

The Impact of Training and Development on Employee Retention in Clothing Manufacturing Organization in Sri Lanka

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Abstract: The importance of human resources in an organization cannot be overstated. Organizations strive to attract the most talented individuals to their organization while also attempting to retain them. Training and Development have been identified as a key factor in the promotion of Employee Retention. This study seeks to evaluate the impact of training and development on the retention of employees within a clothing manufacturing organization. This study utilized a quantitative research approach. 145 factory employees were selected as the sample using Simple random sampling. Data analysis was conducted using the Statistical Package for Social Science (SPSS), which employed both descriptive and inferential statistics, including regression and correlation, to evaluate the data. The results of the study demonstrate a positive relationship between training and development and employee retention.

Keywords: *Employee Performance, Employee Retention, Human Resource Development, Training and Development*

Introduction

Background of the Study

Organizations are confronted with a variety of difficulties in the ever-evolving business landscape. Every organization is striving to capitalize on the limited opportunities available in the market, resulting in a highly competitive environment (Casico, 2015). Human resources is a key factor in guiding organizations toward their objectives. Many organizations strive to attract the best talent into their organizations, however, maintaining them over a long time has become a challenge as employees consistently strive to find a workplace that meets their expectations (Armstrong, 2003; Durai, 2012). Similarly, the apparel sector focused in this study, is facing the same difficulties. The apparel industry is a major contributor to Sri Lanka's economy, as it has been one of the country's major exports since the 1980s (Ruwanpura, 2022).

Human resource activities within the organization have a major influence on sustaining a dedicated workforce. Training and development is a key component of human resource management that is employed to bridge the gap between current and future performance (Nassazi, 2013). The implementation of training and development can have a positive impact on both the organization and its employees (Casico, 2015). Through effective training and development procedures, the organization acquires a capable workforce who can assist the organization in achieving its strategic objectives. According to Liao (2011), the training and development of staff members is essential in creating a sense of obligation to contribute to the success of the business. Consequently, employees payback the organization by means of loyalty and commitment, by remaining for an extended period (Armstrong, 2003). Organizations are now paying close

attention to the retention of their valued personnel and good employees, as it is becoming increasingly difficult to find replacements (Panoch, 2001). When employee retention is higher, the organization's retention costs are reduced, revenue is increased, the employee experience is enhanced and the organization's brand image is enhanced.

Research problem of this study begins with the unfavourable employee turnover in the clothing manufacturing organization identified in the past months. Even though the employees were given a sufficient training at the beginning of the year, still the company faced this employee turnover with an additional cost to them. Twenty-five of the thirty employees who had been trained at the beginning of the year had departed the company in the months of June and July. This dilemma caused negative impact on company's productivity with an cost generation for the company as well. Since this is a researchable area affects organizational productivity and consuming higher cost of the organization, researcher was particularly draws to this aspect. This research will explore the extent to which training and development have an impact on employee retention within Clothing manufacturing organization. When considering the existing literature on this research background, a noticeable research gap emerges in the exploration of other aspects of training and development and their influence on the performance in terms of employee retention in the apparel sector. This study endeavors to address this research gap by exploring into the complexities of how training and development efforts directly correlate with employee retention outcomes.

The manufacturing sector in Sri Lanka is composed of a variety of products, including food, beverages and tobacco,

textile, apparel and leather, wood and wood products, paper products, chemical, petroleum, rubber and plastic products, nonmetallic mineral products, apparel, tea, rubber-based products, and ceramics (Cooray and Abeyratne, 2017; Ruwanpura, 2022). The significance of the research study bounds with this investigation focused on the apparel manufacturing industry, which is a major contributor to the Sri Lankan economy. The industry is privately owned and has a reputation for producing high-quality apparel for global brands, with apparel categories such as sportswear, lingerie, swimwear, and workwear being exported to many countries worldwide (Saxena, 2014). This industry has experienced rapid growth over the past four decades, with the UK and the USA being the main buyers of Sri Lanka's apparel products. Recent data indicates that the total revenue generated through apparel exports for the period January-October 2022 was \$ 5,93 billion, an increase of 9.33% compared to the year 2021 (Sri Lankan Export Development Board, 2022). By studying on the impact of training and development on employee retention holds significance by offering practical insights for organizations gearing to employee performance enhancement, reducing turnover costs and generation of skilled and motivated workforce in the organization.

