



Effect of Training and Development on the Turnover Intentions of Faculty Members in Universities of Pakistan

Altaf Hussain^{*1}, Nazim Ali², Asghar Ali³, Itbar Khan⁴, Mohib Ullah⁵, Mohammad Hanif Khan⁶, ^{1,2}Assistant Professor, Department of Commerce and Management Sciences, University of Malakand, Khyber Pakhtunkhwa, Pakistan, ^{3,4}Assistant professor, Department of Education, University of Malakand, Khyber Pakhtunkhwa, Pakistan, ⁵Assistant Professor, IBL, Abdul Wali Khan University Mardan, Pabbi, Campus, ⁶Assistant Professor, Department of Tourism and Hotel Management, University of Malakand, Khyber Pakhtunkhwa, Pakistan,
Email: 1altafhussain@uom.edu.pk, 2nazimali100@yahoo.com,
3asghar5290100@yahoo.com, 4itbarkhan@uom.edu.pk,
5muhib@awkum.edu.pk, 6hanifyousafzai@uom.edu.pk

The study investigated the effect of training and development (T&D) on the turnover intention of faculty members in public sector universities in Pakistan. A questionnaire was administered for collecting data from 306 from university teachers. Confirmatory factor analysis, using structural equation modeling (SEM), was applied to validate the relationships among the variables. The findings showed that T&D are vital for improving the knowledge, skills, and abilities of the academic staff, and equally reducing staff turnover intentions. Moreover, the research highlighted that all the three dimensions of T&D—professed availability of training, motivation to learn from training, and professed benefits of training—were statistically significant with turnover intention, hence confirming the findings of the earlier studies on the topic. Moreover, the findings confirm social exchange theory. The implications of the study for stakeholders have been given. Higher Education Commission (HEC) of Pakistan has provided T&D programs to the faculty at universities for improving the KSAs of faculty members; however, the amount of research available to know the views of faculty members regarding T&D programs is equal to naught. Therefore, little is known about the nature of T&D programs directly from the viewpoint of the faculty members.



Keywords: *Effect of training and development, turnover intentions, higher education, faculty*

Introduction

Organizations of both profitable and non-profitable natures implement new practices and procedures to ensure proper utilization of resources having efficiency and effectiveness. Human resource is considered vital for all organizations in the world (Chughtai and Naeem, 2013). Successful organizations always signify and emphasize the role of the human element in the effectiveness of organizations and stress on the development, satisfaction, commitment, and motivation of employees for the accomplishment of chosen objectives (Hussain, Yusoff, Banoori, Khan & Khan, 2016; Mullins, 2007). Valuing human resources show that organizations have to develop their employees for achieving the best possible results. Good organizations always focus on the T&D of employees (Huerta, Audet, & Peregort, 2006; Hussain et al., 2016). The importance of T&D has been recognized by many studies (Ndulue, 2012; Salas, Tannenbaum, Kraiger, & Smith-Jentsch, 2012). According to Jex and Britt (2014), valuable committed employees are the result of T&D, and such commitment reduces the intention of employees to quit organizations. Despite such findings, managers are hesitant to finance T&D, specifically in the tertiary education in Pakistan, where the turnover intention of employees is significant (Ashraf, Ahmad, & Haider, 2016; Habib, Mukhtar, & Jamal, 2010).

When organizations do not provide sufficient opportunities for T&D to employees, this engenders high turnover intentions (Pfeffer & Sutton, 2006). To minimize such intentions, the organization needs to invest in the T&D of employees. Such steps of organizations make the employees feel important, and resultantly they take good care of organizations (Kuvaas, 2008). Nonetheless, by upgrading the employees in knowledge, skills, and abilities (KSAs) through training, there is a fear that attitude toward abandoning might increase as the employees become attractive to other organizations (Haines, Jalette, & Larose, 2010). So due to varying results and want of clarity regarding the relationship between training with turnover intention, further query is required to better understand the relationship between these interventions (Ahmad, 2011; Batt, Colvin, & Keefe, 2002; Joarder & Sharif, 2011; Shaw, Delery, Jenkins, & Gupta, 1998).

A detailed evaluation of the current literature regarding the function of training and its effect on the turnover intention of employees give some mixed results about the nature of the relationship. This phenomenon has received recognition from foremost researchers, and they have suggested that more comprehensive analysis may be conducted both in developing and underdeveloped countries (Dardar, Jusoh & Rasli, 2011). One of the recent research on the role of training and its influence on turnover intention did not substantiate and confirm its positive effect on employee turnover intention (Jehanzeb, Rasheed, & Rasheed, 2013). The study has attempted to examine in depth the relationship between training with turnover intention and confirm such a relationship amongst the faculty members in universities of Pakistan.



