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## The Impact of Training on Turnover Intention: The Role of Growth Need Strength among Vietnamese Female Employees

Luu Thi Nguyen

*School of Economics and Management, Tongji University, Shanghai, China, [luu.nguyen@tongji.edu.cn](mailto:luu.nguyen@tongji.edu.cn)*

Yinghong Shao

*School of Economics and Management, Tongji University, Shanghai, China*

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# The Impact of Training on Turnover Intention: The Role of Growth Need Strength among Vietnamese Female Employees

The Impact of  
Training on  
Turnover

Luu Thi Nguyen\* and Yinghong Shao

*School of Economics and Management, Tongji University, Shanghai, China*

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## Abstract

**Research Aims** - Incorporating theories about psychological contracts and job characteristics, this research explores the relationship between different types of training events (i.e. on-the-job versus off-the-job training) and the turnover intention of female employees. Growth Need Strength (GNS) is a personality factor that strengthens this relationship.

**Design/Methodology/Approach** - Empirical evidence for the research was derived from a survey that collected data from 221 female corporate officers in Vietnam, followed by a hierarchical regression.

**Research Findings** - The results suggest that GNS significantly moderates the influence of off-the-job training on turnover intention. With higher levels of GNS, women who participate in more off-the-job training and development activities provided by the company are less likely to consider leaving. This moderating effect, however, does not significantly affect the relationship between on-the-job training and turnover intention.

**Theoretical Contribution/Originality** - The paper investigates on-the-job and off-the-job training and assesses their effects on turnover intention, with emphasis on female employees.

**Managerial Implications in the Southeast Asian Context** - The results provide useful implications for organisational training of professional women in Southeast Asian countries, taking into consideration similarities in culture, social norms and organisational behaviour.

**Research Limitations and Implications** - The research is limited by its sample and by a subjective self-assessment scale.

**Keywords** - Female employee, Growth need strength, on-the-job training, off-the-job training, turnover intention, Vietnam

## INTRODUCTION

Training is the systematic development of the knowledge, skills and attitude an individual needs to perform a given task or job adequately (Armstrong, 2001). It can be defined as an employee's increasing base of knowledge and skills to perform a particular job (Edwin, 1984). Training, which is necessary for both old and new employees, updates old talents and develops new ones (Aswathappa, 2000).

Since the business world is continuously changing, updating employees' knowledge base is needed to meet dynamic, technical requirements. For this reason, successful companies proactively maintain a reservoir of capable staff by continuously training and retraining them. Employers use training to upgrade employees' knowledge, skills and behaviour. This adds value to a key resource, which is human capital, and generates competitive advantages in the face of fierce competition. As a result, the

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\*The corresponding author can be contacted at: [luu.nguyen@tongji.edu.cn](mailto:luu.nguyen@tongji.edu.cn)

process of training and development must be continuous.

In addition to the direct function of equipping and updating employees with knowledge and skills, training also helps firms attain long-term objectives. In particular, organisational training influences long-term employee retention (Huselid, 1995). The term ‘employee retention’, which first appeared in the 1970s (Mckeown, 2002), means retaining staff that the organisation wants to keep rather than losing them to others, especially to competitors (Sue, 2001).

The literature notes that training stimulates loyalty. Little attention, though, has been paid either to subcategories of training or to employee commitment after training. For example, according to Samuel and Chipunza (2009), employees consider education and development crucial to their overall career growth and goal attainment, and they are motivated to build a career path in an organisation that offers such opportunities. Huselid (1995) concluded that training upgrades employee skills, which in turns increases their productivity and efficiency and reduces job dissatisfaction.

In addition, the literature generally ignores gender when considering organisational training and turnover. However, employees with different demographic characteristics, including gender, have different attitudes regarding job satisfaction and retention. Most existing studies support the traditional view that retained employees are more likely to be male than female and that men are more organised, more competent and better leaders. Particularly in Asia, women are considered more appropriate for household tasks, such as child care, emotional nurturance and household management (Ingersoll, 2001; Luekens, et al., 2004; Džanić, 2009; Miller, et al., 1992). Regarding work–family conflicts, Lilly, et al. (2006) indicated that although anyone with a job and a family has to cope simultaneously with these two demands, because of cultural pressure, women normally take more responsibility for family matters and have more work–family conflicts than men. As a result, women are more motivated to leave jobs. How opportunities offered by firms, such as training and development, influence female employees’ loyalty to an organisation remains an unanswered question in the literature.