This study consists of the following two objectives;

- To evaluate how the implementation of Training and Development initiatives influences on Employee Retention within the Clothing manufacturing organization.
- To measure the relationship between **Training and Development** and employee retention in Clothing manufacturing organization.

Literature Review

Training and Development

The role of training and development in human resource management is a key component that is typically included in the human resource development process. According to Durai (2012), there is no other human resource practice that is best suited to the development of an organization's workforce, except training and development. According to Mccourt (2003), this was identified as one of the most significant functions that fall under the human resource development function. Training and development are essential in bridging the knowledge gaps in an organization's workforce and in helping the organization achieve its objectives through the formation of a dedicated and competent workforce (Armstrong, 2003). It can also be regarded as an area that has been studied extensively by researchers.

Despite this, various authors have provided varying interpretations of the term "training and development". Durai (2012) defines training as an activity undertaken by an organization to improve the knowledge and skill sets of an employee, that is essential for the successful performance of their current job role. Noe (2013) defines training as an effort by an organization to facilitate the acquisition of competencies relevant to the role of an employee. Koteswari (2020) identifies training as a key function of human resource management, as it assists in the acquisition of knowledge and skills that are relevant to the job. Bell (2008) defines training as a structured and planned alteration of a person's behaviour to aid the trainees to acquire a higher level of the skills, knowledge, and competencies that are essential for the performance of their job. One of the primary purposes of training is to fill performance gaps. In the study by Salas (2002) training and development were

conceptualized as a means of bridging the performance gap between current performance and the anticipated performance of employees. Similarly, in the study by Samuel (2009), training and development have been conceptualized as a way to bridge performance gaps.

On the other hand, the process of training and development is composed of several stages to reach the final result, where, before the implementation of a training and development program, it is necessary to determine whether there is a genuine need for training. As Mondy (2016) states, the first stage is to identify specific training needs or, to be more precise, to conduct a training needs assessment. According to Noe (2013), a training needs assessment is a process of determining whether training is necessary or not. Durai (2012) states that the effectiveness of a training program is dependent on the identification of training needs within the organization, and the design of the training program based on the identified training needs as a means of improving existing knowledge, skills, and employee attitudes. According to Brown (2002), training needs assessment is a continuous process to determine the type of training required by an organization. Failure to conduct a pre-assessment will result in the waste of the organization's efforts. In the study by Noe (2013), it was demonstrated that the content, objectives, and training methods of prior training needs assessments can be inaccurate if they are not conducted. He went on to outline the methods of conducting a training needs analysis, which includes observation, interviews with targeted groups, and the use of performance appraisal reports to identify training needs. In Tones (2017), it was revealed that employees themselves can also suggest areas for improvement during a performance appraisal.

The second stage is the setting of training objectives, which is based on the

assessment of the training needs. Mondy (2016) suggests that the HR professional decides the facts, such as the type of training, the timing, and the location of the training. In exemplary organizations, there is a strong link between the training programs and the strategic objectives. The implementation phase is the third stage of the training and development process, which focuses on the design of the program and the selection of the most appropriate training method. This is referred to as the start of the program, where either on-the-job or off-the-job training is conducted. The final stage of the process is the evaluation or monitoring, which is based on Armstrong (2003). This involves assessing the success of the program relative to objectives previously set, and making recommendations if any changes need to be made. Training and development is defined as a systematic approach to data

collection to assess the effectiveness of the program. According to Noe (2014), formative evaluation is conducted during the design phase to ensure that the program is well-structured and that the employee is content. After the training program has been completed, a summative evaluation is conducted to evaluate the impact of the program on the organization and the employee.

