively affects employees' job satisfaction (Úbeda García, 2005).

These studies maximize our understanding of how intentions are linked with T&D. theoretically and empirically investigates that mediation is not fully explored" Hence, there is no conclusive evidence as to why T&D relates to retention (Fletcher, Alfes & Robinson, 2016). Employees take the opportunities through T&D to obtain and develop the most valuable resources: abilities, skills and knowledge (Koster, de Grip & Fouarge, 2011). When we examine the impact of the level of analysis on employees' outcomes, we need to differentiate between the HRM practices developed by the HRM department and capture the organizational strategic HRM intentions (Blom et al., 2020). HRM practices are implemented daily with employees. The current study focuses on employee attitudes and behaviors as a result of perceived T&D; these individual-level perceptions of HRM practices have the greatest impact on employee attitudes and behaviors (Guest, 2002). The link between training and development, organizational support, work attitudes and employee retention must be examined in a wide range of organizations. Thang and Buyens (2008) state that employees can develop superior knowledge, skills, abilities, attitudes, and

behaviors through T&D to enhance an organization's financial and non-financial performance. The HRM department develops practices to capture strategic intentions. Additionally, the HRM department develops work practices to develop employees' skills and knowledge through T&D. The organizational strategic intentions are linked with organizational support for T&D. This study will demonstrate how the link between training and development practices for organizational growth are linked with work attitudes and behaviors among employees in the food section of a supermarket chain store. Many studies have investigated the relationship between training and development practices for increasing satisfaction of employees working in the food industry (Anwar et al., 2020; Fletcher et al., 2018; Satterfield & Hughes, 2007). These studies have examined the relationship between training and development practices for improving customer satisfaction. These studies have examined the relationship between employee satisfaction or employee attitudes with training and development practices or retention of employees. However, these studies have not yet identified the link between training and development practices for organizational growth to develop employees' ability to perform organizational strategic intentions. These studies have dealt with the link between training and development practices to improve customers' satisfaction. The current study examines the link between employee work attitudes and employee retention in anticipation of organizational support to create organizational growth through T&D. This study will demonstrate how "training" facilitates the work of employees.

Every organization's top priority is to manage human resources for the greatest profit maximization and organizational growth. Training and development are essential factors to obtaining the maximum human resource output. T&D is used to improve or develop employees' job-related performance requirements. Work attitudes are also related and linked to training and development.

H1: There is a relationship between PTD and work attitudes.

Organizational support links different types of environments and employees. Organizational support represents the organization's legal, moral and financial responsibilities and activities, as well as the policies, norms, culture, rules and regulations that provide progression and prescribe role behaviors. Through organizational support, training and development programs enhance compatibility. Work attitudes can focus on job functions or on the people and organizational culture. Attitudes related to people's jobs encompass the whole work environment, culture and job functions.

H2: Organizational support acts as a moderator between PTD and work attitudes.

2.2. WORK ATTITUDES:

Training and development are not directly linked with each other, employees hold their work and the working environment because work attitudes work as mediator between them (Guest, 2002). HRM practices have a positive link creates with the employee attitude, and the link between the employee behavior and a few technologies used at work has a positive link with employee attitude (Martin, 2018). Attitudes related to the people's job, encompasses the whole work environment, culture and job functions. Many types of

work\job attitudes relate to job satisfaction (JS) change-related anxiety, and commitment (Ahad et al., 2021). The critical factor job satisfaction affects the positioning of work attitudes as their precious property (Dhir et al., 2020).

Different studies regarding to work attitudes are related to each other that are separately and similar types of constructs with different central basis and effects (Gerdenitsch et al., 2021). Work attitudes as independent and similar types of constructs can organize and analyses the attitudes that differentiate and connected them into a unified network. The specific evaluation function of attitudes directly influences on employee outcomes that result which lead to employee's action and behaviors. Employees' attitudes toward HRM practices, according to HRM scholars, show whether they want to leave or stay with the company (Malik et al., 2020). Work attitudes are intended to quit among the simplest proposed antecedents. Satisfaction and commitment negatively related to leave the organization ad intentions and these are positively linked with each other (Soleman et al., 2020). Employee engagement refers to positive employee attitude towards the organization and its values.

