

Enhancing employee retention in the education sector: The role of training and satisfaction

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Abstract

Purpose – This paper aims to examine the factors that influence employee retention and turnover in the education business sector.

Design/methodology/approach This research was conducted at private university in Bali, Indonesia. This study also include 115 lecturers and academic staff respondents. The data were collected by online questionnaire with a Likert scale of 5 and it was processed through the structural equation modelling-based partial least squares.

Findings – This study found that training is positively related with job satisfaction and employee retention, and negatively affects employee turnover.

Research limitations – This study is unable to generalize the issue due to the data collection that just from a single university, further studies may expand to cover additional demographics and industries for resulting more helpful and comprehensive results.

Practical implications – This study gives practice a crucial contribution as it provides valuable guidance on how universities develop and retain talent. Providing regular training companies can retain employees.

Originality/value – This result answers the research hypothesis and stated that the most crucial factor in determining the employees leaving is job satisfaction.

Keywords: Corona virus disease; digital gap; job satisfaction; online teaching; skill gaps.

Introduction

Sukirno (2017) conducted a study to explore the impact of the reward system, satisfaction, and commitment on lecturer performance within Indonesia's higher educational institutions. The findings revealed that higher rewards, commitment, and satisfaction positively influenced lecturer performance. However, the study did not explicitly investigate the factors contributing to lecturers' retention. On the other hand, educational institutions may possess distinct values and organizational cultures, which affect employee management and retention differently. As a result, researching employee retention within Indonesia's educational institutions would be valuable. This phenomenon continues to pose a challenge in Indonesia as organizations strive to comprehend and effectively discuss significant issues about their staff. Given this situation, educational institutions might encounter similar challenges. Thus, this research examines the factors influencing employee retention and turnover within the education business sector.

Job transformation requires talent and organizations to adapt to changing demands. Retaining employees has become more complex than before (Stone et al., 2015). As a result, an employee training program is more relevant than ever to recognize training as more than just learning a specific skill or ability but also learning how to learn and adapt consistently. Companies know that investing in their staff reaps substantial rewards (O'Brien, 2003).

Employee training can add value to the organizational inventory of human capital. Human capital investments, in particular employee training, are seen as being increasingly vital for an organization's long-term sustainability. Most companies now recognize that they need to concentrate on staff retention, which has become the most critical business priority for keeping them competitive and thriving in the company (Arthur, 2009).

Training programs will also considerably affect employees staying in the company longer. Employees would be unable to develop their talents and abilities if the company did not provide the learning opportunity. Employees are unlikely to develop self-awareness, which causes the employees stuck growing in the organization. Therefore, they could be tempted to leave the company (Liu, Liu, & Li, 2006).

Lack of training programs will affect turnover, which is disastrous for a company's direct and indirect expenses. The direct expenses are recruiting, orientation, placement, preparation, and workshops for new hires. Meanwhile, the indirect expenses are reduced self-confidence, school spending, tension at work, and social capital absences (Mamun & Hasan, 2017).

Therefore, recent research on employee retention and turnover is way more important to help business organizations in identifying challenges and propose potential solutions. Attracting and retaining high-quality employees are more crucial than ever before from a managerial standpoint (Holtom et al., 2008). Furthermore, employment turnover has significant consequences on employees leaving work. Finding new jobs and adjusting to new settings need a lot of energy. In addition, leaving routine activities and interpersonal relationships at one's past workplace might be extremely difficult. Therefore, companies need to invest in building different levels of employee retention programs.

Tracey & Hinkin (2008) stated that employee satisfaction or dissatisfaction influences the retention and turnover of the job. Their commitment to work lead them to turn away from the organization physically and mentally due to dissatisfaction (Pathak, 2012). Employee satisfaction is mostly a personal matter that refers to job expectations, and dissatisfaction arises if there is a mismatch between what is expected and what is obtained. Thus, employees who are not satisfied with their job will go elsewhere (Pathak, 2012).

While considering the importance of training programs in organizations, the main re-search question for this study is as follows: Are training and satisfaction variables used in effecting retaining employees and turnover in a company?

The decision of a company to provide training to their employees will have an impact on the continuity of business operations. There will be two interconnected dilemmas that employees and organizations will face. On the one hand, the training program will benefit only employees who stay with the company for a long time. On the other hand, high training costs will have an impact if employees leave the company and the benefit will accrue to other companies that will gain skilled employees (Glance, Hogg, & Huberman, 1997). Therefore, a study needs to be conducted to find out the impact of training in increasing employee satisfaction, retaining employees, and reducing employees leaving the organization.