Therefore, to sum up, as illustrated in figure 1 below, training and development is a four-step process that involves the assessment of training needs, the establishment of training objectives, the development of a training program and evaluation, and the monitoring which assists in bridging the gap between expected and actual employee performance, as highlighted by numerous scholarly reviews.



Figure 1: The Process of Training and Development

Source: Developed by Authors

Dimensions of Training and Development

Although there are so many training dimensions, the researcher has defined two fundamental training dimensions

based on previous research. These are **training content** and **operational factors**.

Training Content

This research study uses the definitions of training content by Ongori (2017) where **Specific Skills, General Skills, and Relevance** are used as indicators of training content. Specific skills are those job-specific skills that are essential for performance and company-specific standards and regulations that facilitate the smooth functioning of the organization (Chan, 2011). In this research study, the relevancy of training content is defined as the degree to which it meets the expectations of trainees in their career where **general skills** are those that are necessary to enhance the employability of employees (Ongori, 2017). **Relevance** is defined as the closeness of something to a specific situation or person or its significance in that situation or person.

Operational Factors

Operational factors encompass the design, organization, and delivery of training, such as the training provider, the duration of the training, the length of the training, and the level of support provided. According to the findings of Colquitt and Waldenberger (2000), the functioning of training affects the response and behavior of trainees. Furthermore, it is observed that trainees anticipate the presence of qualified trainers and reliable training providers (Goldstein, 2002). This research study utilizes the indicators of operational factors, such as the trainer's support and the duration of the training, to identify the type of trainers who are likely to provide training to trainees. It is suggested that trainers should be experts in the relevant field, and that expertise should be gained through training, education, and experience (Ongori, 2017). The assessment of the expectations of trainees in terms of highly qualified and reputable training providers was conducted,

following the findings of the study by Cheng and Waldenberger (2013). It is suggested that a trainer should possess both a comprehensive educational background and a wide range of practical experience (Chan, 2011). Previous research suggests that trainees are expected to complete a sufficient amount of training within a reasonable amount of time, as indicated by (Ongori, 2017). Furthermore, the definition of time duration is based on specific dates and hours of training (Meier, 2008).

Methods of Training and Development

Training and development are two distinct phenomena. The former is a learning process that enables employees to acquire the skills, competencies, and knowledge necessary for a particular role, while the latter is an education process that is focused on the overall development of employees (Casico, 2015). There are a variety of training methods available to organizations, which are chosen based on the assessment of training needs or the organization's training objectives. Durai (2012) suggests that organizations have two options for selecting a training program, designing their training program that is tailored to the organization's needs, or obtaining a training package from external sources and making necessary modifications to meet the purpose and requirements of the training program. Durai's classification of training methods is divided into two categories: **on-the-job and off-the-job training**.

On-the-job Training

On-the-job training (OJT) is the training provided to an employee while they are performing their role in the organization. This approach seeks to enhance the employee's knowledge, skills, and behavior while preserving the organization's productivity. Yankeelov (2008) defined OJT as the hands-on

approach to enhancing an employee's knowledge and skills while they are working in an actual work environment. Vijayalakshmi (2012) classified OTJ as a more pragmatic approach to improving an employee's skills related to their current job.

Off-the-job Training

Off-the-job (OTJ) training has been identified by Durai (2012) as a form of training that is provided away from an employee's normal work environment. Many organizations choose OTJ training to reduce the distractions associated with the workplace. Wright (2002) suggests that OTW training is provided to employees who are unfamiliar with the working environment. Furthermore, it has been suggested that OTJ is the most suitable approach for training a large group of employees.

2.4 Employee Retention

In today's highly competitive business environment, it has become increasingly difficult for many organizations to retain their workforce. According to Aleem (2020), retaining the most talented employees is a more difficult task.