The issue of turnover is serious in almost every sector of the globe specifically in the academic sector, and this has been pinpointed in many countries, not limited to developing world. (Ng'ethe, Iravo, & Namusonge, 2012; Yousaf, 2010). The facts and figures regarding turnover in the academic sector vary from country to country, such as 7.7 % was reported in the United States, 68 % of academia in Australia have the intention to leave the higher education sector and the same condition has also been seen by faculty members in South Africa (Ng'ethe et al., 2012; Yousaf, 2010). Several researchers report the same trend of high turnover intention among faculty members in Pakistan (Ashraf et al., 2016; A. A. Chughtai & Zafar, 2006; Shah, Fakhr, Ahmad, & Zaman, 2010). High turnover in the academic sector may have critical consequences, especially when good academicians quit an organization. These academicians equipped with good human resources, skills, take away with them their research, experience, and skills (Ashraf et al., 2016; Bester, 2008; A. A. Chughtai & Zafar, 2006). Various researchers through theoretical and empirical studies investigated and identified different reasons for employees' turnover (Ng'ethe et al., 2012; Ongori, 2007). But non availability of T&D may be one of the motives for employee turnover in organizations (Adekola, 2012; Ng'ethe et al., 2012).

Literature Review

Training and Development

Several studies confirmed T&D as a form of human capital investment whether carried out by an individual or a firm (Goldstein, 1991; Wentland, 2003; Olayemi, 2012; Marimuthu, Arokiasamy, & Ismail, 2009). Employees' job skills are enhanced once they are hired and provided with T&D. Similarly, organizations expect these employees to acquire new skills and knowledge as a result of T&D, use them for the improvement of their services and help others to grow as well. (Noe, 1999). To increase their marketability, employees require good opportunities for T&D. It used to be a conventional perception that if organizations make employees marketable by the provision of T&D, they will quit the organization at the first-hand opportunity but today organizations have found that trained employees prefer to stay longer in organizations. Certainly, it is observed that when the T&D of employees in organizations end, turnover tends to begin (Jamrog, 2002; Wiens-Tuers, 2001). Similarly, various studies have declared T&D as a symbol of employers' commitment to their staff (Brum, 2007; Owens, 2006; Storey & Sisson, 1993). Such organizational strategy is a reflection of value addition instead of lowering cost. The world's leading companies have acknowledged the fact if the organizations intend to attract and retain the flexible and technologically sophisticated employees for success in the digital economy, they are to be provided with wide-ranging career and skills development chances (Bassi & Van Buren, 1999; Cooperman, 2001).



In today's fast-changing and competitive environment, if the employees tend to maintain standard performance, they would require to gain new knowledge, skills, and abilities that come from T&D. Hence, the success of organizations depends on the degree of provision of training for their career and professional development (Joarder, Sharif, & Ahmmed, 2011). T&D are considered exceptional tools for the improvement of the quality of employees. It not only improves workers' capabilities but also gives them guidance and support in getting enduring career improvement and skills on the job (Liu, 2004; Paré & Tremblay, 2007).

Dimensions of Training and Development

Training is defined as a management practice that furnishes organizations with knowledge, skills and abilities (KSAs), and a set of unwritten shared attitudes, and behaviors of employees (Bartlett, 2001), and development is a management effort that arms employees with abilities or future uses (Gomez-Mejia, Balkin, & Cardy, 1995; Wilk & Cappelli, 2003). The results of T&D hinge on how organizations arrange these events but also the employees understand the arrangements of organizations (Noe & Schmitt, 1986).

This study focuses on professed accessibility of training (PAT), motivation to learn from training (MTL), and professed benefits of training (PBT) taking into consideration perceptions of employees. The selection of these three dimensions for the current study is based on two reasons. First, many studies have expounded on the importance of these three dimensions of T&D for work-related attitudes of employees in organizations (Bartlett, 2001; Noe & Wilk, 1993; Santos & Stuart, 2003; Yang et al., 2012). Second, these three dimensions of T&D reflect the overall view of employees regarding its provision in the organizations. For example, professed availability of training is professed as a sign of organizational support by employees, motivation to learn from training indicates a positive image of the training setting in organizations and such a encouraging image help increase the number of participants in T&D while in professed benefits of training the focus is on concern for individual interests of employees. So, this study operationalized T&D as a multidimensional construct with three dimensions already used in earlier studies. These three dimensions include a) professed accessibility of training b) motivation to benefit from training c) professed outcomes of training.

Availability of training

Professed accessibility of training means the ease of access of employees to T&D opportunities in the organizations (Newman, Thanacoody, & Hui, 2011). In other words, when employees in the organizations feel that they have multiple opportunities for T&D and have easy access to such opportunities, they feel that organizations take care of them and are willing to invest in them, and in return, such feelings enhance their attachment and loyalty with the organization (Bulut & Culha, 2010), hence reduces turnover intention. Moreover, this study tests that those



academic staff members who are available with T&D opportunities are negatively connected to turnover intention.

