

Unveiling the path to Talent Retention: The Role of Job Satisfaction and Training satisfaction in Sri Lanka's Apparel Industry

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Abstract: In today's dynamic world human resource management has become a significant management function that companies have to consider utilizing their workforce efficiently and effectively to achieve their goals and objectives. This study explores the relationship between job satisfaction, training satisfaction, and employee retention intentions within the leading apparel industries located in Sri Lanka's Katunayake Export Processing Zone. The study attempts to find answers to the problem of how job satisfaction mediates the relationship between training satisfaction & employee intention to retention in executive-level employees in the apparel industry of Sri Lanka which was captured as a research gap by studying the existing literature in the arena. The research follows a positivistic philosophy followed by a deductive approach along with a quantitative research method. This was cross-sectional research that gathered data through a survey conducted with a sample of 291 executive-level employees selected based on a stratified convenient sampling method. Correlation analysis, Regression analysis, and Sobel test were used in analyzing data to test the hypotheses. In conclusion, the study's key findings reveal that training satisfaction influences the intention to retain employees, impacts job satisfaction, and job satisfaction affects the intention to retain employees. Furthermore, job satisfaction mediates the relationship between training satisfaction and the intention to retain executive-level employees in Sri Lanka's leading apparel industries.

Keywords: *Apparel Industry, Intention to Retention, Job Satisfaction, Mediating Role, Training Satisfaction*

Introduction

Background of Study

In today's dynamic world human resource management has become a significant management function that companies have to consider utilizing their workforce efficiently and effectively to achieve their goals and objectives. Employees are known to be the backbone of every organization. The quality of organizational members plays a crucial role in influencing organizational performance, as many challenges and issues faced by a business are closely linked to its people. So, retaining employees is crucial. To retain the best-talented employees, numerous strategies

can be undertaken by companies. In retaining employees, the company's management may undertake strategies like providing good compensation packages and benefits, a working environment, training and development opportunities, career progression opportunities, etc. (Weerasinghe et al., 2012). Among the factors that companies undertake to retain employees, training and development play a major role. More importantly, companies should improve the capabilities of their employees by providing the required training to keep up with the ever-challenging global requirements. According to Workforce Planning for Wisconsin State Government (2015), employee retention is "a systematic effort to create and foster an environment that

encourages employees to remain employed by having policies and practices in place that address their diverse needs” Employees are more likely to stay at a company if they feel valued by their workplace and the people in charge, which means providing them with benefits that meet their needs (Workable, 2023). Training and Development is a formal process of changing employee behavior and motivating them in a way that will enhance employee job performance and then the overall organizational performance (Opatha, 2016).

Job satisfaction can be defined as a sense of employee achievements and successes (Dziuba et al., 2020) and can be perceived as how an individual is comfortable with his or her job (Alauddin, Ahsan, & Hossain, 2019). Several studies have explored various approaches to examine the mediating role of job satisfaction in the relationship between training satisfaction and the intention to retain executive-level employees within Sri Lanka's apparel industry.

Even though researchers have researched the association between training and employee retention intention (Jun & Eckardt, 2023; Elsafty & Oraby, 2022; Memon et al., 2017; Akram & Hassan, 2013; Terera & Ngirande, 2014; Jehanzeb et al., 2015), few studies have explored the mediating role of job satisfaction in the connection between training satisfaction and the intention of executive-level employees in the Sri Lankan apparel industry to stay with their organization.

This research helps bridge the gap in the existing literature by addressing the problem of “How does job satisfaction mediate the relationship between training satisfaction & employee intention to retain executive-level employees in the apparel industry of Sri Lanka?” The Problem was cascaded down to two main research questions. 1. What is the relationship

between training satisfaction and the intention to the retention of executive-level employees in the apparel industry in Sri Lanka? 2. Does job satisfaction mediate the relationship between training satisfaction and intention to the retention of executive-level employees in the apparel industry in Sri Lanka? The research objectives which were based on the aforementioned questions are 1) To identify the influence of training satisfaction on the intention to retain executive-level employees in the apparel industry in Sri Lanka and 2) to investigate whether job satisfaction mediates the relationship between training satisfaction and intention to retain executive-level employees in the apparel industry in Sri Lanka.

