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Training Programmes' Efficacy on Managers' Behaviour at Leadway Assurance: Kirkpatrick Model-Based Analysis

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Abstract:

The study examined the Training programme's efficacy on managers' behaviour at Leadway Assurance: a Kirkpatrick model-based analysis. 200 managers from four regions in Nigeria participated in the study, with a sample size of 169 managers selected using census sampling techniques. An ex-post-facto research design was employed, and the study formulated two research questions and one hypothesis, which were addressed by utilizing mean, standard deviation, and percentage. The hypothesis was tested using ANOVA. The instrument for the analysis, titled "Training Programmes Efficacy on Managers Behaviour at Leadway Assurance: a Kirkpatrick model-based Analysis," was self-developed. This instrument consisted of two sections: Part A focuses on socio-demographic factors such as gender, age, years of experience, and location, while Part B comprises two sections. Section A contained 12 items related to employees' behaviour and job performance, whereas Section B included 10 items on attrition rate measured using a Four Likert scale. The reliability of the instrument was assessed using the Cronbach alpha method, resulting in a score of .869 for behaviour on job performance and .836 for attrition rate. The study revealed a significant impact on employees' behaviour and job performance due to the training programmes. Although the influence on attrition rate was noted to be present, it was not statistically significant concerning age. It is recommended that training programs be utilized to enhance employees' professional development and yield long-term organizational advantages. Moreover, implementing such programmes can decrease the rate at which employees leave their current positions, leading to the retention of more experienced managers at Leadway Assurance Company.

Keywords: Human resource management, training, behaviour, employee attrition

1. Introduction

Human resource management involves creating personnel policies and procedures that support business objectives and strategic plans Yücel, and Koçak, (2016). Building a culture that upholds fundamental principles and encourages workers to be as productive as they can is essential to the goal of HRM. Human resource management is frequently shouldered with the responsibility of initiating employee development programmes and ensuring the retention of skilled individuals is sustained. This includes on-the-job training, professional programmes, or educational schemes that facilitate employees' progress and advancement within their present roles. This could translate to enhanced employee efficiency and reduced attrition rates, employees being valued, elevated job contentment, and motivation to remain with the organization (Bhakuni & Saxena, 2023).

Training programmes play a crucial role in shaping manager behaviour within organizations. Examining the efficacy of such programmes is essential for optimizing their impact. At Leadway Assurance, a Kirkpatrick model-based analysis offers a structured approach to evaluate the effectiveness of training initiatives on manager behaviour. Argyrou et al (2022) this model, developed by Donald Kirkpatrick, assesses training programmes across four levels: reaction, learning, behaviour, and results. By applying this model, Leadway Assurance can gauge how managers perceive the training, measure the knowledge and skills acquired, observe changes in behaviour, and evaluate the tangible outcomes achieved. Through this analysis, Leadway Assurance aims to assess the efficacy of its training programmes, ensure they align with organizational objectives, and ultimately foster positive manager behaviour favourable for organizational success.

It is commonly known that behaviour and learning are directly correlated. To put it another way, our behaviour always reflects what we have learned. This is particularly true in the workplace, where employees can directly affect the chances of professional advancement.

Employee behaviour is directly impacted by learning (Saengrith, et al., 2020). Individuals who are engaged in learning are more likely to be motivated to perform better, which in turn leads to better results for the organization. This can be seen in the positive changes that occur when employees receive training – increases in job satisfaction, productivity, loyalty, retention and lower attrition rate.

Employee attrition is defined as the normal departure of an employee from an organization, factors ranging from voluntary resignation, reaching retirement age, or workforce reductions Srivastava and Nair (2017). This phenomenon is quantified by evaluating the quantity of departing employees against the mean number of employees within a particular timeframe. Artelt and Gregoriades (2023) the repercussions of attrition on a company can impact its operational productivity, ROI, and overall employee satisfaction. It is imperative for organizations to comprehend and regulate attrition rates in order to uphold a steady workforce and reduce attrition, such as Leadway Assurance.

2. Literature Review

Human Resources were first developed in Europe during the 18th century. This development was based on the foundational concepts put forth by Robert Owen (1771-1858) and Charles Babbage (1791-1871) during the Industrial Revolution. These individuals recognized the essential role of people in the success of an organization and emphasized the importance of employee well-being in achieving optimal work outcomes. Without healthy workers, an organization would not be able to sustain itself. The formalization of HR as a distinct field occurred in the early 20th century, with the influence of Frederick Winslow Taylor (1856–1915). Taylor's exploration of "scientific management" aimed to enhance efficiency in manufacturing jobs, leading to a focus on labor as a key factor in the production process and prompting investigations into workforce productivity. The Industrial Revolution, which commenced in the 18th century, represented a pivotal moment in history, bringing about profound changes in various societal areas, particularly the economic and financial realms. Afolalu et al. (2021) assert that the initial revolution during the 18th century was propelled by advancements such as the emergence of the steam engine, which in turn facilitated the establishment of large-scale production in the textile and steel industries, as well as other sectors. This revolution brought about the expansion of industries and the augmentation of production capacity to an unprecedented extent. Moreover, the introduction of the steam engine revolutionized transportation and laid the foundation for the development of railways, which played a pivotal role in facilitating the movement of goods and individuals across various locations (Bogart et al., 2017).