This study analyzed training and turnover relationships from an employee perspective. Recognizing the different dimensions of training and considering mediated paths of employee satisfaction were crucial hints for the analysis. The authors contribute to the HRM literature by explicitly expounding on employees' training expectations and turnover intention. This research indicated a relationship between training and turnover. This research aims to determine whether the training program affects turnover intention, retention, and employee satisfaction in business organizations.

Literature Review and Hypotheses

Employee Satisfaction-Retention-Turnover

The importance of employee's satisfaction, retention, and turnover has become important variables in the academic world (Medina, 2012). Employee satisfaction is a general or global affective attitude toward their jobs. It is referred as employees satisfaction or dissatisfaction toward their jobs (Kasekende & Nakate, 2013). Job satisfaction is reached when an employee's expectations, which he/she takes with him/her when he/she joins the company, match reality.

Employee satisfaction and employee turnover have been studied extensively in recent years. They are negatively correlated—employee satisfaction intending to leave and voluntary turnover. This shows that when employees are satisfied at work, they are more likely to stay longer, and the turnover is reduced (Kasekende & Nakate, 2013). Terera & Ngirande (2014) stated there is a clear link between employee retention and job satisfaction, giving organizations a clue as to how to keep their people satisfied.

In addition, Booth & Hamer (2007) stated that turnover intention could lead to job satisfaction. Several studies from Western research perspectives have found that related factors of the job are crucial determinants of organizational commitment, job satisfaction, and turnover intention among employees (Meyer & Smith, 2000). According to a study, work satisfaction and organizational commitment decrease are related to higher turnover rates (Zhao & Zhou, 2008). However, there is more matter in organizations, which is a turnover. It means jobs are not standardized, and a new member does not receive the transmitting knowledge procedures (Zhao & Zhou, 2008). Wagner (2000) stated that employee training programs in organizations achieve a high level of employee satisfaction and decrease employee turnover.

Employees that are happy in their jobs and committed to their companies have a significant competitive advantage in the business system (Suryani & Sugianingrat, 2021), for increasing productivity and decreasing turnover. As expected, all sizes and types organizations have made substantial engagements and practices that promote participation and dedication in their workforce. Retaining skilled people lets the company succeed in a competitive world and stay ahead of its industry competitors.

Employee satisfaction and commitment can potentially bring beneficial outcomes to an organization. Moreover, satisfied employees will affect customer service (Suryani, Yoga, & Widani, 2018). As a result, businesses of all sizes and types have expectedly spent heavily on policies and procedures that foster employee satisfaction and commitment.

H₁: Employee satisfaction has a positive impact on employee retention

H₂: Employee satisfaction has a negative impact on employee turnover

Training-Retention-Turnover Intention

Employee turnover occurs when employees leave their jobs. Three main reasons of employees for leaving the company—retirement, voluntary resignation, and firing. Retirement and firing are decisions taken by the management, and voluntary resignation means employee's personal choice (Winterton, 2004).

Employee turnover has been a significant topic among academics, scholars, and management due to its dismal effects. Creating an initiative in an environment should be done by management, and so did the shared essential information. Employees allow to be well-informed, well-trained, and insightful to advance their careers, and organization should prioritize the development programs (Morey, Maybury, & Thuraisingham, 2000). Based on the programs, staff will expected to be kept, and have a beneficial impact on organizational productivity (Singh & Kumar, 2011).

Training has a crucial impact on employee retention and such a direct relationship. Training helps organizations increase employee retention and decrease turnover (Hassan et al., 2013). The significance of training is that it is helpful in the development of positive employee attitudes and leads to improved organizational performance as a result of employee retention. When employees

perceive that training is supported by the company, they develop an emotional attachment to the company. They have the impression that the organization is committed to them and they will stay with the company. Employees will not quit their job when they are committed, this attitude will decrease the turnover intention (Ashar et al., 2013).

In a similar argument, Hassan et al. (2013) said that employees will feel that the organizations are needed and interested in them when the training program is implemented and want to develop their careers. In addition, employees feel that they are playing an essential roles and capable of their jobs when the organization is investing in them. Thus, organizations need to pay attention to retaining the most talented and skilled employees and understand what causes them to want to leave their jobs.