The relationship between training and intention to retention can be theoretically explained with the use of the Social Exchange Theory, which is one of the most influential and widely used theories for understanding workplace behavior. It points out that one's actions are subjected to the reactions of others (Memon et al., 2016). Researchers suggest that if organizations invest in employee training, people tend to commit and retain more (Pathan & Shar, 2023). Previous studies have explored the relationship between training satisfaction and retention intention, as well as the link between training satisfaction and job satisfaction. However, the mediating effect of job satisfaction in these critical relationships remains underexplored. Bridging that literature gap will contribute as a theoretical addition.

The study's insights are invaluable for a range of stakeholders, including employees, employers, managers, and policymakers. Research aids organizations in assessing the effectiveness of training programs and making informed decisions to retain trained employees. Training coordinators

and managers can leverage this information to design more effective programs, while higher management can support decisions and minimize unwanted costs. In today's competitive job market, companies use training to signal employee value, indirectly influencing retention efforts. Overall, the study contributes to shaping policies and strategies that enhance organizational retention in a dynamic business environment.

Literature Review

Intention to Retention

Among factors to measure the healthiness of a company employee retention is one of the primary parameters (Ghosh et al., 2013). Employee retention refers to policies and practices companies use to prevent employees from leaving their jobs. According to Biason (2020), employee retention is a major concern in an organization's competitive advantage since substitutable employees would have an impact on the organization's efficiency, productivity, and sustainability. Organizations should take the initiative to satisfy skillful employees, meet their job and individual demands, and thereby retain them. According to Chiboiwa (2010), the main purpose of retention is to avoid the loss of capable employees leaving the organization as this could harm the company (Hong et al., 2012). Retaining talented employees is not an easy task, it has become a challenge for organizations because of the highly volatile business environment. In this situation, organizations need to develop approaches to retain the effective manpower that they value (Goperma & Dolai 2018). Employees are the backbone of every organization; thus, retention of the employees is important in keeping the organization on track. To keep the finest manpower, strategies

aimed at satisfying employees' needs are implemented, regardless of the size of the company (Hong et al., 2012) Hence, organizations should devise strategies for keeping their valuable assets satisfied. To improve employee retention companies should adopt career development plans in alignment with the needs of the employees (Behera Neeraja et al., 2011)

Training Satisfaction

Different factors influence the intention of employees to remain in the organization. Previous research has highlighted various factors that play a crucial role in employee retention. Career opportunities, work environment, job satisfaction, and work-life balance are among the key elements that directly affect employees' intention to stay with an organization. The lack of job satisfaction is also seen as a factor that influences people to leave their workplace because no longer, they are satisfied with what they do. Job satisfaction is negatively related to labor turnover (Motlou et al., 2016; Dochy et al. 2009, as cited by Lahkar Das & Baruah, 2013) realized in their study of employee retention that personal characteristics such as level of education, seniority, self-perceived leadership skills, and learning attitude, as well as organizational factors such as appreciation and stimulation, and work pressure, are extremely important (Lahkar Das & Baruah, 2013).

Training and development are the formal processes of changing employee behavior and motivation in a way that will enhance employee job performance more effectively and then enhance organizational overall performance. Armstrong (2000), also defines Training as an organized process to improve employee proficiencies thus they can achieve organizational objectives while achieving employees' objectives as well.

Training satisfaction is defined by incorporating previous thoughts about job satisfaction and training, to the extent to which people like or dislike the set of planned activities organized to proficiencies required to perform a given task or job effectively. It is basically how employees feel about training as a whole and it is a new concept in measuring the effectiveness of job training that the employees receive from the company (Schmidt, 2004).

Job Satisfaction

Job satisfaction is a state of mind or an attitude that individuals have about their jobs. It results from the perception they have of their jobs. This involves a strong emphasis on a feeling of affection. This may be positive, negative or neutral feelings of attitude (Beynon et al., 2015). Hoppock (1935, as cited by Aziri, 2011) defined job satisfaction as a mix of psychological, biological, and environmental elements that cause a person to honestly claim. Although various external factors can affect job satisfaction, this approach maintains that it is an internal concept. There are various external factors that can affect job satisfaction, this approach maintains that it is an internal concept that is associated with how the person feels. That is, job satisfaction offers a collection of elements that contribute to a sense of fulfillment. In his explanation of job satisfaction, Vroom places particular emphasis on the employee's location in the company. He describes job satisfaction as people's affective orientations toward the jobs they are now holding this way (Aziri, 2011). According to Biason (2020), Job satisfaction is the way how people feel, like, or dislike their job and its various aspects. It is the totality of positive or negative feelings that workers have towards their work. Job satisfaction is an attitude that individuals have about their jobs, resulting from their insight about

jobs and the degree to which there is a good fit between individuals and the organization (Jehanzeb et al., 2015).