Human Resource Management (HRM) provides a wide range of career opportunities, each with distinct pathways into the field. Most HRM positions require a minimum bachelor's degree in human resources or a related discipline. Additionally, acquiring certifications can enhance one's prospects of securing an optimal position within the broad domain of HRM. As per the United States Bureau of Labor Statistics (BLS), the field of human resources management is projected to witness a 7 percent growth rate from 2021 to 2031, resulting in approximately 12,600 new job openings, which aligns with the national average. HRM aims to create a highly skilled workforce and boost confidence and competence through the development of training packages so that employees are motivated to contribute to the organizational objectives

Conventionally, organizational training programmes have mostly taken place within a classroom setting. However, the reality is that employees acquire the majority of their knowledge and skills while performing their job duties. Many organizations and human resource professionals are grappling with the challenge of establishing and implementing effective on-the-job training programmes, commonly known as structured on-the-job training (Ahadi & Jacob, 2017). One such method is on-the-job training, which involves hands-on training while employees work in their respective roles. This approach allows employees to practice and apply job-specific skills and organizational systems in a real-world setting. On-the-job training has a significant impact on organizational development, enhancing performance and productivity and positioning businesses to remain competitive and successful. It requires employees to demonstrate specific abilities related to their field of specialization, which will be valuable in their future work environment.

The training objectives, as described by Jeelani et al. (2017), serve as the expression that both defines and measures the anticipated outcome of the learner upon completion of the training. It is crucial for organizations to ensure that this expected outcome is accurately assessed and applied appropriately. By providing a robust framework, training objectives typically result in more favorable training outcomes, as they effectively address the specific training needs within a condensed timeframe. Furthermore, training objectives play a vital role in planning and informing trainees about the expected outcomes of the training programme, making them highly significant from the perspective of stakeholders. However, it is unfortunate that these stakeholders often overlook the importance of training within the Nigerian context.

Employee behaviour is the response of an employee toward a specific situation at work (Thornton & Mckinney, 2023). Often, employee behaviour is vital in defining their interaction with other employees and their motivation at work. Employee behaviour is based on their culture and the organizational culture. Additionally, employee behaviour is shaped by how the organizations treat the workforce, either positively or negatively. Training, safety and welfare, the reward for long-time service, good remuneration, etc, are some of the factors that determine employees' behaviour on the job.

Employee attrition occurs when an employee resigns from their position and is subsequently replaced by another individual (Le et al., 2023). Additionally, Mayhew (2019) suggests that employee attrition encompasses the scenario in which new employees join an organization following the departure of others. High levels of attrition within an organization can be detrimental to its overall functioning (Azami et al., 2020). Employee attrition is an inevitable occurrence within organizations, as employees may retire due to ageing, become ill and decide to resign, receive more appealing offers from competitors, or face dismissal. Factors include inadequate compensation, dissatisfaction, lack of appreciation, and limited growth opportunities (Ramya, Ramya and Md (2016). This departure can have a negative ripple effect, influencing other employees to follow suit. Conversely, low attrition can impede organizational growth, as higher attrition rates allow for greater flexibility. It is important to note that turnover is not always detrimental, as new employees bring fresh ideas that can potentially enhance services. However, a lack of positive relationships between managers and employees, job security concerns, an unfavorable work environment, non-competitive salary, and inadequate reward packages can contribute to high attrition rates within organizations. For instance, when an employee is terminated due to misconduct, lack of productivity, or redundancy, it can ultimately benefit the organization.

2.1. Kirkpatrick's Four-Level Training Evaluation Model

In 1959, Donald Kirkpatrick, former Professor Emeritus at the University of Wisconsin, introduced Kirkpatrick's Four-Level Training Evaluation Model. He subsequently updated the model in 1975 and 1993. The Kirkpatrick model established a framework consisting of four levels for evaluating training programmes: assessing participants' reactions, measuring learning outcomes, observing behavioural changes, and examining overall results. This four-tier framework has played a crucial role in advancing the field of training assessment. It has shifted the focus of training evaluation towards outcomes and has inspired the development of various other evaluation models. Consequently, many evaluation models referenced in the literature draw from the Kirkpatrick model. This model is widely recognized as the most commonly used framework for categorizing evaluations. Furthermore, it offers a straightforward, pragmatic, and easily comprehensible approach to assessment, providing a structured methodology. It is a well-established method that does not require excessive time for implementation. The Kirkpatrick model has made significant contributions to the theory and practice of evaluation and remains highly cited in academic research. Kirkpatrick identified four levels at which training can be evaluated.

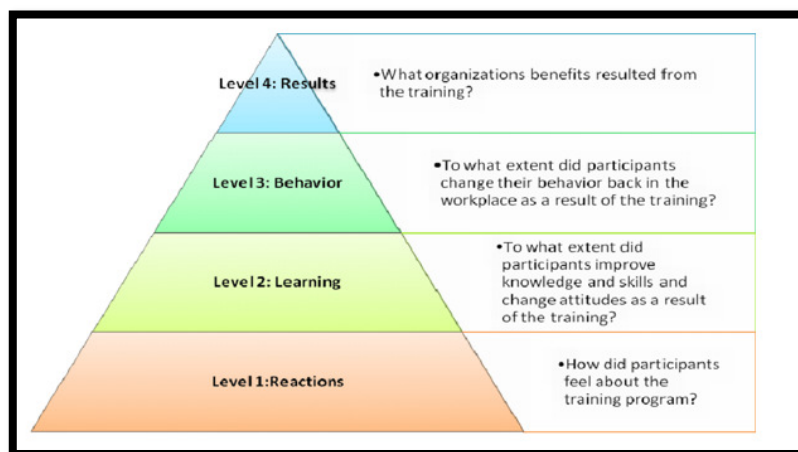


Figure 1: Kirkpatrick's Four Levels of Evaluation Model

Source: https://www.researchgate.net/figure/Kirkpatrick's-four-levels-of-evaluation-model_fig1_265425958