Employee retention can be broadly defined as an organization's capacity to retain its workforce for the long term (Durai, 2012). Deery (2008) defines it as the incentive for employees to remain within an organization for an extended period. Organizations are developing retention strategies as a means of preventing employee turnover and improving retention. According to Casico (2015) retention is the measure adopted by an organization to prevent employees from leaving the organization. Frank (2014) views retention as an employer's attempt to retain desirable employees to meet organizational objectives, while Samuel (2009) views it as an initiative undertaken to find ways to prevent employees from leaving a job.

Dimensions of Employee Retention

Ahmad (2013) suggests it is essential to identify the elements that influence an employee's decision to remain or leave an organization. As a result, when developing retention strategies, organizations must pay attention to the expectations of different age groups of employees. For example, early-career employees (aged 30 and under) anticipate career progression, mid-career employees (aged 31-50) admire the capacity to manage the workload and work satisfaction, and late-career employees (aged 50 and over) anticipate job security more (Casico, 2015). Other factors that influence employee retention include company image, recruitment effectiveness, leadership, learning, career development opportunities, rewards and recognition, and more.

Recruitment policies have a positive effect on employee retention. Frankeiss (2008) argues that retention is essential for a lower attrition rate, which in turn leads to improved employee retention. Similarly, Branham (2005) argues that a well-planned orientation program can improve employee retention. Employee satisfaction has been widely studied as a factor in the retention of employees, with (Larson, 2000) suggesting that when employees are more content, they are more likely to remain with the organization, resulting in a higher rate of retention. Mani (2005) suggests that if employees are dissatisfied, the employer will have difficulty retaining them. Work-life balance has also been studied, as employees value organizations that provide them with a sense of balance unless they are under excessive stress and become disheartened and dissatisfied.

Summers (2004) has noted that jobs that provide a connection between work and personal life can lead to both exhaustion and high stress. Ultimately, there are multiple dimensions to employee

retention, with researchers having identified three basic dimensions from previous literature: appreciation and stimulation, leadership skills, and pressure of work.

Association between Training and Development and Employee Retention

Research has been conducted to assess the influence of training and development strategies on employee retention. Anvari (2010) has demonstrated a correlation between training and development, and employee retention. Training programs that are tailored to the needs of employees can be highly effective in facilitating their commitment and retention. Additionally, training can be a factor that not only alters turnover thoughts but also generates them. Furthermore, training is seen Kadir (2012) as an investment made by the organization, as it bears the costs of training, and in return, the employee expects commitment and retention. Furthermore, training can provide intangible rewards, such as increased employee engagement, satisfaction, or retention. Damei (2020) has identified the provision of on-the-job training as one of the methods to improve employee engagement and retention.

To investigate the effects of training and development initiatives on employee retention in the automobile sector in India, researchers conducted a study (Imran, 2013). The study found that training initiatives that improve the learning

environment had a positive effect on employee retention. Furthermore, the study confirmed that training opportunities could lead to an increase in profits and retention within the organization (Imran, 2013). The researcher further concluded that, while training programs alone were not sufficient to enhance employee retention, other factors such as healthy relationships, improved performance management, leadership, and career growth opportunities should also be taken into account. The researcher selected 105 employees as a sample and conducted questionnaires, interviews, and focused groups to collect data, while analysis of the data revealed a positive correlation between training and retention (Imran, 2013).

In Nguyen (2020) study of the impact of training and development on employee retention and commitment, it was found that the combination of training and coaching is not sufficient to improve employee retention, as other factors such as salary and job satisfaction also play a role. Additionally, Jaseel (2019) studied the effects of employee training on salaries and job satisfaction, and showed a positive correlation between training and employee retention. Finally, Nelissen (2017) found that training can harm employees, as it can lead to increased turnover in the organization due to its ability to build a competitive advantage and help employees find jobs.