One of the most crucial factors in an employee's career is job satisfaction even though when employees do not enjoy their work and are under stress, they are more likely to consider leaving (Motlou et al., 2016). The organization won't be able to accomplish its goals without a happy staff. According to Biason (2020), the main element affecting employee retention is the level of job satisfaction, which is something that all employees strive toward. Job satisfaction refers to an employee's sense of accomplishment and fulfillment in their work. It is commonly thought to be directly related to both individual well-being and work efficiency. Another aspect of employee satisfaction is a sense of excitement and fulfillment with one's work. So, in the end, Job satisfaction can be defined as the overall perception or state of mind that individuals have towards their jobs, which can be positive, negative, or neutral.

Review of Theories

Social Exchange Theory

The relationship between training and retention intention can be theoretically supported by Social Exchange Theory. Social Exchange Theory is one of the most prominent and widely used concepts for explaining workplace behavior. It states that one's behaviors are influenced by the reactions of others (Memon et al, 2016). The theoretical basis of job TS is embedded in the principles of job training and job satisfaction. Scholars have paid a lot of attention to the social exchange theory (SET) at the individual level (Yusliza et al., 2021). Humans engage in various contacts regularly with a wide range of participants, the majority of whom are based in the societies, relationships, organizations, and entities we inhabit. As

a result, it's no wonder that exchange theory is still one of the most important scholarly perspectives on social engagement and structure (Albtoosh et al., 2022). As a result, the application of SET in the management of human resources and organizational behavior analysis is structured by the principles of exchange (Memon et al., 2017).

Herzberg Theory

Herzberg's Motivation Theory is based on content theories of motivation, which aim to explain the factors that influence an individual's motivation by identifying and fulfilling their specific needs, desires, and goals to achieve certain objectives. Herzberg's motivator hygiene hypothesis is also known as the two-factor theory. Maslow's hierarchy of needs and Herzberg's motivation-hygiene theory were analyzed by Locke (1976, as cited by Mishra & Pradeep Chauras, 2021) as two of the most important content theories. The theory of Herzberg adopts the team of motivators to include experiences of satisfaction. Satisfaction and dissatisfaction are not contradictory mechanisms but involve two different sets of variables. According to Herzberg, meeting sanitation needs is only a temporary relief of dissatisfaction, and workers' wage demands increase or decrease accordingly. Organizations can boost employee morale by creating positions that provide personal purpose, responsibility, development, and growth.

According to Mohd Norazmi et al. (2021, as cited in Azaliney Binti Mohd Amin et al., 2021), this theory looks into two primary components that influence job satisfaction: motivational factors and hygienic factors. Workers will not be dissatisfied if sanitary difficulties are seen as external influences or a high work

environment. Yet, as per Fauziyana et al. (as cited in Azaliney Binti Mohd Amin et al., 2021) motivational elements such as performance, employment, growth, and development all have an impact on a person's job effectiveness, whereas hygienic variables such as salary, working environment, connections with colleagues, and leader role influence job contentment.

Maslow's Theory

Maslow's hierarchy of needs theory was also the first to investigate the factors that determine job satisfaction. Maslow proposed that there is a hierarchy of five wants within every human being. Hunger, thirst, shelter, sex, and other biological requirements are examples of physiological needs. Safety involves protection from emotional and physical harm. Social needs encompass love, belonging, acceptance, and friendship. Esteem includes internal factors like self-esteem, autonomy, and achievement, along with external factors such as status, recognition, and attention. Self-actualization refers to realizing one's full potential.

According to Maslow's hierarchy of needs, basic requirements (such as physiological needs and safety) must be supplied first even before complex needs are addressed (such as belonging and esteem). This idea was designed to characterize general human motivation.

Conceptual Framework

Based on the comprehensive literature review, the conceptual framework summarizes the relationships among Training Satisfaction, Employee Retention Intention, and Job Satisfaction, serving as the fundamental basis for this study.