In a developing country like Vietnam, human capital is being researched because it is becoming a source of competitive advantage for organisations. Current human resource management studies, however, have pretty narrow research scope with case studies specifying one industry, city or organisation and mostly reemphasise existing theories (Nguyen, et al., 2013; Pham and Nguyen, 2013; Quan and Dang, 2015; Tran and Van, 2006).

To fill in certain gaps in the literature, this paper examines the influence of different on-the-job and off-the-job training programmes on female employees’ turnover intention, with the moderating effect of GNS. As a theoretical foundation, we use theories about job characteristics (Hackman and Oldham, 1975, 1976) and psychological contracts (Robinson, 1996; Rousseau, 1989, 2004). Job characteristics

theory proposes that specific task characteristics, such as the opportunity to learn, can lead to certain psychological states which in turn engender either functional or dysfunctional behaviour in an organisation. In addition, according to psychological contract theory, employees who make use of a firm's learning and development opportunities may feel obliged to reciprocate by staying and contributing to the organisation.

The paper contributes to the existing literature in four aspects. First, by emphasising gender, it separately investigates the behaviour of women's job development and organisational commitment. Second, it distinguishes training as either on-the-job or off-the-job. This categorisation has both a theoretical and a practical significance, because training involves numerous components, and time and money are needed to organise and involve employees in training activities. Therefore, it is important to carefully decide what type of training best fits a situation and produces the maximum benefit. In such cases, our research findings can be a useful reference. Third, our study includes the GNS personality factor, which moderates the relationship between participation in training and turnover intention. GNS is a relevant moderator because the strength of need for development can determine the degree at which a training opportunity is attractive to an individual and can influence his/her decision to stay in or leave the organization. Given that an employee's level of interest in training correlates with a desire to enrich his work experience and to become more competent and that a firm benefits when it discovers, develops and retains competent employees, the findings have both theoretical and practical implications.

This paper considers the three above issues for the first time for Vietnam. Hopefully, it will provide meaningful conclusions about human resource management practices in other Asian countries as well, which share similarities in culture, social norms and organisational behaviour.

## **THEORETICAL FRAMEWORK**

### ***Development Opportunities and Employee Loyalty***

Job characteristics theories (e.g. Hackman and Oldham, 1975, 1976) describe the mechanism through which a job influences an employee's work attitudes and behaviour. Specific characteristics of certain tasks can lead to psychological states that in turn cause either functional or dysfunctional organisational behaviour. For example, a job which possesses a high level of skill variety, task identity or task significance could provide a job holder with a sense of meaningfulness and in turn enhance positive working attitudes, such as internal work motivation, job satisfaction, low absenteeism and turnover and high-quality performance. Job characteristics theory provides a framework for understanding the relationship between organisational training and turnover intention. Training widens employees' skills, allowing them to perform more significant tasks than what they could handle before, giving them more autonomy and the ability to work with less supervision, potentially increasing their rate of success via equipping them with skills and knowledge to upgrade their professional abilities.

We also make use of psychological contracts (Robinson, 1996; Rousseau, 1989, 2004) and social exchange theories (Homans, 1961; Kelley & Thibaut, 1978; Rusbult, 1983; Thibaut & Kelley, 1959) to explain the relationship between training and turnover. Social exchange theory states that when a party offers benefits to another party, the other party feels obligated to reciprocate for the benefit received. In a professional setting, this concept refers to what employees believe they owe to their employers. Because training promotes employees' individual development, it could engender this form of gratitude (Chen, 2014). Employees involved in training programmes usually give credit to the organisation for helping them update their knowledge and skills. They believe that the organisation considers them important and capable (Villegas, 2006). Investments in training and development, therefore, are positively associated with affective commitment, which disincentivises employee turnover (Mathieu and Zajac, 1990; Meyer, et al., 2002). Company support (including training programmes) directly correlates with employees' sense of gratitude and affective commitment to an organisation.