Conceptual Framework

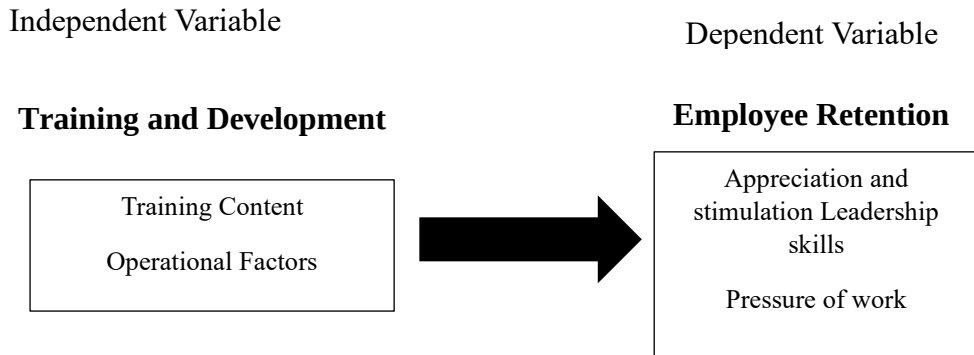


Figure 2: Conceptual Framework

Source: Developed by Authors

Below are the developed hypotheses for the study:

Hypothesis 01

H₀: There is no significant relationship between Training Content and Employee Retention.

H₁: There is a significant relationship between Training Content and Employee Retention.

Hypothesis 02

H₀: There is no significant relationship between Operational Factors and Employee Retention.

H₁: There is a significant relationship between Operational Factors and Employee Retention.

Hypothesis 03

H₀: There is no significant relationship between Training and Development and Employee Retention.

H₁: There is a significant relationship between Training and Development and Employee Retention.

Methodology

This study seeks to evaluate how the implementation of Training and Development initiatives influences on Employee Retention within the Clothing manufacturing organization and to measure the relationship between employee retention and training and development in Clothing manufacturing organizations. This study was conducted using a scientific methodology, which is a fundamental step in applied research where finding solutions to a problem (Cresswell, 2009). This study followed the same approach as an ABC study, which is concerned with the long-term retention of employees in an organization.

This research utilized the quantitative research approach. According to the Morgen's table, population of the study consisted of 320 factory employees of the Clothing manufacturing organization and 175 among them considered as the

sample. The sample for the study was chosen randomly using simple random sampling confirming the sample validity. Subsequently, questionnaires were distributed among a sample of Clothing manufacturing organizations. Participants were approached through department heads and informed consent was obtained before data collection and their confidentiality and anonymity were emphasized throughout the process. Quantitative data was analyzed using correlation analysis and the regression analysis through IBM Statistical Package for the Social Sciences (SPSS) software.

Data Analysis and Discussion

Reliability of research instrument

The reliability of the variables was assessed through Cronbach's alpha test, which was conducted using 30 responses from respondents (factory workers of Clothing manufacturing organization). The table below outlines the reliability of the variables taken, which is considered satisfactory (Refer Table 1).

Table 1: Reliability Statistics

Reliability Statistics		
Variable	Cronbach's Alpha	No of Items
Training Content	0.719	4
Operational Factors	0.732	4
Pressure of work	0.646	4
Appreciation and Stimulation	0.744	3
Leadership Skills	0.772	4

Source: Survey Data (2023)

Descriptive Analysis

Table 2 below presents a profile of participants within the sample, broken down by gender, age group, service duration, and expectation to stay or leave. Gender analysis reveals an uneven distribution of the sample, with 76.2% of the participants being female, while 26.2% are male employed. The majority of respondents are 18-30 years old, with 80.7% belonging to this age group, and

17.9% are 31-40 years old, with only 1.4% belonging to the 1.4% of the age group. However, the data suggests that the majority of respondents have a service duration of 1-5 years, with 14.5% having 6-10 years of experience. Additionally, the survey asked respondents about their expectations of staying or leaving the organization after receiving training, with 91.7% indicating 'yes' and 8.3% indicating 'no' (Refer Table 2).