- **Level 1 – Reaction:** The first level of the Kirkpatrick model involves measuring the participants' reactions to the training programme. This includes assessing their satisfaction with the training, whether they achieved their learning objectives, their perception of the trainers, and any suggestions they may have for improving the programme. In the context of Leadway Assurance, it is crucial to understand how employees felt about the training they received. Did they find it appropriate and appealing? Positive reactions can indicate that the training contributes to employee satisfaction, which in turn can influence retention rates.
- **Level 2 – Learning:** The second level of the model focuses on measuring the extent to which trainees have acquired knowledge, skills, and attitudes. This can be assessed through pre- and post-testing or by comparing the performance of trained participants to a control group that did not receive the training. In the context of Leadway Assurance, the training programme has been conducted; it is important to measure whether employees have gained the necessary knowledge and skills to effectively perform their job duties by increasing the volume of production. Enhanced knowledge and skills on how to sell insurance services, thereby making money, can lead to higher job satisfaction and reduced attrition rates.
- **Level 3 – Behaviour:** The measurement is conducted to determine whether the training has elicited a change in the employee's behaviour upon their return to the job. This evaluation can be carried out by the participants themselves, their supervisors, or the trainer. It involves assessing the impact of the training on job performance by observing the actual performance on the job. In the case of Leadway Assurance, this entails examining whether employees are applying the knowledge and skills acquired during the training in their daily tasks. If the training has a positive influence on behaviour, it can result in enhanced job performance, which, in turn, can affect employee retention.
- **Level 4 – Results:** The measurement aims to ascertain the extent to which the training has benefitted the employer. This involves assessing the impact of the training programmes on the achievement of organizational objectives. Given that outcomes such as productivity, turnover, quality, time, sales, and costs are tangible, this type of evaluation can be done by determining the return on investment (ROI) or comparing behaviour against a benchmark. For Leadway Assurance, this entails evaluating whether the training has led to a decrease in employee turnover and an improvement in retention rates.

2.2. Social Learning Theory

Albert Bandura, a notable American social learning theorist, is widely recognized for his theory, which is known as Bandura's social learning theory. Bandura introduced this theory in 1977 and remains its primary proponent. According to Bandura, learning occurs through vicarious or observational means, as individuals incorporate and imitate the behaviour

of those around them. Observational learning, which involves acquiring knowledge through indirect experiences, forms the foundation of the social learning theory. Advocates of this theory emphasize that the majority of our learning is acquired simply by observing and listening to others. From the very beginning, employees keenly observe the behaviour of others, particularly those in prominent positions, such as top leaders within the organization and longstanding employees in the community. Subsequently, they strive to imitate and replicate the observed behaviour. The power of observational learning is evident in our daily lives through the relationships we form and the observations we make. Observational learning provides employees with additional dimensions and opportunities for learning, in addition to their own experiences and direct interactions with environmental consequences. This form of learning has reduced the need for individuals to personally undergo every experience, enabling them to learn from the examples set by others. According to social learning theory (Mukherjee, 2002), individuals acquire knowledge and skills by observing and replicating the behaviour of others within their social environment. This type of learning involves several processes or steps:

- Observing and taking in the behaviour: The first step is attending to and perceiving the behaviour. During this stage, an employee is required to carefully observe the actions of a model. Certain aspects of the model's behaviour may capture the employee's attention and become the focus of close scrutiny.
- Recalling the actions: The second step involves remembering the observed behaviour: The employee stores the observed behaviour in their memory as mental pictures.
- Putting the memory to use through action: The third step is converting the memory into action. The employee analyses the observed and remembered behaviour, considering its acceptability in terms of their own self and their environment. Only after this analysis does the employee transform the behaviour into action, imitating the relevant and accepted aspects of the model's behaviour.
- Reinforcement of the behaviour that was replicated: The final step is reinforcement of the imitated behaviour. In this stage, the behaviour imitated by the employee is reinforced to promote its proper adoption and continued practice. The way individuals express emotions, exhibit sympathy or prejudice, communicate orally or in writing, dress, eat, take the initiative, or shy away from tasks is influenced by what they have observed, remembered, imitated, and reinforced through various model learning experiences as proposed by the social learning theory.

2.2.1. Empirical Review

Ogbu and Idowu (2017) conducted a study on the influence of employee training on the organizational performance of selected insurance firms in Abuja. A questionnaire was administered to a sample population of one hundred and twenty (120) employees. The study analyzed the formulated hypotheses using the t-test statistical technique to ascertain the relationship between employee training and organizational performance. The study observed that induction and orientation significantly affect employee job effectiveness. Additionally, it was discovered that on-the-job training has a significant relationship with employee productivity, while off-the-job training has a significant relationship with employees' innovativeness in the insurance industry.

Diamantidis and Chatzoglou (2014) examined the medium- to long-term effects of training programmes on firms by utilizing an integrated research model that combines the principal factors identified in the existing literature as being associated with training transfer. The study also investigated the relationship between training transfer and operational performance. The selected transfer factors were training design, trainee self-efficacy, and work environment. The validity of this model was verified by using the structural equation modeling approach on data collected from 126 employees who had participated in various training programmes in several Greek organizations. The results show that the design of a training programme has the most important impact on post-training job performance, along with trainees' self-efficacy and post-training behaviour.