While corporate training can take place either in the workplace or at a different location (Jacobs, 2003), most occurs in the workplace itself rather than in classrooms and often combines work with learning (on-the-job training) (Jacobs, 2003; Jacobs and Osman-Gani, 1999; Wexley & Latham, 1991). On-the-job training is characterized as a process of passing job knowledge and skills from one person (mostly supervisor or senior) to another person (Broadwell, 1995), taking place in the workplace and usually involving learning and working simultaneously (Jacobs, 2003). On-the-job training includes job instruction, job rotation, coaching and apprenticeships (Byars & Rue, 2012; Nigro, 2008).

In job instruction, a trainer instructs learners in a step-by-step process that (a) provides an overview of the job's description, purpose and demands, (b) demonstrates tasks or skills to the trainee, (c) allows the trainee to practice doing the task on his or her own and (d) follows up to provide feedback, evaluation and support, if necessary (Byars & Rue, 2012). In job rotation training, employees move from one job to another at planned intervals to experience different tasks. This allows trainees to become knowledgeable with the entire organisation, to become proficient in a range of tasks and to have the ability to substitute for an employee when he or she is absent (Byars & Rue, 2012; Werner & DeSimone, 2011). Coaching is the most commonly used on-the-job training technique. Here an experienced employee performs one-on-one instruction (Nigro, 2008). Apprenticeship training, in which trainees work directly beneath their teachers is particularly useful in crafts and technical fields, where attainment of proficiency can be a lengthy process (Dessler, 2006).

On-the-job training fosters the practice of what is learnt and saves time and cost because the trainee can be productive while learning (Werner & DeSimone, 2011). However, since it can be unstructured in nature and because the learner has to learn and work at the same time, training efficiency may not be maximised (Jacobs, et al., 1992; Jacobs & Hruby-Moore, 1998; Swanson & Sawzin, 1975).

By contrast, off-the-job training separates employees from their working environment and lets them concentrate on learning (Dessler, 2006; Jacobs, 2003). Standard off-the-job training activities include lectures, seminars, computer-based training and degree programmes. The following definitions are based on Dessler's (2006) categorisations. Most training programmes start with a lecture or a seminar, where trainers make verbal presentations to an audience. This method is preferable for large numbers of trainees. Seminars offer trainees, mainly in managerial and leadership development programmes, opportunities to discuss concepts in groups and to exchange experiences, under the guidance of a trainer or group leader. In computer-based training, participants access a standardised curriculum online and generally work by themselves. Degree programmes, the most expensive and time-consuming training method, offer professional results that frequently encourage employee loyalty.

Despite its superior learning record, off-the-job training is more expensive and time-consuming, and it fails to cover all problems that can be encountered in reality. Its efficiency may also be diminished by the fact that training follow-ups are often not provided immediately (Jacobs, 2003).

### ***Growth Need Strength as a Moderator***

According to job characteristics theory (Hackman & Oldham, 1975, 1976, 1980), GNS is defined as the degree to which people need personal growth and development. Given that not all employees respond the same to jobs offering high levels of motivation, including the opportunity for training and development, employees with stronger growth needs tend to value learning opportunities more than those with a weaker growth need. High-GNS employees, therefore, are motivated by enriching, stimulating and challenging tasks (Bottger & Chew, 1986; Spector, 1985). Conversely, employees with low GNS respond less positively or perhaps even negatively to difficult tasks (Bottger & Chew, 1986; Elias, 2009; Hackman & Oldham, 1980; Shalley, et al., 2009; Spector, 1985).

In this paper, GNS moderates the influence of job characteristics. Individuals who achieve high scores on measures of GNS desire to learn new things, to challenge themselves and to attempt to do better in their jobs (Shally et al., 2009). They are more likely to 'respond enthusiastically to the opportunities for personal accomplishment, learning and developing themselves provided by a job high in motivating potential' (Kulik, et al., 1987). As a result, they appreciate opportunities more than co-workers with lower GNS and are satisfied with their jobs, which in the end retains them with their existing employer and lessens voluntary turnover.