Motivation to learn from training

Motivation to learn from training states to the desire of trainees to acquire the content of T&D (Cheng & Ho, 2001; Noe, 1986; Noe & Schmitt, 1986). However, without motivation, trainees cannot learn even if they can learn. (Noe, 1986). Studies have shown that motivated employees make better use of T&D. (Cannon-Bowers, Salas, Tannenbaum, & Mathieu, 1995; Facticeau, Dobbins, Russell, Ladd, & Kudisch, 1995; Jehanzeb et al., 2013). This study is important as it has implications for other two dimensions i.e., availability of training and benefits of training, in terms of how the employees perceive them. The benefits that are accrued as a result of T&D generate positive feelings in employees towards organizations and such positive feelings enhance their attachment with organizations and reduce their turnover intention. Furthermore, this study examines whether those academic staff members who are motivated to learn from T&D are less likely to quit their organizations.

Benefits of training

Professed benefits of training are the positive outcomes for employees after participating in T&D plans (Yang et al., 2012). The positive results obtained from training may be private, career, and job-related. Solutions of private issues also benefits help employees to improve their job performance, help them network and also add up to their personal growth. Career-related benefits are helpful to employees in terms of identification of career objectives, knowing ways to achieve them and creating more opportunities for new career venues, and improving their skills and knowledge for jobs in organizations (Aguinis & Kraiger, 2009; Mühlemeyer & Clarke, 1997; Noe & Wilk, 1993). All benefits can be amassed by employees when they retain the membership of organizations and deprived of such benefits when they leave the organizations (Bartlett & Kang, 2004). In other words, employees perceive these benefits in terms of loss or gain from the organization. The training-related benefits are considered a reward or incentive from organizations for employees (Yang et al., 2012). This study tests whether those academic staff members who are getting training-related benefits are negatively associated to turnover intention.

Association of Training and Development and Turnover Intention

Many researchers have shown the connection between T&D and turnover intention with varying conclusions. Some studies have revealed that T&D reduce turnover intention as employees exhibit more commitment towards their job (Gouldner, 1960; Leuven, Oosterbeek, Sloof, & Van Klaveren, 2005; Paul & Anantharaman, 2003)). Contrarily, other studies found the facility of T&D to employees not only enhance their skills, but also increase their chances of



employability in other organizations as well (Becker, 1962). In a nutshell, T&D affect employees' turnover intention. Employees who join T&D become more conscious behavior but they also have least intentions to leave the organizations (Belcourt, Bohlander, & Snell, 2005; Griffeth & Hom, 1995; Pajo, Coetzer, & Guenole, 2010). Organizations that provide more T&D to their employees, then have employees equipped not only with more operational skills and competencies (Tharenou, Saks, & Moore, 2007) but also more committed to their respective organizations (Bartlett & Kang, 2004). T&D minimize the chances of turnover, and it also manifests the behavior of organization towards the employees for their betterment and care (Samuel & Chipunza, 2009). According to Mincer (1988) a significant and positive relationship was found between T&D and remaining loyal to the organizations. However, another similar study found a negative relationship between T&D and turnover intention (Benson, 2006). Similarly, other studies also found that spending on employees in the form of T&D is negatively related to turnover intention (Benson, Finegold, & Mohrman, 2004; Sieben, 2007). However, many researchers claimed that the turnover of employees increased with the facility of T&D because they become more striking to other institutions (Haines et al., 2010; Veum, 1997). Similarly, studies conducted on four different organizations i.e. trucking, manufacturing, telecommunications, and higher education sector found no significant relationship between T&D and turnover of employees, and also no evidence of turnover reducing effect was revealed (Batt et al., 2002; Joarder & Sharif, 2011; Lincoln & Kalleberg, 1996; Shaw et al., 1998). Several other studies also demonstrated that there is no significant association between T&D and turnover of employees (Way, 2002; Levine, 1993; Dardar et al., 2011). It is evident from the above review that the results on the issue are not consistent, and thus more research is required to clarify the effect of T&D on employees of an organization. Most of the studies, on the issue under investigation have either used the social exchange perspective or human capital perspective to examine such a relationship (Koster, De Grip, & Fouarge, 2011). But this study used the social exchange perspective to investigate this problem because it is presumed that it best explains turnover behavior and also several other studies have used the same perspective (Ehrhardt, Miller, Freeman, & Hom, 2011; Newman et al., 2011).

Based on the evidence and findings stated in studies about the relationship between T&D and its dimensions with turnover intentions the hypotheses were tested in this study.

H1: There is a significant negative association between T&D and turnover intention.

H1a: There is a significant negative association between the apparent availability of training and turnover intention.