An engagement employee aware of the business environment and work with other employees to improve the performance. When the employee is engaged once they express themselves physically, emotionally, cognitively through role performance. Job engagement refers to the assessment of organizational value system by examining the value congruence, perceived corporate support when interpersonal relation are based on trust and finally core self- evaluation which refers to the degree to individual's self-confidence to influence in their work environment (Afsar et al., 2020). Work attitudes such as job satisfaction, employee engagement, and organizational commitment ultimately engage the healthy work environment, for a long time. Training programs also help the employees to improve their attitudes towards the work, which is also an important factor necessary for improving the employee's performance. Positive work attitudes directly related to retaining the employees, and employees do not leave the organization because employees are assets of every organization (Manzoor, Baig, Malik, et al., 2020). Work attitudes mediate the relationship between perceived training and development and retain the trained employees to stay in the organization to maximize the profit and growth of the organization.

H3: Work attitudes mediate the relationship between PTD and intention to stay

Attitudes related to the people's job, represents the whole work environment, job functions and culture. Many types of work attitudes relate to Job satisfaction, staff engagement, emotional tiredness, change-related anxiety, and dedication are all factors to consider (Maan et al., 2020). Job satisfaction positively affect the employee intention to stay as employees feel comfortable continuing the relationship with the company due to the appropriate environment and its consequences in the form of psychological and physical relaxation. Therefore, it is hypothesized that there is a direct and positive relationship between work attitudes and employee retention.

H4: There is a direct relationship between work attitudes and intention to stay

2.3. EMPLOYEE INTENTION TO STAY:

Every company needs to maintain skilled employees for a longer period. When total expenditures such as reassigning duties, hiring, and training replacements are considered, employee turnover can cost a company more than one-half of an employee's annual salary. Other than that, companies that have a high turnover ratio show a significantly lower level of performance than their rivals that can cause a company to lose its market share and future opportunities (Evy Rombaut, 2018). Studies related to human resource turnover proposed the need of taking a macro perspective in studying employee retention. Piszczek, (2020) criticized the focus of traditional research on relationships between individual variables and job terminations. They declared that HR managers could not strive to manage employee turnover by affecting the termination decisions of an individual employee. Alternatively, the all-embracing termination rate is an organizational number that must be effectively controlled (Manzoor et al., 2021).

Employee retention is a mandatory aspect for any company that wants to gain a competitive advantage because human resource is the most crucial asset of the current modern era. Other resources can be managed with much less effort but to get systematic and retained talented knowledge workers is the most challenging task. Various organizations use different HR techniques for retaining their human capital (Rodríguez-Sánchez et al., 2020). Training and development functions maximize the employee's skills, knowledge which results from taking the different changes in the outside environment of the organization (Manzoor, Baig, Hashim, et al., 2020). A critical situation happens in an organization when a trained employee left the previous organization and set into the other competitor's organization. Those individuals who lack their motivation level and they want to maintain their work activities which results from having the lower intentions to stay with same organization (Yadav et al., 2019). Job dissatisfaction is a huge forecasting factor of employee intentions that strongly effects on to take the training opportunities with promotions (Shields et al., 2000). Indeed, previous studies give us the investigating point that huge variety of individual work attitudes mediates the link between T&D and retain the employees (Fletcher et al., 2018; Susomrith et al., 2019). Still, there is a need to extend the literature through research.

Organizations focus on the employees training because employees give better results and employees excellent contributions within the organization. High-level expectations, including training activities such as employees, take regular feedback and scheduling to meet the required expectations. Through training and development process, employees learnt everything about the organization's rules, procedures and job-related activities. When trained and satisfied employees never leave the specific organization, then the organization is becoming more effective. Hence, we say that there is a positive link between perceived training and development and intentions to stay.