As an effective form of investment in human capital, job training provides access to highly skilled human capital, increases human capital organization, and is an essential means of enhancing labor productivity, especially for firms in the service sector (Morikawa, 2021). Job training is not only embodied in the development of basic vocational skills but also undertakes to develop intellectual capital. This means access to training and development programs for all employees is critical in promoting organizational growth, particularly when it comes to performance and technical advancement.

A well-designed training program plays a vital role in enhancing a company's workforce's learning and skill development. The training encompasses various areas, including education staff training, lecturer performance improvement, functional promotion seminars, and competency enhancement through certification. This comprehensive program positively affects the company's overall success and helps reduce employee turnover. Consequently, it fosters employees' greater sense of commitment and motivation toward the organization (Marengo, 2012).

Employee training is directly related to employee retention. It refers to the impact of training on employee retention in the company. Investing in training to increase employee retention within the company is critical—there are positive impacts on the organization. Companies will decrease quitting rate and increase employee retention through the training program. Employees believe the company cares about them and helps them develop their careers through the training program. Employees feel that the company takes them to be resourceful and capable of investing. An employee retention strategy is one of the most critical factors needed to retain experienced employees so that knowledge and skills do not move from the organization and reduce the cost of recruiting and training new employees. The most crucial problem consequence of uncontrolled employee retention within the organization is high turnover rates and losses due to employees switching to competitors with experience and skills acquired (Watson et al., 2019). It is important to know strategies that increase employee retention, such as training methods because understanding the impact of training on employee retention determines the most suitable training methods to achieve the best employee retention rates and understand the knowledge employees need to improve performance and productivity.

Kimutai et al. (2016) studied the teacher retention in public primary schools through the job training effect. It concluded that there was a significant relationship between teachers' retention and job training. It proved that in the education sector that there is a effective way to offer employees job and career development through the training job. Training job helps teachers improve student achievements, which increases teacher retention. As a result, businesses of all sizes and types have expectedly spent heavily on policies and procedures that foster employee satisfaction and commitment. This section produces the following variables.

H₃: Training has a positive impact on employee satisfaction.

H₄: Employee training has a positive impact on employee retention.

H₅: Employee training has a negative impact on employee turnover.

Research Methods

The research participants consisted of 115 individuals, including 62 lecturers and 53 academic staff. The sampling technique in this study used the saturated sampling technique, in which all populations

were sampled. The data were collected through an online questionnaire with a Likert scale of 5, and the entire data was using the structural equation modeling (SEM)-based partial least squares process.

Research framework is shown in Figure 1 and the variables studied were training, employee satisfaction, retention, and turnover intention. All these variables were measured in accordance with the description in Table 1.

Studies drawing on the training program related to employee satisfaction, retention and turnover (Hassan et al., 2013; Kimutai et al., 2016), including employee satisfaction that have correlation to retention and turnover (Meyer & Smith, 2000; Malhotra, Majchrzak, & Rosen, 2007; Druker, 2003).