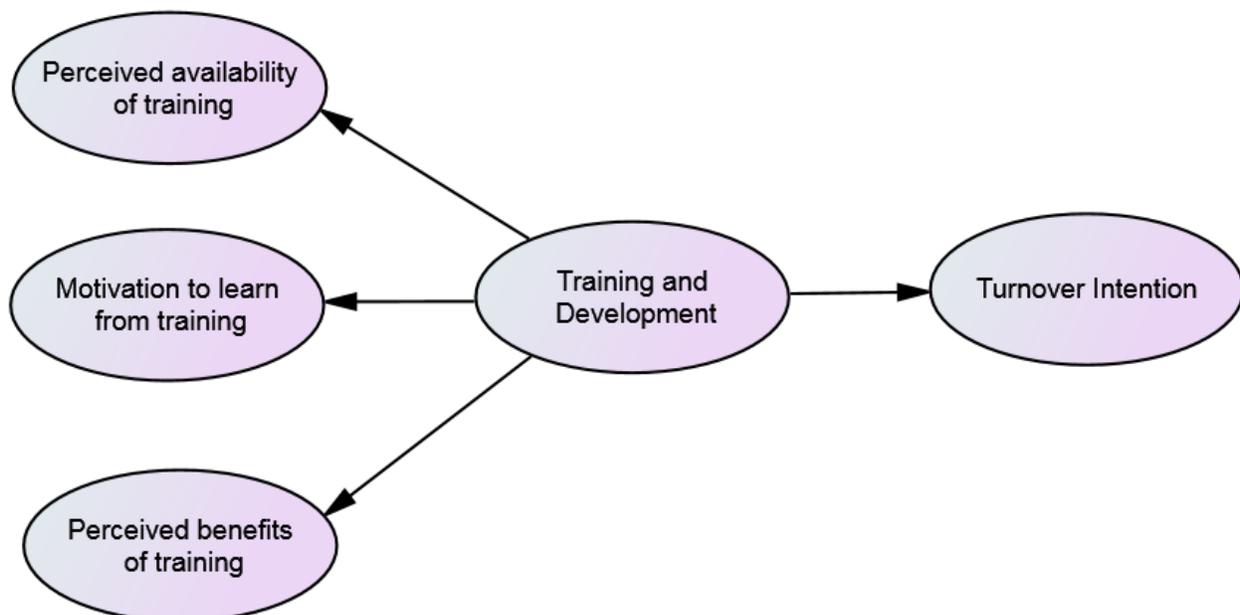
H1b: There is a significant negative association between motivation to learn from training and turnover intention.

H1c: There is a significant negative association between apparent benefits of training and turnover intention.

Theoretical framework

The theoretical framework for the research consists of two variables, 1) T&D and 2) turnover intention, the former is used as an independent variable and is further divided into three dimensions: 1) availability of training, 2) motivation to learn from training and 3) benefits of training, and turnover intention is placed as a dependent variable. The study is based on the findings of studies on an association between T&D and turnover intention. Tharenou et al. (2007) found that studies have shown a positive relationship between T&D with lower turnover intention (Gelade & Ivery, 2003; Ngo et al., 1998; Paul & Anantharaman, 2003). In the same vein, it has been demonstrated that employees who participate in T&D will be least tilted towards carelessness and quitting their employers (Belcourt et al., 2005; Griffeth & Hom, 1995; Pajo et al., 2010). Organizations that provide more T&D to their employees, then have employees equipped not only with more operational skills and competencies (Tharenou et al., 2007) but also more committed to their respective organizations (Bartlett & Kang, 2004). It is proven that T&D have decreased the turnover of employees, and it also shows the long-term good relationship with employees. Such commitment reduces employees' turnover intention and increases retention (Samuel & Chipunza, 2009). Hence, it is presumed that T&D are negatively related to turnover intention and to find out if the empirical data from a developing country like Pakistan add up to the theory. The supposed theoretical association amongst the paradigms of the study is established in figure 1.

Figure 1: Proposed Research Model





Facility of T&D to employees has a double purpose of serving both the organizations and employees in getting the common goals. Employees are being realized that one way or the other organizations take care of them and also about progress towards their personal and organizational goals. When employees are provided training by organizations, the employees perceive that organizations help them in their career advancement which they need and want. The provision of training not only improves their skills and sense of advancement but also leads them to increase their productivity and performance and makes them less likely to quit organizations. An instant benefit is added to the organization's bottom line, that is, minimum turnover.

Research method

Data were collected from the faculty members of public sector universities of Peshawar division, KP, Pakistan through a questionnaire. The total number of public sector universities in Peshawar division, KP was 7, having 1719 teaching staff at the time of data collection. of 1719 total population, 316 academic staff were selected as a sample of the study using Krejcie and Morgan's (1970) method. A stratified random sampling technique was applied for ensuring equal chances of representation for both male and female teachers and the universities. Measures used for the collection of data were sourced from Newman et al. (2011) and Lee (2008). Research instruments were found reliable and valid. Cronbach alpha found for professed availability of training, motivation to learn from training and professed benefits of training was 0.76, 0.90, and 0.91 correspondingly while for turnover intention the Cronbach alpha was 0.92. Questionnaires along with a letter specifying the secrecy and purpose of the study were distributed personally. Of 500 questionnaires distributed, 306 valid questionnaires (61.2%) were received. The majority of the respondents (72.6%) were male while female representation was 27.4 %. Most of the respondents were found to the age 31 to 35 years recording 46.4 percent while the lower one was of 26 to 30 years recording 13.4 percent. Descriptive statistics were conducted using SPSS-22 while AMOS-22 was used for structural equation modeling (SEM).