H5: There is a relationship between perceived training and development and an intention to stay

2.4. PERCEIVED ORGANIZATION SUPPORT:

Employee loyalty and dedication are highly valued by employers. Emotionally committed employees with the organization depicts increased employee performance, lessened absenteeism, and a reduced possibility of terminating the job they are currently holding (Aziz-Ur-Rehman & Siddiqui, 2019). On the contrary, generally, employees are more bothered by their organization's commitment towards them. If the organization values the employee, it can result in such interests as recognition and approval, promotion and pay, information access and other forms of tools and aids that are needed to complete one's job (Rhoades & Eisenberger, 2002). According to Levinson, (2012), actions are adopted by the representatives of the organization are observed as evidence of the organization's intention towards employee rather than intentions of assigned representatives' motives. Levinson advised that an organization represents itself through its policies, norms, environment and culture of the organization.

The fitness of the relationship between employees and the environment depicts the match between employee and different types of organizational environments (Bretz & Judge, 1994). Many types of researches have been conducted to investigate the findings of perceived organizational theory (POS) on topics such as organizational context, leadership, employee well-being and positive orientation toward the organization Using OST, these reviews integrate theoretically, the literature of POS to illuminate the POS role in employee–organization relationships. Organizational support theory (OST) refers to the situation where an employee develops a perception about the level to which the organization values them, appreciates their hard work and strives for their betterment (Kurtessis et al., 2017). A significant interest in OST is enticed because it shows the strength of the relationship that a firm and an employee have, from the perspective of employee that can help the organizations to assess whether the employee is satisfied and is performing at best (Kurtessis et al., 2017). The employee's perception provides a broader platform for the evaluation of HRM systems and practices (Ghebregiorgis & Karsten, 2007). As supervisors act as organizational agents; therefore, employees observe their conducive or adverse behavior as an attestation about whether the organization have positive or negative intentions towards them (Rhoades & Eisenberger, 2002). When an employee receives a conducive action from an agent of an organization, it improves the POS, and this can only be done If the employee thinks that the actions of organization agents are different from the organization itself (Eisenberger et al., 2002).

OST also addresses the psychological processes and fundamental consequences of POS. Firstly, POS should commit towards the betterment of the organization and to help it reach its goals, based on the reciprocity norm. Secondly, the socio-emotional needs should be fulfilled through the care, respect, and approval implied by POS (Manzoor, Baig, Usman, et al., 2020). Manage the employees in such a way to assimilate the factor of organizational citizenship in their social identity. The POS should brace the beliefs of employees regarding the intentions of the organization to recognize and reward the performance of employees. These mentioned procedures should have desired outcomes both for the organization (e.g., enhanced affective commitment, performance & reduced turnover) as well as for the

employees (e.g., increased job satisfaction and heightened positive mood)(Rhoades & Eisenberger, 2002). When a skilled and well-trained employee perceives the actions of the organization as positive and supportive, they feel motivated to improve their attitudes for the betterment of their organization as well as they think related to the organization and develops positive intentions about staying in the organization. This shows that there exists a moderating mediation model or relationship between PTD, organizational support, work attitudes and employee retention.

H6: There is a moderating mediation relationship between PTD and employee retention.
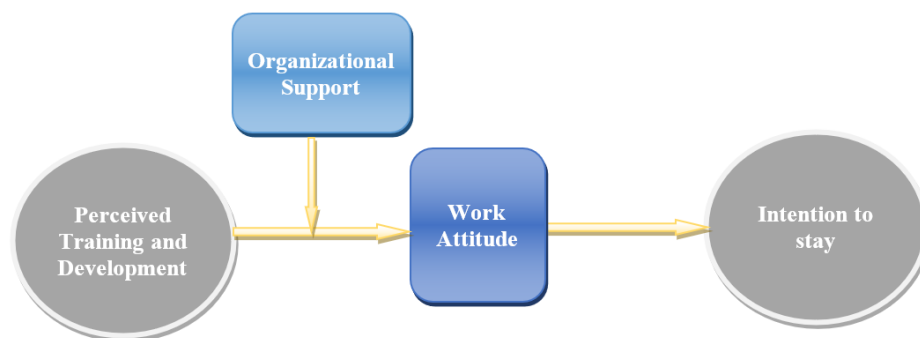
2.5. CONCEPTUAL MODEL:

Fig. 1.   Conceptual model

3.   METHODOLOGY

The current study focuses on the relationships between perceived training and development, organizational support, work attitudes and employee retention in the moderating mediation model. This study targets the textile sector of Pakistan, specifically in Faisalabad; therefore, the population of this research is all the managers of the textile sector in Faisalabad. The sample size is selected using the N:q model that says that there should be a minimum of 10 cases for every single item (Byrne, 2012; Tsui et al., 1997). As the study includes 25 items, the sample size is calculated as 250. The technique of convenient sampling is used to collect the data. The data is gathered through a questionnaire that was designed on Google Forms and was sent to the respondents through mail, WhatsApp and Facebook. The questionnaire consisted of two sections: the first section measured the administrative responses, while the second part mentioned target questions. All measures used in this research use the five-point Likert scale (strongly agree, agree, neither agree/disagree, disagree, strongly disagree). The items for PTD, work attitudes and intention to stay are adopted from the IES survey of employee engagement (Fletcher et al., 2016; Robinson, Hooker, & Hayday, 2007), and the measure for organizational support is adopted from Lee and Bruvold (2003) and Tsui et al. (1997).

3.1. CONTROL VARIABLES:

Gender (0 = female, 1 = male), age (1 = under 30 years, 2 = 30–39 years, 3 = 40–49 years, 4 = 50+ years), tenure (1 = 1 year and under, 2 = 1–3 years, 3 = 4–7 years, 4 = 7+ years), and

managerial responsibilities (0 = no, 1 = yes) are the control variables in this study. These variables are observed as control variables because the study investigates the influences of perceived T&D on an employee's intentions to stay, as well as the effects of organizational support and work attitudes on this relationship, as moderator and mediator, respectively. (Dysvik & Kuvaas, 2008; Koster et al., 2011)

Table 1. Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid female	19	8.3	8.1	8.1
Male	196	85.6	91.2	100.0
Total	215	93.9	100.0	
Missing System	14	6.1		
Total	229	100.0		

Table 1 shows the frequencies of control variables, such as the percentage of male respondents as 85% in current research and 8% for female respondents.

Table 2. Management Responsibility

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	215	93.9	100.0	100.0
Missing System	14	6.1		
Total	229	100.0		

Table no 2 tells us the frequency of respondents having management responsibility is 93%.

Table 3. Tenure

	Frequency	Percent	Valid Percent	Cumulative Percent
1 year and below	68	29.7	31.6	31.6
1-3 Years	70	30.6	32.6	64.2
4-7 Years	57	24.9	26.5	90.7
7+ Years	20	8.7	9.3	100.0
Total	215	93.9	100.0	
Missing System	14	6.1		
Total	229	100.0		

Table 3 shows the tenure, such as the percentage of 1 year and below as 29.7%, 1-3 years is 30.6%, 4-7 years is 24.9% and 7 plus are 8.7% in current research.

Table 4. Age

	Frequency	Percent	Valid Percent	Cumulative Percent
Below 30	15	6.6	7.0	7.0
30-39 Years	116	50.7	54.0	60.9
40-49 Years	73	31.9	34.0	94.9
50+	11	4.8	5.1	100.0
Total	215	93.9	100.0	
Missing System	14	6.1		
Total	229	100.0		

Table 4 shows the frequencies of age, such as the percentage of below 30 years as 6.6%, 30-39 is 50.7%, 40-49 is 31.9% and 50 plus are 4.8% in current research.