Truitt (2011) explores the connections between training experiences and attitudes towards perceived job proficiency. Using a sample of 237 full-time salaried/exempt and hourly/nonexempt employees from one academic institution and three businesses in Maryland, Delaware, and Arizona, the author found a direct relationship between positive training experiences and attitudes and one's proficiency. The study found that 86.8% of individuals who had undergone updated training had the most positive attitudes towards training ($\gamma = .293$, $p < .05$). Furthermore, 80% of those with negative training attitudes also held negative views on their proficiency ($\gamma = .465$, $p < .000$).

On the other hand, Gilal et al. (2015) investigated the behaviour of organizations towards training programmes and the impact of employee training on organizational performance. The study surveyed a total of 246 respondents using non-probabilistic sampling techniques. The results showed a negative attitude towards employee training programmes in the banking industry of Pakistan. Respondents believed that the industry does not provide extensive training, lacks a formal performance appraisal mechanism, and does not regularly impart cutting-edge knowledge and skills. Moreover, employees believed that their organizations were battling to provide training and were unwilling to invest in training and skills development programmes. However, the study concluded that employee training has a solid positive effect on organizational performance. In the present work, however, managers' behaviour on the job performance will be assessed with respect to training programmes.

Han et al. (2023) aimed to investigate the influence of green training on green experience, employee satisfaction, turnover intention, and customer satisfaction, as well as its implications for the effectiveness of Green HRM in the hospitality sector. A quantitative approach was employed to examine a path model using partial least squares structural equation modeling (PLS-SEM). Two separate sets of questionnaires were developed for employees and customers in the hospitality sector to assess the relationships between green training, employee turnover, and customer satisfaction. The findings suggest that green training contributes to the development of green experience. Moreover, green experience has a

positive impact on both employee and customer satisfaction. However, employee satisfaction does not exert a significant influence on turnover intention and subsequent customer satisfaction.

Aleem and Bowra (2020) conducted a study to explore the role of training and development in relation to employee retention and organizational commitment in the banking sector of Pakistan. The study population consisted of the eight major banks in Pakistan, including Islamic, foreign, public, and private banks. The researchers employed a sequential exploratory design, utilizing both qualitative and quantitative data collection methods. Purposive sampling was used for interviews, while multistage sampling was employed for the questionnaire. The findings of the study clearly indicate a significant and positive association between training and development and employee retention and commitment. Training and development play a crucial role in enhancing employee career growth, compensation, skills, and capacity building to provide high-quality services to clients and achieve organizational objectives.

Abba (2018) examined the connection between training and development and employee retention in selected banks within the Bauchi metropolis. The research followed a qualitative approach, specifically employing a descriptive-causal survey method. Data were collected through the administration of questionnaires and analyzed using multiple regression analysis. The findings revealed a positive relationship between training and development and employee retention, indicating that training and development significantly contribute to employees' commitment to the organization.

Omoikhudu (2017) conducted a study to assess the impact of training and development on employee retention in the retail sector. The research focused on the role of coaching in Mark and Spencer Company, a leading retailer in Dublin, Republic of Ireland. A cross-sectional research design was adopted, employing a quantitative approach for data collection. The data collection method included the use of a structured questionnaire. Both probability and non-probability sampling techniques were utilized for sample selection, with purposive sampling employed for non-probability sampling and simple random sampling for probability sampling. The data were analyzed using the Statistical Package for Social Sciences (SPSS) for a better understanding of the results. A sample size of 150 was used in the study. However, the findings discovered that training and coaching have no significant impact on employee retention in Mark and Spence, contrary to the present study.

Syed and Faisal (2023) conducted a study to examine the influence of training and development on turnover intentions within the banking sector of Karachi. The study included a total of 300 participants, consisting of both managerial and non-managerial employees from the banking sector of Karachi. The researchers utilized a structured questionnaire consisting of 16 items, with 5 questions each, pertaining to on-the-job training, orientation process, organizational commitment, and turnover intentions. This research adopted a quantitative approach, employing structured questions based on the Likert scale. The findings were derived through multiple regression analysis and correlation testing to evaluate the hypotheses. The variables found to have a positive impact on turnover intention were organizational commitment and on-the-job training. This study provides valuable insights for organizations in effectively planning and implementing strategies to reduce turnover intentions within the banking sector of Karachi.

Another study conducted by Nkosi (2015) investigated the effects of training on employee commitment, retention, and performance within a local municipality located in Mpumalanga province, South Africa. The research employed a descriptive approach with a quantitative method for data collection. The quantitative approach utilized structured questionnaires. The researcher utilized convenience sampling to select the respondents, with a sample size of 130 individuals representing three managerial levels within the local municipality: top-level management, middle-level management, and lower-level management. The results of a multiple regression study employing the ordinary least squares regression technique verified that training significantly impacts employee commitment, retention, and performance enhancement in the local municipality under investigation.

Similarly, Ldama and Bazza (2015) conducted a study exploring the impact of training and development on employee retention within selected commercial banks. The study took place in Adamawa State, Nigeria, in 2015. The researchers employed an exploratory research design and utilized non-probability sampling techniques. Four local government areas were selected using purposive sampling: Yola North, Yola South, Mubi North, and Numan. The systematic random sampling technique was then used to select five commercial banks: Diamond Bank, First Bank, Keystone Bank, Union Bank, and Unity Bank, resulting in a total population of 403. The sample size for the study was 201. Questionnaires were administered to the 201 respondents using a convenient sampling technique. Data analysis was conducted using the Social Sciences Statistical tool (SPSS). The study revealed a positive effect of training on employee retention.