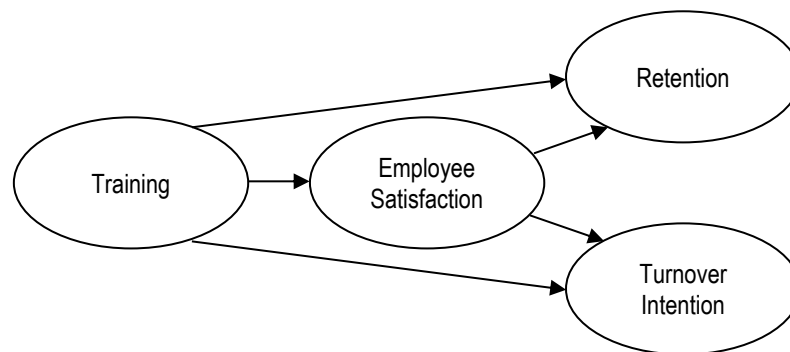


Figure 1. Research framework

Table 1. Research Variables Measurement

Variables	Item questions	Sources
Training	Through this training, I was able to make a list of important things to emphasize.	Aziz (2015) Shah et al (2020)
	Through this skill, I can understand how to solve a particular problem.	
	Through this training, I can understand how to work more efficiently.	
	Through this training, I feel that I have the ability and are skilled in doing the job	
	Through this training, I feel that I have improved my personal competence.	
Satisfaction	I think that my job is becoming unpleasant.	Anwar and Shukur (2015)
	I often feel bored with my work.	
	I feel that the work I do makes me quite satisfied.	
	I feel compelled to go to work most of the time.	
	I am very enthusiastic about my job most of the time.	
Retention	I feel that I have received enough basic salary.	Theron (2015)
	I feel I have sufficient medical assistance benefits.	
	I feel that I have adequate pension benefits.	
	I get compliments and thanks for the work I do.	
	For the work I do, I feel that I am adequately compensated.	
	I already feel that the distribution of the bonus structure is fair.	
	The existence of incentives and benefits makes me feel my work is valuable.	
	The existence of a bonus structure can reflect my contribution to the institution.	
For the work I do, I get adequate emotional recognition.		
Turnover intention	I think about leaving the company a lot of the time.	Asmara (2017)
	I am currently looking for a job outside this company	
	I will leave this company if possible.	

Results and Discussion

Results

Convergent validity, discriminant validity, and composite reliability tests are used in this study to determine the validity and reliability of data. The indicator indicated to be valid if the outer loading

is >0.5 and/or the T-Statistic is >1.96 in convergent validity evaluation (Ghozali, 2011). Several indicators in this study were excluded from the model because they did not meet the research model. Meanwhile, indicators that meet the criteria continue to be analyzed.

According to the discriminant validity test (Ghozali, 2014), the model must be the acceptable discriminant validity if the latent variable is >0.7 in each loading indicator value or has a square root of AVE that is greater than the correlation value between constructs of other latent variables. The discriminant validity test in this study revealed that the four variables all had a loading indicator value >0.7, indicating that the data has strong discriminant validity (see Table 2-4).

Table 2. Cronbach’s alpha test result

	Cronbach’s Alpha
Employee Satisfaction	0.834
Retention	0.864
Training	0.888
Turnover Intention	1.000

Table 3. Average variance extracted (AVE) test result

	AVE
Employee Satisfaction	0.604
Retention	0.514
Training	0.690
Turnover Intention	1.000

Table 4. Discriminant validity test result

	Employee Satisfaction	Retention	Training	Turnover Intention
Employee Satisfaction	0.777			
Retention	0.699	0.717		
Training	0.504	0.894	0.831	
Turnover Intention	0.541	0.514	0.414	1.000

Table 5. Reliability of cronbach’s alpha and composite test result

Variable	Cronbach’s Alpha	Composite Reliability
Employee Satisfaction	0.834	0.883
Retention	0.864	0.893
Training	0.888	0.918
Turnover Intention	1.000	1.000

After the data is declared valid and reliable, then the process continues with the hypothesis testing. The Path coefficient validation test result for a direct effect is presented in Table 6. Table 6 shows hypothesis testing through a direct relationship between variables. The test result is as follows:

Table 6. Result of Direct Effect Test

Variables Relationship	Path coefficient	P values	Remark
Employee Satisfaction → Retention	0.333	0.000	Significant
Employee Satisfaction → Turnover Intention	0.446	0.000	Significant
Training → Employee Satisfaction	0.504	0.000	Significant
Training → Retention	0.726	0.000	Significant
Training → Turnover Intention	0.189	0.020	Significant

This study tested mediating role of the employee satisfaction variable on the indirect effect of training on retention and turnover intention. Table 7 below is shown the indirect effect in this study.

Table 7. Indirect effect test result

Variables of Mediation	(a)	(b)	(c)	(d)	Remark
Training → Employee Satisfaction → Retention	0.724 (Sig)	0.905 (Sig)	0.504 (Sig)	0.333 (Sig)	Fully Mediated
Training → Employee Satisfaction → Turnover Intention	0.191 (Sig)	0.428 (Sig)	0.504 (Sig)	0.446 (Sig)	Fully Mediated

Note: Significant (Sig) = T-statistic > 1.96 in α : 5%; Not significant (N.Sig) = T-statistic < 1.96 in α : 5%.

Discussion

This study tries to answer the main questions do turnover intention, retention, and job satisfaction in the education sector affected by training programs. This research explored the relationships in training and its outcomes. This study proved that training is significantly associated with employee retention and job satisfaction. They have a negative impact on employee turnover. Job satisfaction is also positively and significantly associated with employee retention and negatively affects employee turnover. These results answer the research question that training and satisfaction factors significantly affect employee retention and turnover in the education business. The types of training conducted were education staff training, lecturer performance improvement, functional promotion seminars, and competency improvement through certification.