Measures

T&D were measured along with apparent accessibility of training, motivation to learn from training, and actual benefits of training. Moreover, the accessibility of training was calculated using the five-item scale of Newman et al. (2011), and it was found valid and reliable for it has a Cronbach alpha of 0.76. Motivation to learn from training was measured using eleven items scale taken from Noe and Schmitt, (1986). It was also established valid and reliable having a Cronbach alpha of 0.90. The third scale, professed benefits of training was measured with the scale taken from Noe and Wilk (1993). This scale was also found valid and reliable having a Cronbach alpha of 0.92. The turnover intention was measured using eight items scale adopted from Lee (2008). Five-point Likert scale was used to measure the responses of the respondents.

Data analysis

The reliability of scales was found using confirmatory factor analysis (CFA). The items of matching constructs used in the analysis, their factor loadings, reliability estimates, and average variance extracted (AVE) are given in table1. It is obvious from table 1 that composite reliability (CR) estimates for all the constructs of the study range from 0.76 to 0.92 establishing reliability for all constructs as the value of CR is above 0.70 a threshold commonly used for reliability (Fornell & Larcker, 1981). As the AVE values for all constructs are above 0.5 a benchmark for convergent validity (Fornell & Larcker, 1981), establishing convergent validity for all constructs of the study (refer table1). From table 2, the results show that the AVE value of every construct is greater than the squared inter-construct correlations (SIC) of each variable in the model suggesting a high level of discriminant validity (Fornell & Larcker, 1981). Discriminant validity is also proven when all the items load more highly on their corresponding factors than other factors (Gefen, Straub, & Boudreau, 2000). Overall, satisfactory reliability and validity are established for all measurements.

Table 1: Factor Loadings, Composite Reliability, and Average Variance Extracted

Construct	Item	Factor loading	R ²	CR (Above 0.6)	AVE (Above 0.5)
T&D	Apparent availability of training	0.82	0.68	0.87	0.56
	Apparent benefits of training	0.94	0.89		
	Motivation to learn from training	0.96	0.92		
Apparent availability of training	PAT-1	0.62	0.38	0.76	0.61
	PAT-2	0.63	0.40		
	PAT-3	0.71	0.51		
	PAT-4	0.53	0.28		
	PAT-5	0.67	0.45		
Motivation to learn from training	MTL-1	0.78	0.61		



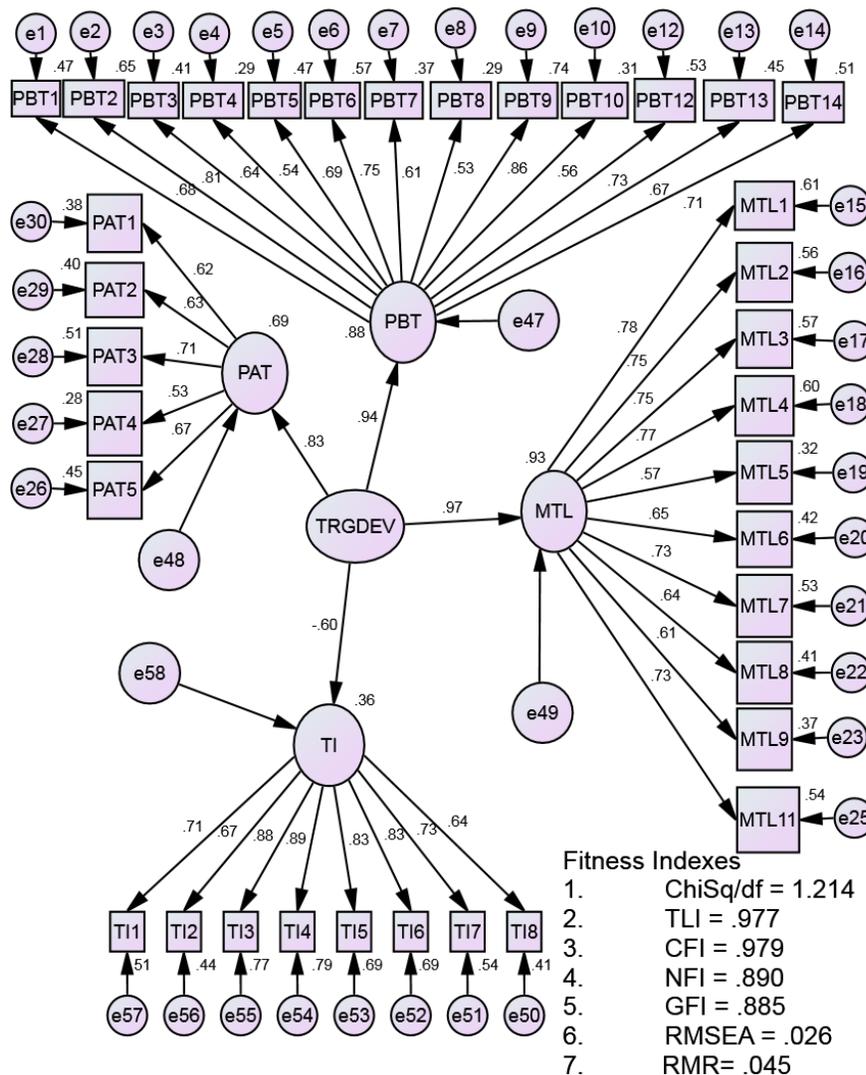
	MTL-2	0.75	0.56	0.90	0.55
	MTL-3	0.75	0.57		
	MTL-4	0.77	0.59		
	MTL-5	0.57	0.33		
	MTL-6	0.65	0.42		
	MTL-7	0.73	0.53		
	MTL-8	0.64	0.41		
	MTL-9	0.61	0.37		
	MTL-10	0.49	0.24		
	MTL-11	0.73	0.54		
Apparent benefits of training	PBT-1	0.68	0.47		
	PBT-2	0.81	0.66		
	PBT-3	0.64	0.42		
	PBT-4	0.54	0.29		
	PBT-5	0.69	0.47		
	PBT-6	0.76	0.57		
	PBT-7	0.60	0.37		
	PBT-9	0.86	0.74		
	PBT-10	0.56	0.31		
	PBT-12	0.72	0.53		
	PBT-13	0.67	0.45		
	PBT-14	0.71	0.51		