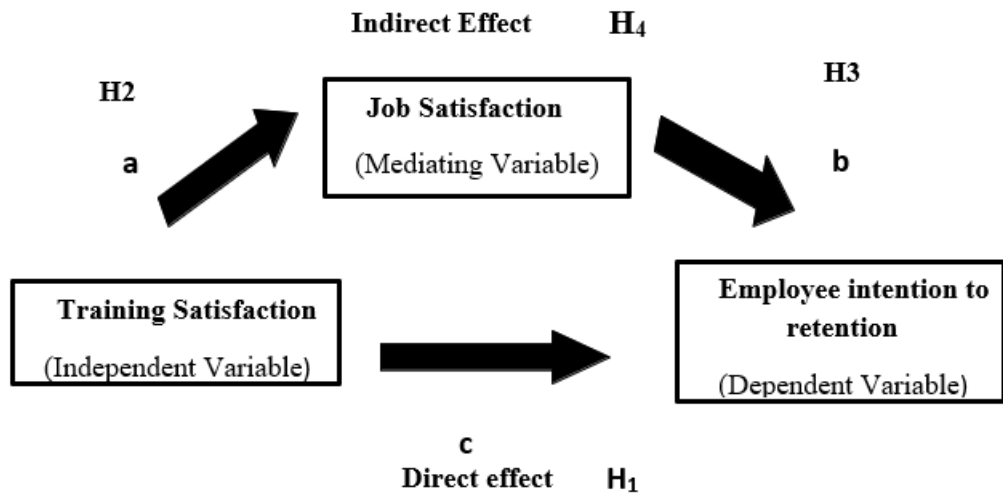


Figure 1: Conceptual Framework

Source: Survey Data

Based on a conceptual framework constructed based on a thorough literature review following hypotheses were developed.

H1: Training satisfaction has a statistically significant impact on the intention to retain executive-level employees in the apparel industry in Sri Lanka.

H2: Training satisfaction has a statistically significant impact on the job satisfaction of executive-level employees in the apparel industry in Sri Lanka.

H3: Job satisfaction has a statistically significant impact on the intention to retain executive-level employees in the apparel industry in Sri Lanka.

H4: Job satisfaction mediates the relationship between training satisfaction and the intention to retention of executive-level employees in the apparel industry in Sri Lanka.

Methodology

The research followed a positivism philosophy that claims that knowledge is achievable by observing and measuring natural phenomena. A positivist researcher could apply existing theories to create a hypothesis. These statements provide hypothetical explanations that can be tested and confirmed, in whole or part leading to the further development of theory which then may be tested and further research. According to that, it aligns that the researcher has followed a research philosophy of positivism. The primary method for data collection in this research project is the deductive approach. The deductive approach assumes that sociological concepts can be transformed into variables, allowing for the development of objective and precise measures that assign numbers to capture key aspects of the social world. The survey strategy is usually associated with the deductive approach (Haque, 2022). This research study belongs to the quantitative research approach because the study deals with numerical data and the research questions are specifically defined.

The population of the present study is about 1200 executive-level employees in the leading apparel industries of Sri Lanka based on the Katunayake Export Processing Zone. The elements in non-probability sampling have no known or planned possibility of being chosen as subjects. When time or other factors, rather than generalizability, become critical, non-probability sampling is generally used. According to the Morgan table, the sample size is 291 employees. The response rate was 100 percent. Strata were first defined based on the scale of the Katunayake Export Processing Zone apparel industry of the employee. Job Satisfaction and Training Satisfaction were measured using a five-point Likert scale (Schmidt, 2004). The Intention to retention was measured using a five-point Likert scale instrument by Kyndt, 2009. A sample item for Job satisfaction is “*I feel that the work I do is appreciated.*” A sample item for training satisfaction is “*Overall, the on-the-job training I receive*

is applicable to my job.” and a sample item for Intention to Retention “*If I wanted to do another job or function, I would look first at the possibilities within this company.*”

Results and Discussion

Results

The internal consistency reliability is measured through Cronbach’s alpha. Cronbach’s alpha is a reliability coefficient that indicates how well the items in a set are positively correlated to one another. It is the rule of thumb that if the Cronbach’s Alpha value is greater than 0.7 then the reliability is satisfied. Cronbach’s alpha was used to determine the internal reliability and the consistency of the Multiple Likert scales that comprised the questionnaire. Table 1 illustrates the reliability value for the training satisfaction, job satisfaction, and intention to retention variables.