Table 2: Participant Demographics

	Frequency	Percentage
Gender		
Male	38	26.2
Female	107	73.8
Age Group		
18-30	117	80.7
31-40	26	17.9
41-50	2	1.4
Service Duration		
1-5	124	85.5
6-10	21	14.5
The expectation to Stay or Leave		
No	12	8.3
Yes	133	91.7

Source: Survey Data (2023)

Correlation Analysis

This study has adopted the Pearson correlation analysis to determine whether Training and Development have a significant relationship with Employee Retention as described in the conceptual framework. The p-value of the hypothesis is less than 0.001, thus rejecting the null

hypothesis and accepting the alternative hypothesis. As indicated in the table below, the correlation coefficient between the Training and Development variables is p-0.499, indicating a positive relationship. This relationship can be classified as statistically significant due to the p-value of p-0.001 being lower than p-0.01. (Refer Table 3).

Table 3: Training and Development Correlation

Correlations			
		Training and Development	Employee Retention
Training and Development	Pearson Correlation	1	.499**
	Sig. (2-tailed)		<.001
	N	145	145
Employee Retention	Pearson Correlation	.499**	1
	Sig. (2-tailed)	<.001	
	N	145	145
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: Survey Data (2023)

In addition, the correlation analysis conducted by SPSS, as presented in the accompanying table, indicates that the significance level between the variables was 0.000, which is below the significance level (0.01). Therefore, the alternative

hypothesis can be accepted, and null hypothesis H10 cannot be rejected. Furthermore, the correlation value (0.748) indicates a strong positive association between two variables (training content and Employee Retention) (Refer Table 4).

Table 4: Training Content Correlation

Correlations			
		Training Content	Employee Retention
Training Content	Pearson Correlation	1	.748**
	Sig. (2-tailed)		<.001
	N	145	145
Employee Retention	Pearson Correlation	.748**	1
	Sig. (2-tailed)	<.001	
	N	145	145
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: Survey Data (2023)

The correlation analysis conducted in the SPSS, as presented in the accompanying table, results in a level of significance of 0.000, which is below the significance level (0.01). As a result, alternative hypothesis H2a can be accepted, and null

hypothesis H20 is rejected. Furthermore, the correlation value for Employee Retention (0.719) indicates a strong positive correlation between two variables (operational factors) of the SPSS (Refer Table 5).

Table 5: Operational Factors Correlation

Correlations			
		Operational Factors	Employee Retention
Operational Factors	Pearson Correlation	1	.748**
	Sig. (2-tailed)		<.001
	N	145	145
Employee Retention	Pearson Correlation	.748**	1
	Sig. (2-tailed)	<.001	

	N	145	145
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: Survey Data (2023)

Regression Analysis

The results of the ANOVA table demonstrate that the dependent variable is statistically significantly predictive of the dependent variable $F = 47.38$ with a $p < .001$ value. The regression model is thus considered to be a good fit for the data.

The R-value or correlation coefficient is 0.499, which is considered to be a moderate degree of prediction. Furthermore, the adjusted R Square of .244 indicates that 24.4 percent of the variation in the dependent variable Employee Retention is explained by the independent variable Training and Development (Refer Table 6).

Table 6: ANOVA Results

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	698.244	1	698.244	47.377	<.001 ^b
	Residual	2107.521	143	14.738		
	Total	2805.766	144			

a. Dependent Variable: EmployeeRetention

b. Predictors: (Constant), training and development

Source: Survey Data (2023)

Table 7: Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.499 ^a	.249	.244	3.83900

a. Predictors: (Constant), Training and Development

Source: Survey Data (2023)

The first objective of this study is to evaluate how the implementation of Training and Development initiatives influences on Employee Retention within the Clothing manufacturing organization. Additionally, second objective of the study was to measure the relationship between training and development and employee retention in Clothing manufacturing organization. The first hypothesis was rejected as H0-No significant relationship between training and development and Employee retention and H1-Significant relationship between Training and development and employment retention. The correlation analysis as well as the regression analysis confirmed the existence of a significant positive relationship between Training and Development and employment retention. Consequently, the null hypothesis was rejected and the alternative hypothesis H1 was accepted.