Table 2: AVE and Correlations of Inter Constructs

	PAT	MTL	PBT	TI
Availability of training	0.54			
Motivation to learn from training	.423	0.53		
Benefits of training	.388	.512	0.63	
Turnover intent	-.241	-.277	-.242	0.62

Structural equation modeling (SEM) using AMOS 23 was used as a tool for analysis in this study. It permits the simultaneous estimation of multiple interdependent relationships and is also appropriate for developing empirical models. Figure 2 shows the results of the model.

Figure 2: AMOS Results for the Structural Model





Overall, the model showed a satisfactory explanatory power for turnover intention by T&D and its dimensions. Total variance explained by T&D and its dimensions, i.e., PAT, MTL, and PBT is 36%, 35%, 33%, and 29% respectively. All the hypotheses formulated on the relationship of T&D and its dimensions with turnover intention were tested and supported. The summary of the results of the hypotheses being tested is given in table 4.

Several measures are used to assess the goodness of fit for a model, as there is a lack of consensus to determine the overall goodness of fit. This study used four measures, that is, the goodness of fit index (GFI), the ratio of χ^2 to degrees of freedom (χ^2/df), root mean square error of approximation (RMSEA), and root means square residual (RMR) to determine the absolute fit of a model. Three measures, that is, normed fit index (NFI), comparative fit index (CFI), and tucker lewis index (TLI) were used to determine the incremental fit of a model.

The model fit statistics was provided in table 3 and are also shown in figure 2. All the goodness of fit statistics used for both absolute and incremental fit of a model looked more promising and indicated adequate model fit. Almost all the values used for goodness of fit statistics were above the recommended cut-off values. Overall, the values of this goodness of fit indices suggested that the model fitted well with the data.

Table 3: Model Fit Statistics

Chi-square (CMIN)	716.750
Degree of freedom (DF)	590
CMIN/DF	1.214
The goodness of fit index (GFI)	.885
Root mean square error of approximation (RMSEA)	.026
Residual mean square residual (RMR)	.045
Normed fit index (NFI)	.890
Comparative fit index (CFI)	.979
Tucker Lewis index (TLI)	.977

Table 4: Summary of the Results of Hypotheses

Hypotheses statement of path analysis	Estimate	P-value	Results on Hypothesis
H1: There has a significant and negative relationship between T&D and turnover intention.	-0.60	0.000	Supported
H1a: There has a significant and negative relationship between professed availability of training and turnover intention.	-0.59	0.004	Supported
H1b: There has a significant and negative relationship between motivation to learn from training and turnover intention.	-0.57	0.027	Supported
H1c: There has a significant and negative relationship between professed benefits of training and turnover intention.	-0.54	0.005	Supported

Results and discussion

The researcher adopted a two-stage approach to analyze the relationship between T&D and its dimensions with turnover intention among academic staff. So, in the first stage uni-dimensionality, reliability, and validity for all constructs of the study were assessed. The measurement model for T&D along with its three dimensions was assessed and was found to fit well with the data based on all the goodness of fit statistics. For detailed results of the measurement model (refer to figure 3). While in the second stage all dimensions were combined into one construct and interrelationships among these constructs were examined.

It was hypothesized in the study that T&D were significantly and negatively related to turnover intention. The results of the current study supported such a prediction. The relationship between T&D and turnover intention was found negative among academic staff in public sector universities of Pakistan in the results of the current study. This negative association of these two variables helped in further explaining that the provision of T&D to employees makes them less likely to quit their organizations thereby reducing the turnover. The results of the study are in line with the arguments of previous researchers regarding the negative effect of T&D on turnover intention.

Results of this study also demonstrated a negative relationship between all three dimensions of T&D and turnover intention among academic staff. In other words, all the three dimensions, that is, professed availability of training, motivation to learn from training, and professed benefits of training were found significantly negatively related to the turnover intention of academic staff. It means that when the employees believe that organizations give them fair and easy access to T&D opportunities, then they perceive that organizations care for them, give them value, and are ready to invest in them, and in return their intention to quit reduces. Motivation to learn creates



positive feelings in the employees towards organizations and thus reduces their intention to quit. When employees participate in T&D programs, they get benefits related to personal, career, and job. But these benefits can be obtained by employees when they retain membership in organizations but quitting the organizations will deprive them of getting these benefits.