In the composite reliability test, it is stated that the construct is declared reliable if the value of Cronbach's Alpha and composite reliability is >0.7 (Ghozali & Latan, 2015). From the data study tests, it was found that all of the research variables had met Cronbach's Alpha and composite reliability because their values were above the recommended number, which was >0.7 which already met the reliable criteria (see Table 5).

According to the data results, a positive impact between employee satisfaction on retention was exist. The study results with a p-value of 0.000 can be seen in path coefficient value of 0.333. The p-value is <0.05 (alpha 5%). Hypothesis 1 is accepted because of this finding. Between the employee satisfactions on turnover intention, there is a negative impact. The result showed test path coefficient value of 0.446 with a p-value of 0.000. The p-value is >0.05 (alpha 5%). Hypothesis 2 is accepted because of this finding. Between training and retention, there is a positive influence. The result showed test path coefficient value of 0.726 with a 0.000 p-value. The p-value with alpha 5% is <0.05. Hypothesis 4 is accepted because of this finding. There is a positive influence of training on turnover intention. The result showed test path coefficient value of 0.189 with a p-value of 0.020. The p-value with alpha 5% is <0.05. Hypothesis 5 is accepted because of this finding.

Hypothesis 1 is accepted; there is a positive impact between employee satisfaction and retention. These results indicate that employee satisfaction is essential in the education sector. The more satisfied employees are, the more likely they will stay in the organization (Hassan et al., 2013).

Based on this result, hypothesis 2 is accepted there is a negative influence between employee satisfactions on turnover intention. Increasing job satisfaction will lower turnover rates among the employees. An example of a highly interested employees show an emotional, physical, and cognitive attachment to the company and their job, causing them to stay longer with the company (Saks, 2006). This finding is linear with Takawira et al. (2014) study which showed that face significantly correlated with turnover intention in the opposite way. Satisfied employees have less intention of leaving their organizations (Kasekende & Nakate, 2013).

A positive influence exist between employee satisfaction and training. Hence, hypotheses 3 and 4 are accepted. This result is supported by Acton & Golden (2003), who stated that high level of satisfaction employees have a high growth ability, learn new things, and can complete something meaningful, all of which can be done through training. Winterton (2004) stated that investing a training and development program to higher labor turnover is a total failure. In this

study, trained lecturers and academic staff believed that organization was interested and wanted to boost their careers. They trust the organization sees them as capable and important individual that make the company invest in them. As a result, businesses must focus on retaining the best, most talented, and skilled people, as well as understanding what motivates them to quit. The findings strengthened the hypothesis which is providing good training to talented employees make them keep on their job and develop their abilities could help them feel more satisfied with their employer.

Hypothesis 5 is accepted as a result of this finding. Training helps organizations in the retention of employees and reduction of turnover. Employers perceive little purpose in improving skills in industries where a large percentage of employees will leave their job. Yet, a lack of training and development investment could lead to higher labor turnover. Employee training not only provides work satisfaction but also has a negative relationship with turnover (Acton & Golden, 2003). The higher the training provided to them, the more satisfied and lesser the turnover. This result is not supported by Hassan et al. (2013).

The indirect effect of training on retention might be mitigated by employee satisfaction. This is demonstrated by the mediation test, which indicates that the effects of c, d, and a have a significant value. Employee satisfaction has an impact on employee retention, according to the findings of this study, which have been empirically established. According to these findings, the higher the employee satisfaction during the training period, the higher the retention rate. Another information conveyed is that the Employee Satisfaction variable's mediating influence on the indirect effect of training on retention is partially mediated. This study indicated that employee satisfaction is a determining factor on the effect of training on retention.

Employee Satisfaction can mediate the indirect effect of training on turnover intention. Mediation test indicated that the effect of c, d, and a have a significant value. It is empirically proven that training can affect turnover intention through employee satisfaction. It can be interpreted according to the result that the higher the employee satisfaction during the training period, the lesser the turnover intention. Another information implied that effect of employee satisfaction mediation factors on the training on turnover intention indirect effect is partially mediated. This study indicated that the employee satisfaction is a determining factor on the effect of training on turnover intention. The SEM data analysis on the path coefficient validation test, hypothesis, and mediating variable result is presented in Figure 2.