Table 1: Cronbach’s Alpha Test Results

Variable	No. of Items	Cronbach’s Alpha Value
Training and Training satisfaction	11	.784
Job Satisfaction	11	.711
Intention to retention	11	.848

Source: Researcher Constructed based on Survey Data, 2023

Training satisfaction has Cronbach’s value of .784. It is ensured that these 11 questions correctly described the variable of training satisfaction. Job satisfaction has Cronbach’s value .711. It is ensured that these 11 questions correctly described the variable of Job satisfaction. Intention to retention has Cronbach’s value .848. It

is ensured that these 11 questions correctly described the variable of intention to retention. Thus, the internal consistency was excellent, and the research tool was reliable for the study.

Table 2: Sample Profile Summary

Demographic variable	Category	Frequency	Percentage %
Age	25 or below	60	20.6
	26-40 years	159	54.6
	41-50 years	72	24.7
	51 years and above	-	-
Gender	Male	113	38.8
	Female	178	61.2
Marital Status	Single	124	42.6
	Married	167	57.4
Education Level	Advance level	9	3.1
	Vocational/technical school	41	14.1
	College degree	120	41.2
	Master's degree	108	37.1
	Professional/doctorate degree	13	4.5
	Others	-	-
Length of service	Less than 1 year	68	23.4
	1-2 years	91	31.3
	2-5 years	87	29.9
	6-10 years	45	15.5
	More than 10 years	-	-

Source: Researcher Constructed based on Survey Data, 2023

The frequency distribution analyses were developed for the main three variables separately. It is presented in Table 3 and

results have been interpreted mainly considering the mean, standard deviation, skewness, and kurtosis of the distribution.

Table 3: Descriptive Statistics

	Minimum	Maximum	Mean	Std. Deviation	Skewness	Kurtosis
Training satisfaction	1.82	4.82	3.34	0.7595	-0.051	-1.014

Intention to retention	2.09	4.18	3.20	0.4012	0.010	-0.449
Job Satisfaction	1.82	4.55	3.33	0.6408	-0.412	-0.549

Note, N= 291

Source: Researcher Constructed based on Survey Data, 2023

The mean of training satisfaction is 3.34. This indicates that the training satisfaction of the employees is at a moderate level. The standard Deviation is .75. The Skewness of data is -0.051 which lies between -0.5 and +0.5, therefore the data set can be seen as fairly symmetrical. The mean of job satisfaction is 3.33. This indicates that job satisfaction of the employees is at a moderate level. The standard Deviation is .64. The Skewness

of data is -0.412 which lies between -0.5 and +0.5, therefore the data set can be seen as fairly symmetrical. The mean value of intention to retention is 3.20. This indicates that the Intention to Retain the employees is at a moderate level. Standard Deviation is .40. The Skewness of data is 0.010 which lies between -0.5 and +0.5, therefore the data set can be seen as fairly symmetrical.

Table 4: Hypothesis Testing

Hypotheses	Relationship between	r	t-value	R ²	Coefficient	P-value	Decision
H₁ Direct effect	Training satisfaction and intention to retention	0.667	15.23	0.445	0.352	0.000	Supported
H₂ Indirect effect	Training satisfaction and job satisfaction	0.746	19.07	0.557	a = 0.630	0.000	Supported
H₃ Indirect effect	Job satisfaction and Intention to retention while controlling Training satisfaction	0.717	8.368	0.554	b = 0.310	0.000	Supported
H₄ Mediating impact	job satisfaction mediates the relationship between training satisfaction and intention to retention					0.000	Supported

Note, N= 291

Source: Researcher Constructed based on Survey Data, 2023

Hypothesis 01 (H1): Training satisfaction has a statistically significant impact on intention to retention.

A simple regression was conducted to determine if there was a statistically significant relationship between training satisfaction and retention intention. Regression results are shown in Table 5.

As per the Results, the R-value indicates a correlation of 0.667 that indicates Training satisfaction and intention to retention to have a moderately significant positive correlation. The adjusted R square value indicates how much of the total variation in the dependent variable can be explained by the independent variables. It means regression between training satisfaction and intention to retention is 0.445 at a significance of 0.000 which is considered a significant value that illustrates that 44.5% of the variation in intention to retention is due to variations in training satisfaction. Further, the results revealed that the significance value is 0.000 at an F statistic of 231.813. Therefore, the researcher can build a significant model to identify the impact of training satisfaction on intention retention.