4. RESULTS

4.1. REGRESSION ANALYSIS

Table 5. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.067ᵃ	.004	.000	.875

Table 6. ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.738	1	.738	.963	.328b
	Residual	163.244	213	.766		
	Total	163.981	214			

a. Dependent Variable: Intentions to stay   b. Predictors: (Constant), training & development

Table 7. Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.259	.343		6.581	.000
	training & development	.160	.163	.067	.981	.328

a. Dependent Variable: Intentions to stay

4.2. MODERATOR EFFECTS:

Table 8. Model Summary

Model	R	R. Square	Adjusted R. Square	Std. Error of the Estimate
1	.085 a	.007	-.002	.876

a. Predictors: (Constant), perceived organizational support, training and development

Table 9. ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	1.195	2	.598	.778	.461 b
Residual	162.786	212	.768		
Total	163.981	214			

a. Dependent Variable: Intentions to stay
b. Predictors: (Constant), perceived organizational support, training and development

Table 10. Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	2.656	.619	.076	4.291	.000
training and development	.180	.165	-.053	1.091	.277
perceived organizational support	-.198	.256		-.772	.441

a. Dependent Variable: Intentions to stay

4.3. MEDIATOR EFFECTS:

Table 11. Model Summary

Model	R	R. Square	Adjusted R. Square	Std. Error of the Estimate
1	.080 a	.006	-.003	.873

a. Predictors: (Constant), Work attitudes, training and development

Table 12. ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	1.044	2	.522	.685	.505 b
Residual	160.942	211	.763		
Total	161.986	213			

a. Dependent Variable: Intentions to stay
b. Predictors: (Constant), Work attitudes, training and development

Table 13. Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	1.889	.628	.051	3.006	.003
training and development	.120	.167	.052	.722	.471
Work attitudes	.213	.288		.738	.461

5. RESULTS AND DISCUSSION:

In Table 7, the significance level is 0 and beta is 0.067, which means that hypothesis number 1 and 5 are accepted. Therefore, perceived training and development has a significant effect on work attitude and intention to stay. In Table 10, the significance level is also 0; hence, hypothesis number 2 is accepted. The beta of the second hypothesis is .76, so organizational support act as a moderator between perceived training and development, and work attitude. In Table 13, the significance level is 0.03, signifying the acceptability of hypothesis number 3. The beta of the third hypothesis is 0.51, which denotes that work attitude mediates the relationship between perceived training & development and intention to stay by about 51%. Furthermore, it shows that there is a moderating mediation relationship between training & development and employee retention which support hypothesis number 6. In Table 7, the significance level is 0; thus, hypothesis number 4 is accepted. This manifests there is a direct relationship between work attitude and intention to stay.

The findings of this study shows that the relationship between PTD and employee retention is positive, where the mediating role of work attitudes and the moderating role of organizational support also positively affect this relationship. This study found that while there is a high level of correspondence between perceived training and development, job satisfaction positively impacts employee retention. On the other hand, high job security positively affects employee retention across all levels. Thus, individuals with high perceived training and development are likely to be retained by the organization due to their positive attitudes at work. SIOP members can use these findings to develop training programs that will help build employees' work attitudes. This will lead to higher employee retention.

Organizations can also use this study's results to improve job security amongst their employees, which will result in higher employee retention.

In this paper academic literature is reviewed to determine the factors that affect the relationship between perception of training and development towards employees. A review of past research suggests that a positive relationship exists between employee retention and a company's level of perceived training, but further confirm these results are often found. Further, it is difficult to find studies that specifically focus on the effects on learning from trainers. Kuhn et al., published a study which suggests that there is no relation between learning from trainers or receiving more from them, due to limitations in their methodology. In addition, their conclusions were refuted by other studies which suggest otherwise. There are also studies that show that there is a positive relationship between learning from trainers and retention rates. The findings from these studies were different for newcomers to a company as well as employees who have been working for a certain amount of time. These studies suggest that newer employees, if people believe they are being trained or developed will have higher retention rates, because this is how they perceive their status to be within the company. However, this is not so with older workers as they will feel as though their status has already been determined by their age rather than the training and development they might have received from the company.

The results from these studies suggest that training and development is important even at a senior level, however, this must be relayed to employees in a way that they understand. Therefore, the findings show that it is also important for employees to understand what is expected of them and what the company may require of them in order for their retention rates to increase.

The findings also shows that most employees are satisfied with their training and development, which has a positive relationship with the retention of employees. It also shows that this relationship is mediated by work attitudes and moderated by organizational support. In order to retain employees, employers should provide training and development programs to employees as well as ensure that the organization provides support to the employees. The result also shows that employees who are engaged with their jobs are more productive; they feel better about their jobs and therefore do work better. Engaged employees also tend to make better decisions, display higher levels of loyalty to the organization and exhibit higher levels of job commitment.