Various studies have been conducted to investigate the role of Training and Development (T&D) in the retention of employees. Ahmad (2013) conducted a study on the impact of T&D on Employee Retention, which was based on regression analysis. The correlation analysis revealed a positive relationship between T&D and Employee Retention, with the correlation value being 0.5289. Aleem (2020) also researched the role of T&D in the banking sector of Pakistan and found a positive relationship between the two. Nguyen (2021) researched the relationship between Training and Development, job satisfaction, and job performance in the context of employee retention. The results of their study indicated a positive correlation between the two, with a correlation value of 0.647 ($p < 0.01$).

Conclusion and Recommendations

Conclusion

The importance of employees to any organization cannot be overstated. In today's competitive business environment, it is essential to attract and develop the best talent for the organization to retain them in the long term. Training and development are the key components of employee retention strategies, and this study sought to determine the extent to which training and development practices had an impact on the retention of factory employees of Clothing manufacturing organization. The study included a close-ended questionnaire that asked questions related to the learning climate of the employees, their goal engagement, their leadership skills, and their work pressure. The findings of the study indicated that there was a positive correlation between training and development practices and employee retention.

Practical and Social Implications

The selected Clothing manufacturing organization had experienced a high rate of employee turnover over a long period, so the researcher conducted a questionnaire to identify the reasons why employees left the organization. This questionnaire primarily composed of closed-ended questions, such as "Do you plan to remain in the organization long-term after receiving training?" The majority of respondents (91.7%) responded 'yes' to this question, while the majority of employees (8.3%) indicated that they had no intention of staying. When asked what motivated their intention to remain, many respondents indicated that they needed to improve their economy, which was the primary reason for staying in the organization, as they were provided with financial support. Additionally, some respondents indicated that they had a duty of service to the organization in exchange for the training

they received and that the working environment was positive, including working conditions and supportive staff and co-workers. When asked about the reasons why they might leave, some respondents indicated that they wanted to establish their own business, while a significant proportion of respondents indicated that they would leave the organization due to their willingness to travel abroad in search of higher-paying jobs. The respondents were queried on the following topics: job instruction training; learning climate; individual goal engagement; appreciation and stimulation; leadership skills; and work pressure. From the results, it can be concluded that the majority of employees are content with the training provided by the organization.

The researcher recommends that organizations focus on other training methods in addition to traditional job instruction training, as job instruction can often become monotonous. Additionally, the researcher suggests that organizations should provide an interactive training program once a year to help employees develop the interactive skills they need to collaborate with others in the workplace. This can help to reduce the number of existing issues related to employees. Furthermore, employees can provide feedback on the training they have received, which can be used to make changes to training programs if needed. Furthermore, the researcher recommends

that organizations should prioritize employee retention as an integral part of their strategy, as it can lead to increased profitability.

Limitations of the Study

This study has several limitations, as with many other studies. The sample included factory employees of the apparel sector, so the results may not necessarily apply to other organizations. Furthermore, the sample size was limited to factory employees, and there is limited organizational data available due to the researcher's lack of permission to use sensitive information from the organization. Furthermore, there are only a few studies in Sri Lanka that focus on the effects of rain and development on employee retention.

Areas for Future Research

The researcher would prefer to propose the areas for further investigation to focus on exploring the potential implications of various training strategies for employee retention, with a particular emphasis on both on-site and off-site training approaches, and to evaluate the relative significance of each of these variables. Furthermore, future research could explore the correlation between the assessment of training needs and employee retention.

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