Another study conducted by Terera and Ngirande (2014) aimed to assess the impact of training on employee job satisfaction and retention among administrative staff members of a selected tertiary institution. The study was carried out in the Eastern Cape Province of South Africa. The research implemented a descriptive and cross-sectional study design, utilizing a quantitative approach for data collection. A structured questionnaire was employed as the quantitative method. The researchers utilized probability sampling techniques to select the samples, including simple random sampling. Data analysis was conducted using the Statistical Package for Social Sciences (SPSS) version 20.0. The data collection process took one month. One hundred and twenty (120) was the sample size out of a total population of one hundred and ninety (190). The findings showed that there is no significant relationship between training and staff retention. On the other hand, work satisfaction and retention among employees are significantly positively correlated.

The investigation conducted by Pradhan and Shrestha (2022) examines various aspects such as training and development, career planning, employee involvement, service sector, and resource management. The objective of this research is to explore the impact of training and development and career planning in organizations within the Nepalese service sector. Data for this study was collected from a variety of service organizations, including banks, insurance companies, telecommunications companies, hospitals, and colleges. A total of 502 questionnaires were distributed, and 82.97 percent of the completed and returned questionnaires were utilized for analysis. The data was analyzed using

descriptive statistics, correlation, and multiple regression. The findings of the study indicate that organizational training and development, as well as career planning, significantly influence employee involvement and job performance. Nepalese service sector organizations allocated budgetary resources for additional employee training and development programs. Furthermore, providing employees with career development opportunities is essential to enhance employee retention. In contrast, Sija (2021) presents a different perspective in their study. The objective of this research is to measure job satisfaction and its impact on employee turnover intention within the Malaysian financial service industry. The study examines the relationships between compensation and benefits, employee recognition, supervision support, promotional opportunities, and turnover intention. Data was collected from 127 employees working in four banks, and the study formulated five hypotheses. Descriptive and inferential data analysis techniques were employed to analyze the data. The results highlight promotional opportunities as the strongest predictor of employee turnover intention, emphasizing the need for organizations to address turnover issues seriously.

Ebeh (2021) investigated the predictors of hospitality employees' organizational commitment in Awka, Anambra State, Nigeria, focusing on pay satisfaction, perceived training, and age. The study included 182 employees from four different hotels in Awka, with ages ranging from 23 to 48 years and a mean age of 26.10. The participants' levels of organizational commitment were measured using the Organizational Commitment Scale by Buchanan (1974), while pay satisfaction was assessed using the Pay Satisfaction Questionnaire by Heneman and Schwab (1985). The perceived training level was evaluated through self-report assessment questions. The data collected was analyzed using hierarchical multiple regression within a cross-sectional survey design. The results indicated that younger hospitality employees exhibited significantly higher organizational commitment levels than their older counterparts. Furthermore, higher levels of perceived training and pay satisfaction were found to significantly enhance the organizational obligation of hospitality employees in Awka.

2.2.2. Statement of the Problem

Organizations expected a positive impact in terms of an increase in ROI after carrying out a series of training sessions with their employees. The purpose of training programmes is to enable employees to develop the capacity to solve problems related to the job, increase the knowledge to work efficiently and effectively, acquire new skills, motivate the employees to stay in the company for a long time, reduce attrition rate, etc. It is predicted that the training programmes in Leadway Assurance would cause a shift in the behaviour of the managers in the four areas. The problem that this research is centered around is to assess the efficacy of training programmes on employee's behaviour and attrition rate at Leadway Assurance: a Kirkpatrick model-based analysis.

2.2.3. The Aim of the Study

Training programmes efficacy on managers' behaviour at Leadway Assurance: a Kirkpatrick model-based analysis

2.2.4. The Objectives of the Study

- Determine the efficacy of the training programmes on employees' behaviour and job performance.
- Determine the efficacy of training programmes on employee attrition rate in Leadway Assurance Company.

2.2.5. Research Questions

- What is the efficacy level of training programmes in terms of employees' behaviour and job performance?
- What is the efficacy level of training programmes on employee attrition in Leadway Assurance Company?

2.2.6. Hypothesis

H₀₁: There is no significant difference in employees' behaviour with training programmes, with respect to age in Leadway Assurance Company.

3. Methodology

An ex-post-facto approach was used as the research design for this study. The training programmes have been carried out in this study. The population of this study consisted of 200 managers from Leadway Assurance Company throughout four areas in Nigeria. There are 200 managers overall, divided into the Southern Region (50), the Northern Region (55), the Eastern Region (25), and the Western Region (70). This population's source was the employment data record of Leadway Assurance Company. Using an electronic questionnaire, the researcher gathered information from the Leadway Assurance Manager. The Company's Agency Commission list served as the information's source. 200 managers from Leadway Assurance Company's four regions made up the study's sample. Consequently, since the entire population was engaged, census sample procedures were applied. 169 managers out of 200 managers completed and submitted the Google Form e-questionnaire, making 169 managers the sample size.

The " Training programmes efficacy on managers behaviour at Leadway Assurance: a Kirkpatrick model-based analysis (TPEMBKSQ)," a self-developed tool, was utilized to gather data. The internal consistency approach of Cronbach's alpha was used to determine the instrument's reliability. Employee's Behaviour on Job Performance from Training Programme Scale (EAKSTPS) had .869 and efficacy of Training Program on Employee's Attrition Scale (ITPETERS) had .836.