It is concluded from the research work is that training and development refers to activities through which employers improve their employees' work-related knowledge, skills, abilities or behavior. Training helps employees to acquire new skills, ability or knowledge. Development builds on the existing skill base of employees. It might be the case that an employee may have acquired something on the job but is not able to apply it in real life situation. This is where training and development come into play. Training aims to teach practical knowledge that can be applied in real life while development focuses more on helping employees achieve higher level of understanding of the work they are currently doing.

5.1. CONCLUSION

The objectives of this study are twofold. The first objective is to expand the literature on the relationship between PTD and employee intentions to stay. The second objective is to investigate this relationship by adding the moderating role of organizational support and a mediating role of work attitudes. The results of past studies show that work attitudes are positively associated with employee retention and completely mediates the relationship among training, development, and retention. The performance of an organization can be drastically improved by imparting the required level of training that develops the aptitude of an employee, which is important for the fulfillment of organizational tasks (Aguinis & Kraiger, 2009a). Therefore, most of the organizations incur a great amount on the training of employees so that their technical and personal skills match with the changes occurring in the atmosphere of an organization. Employees perceive the organization as supportive when it focuses on the development of its employees through training, promotion, or any other means. If the organization values the work of employees by showing them respect and recognizing their effort, the employees feel motivated, and the level of perceived organizational support (POS) increases. This POS plays a very important role in an employee's decision to quit or continue the job. There is a large number of work attitudes that can be divided into positive and negative dimensions (e.g., job satisfaction, employee engagement, and work anxiety) (Fletcher et al., 2016). This study focuses on the variable of work attitudes as a whole and finds out whether or not it mediates the relationship of predictor and predicted variables. According to previous studies, these work attitudes shape the intentions of employees about staying in the same organization and continuing their job. Work attitudes are connected with the HRM practice that is training and development, and it ultimately affects the retention of employees. Retaining a worker is very important for a company, as he or she serves as an asset and improves the performance and productivity of the organization. There are many factors that affect the intentions of an employee to stay, but the current study is designed to investigate the influences of perceived T&D through POS and work attitudes on employee retention. Providing training is not enough; an organization needs to develop a system for retaining the employees, otherwise, even after imparting good training, employees may still leave the organization (Naz et al., 2020).

5.2. LIMITATIONS

During the study, the researchers faced some limitations due to some controlled and uncontrolled reasons, and the results should be interpreted on the basis of these limitations. The first limitation is that the study used the convenient-sampling technique, which is a type of non-probability sampling. The 2nd limitation is that the data was collected only from the textile-sector management, but it addressed both private and public-sector employees. The 3rd limitation is that the instrument that was used to collect the data was adopted and not developed. The instrument set was developed for a specific purpose and to measure specific outcomes. In order to measure the employee's intention to stay, a single item was used. Although a strong reference is provided for using a single-item scale, a scale that uses more than one item needs to be developed for measuring intention to

stay. Another limitation is that the current study has conceptualized training and development as one variable, but they are not the same.

5.3. IMPLICATIONS AND FUTURE RESEARCH CALL

This study contributes to the literature by providing authentic, reliable results and rigorous methodology. Since it is very important for organizations to retain their knowledge workers in order to survive in this competitive market environment, this study helps HR managers in any textile industry, whether private or government, develop strategies to retain their employees. Such training should be provided in order to motivate employees to perform their best and ultimately reach the desired level of performance. The social exchange theory or other such theories may be used in future research to determine which HRM actions result in the desired employee reactions. This study was conducted in the textile sector of Faisalabad; future researchers can conduct this study in different sectors and some other cities as well. There is potential to develop a scale for intention to stay that includes more than single items, which would result in more specific responses. The study concludes that a positive relationship exists between the variables that were studied as independent and dependent variables: The better the training, the greater the chances that an employee will stay with the organization. Work attitudes also fully mediate the relationship.

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