Previous researchers were of the view that T&D negatively affect the turnover intention of employees (Benson, 2006; Koster et al., 2011; Sieben, 2007). The results are contrary to the human capital theory which says that the provision of general T&D to employees increases turnover intention but is in line with the social exchange theory. Because employees consider the provision of T&D as an investment in them, which not only helps them to build up their knowledge, skills, and abilities but also gives them the impression of care, support, and career advancement, and in return employees reciprocate the commitment, loyalty, high performance and less intention to quit the organization. Many researchers are of the view that investment in T&D of employees can create a positive mindset in employees towards their organizations (Benson et al., 2004; Kuvaas & Dysvik, 2009; C. H. Lee & Bruvold, 2003; Maurer & Lippstreu, 2008). According to social exchange theorists (Blau, 1964; Eisenberger, Huntington, Hutchison, & Sowa, 1986), this positive mindset will be reciprocated by employees affecting negatively the turnover intentions of employees.

Still, it is not sure which one theory best explains the turnover behavior; however several researchers have backed significantly the social exchange theory concluding that investment in T&D of employees is associated with lower employees turnover (Huselid, 1995; Malik, Abbas, Kiyani, & Waheed, 2011). But before reaching any precise conclusion regarding the effect of T&D on turnover intention it needs to be considered that the decision of quitting any particular organization is neither idiosyncratic nor exists in a vacuum. It is professed as a serious and thoughtful decision of an employee which matures over a while (Rahman & Nas, 2013). However, the results of the study further reflect that T&D can also be one of the main causal factors in turnover intention among academic staff in public sector universities of Pakistan.

Significance of the study

Higher Education Commission (HEC) of Pakistan has provided T&D programs to the faculty at universities for improving the KSAs of faculty members; however, the amount of research available to know the views of faculty members regarding T&D programs is equal to naught. Therefore, little is known about the nature of T&D programs directly from the viewpoint of the faculty members. The extant literature reveals that T&D are highly critical for affecting human behavior. The findings of this research will benefit both universities, faculty members, and policymakers. Moreover, the study will widen the understanding of research communities about



the interplay of these variables in a different culture and keen to find whether any similarities exist or otherwise.

This study investigated the effect of T&D on the turnover intention of academic staff. The findings of the study reveal that T&D enhance the knowledge, skills, abilities, and motivation of employees which results in enhancing both the productivity and performance of employees as well as organizations. Contrary to the findings of several researchers (Fairris, 2004; Haines et al., 2010; Loewenstein & Spletzer, 1999) this study reveals that T&D have a direct negative effect on the turnover intention of academic staff. So, this study adds up to the human capital theory in the sense that T&D decrease the turnover intention of academic staff instead of increasing turnover intention supporting the results of the previous studies (Benson, 2006; Benson et al., 2004; Koster et al., 2011; Sieben, 2007).

Thirdly, the findings of the study also revealed to the stakeholders in the higher education sector that T&D are highly critical for affecting human behavior. The findings of the study revealed that T&D have a significant effect on the turnover intention of academic staff. As universities in the country have the responsibility to provide higher education, taking care of academic staff in terms of development should have central importance in the circles of policy formulation. There is no doubt that pay, allowances, and other tangible perks and privileges mean a lot in the present financial constraints but not at the cost of employees' T&D. In other words, the importance of T&D should be understood by management for both the employees and the organization. The findings of the study would be of utmost importance to both universities' management at large and academic staff in particular.

Fourthly, the results of the study further revealed that if the faculty members are not provided with T&D, there will be more chances of leaving the organizations. So, lack of access to T&D engender a negative environment in organization, and it can result in negativity (Rizwan et al., 2014). So, the study recommends to the higher education institutions in Pakistan that authorities may take suitable measures for the T&D of faculty so that turnover intentions are managed. Finally, the findings of this study support the importance of social exchange theory in explaining the turnover behavior of academic staff as a result of T&D practices.

Research limitations

The availability of a huge literature on the association of T&D with turnover exhibits both its value and various dimensions. One study cannot cover all the aspects and variables studied. Hence, firstly, this study is limited to the dependence on relationships. Secondly, the results of the study are related to the sample of the study. Thirdly, the questionnaire has been filled with the perceptions of the academic staff. The perceptions of academic staff cannot necessarily represent the perfect reality because individual perception does not guarantee an absolute reality.



Fourthly, this study is a reflection of the researcher's perspective and is not considered something absolute. Finally, these findings have been drawn from cross-sectional data obtained from self-administered questionnaires, which means hard conclusions cannot be drawn regarding the direction of causality. The findings of this study align with the hypotheses based on existing literature, but the possibility of causality operating in opposite direction cannot be ruled out. For such issues to be addressed in the future, longitudinal research seems to be suitable.