It can be seen that $t = 15.23$ of the impact of training satisfaction on the intention to retention is significant at 0.05 level ($0.000 < 0.05$). Also, the B value is 0.352 which implies that there is a positive impact from Training satisfaction on the intention to retention. This means that if training satisfaction changes by one unit, the Intention to retention will change by 0.352 units. Also, the standardized coefficient beta (B) value is 0.667 which implies that there is a strong positive impact from training satisfaction on the employee intention to retention, it means that when the independent variable varies, intention retention is affected by 66.7%. P-value is 0.00. Thus, hypothesis (H1) can be accepted confirming that Training

satisfaction has an impact on the intention to retention.

Hypothesis 02 (H2): Training satisfaction has a statistically significant impact on job satisfaction.

After testing the direct effect, to measure the indirect effect the researcher tested another simple linear regression analysis for the measured effect of the training satisfaction and job satisfaction. This step computed both the unstandardized regression coefficient (a) and the standard error of a (Sa).

The correlation r value is 0.746. Training satisfaction and job satisfaction were reported to have a strong significant positive correlation. The adjusted R square value indicates how much of the total variation in the dependent variable can be explained by the independent variables. It means the regression between training satisfaction and job satisfaction is 0.557 at a significance of 0.000 which is considered significant. This indicates that 55.7% of the variation in job satisfaction is due to variations in training satisfaction. Further, it is noted that the significance value is 0.000, and F statistic of 363.73. Therefore, the researcher can build a significant model to identify the impact of training satisfaction on job satisfaction.

It can be seen that $t = 10.84$ of the impact of training satisfaction on job satisfaction is significant at 0.05 level ($0.000 < 0.05$). Also, the B value is 0.630 which implies that there is a strong positive impact of Training satisfaction on job satisfaction. This means that if training satisfaction changes by one unit, the job satisfaction will change by 0.630 units. Also, the standardized coefficient beta value is 0.746 which implies that there is a strong positive impact from training satisfaction on job satisfaction, it means that when the independent variable varies, job satisfaction is affected by 74.6%, and the value is 0.000. Therefore, hypothesis (H2) can be accepted, confirming that training

satisfaction has an impact on job satisfaction.

Hypothesis 03 (H3): Job satisfaction has an impact on intention to retention.

To measure the indirect effect the researcher used multiple linear regression analysis to the job satisfaction is a statistically significant predictor of the intention to retention while controlling for the effect of training satisfaction. Therefore, here researcher should test a multiple linear regression analysis for the effect of job satisfaction on intention to retention. Here, the mediator serves as an independent variable for the dependent variable. This step calculated both the unstandardized regression coefficient (b) and the standard error of b (Sb).

The r value of 0.744 indicates a strong positive correlation between retention intention and job satisfaction. The adjusted R square value between job satisfaction and intention to retention is 0.554 at a significance of 0.000 which is considered as a significant value. This means that 55.4% of the variation in Intention to retention is due to variations in job Satisfaction. It is explained that the value of significance is 0.000 and the F statistics of 178.596. Therefore, the researcher can build a significant model to identify the impact of job satisfaction on intention retention.

The value of $t = 19.46$ indicates that the impact of job satisfaction on retention intention is significant at the 0.05 level ($0.000 < 0.05$). Also, the B value is 0.310 which implies that there is a positive impact from job satisfaction on the intention to retention, this means that if job satisfaction changes by one unit, the intention to retention will change by 0.310 units. Also, the standardized coefficient beta value is 0.495 which implies that there is a positive impact from job satisfaction on the employee intention to retention, it means that when the

independent variable varies, intention retention is affected by 49.5 %. P-value is 0.000. Therefore, hypothesis (H3) can be accepted, confirming that job satisfaction impacts the intention to retain.

The proposed mediator of this model is job satisfaction. The Sobel test was conducted to examine whether job satisfaction mediates the relationship between training satisfaction and retention intention. First, the results of a simple linear regression indicated that training satisfaction was a statistically significant predictor of retention intention ($b = .352$, $\beta = .667$, $p < .05$). Next, when the mediator, job satisfaction, was included in the regression analysis, training satisfaction remained a significant predictor of retention intention ($b = .630$, $\beta = .746$, $p > .05$). However, job satisfaction emerged as a significant predictor of retention intention ($b = .310$, $\beta = .495$, $p < .001$; 95% confidence interval). The results confirm that job satisfaction significantly mediates the relationship between training satisfaction and retention intention ($p < .05$). Thus, it could be concluded that there is partial mediation as both direct effect and indirect effect are statistically significant. Accordingly, the researcher can accept the hypothesis that job satisfaction mediates the relationship between training satisfaction and intention to retention.