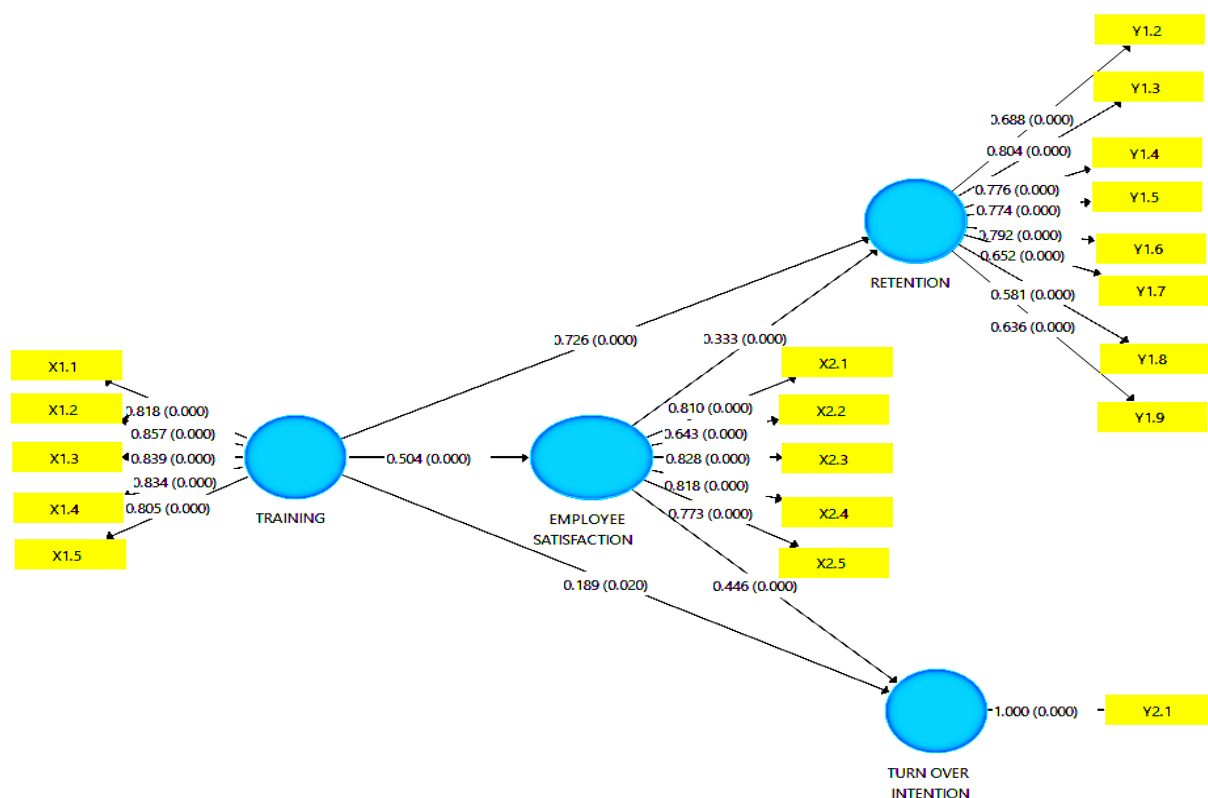


Figure 2. SEM data analysis

As a result, if the organization wants to retain employees and reduce turnover, business companies should operate in a thriving community by considering their workforce as a critical resource. Organizations must be aware that employees are a company's most valuable assets and employee retention is critical for corporate growth since it lowers the cost of recruiting new staff. No organization can afford to lose its top performers. Management should have further initiatives to understand employees leaving reason and recognize the problems that detract them and take steps to alleviate the problems. Most crucial factor is job satisfaction, it is determining whether or not any-one leaves the job and giving regular training can keep employees longer with the company. Employment training is an important form of human capital investment since it is an effective way to boost an organization's productivity (Gielen, 2011).

Conclusion and Future Direction

Although this study adds some insights into the theory of training, job satisfaction, retention, and turnover, it does have several limitations. First, the research subjects were educational sector professionals and lecturers; employees at other commercial firms would have different expectations and comprehension. The differences of level barriers and status probably have prevented them from thoroughly enjoying their jobs. Second, this study is unable to generalize the issue due to the data collection that just from a single university.

As a result, the analytical findings may not be generalizable to public population. Nevertheless, further studies may expand to cover additional demographics and industries for resulting more helpful and comprehensive results. Another suggestion is that in a future crisis, training measures for teachers and staff should be developed so that they can be prepared for and adapt to new teaching models.

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