Recommendations for future research

Wide research has been carried out on T&D and turnover intention. However, it cannot be claimed with certainty that every aspect of these variables would have either been addressed by researchers in a specific region or would have attained universality. The quantitative nature of this study has made its generalizability limited. So, it is recommended that a qualitative study is also needed to be carried out to approach this association more in-depth. This study can also be replicated in other organizational settings to further validate the findings. Besides, a mediator or moderator can also be used in the association of the variables under study for which a theoretical base is available.

Conclusion

This study sought to understand the association between T&D and its dimensions with intention to quit amongst the university teachers in public universities of Pakistan. A significant negative relationship was found between T&D and its dimensions with turnover intention. In other words, if the faculty is equipped with T&D opportunities, there is less likely that they would quit their universities perceiving support and look after from universities after improvement in their (KSAs). Such perceptions of care and support are reciprocated by employees showing more commitment, loyalty, and less intention to quit organizations thereby validating the social exchange theory.

It is also concluded that HRM theories developed in the west should not necessarily give the same results in the developing world due to differences in culture but the results of this study are almost similar to the results on the variables in the developed world. This study carries significant implications for faculty as well as policy-makers in tertiary education in Pakistan.

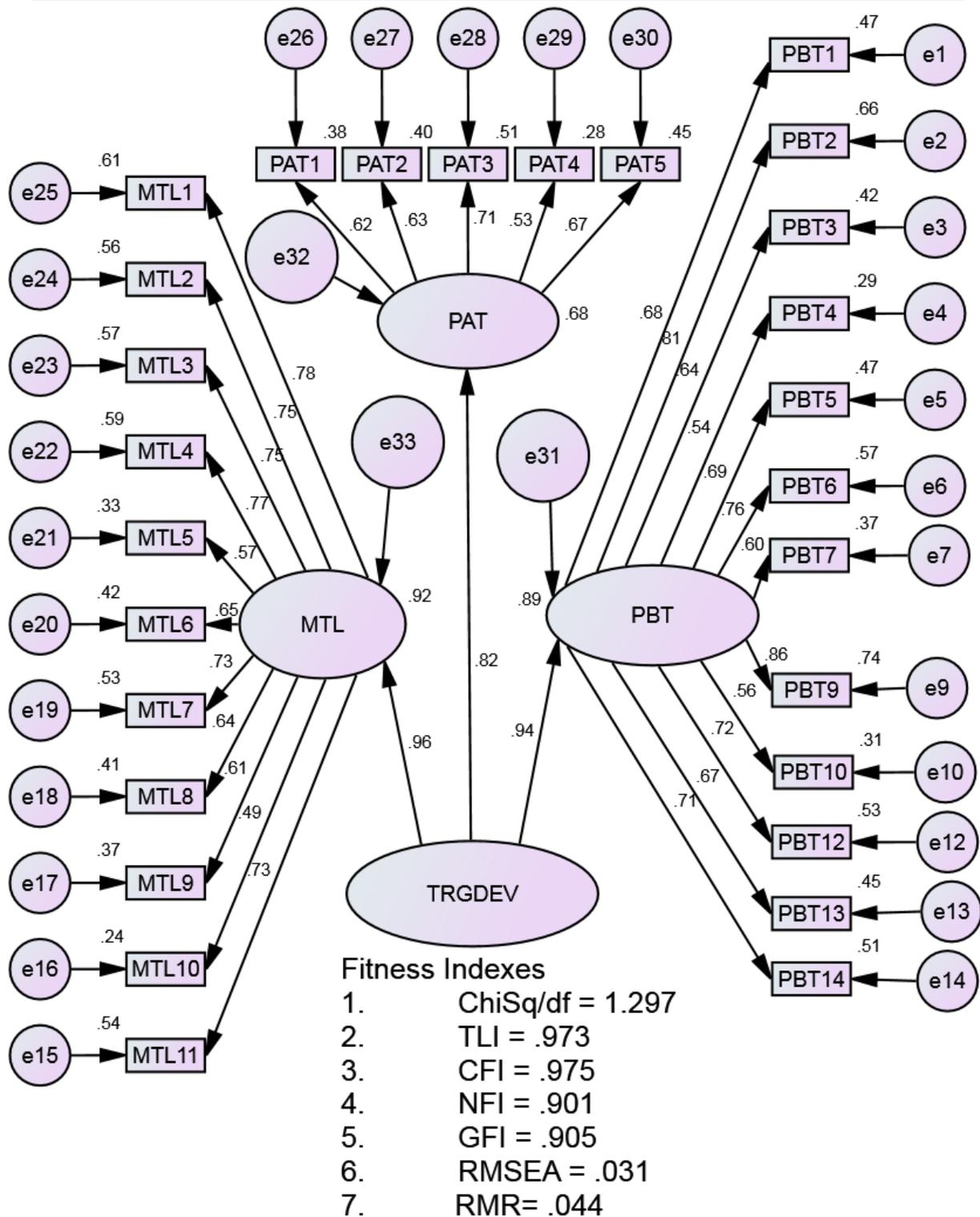


Fig3: Measurement model for second-order construct of T&D and its dimensions



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