The Instrument was divided into two sections - Part A and Part B. Part A contains items that are socio-demographic in nature, such as sex, age, years of experience, and location/region of the employees. Section A contains items on employees' behaviour and job performance from the training programme. This section contains 12 items assessing the behaviour that encompasses the application of new knowledge, skills, and strategies gained from the training

programmes, reflecting on daily tasks and managerial effectiveness as a whole. Respondents are to respond to the items using the response format of Very High Impact (VHI) =4, High Impact (HI) =3, Low Impact (LI) =2 and Very Low Impact (VLI) =1.

Section B contains items on the impact of these training programmes on employees' attrition. This section contains 10 items assessing the impact of these training programmes on employee turnover, which is the rate at which employees leave their jobs, and retention, which is the rate/tendency of employees to stay back on their jobs. Respondents are to rate the extent of the impact of these programmes on attrition using the response format of Very High Impact (VHI) =4, High Impact (HI) =3, Low Impact (LI) =2 and Very Low Impact (VLI) =1.

The Leadway Managers National Platform was used to collect the necessary data from the respondents by distributing the instrument to them. The e-questionnaire link was sent to the respondents. After the respondents completed the questionnaires via email, the researcher got them. The mean, standard deviation, and percentage were utilized to address the research issues. Analysis of variance (ANOVA) was used to evaluate the hypotheses at the 0.05 significant level.

4. Results

- RESEARCH QUESTION 1: Determine the efficacy of the training programmes on employees' behaviour and job performance.

S/N	Statements	VHI(4)	HI(3)	LI(2)	VLI(1)	Total	Mean	Standard Deviation
21	I have successfully implemented skills from the self-leadership training.	85 (50.3)	70 (41.4)	13 (7.7)	1 (0.6)	169	3.4142	0.6592
22	The training in leading and building a high-performance sales team has influenced my team management skills.	95 (56.2)	59 (34.9)	13 (7.7)	2 (1.2)	169	3.4615	0.6901
23	I am able to restrain myself from certain activities after training on self-discipline	99 (58.6)	57 (33.7)	12 (7.1)	1 (0.6)	169	3.5030	0.6558
24	The conflict management training has enhanced my ability to handle workplace conflicts	109 (64.5)	52 (30.8)	7 (4.1)	1 (0.6)	169	3.5917	0.6017
25	The coaching and team-building training has improved my team collaboration	94 (55.6)	63 (37.3)	12 (7.1)	0 (0.0)	169	3.4852	0.6278
26	I actively seek ways to apply insurance manager skills gained via the training programs to my daily job activities	105 (62.1)	57 (33.7)	6 (3.6)	1 (0.6)	169	3.5740	0.5943
27	I have demonstrated improved self-leadership behaviours in my managerial role	113 (66.9)	49 (29.0)	7 (4.1)	0 (0.0)	169	3.6272	0.5644
28	Leading and building the high-performance sales team has improved my team collaboration	113 (66.9)	52 (30.8)	4 (2.3)	0 (0.0)	169	3.6450	0.5272
29	My behaviour at work has positively changed after the growth strategy training.	103 (60.9)	62 (36.7)	3 (1.8)	1 (0.6)	169	3.5799	0.5626
30	The competency of insurance manager training has impacted my performance	111 (65.7)	51 (30.2)	7 (4.1)	0 (0.0)	169	3.6154	0.5670
31	The growth strategies training has improved my job effectiveness	114 (67.4)	50 (29.6)	5 (3.0)	0 (0.0)	169	3.6450	0.5384
32	The digital transformation training has influenced and improved my team collaboration	117 (69.2)	46 (27.2)	5 (3.0)	1 (0.6)	169	3.6509	0.5691
Behaviour Overall							3.5661	0.3958

Table 1: Mean and Standard Deviation Values Showing Employees' Behaviour on Job Performance with the Training Programmes on Job Performance

(Figures in parentheses are percentages)

Table 1 shows an overall mean value of 3.5661 concerning employees' behaviour with training programmes. This indicates that the training programs had a very high impact on the employees' job performance. This is factored on the premise that a criterion mean point of 4.00 and above indicates that employees' behaviour with training programmes has a very high impact, while below indicates a low impact.

- RESEARCH QUESTION 2: Determine the efficacy of training programmes on employee attrition rate in Leadway Assurance Company.

S/N	Statements	VHI(4)	HI(3)	LI(2)	VLI(1)	Total	Mean	Standard Deviation
33	The training on self-leadership has impacted my desire to stay in my current managerial role	79 (46.7)	79 (46.7)	10 (6.0)	1 (0.6)	169	3.3964	0.6289
34	The self-leadership training has increased my commitment and job satisfaction.	75 (44.4)	80 (47.3)	14 (8.3)	0 (0.0)	169	3.3609	0.6314
35	Leading and building high-performance sales team training has increased my motivation to continue in my role.	76 (45.0)	80 (47.3)	13 (7.7)	0 (0.0)	169	3.3728	0.6245
36	Leading and building the high-performance sales team training has made me satisfied and committed to the job.	80 (47.3)	76 (45.0)	13 (7.7)	0 (0.0)	169	3.3964	0.6289
37	The conflict management training has influenced my intention and motivation to remain with the company.	75 (44.4)	69 (40.8)	22 (13.0)	3 (1.8)	169	3.2781	0.7557
38	The conflict management training has affected my satisfaction with the job.	61 (36.1)	81 (47.9)	23 (13.6)	4 (2.4)	169	3.1775	0.7507
39	The competency of insurance manager training has affected my commitment to the organization.	74 (43.8)	76 (45.0)	14 (8.3)	5 (3.0)	169	3.2959	0.7449
40	The competency of insurance manager training has influenced my job satisfaction.	72 (42.6)	77 (45.6)	19 (11.2)	1 (0.6)	169	3.3018	0.6884
41	The training programs have made me reconsider seeking opportunities elsewhere.	39 (23.1)	55 (32.5)	27 (16.0)	48 (28.4)	169	2.5030	1.1346
42	I feel more satisfied and committed to the company due to the training programs at Leadway Assurance.	86 (50.9)	62 (36.2)	20 (11.8)	1 (0.6)	169	3.3787	0.7145
Attrition Overall							3.2462	0.4934