Discussion

The research problem was to examine the mediating role of job satisfaction in the relationship between training satisfaction and retention intention of executive-level employees in the leading apparel industries of Sri Lanka, specifically within the Katunayake Export Processing Zone. Based on the analysis of the data gathered it was found that training satisfaction has an impact on intention to retention, training satisfaction has an impact on job satisfaction, and job satisfaction has an impact on intention to retention. It is concluded that job

satisfaction plays a mediating role in the relationship between training satisfaction and the intention to retention of

executive-level employees in the leading apparel industries of Sri Lanka based on the Katunayake Export Processing Zone.

Table 5: Summary of Hypotheses Results

	Hypothesis	Result
H1	Training satisfaction has a statistically significant impact on intention to retention.	Accepted
H2	Training satisfaction has a statistically significant impact on job satisfaction.	Accepted
H3	Job satisfaction has a statistically significant impact on intention to retention.	Accepted
H4	Job satisfaction mediates the relationship between training satisfaction and intention to retention.	Accepted

Source: Researcher Constructed

According to the existing literature, numerous studies have been carried out across various fields to explore the relationship between job satisfaction and employee retention intention. A study by Chan (1997, as cited by, Amarathunge, 2016) concluded the relationship between job satisfaction and intent to leave, where every unit of reduced job satisfaction has an impact to increase the intention to leave the company. The relationship between job satisfaction and turnover is found to be negative (Huang & Su, 2016) and low job satisfaction may be a symptom of an employee’s intention to quit.

It was noted that training satisfaction has an impact on the intention to retain executive-level employees in the apparel industry in Sri Lanka. These findings, aligned with the previous literature. Huang and Su, (2016), and Amarathunge, (2016), found an inverse relationship that there is a significantly negative relationship between job training satisfaction and employee turnover intentions among employees. The results

of a study done by Memon et al. (2016), Jehanzeb, (2015) and Shucketal (2014, as cited by Memon et al., 2016) revealed that training satisfaction is significantly negatively related to turnover intention. Memon (2016) revealed that training satisfaction is significantly negatively related to turnover intention, Mathis (2015) said that employees' decision to stay or leave an organization to some extent depends on how they are satisfied with the training and development programs they receive, Scholars says that in most organizations investing in employee training, it is considered as one of the most influential factors in employee satisfaction and retention. Hence, the findings of the present study prove that training satisfaction significantly influences intention to retention confined to the previous literature. Various scholars have observed and emphasized a relationship between training and job satisfaction. Research indicates a significant positive relationship between training and job satisfaction, highlighting

a clear distinction between employees who participated in training programs and those who did not. Employees who participated in training are more satisfied with their jobs than those who didn't (Owens, 2006).

The intention to retain employees is significantly influenced not only by the independent variable, training satisfaction, but also by the proposed mediating variable, job satisfaction. Together, these factors have a considerable impact on employees' intention to stay. This finding contravenes the result of the previous literature. Huang and Su (2016) indicated that job satisfaction could mediate the relationship between training and employee turnover intention.

Conclusion

The key objective of this research was to investigate the mediating role of job satisfaction in the relationship between training satisfaction on intention to retain executive-level employees in the leading apparel industries of Sri Lanka based on the Katunayake Export Processing Zone. The analysis of the collected data revealed that training satisfaction impacts retention intention, training satisfaction influences job satisfaction, and job satisfaction affects retention intention. It is concluded that job satisfaction plays a mediating role in the relationship between training

satisfaction and the intention to retain executive-level employees in the leading apparel industries of Sri Lanka based on the Katunayake Export Processing Zone.

The study's findings significantly enhance knowledge by addressing the literature gap on the mediating role of job satisfaction in these critical relationships, thereby serving as a valuable theoretical contribution. As in practical implications, the study recommends organizations use different strategies for creating an employee-friendly environment, introducing work-family life balance initiatives, proper grievance handling procedures, less role ambiguity and role conflict, stress and time management initiatives, etc. Furthermore, the study's findings can be considered when designing training programs and selecting employees for training. Training programs should be designed wisely because organizations invest huge amounts of money in training their employees to get a good contribution towards the organization in return.

Future studies can be conducted in industries other than the apparel industry concerning employees at different levels. The research was limited to executive-level employees. Future researchers can conduct mixed methods studies and conduct longitudinal studies to see the pre- and post-effects of the strategies incorporated.

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