Table 2: Mean and Standard Deviation Values Showing the Efficacy of Training Programmes on Employees' Attrition Rate (Figures in Parentheses Are Percentages)

Table 2 shows an overall mean value of 3.2462 concerning employee attrition rate with the training programmes. This indicates that the training programmes had a high impact on the employee attrition rate with the training programmes. This is factored on the premise that a criterion mean point of 3.00 and above indicates that employee attrition with the training programmes had a high impact while below are not impacted.

	AGE	BELOW 30 YEARS			30-39 YEARS			40-49 YEARS			50 YEARS & ABOVE		
		Statements	N	Mean	Std. Deviation	N	Mean	Std. Deviation	N	Mean	Std. Deviation	N	Mean
21	I have successfully implemented skills from the self-leadership training.	3	3.3333	0.5774	55	3.4364	0.6314	96	3.4063	0.6894	15	3.4	0.6325
22	The training in leading and building a high-performance sales team has influenced my team management skills.	3	3	0	55	3.4	0.83	96	3.5208	0.6321	15	3.4	0.5071
23	I am able to restrain myself from certain activities after training on self-discipline	3	3.6667	0.5774	55	3.3273	0.7711	96	3.5938	0.5727	15	3.5333	0.6399
24	The conflict management training has enhanced my ability to handle workplace conflicts	3	4	0	55	3.6727	0.4735	96	3.5729	0.6112	15	3.3333	0.8997
25	The coaching and team-building training has improved my team collaboration	3	3.3333	0.5774	55	3.4909	0.5733	96	3.5208	0.6486	15	3.2667	0.7037
26	I actively seek ways to apply insurance manager skills gained via the training programs to my daily job activities	3	3.6667	0.5774	55	3.5455	0.5381	96	3.5938	0.6083	15	3.5333	0.7432
27	I have demonstrated improved self-leadership behaviours in my managerial role	3	4	0	55	3.5091	0.5733	96	3.6979	0.5642	15	3.5333	0.5164
28	Leading and building the high-performance sales team has improved my team collaboration	3	4	0	55	3.5455	0.5381	96	3.7188	0.5171	15	3.4667	0.5164
29	My behaviour at work has positively changed after the growth strategy training.	3	3.6667	0.5774	55	3.5273	0.5394	96	3.625	0.5666	15	3.4667	0.6399

	AGE	BELOW 30 YEARS			30-39 YEARS			40-49 YEARS			50 YEARS & ABOVE		
		Statements	N	Mean	Std. Deviation	N	Mean	Std. Deviation	N	Mean	Std. Deviation	N	Mean
30	The competency of insurance manager training has impacted my performance	3	3.6667	0.5774	55	3.5818	0.5991	96	3.6458	0.5616	15	3.5333	0.5164
31	The growth strategies training has improved my job effectiveness	3	4	0	55	3.6364	0.5222	96	3.6458	0.5616	15	3.6	0.5071
32	The digital transformation training has influenced and improved my team collaboration	3	3.3333	0.5774	55	3.5636	0.6601	96	3.6979	0.5256	15	3.7333	0.4577
	Behaviour Overall	3	3.6389	0.1272	55	3.5197	0.3689	96	3.6033	0.4157	15	3.4833	0.3924

Table 3: Employee Behaviour on Job Performance with Training Programmes Classified By Age

Table 3 shows mean values of 3.6389 for employees under 30, 3.5197 for those 30-39, 3.6033 for those 40-49, and 3.4833 for those 50 years and above concerning the impact of behaviour on job performance. This shows that the training programmes highly impacted the behaviour of all employees irrespective of age range.

Tests of Between-Subjects Effects					
Dependent Variable: Behaviour Mean					
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	0.370 ^a	3	0.123	0.784	0.504
Intercept	473.465	1	473.465	3010.724	0.000
Age	0.370	3	0.123	0.784	0.504
Error	25.948	165	0.157		
Total	2175.472	169			
Corrected Total	26.318	168			

a. R Squared = 0.014 (Adjusted R Squared = -0.004)

Table 4: Summary of Analysis of Variance (ANOVA) of Employee Behaviour on Job Performance with Training Programmes Classified by Age

Table 4 reveals a value of $F_{3,165} = 0.784$, $P = 0.504$ ($P < 0.05$); therefore, the null hypothesis is retained. In other words, there is no significant difference in employees' behaviour on job performance with training programmes classified by age.

5. Discussion

5.1. Determine the Efficacy of the Training Programmes on Employees' Behaviour on Job Performance

Findings revealed that employees' behaviour and job performance were very highly impacted by the training programmes, maybe because the organization's behaviour towards the growth of the employees is positive and paramount. Management sees the importance of training and re-training of staff and invests in the training programmes. To whom much is given, much is expected. As the saying goes, the reason for a very high impact on employees' behaviour on job performance may be that the organization expect an increase in productivity after investing so much in training workers; hence, there will be no excuses for service failure. Also, training programmes increase self-confidence and self-efficacy, and employees with such qualities will translate these characteristics into the workplace. Similarly, positive change in behaviour on job performance may be triggered by training programs since they help employees ascend rapidly in their careers; individuals need to think innovatively. In accordance with the current investigation, Diamantidis and Chatzoglou (2014) conducted a study to analyze the long-term consequences of training programmes on organizations through a unified research model that combines the key factors identified in existing literature as being associated with training transfer. Additionally, they examined the correlation between training transfer and operational performance. The selected transfer factors include training design, trainee self-efficacy, and work environment. The study involved 126 employees who participated in various training programmes within several Greek organizations. The findings revealed that the design of a training programme has the most significant impact on job performance after training, along with trainees' self-efficacy and post-training behaviour. Furthermore, to corroborate these findings, Truitt (2011) explored the

connections between training experiences and attitudes towards perceived job proficiency. In a sample of 237 full-time salaried/exempt and hourly/nonexempt employees from an academic institution and three businesses in Maryland, Delaware, and Arizona, the author discovered a direct association between positive training experiences and attitudes and job proficiency. The study indicated that 86.8% of individuals who had undergone updated training exhibited the most positive behaviour towards training ($\gamma = .293, p < .05$). Also, 80% of individuals with negative training behaviour also held negative views regarding their proficiency ($\gamma = .465, p < .000$). There are conflicting opinions in Gilal et al.'s (2015) study on the impact of employee training programmes on organizational performance in the banking industry of Pakistan. The results showed negative behaviour towards training programmes, with employees believing they are not being adequately trained and there is no formal performance appraisal mechanism. Additionally, employees believed their organizations showed resistance to providing training and investing in training. Because of the negligence in the attitude of the organization in organizing training programmes, the employees have a negative attitude towards training programmes.

5.2. Determine the Efficacy of Training Programmes on Employee Attrition Rate in Leadway Assurance Company

The findings of the study revealed that the training programmes had a high effect on the employees' attrition rate. This simply means that the training programmes had a positive attrition level due to self-discovery and career development increase after the training programmes. When employees are pleased with the organization, the rate at which employees exit will reduce, thereby increasing the retention rate. It may also be that the employees feel fulfilled with their current job and happy with professional development due to training programmes. Job security may also be a factor that has a high impact on the attrition rate. In a study, Syed and Faisal (2023) examined the impact of training and development on turnover intentions in Karachi's banking sector. A total of 300 respondents, including managerial and non-managerial employees, were surveyed using a structured questionnaire. The findings suggest that organizational commitment and on-the-job training positively impact turnover intentions, aiding in effective planning and implementation. Training programmes are some of the symbols of commitment from the organization to the employees, which leads to a sense of belonging, thereby impacting the manner in which the employees leave their jobs. The findings of the current study are in agreement. Another research conducted by Ldama and Bazza (2015) provided additional evidence in favor of employee retention. The focus of this study was to examine how training and development initiatives impact employee retention in the commercial banking sector. The researchers employed an exploratory research design and utilized non-probability and systematic random sampling techniques to select five banks from four local government areas. A total of 201 participants completed questionnaires as part of the survey. The collected data was then analyzed using the Statistical Package for the Social Sciences (SPSS). The findings revealed a positive relationship between training and employee retention. However, there is a contrasting perspective presented by Sija (2021) in a separate study. In this particular research, the objective was to assess the influence of job satisfaction on employee turnover intention within the Malaysian financial service industry. The study explored the associations between compensation and benefits, employee recognition, supervision support, promotional opportunities, and turnover intention. The results indicated that promotional opportunities emerged as the most significant predictor of employee turnover intention, highlighting the importance of addressing turnover issues seriously.

6. Conclusion

Based on the results, it is known that the managers in the four regions had a positive behaviour on the job performance on a very high impact and attrition rate was also on a high impact due to the training programmes. The differences in behaviour on the job performance and attrition were not statistically significant between employees at different ages. As a result, training programmes are an instructional strategy that all organizations ought to implement. Regular employee training will boost production and result in a high return on investment, in addition to positively altering employees' behaviour on the job. Employees with training programmes are better equipped to grow cognitively while working. As the employee advance in their job endeavor, it strengthens their feeling of commitment and collaboration mindset. Training programmes lower the attrition rate of Leadway Assurance while increasing the retention rate by instilling a sense of duty to offer more to the firm for its significant training investment.

7. Recommendations

Based on the findings, the behaviour of the employees' job performance was highly impacted; therefore, training programmes should be sustained as part of developing the employees on the job. Employees in Leadway Assurance should be exposed to different training methods such as online training, hybrid training, and application of digital tools to facilitate and ease the process in the workplace. From the findings of this study, employees within the age barrack of 30-39 years are more satisfied than the employees below 30 years of age; therefore, it is recommended that the training programmes in Leadway Assurance should be edited and upgraded to meet the needs of the employees especially the younger employees below 30 years of age. Instructors in Leadway Assurance should act as instructors, mentors, and guides to employees. Training should be learner-centered; this method promotes ownership and responsibility to learning.

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