Although theories of human potential assert that all individuals desire to grow and improve, gradually accumulating evidence proves that if the motivation is not strong enough, the organisational experience might extinguish it (Aloysius & Christy, 2011).

GNS, therefore, is highly relevant as a moderator of the relationship between training and turnover intention. Training is intertwined with an individual's opportunity for development and improvement, and its value depends on an individual's need for growth.

## HYPOTHESES

### *On-the-Job Training*

This paper proposes that training is associated with lower turnover intent if an employee has low GNS. Compared with off-the-job training, on-the-job training events are often informal and firm- and task-specific in content (Jacobs, 2003; Lynch, 1991; Swanson & Sawzin, 1975). Although learners in on-the-job training can acquire knowledge and practice skills at the same time, which often results in improvements to their professional competence, the knowledge and skills obtained focus only on specific tasks. Also, with training conducted in the workplace, limited time and space do not allow for the transfer of extended knowledge and skills. In addition, the trainers, who may be supervisors or more experienced colleagues, are selected based on their ability in that specific task. Meanwhile, employees with high GNS, who are eager for new knowledge and skills, have a strong desire for personal growth and development and therefore embrace challenging and enriched work (Hackman and Oldham, 1975, 1976, 1980). Workers with low GNS, who prefer to learn only what is necessary, respond less positively, or even negatively, to challenging tasks (Bottger and Chew, 1986; Elias, 2009; Hackman and Oldham, 1980; Shalley, et al., 2009; Spector, 1985). Hence, people with low GNS appreciate on-the-job training more than co-workers with higher GNS. As a result, low-GNS workers are more motivated by on-the-job training than higher GNS workers. They also feel a stronger obligation to reciprocate the learning opportunity, which eventually reduces their turnover intention.

**Hypothesis 1:** GNS moderates the relationship between turnover intention and on-the-job training participation. This relationship is more negative when employees' GNS is lower.

### *Off-the-Job Training*

Conversely, off-the-job training causes less turnover intention for employees with strong GNS. Off-the-job-training generally covers a wide variety of topics, is conducted outside the workplace and utilises supporting facilities and equipment (Dessler, 2006; Jacobs, 2003). In this manner, learners obtain a broader education than the task-specific knowledge and skills provided in on-the-job training. Trainees also may be able to focus better on learning without work distractions. Some types of off-the-job training, such as advanced seminars or degree programmes, are only offered to executives or special employees. These individuals perceive their value to the company, which fosters their self-worth (Chen, 2014; Lee and Bruvold, 2003). While most employees are motivated by this perceived self-worth, high-GNS individuals appreciate it to a greater extent. This conclusion is supported by Maslow's Hierarchy of Needs, which points out that the highest psychological

needs involve self-esteem and self-actualisation (e.g. living to one's full potential and obtaining appreciation and respect for one's potential and achievements (Maslow, 1943)). Therefore, employees with higher GNS are more grateful and feel more obligated to the firm.

Job characteristics theory also explains the more positive response by high-GNS employees to off-the-job training, compared with low-GNS workers. The wide variety of knowledge and skills offered by off-the-job training enhances the meaningfulness of work, therefore increases employee loyalty and lowers turnover intention. The effect is strongest for high-GNS learners (Hackman and Oldham, 1975, 1976).

**Hypothesis 2:** GNS moderates the relationship between turnover intention and off-the-job training participation. This relationship is more negative when employees' GNS is higher.

## RESEARCH METHOD

### *Sample and Data Collection*

Data for this study was obtained from an online survey, conducted from January 10 to March 15, 2017 and from September 18 to 24, 2017. The survey targeted at female corporate officers in Vietnam. A questionnaire was designed and emailed to 100 companies. Specifically, an initial e-mail was sent to the company's official e-mail address and then forwarded to designated female employees. The e-mail included a consent letter requesting participation, a link to the online survey, an explanation of the benefits of participating and background information relating to the study. A total of 132 responses were obtained, representing an overall response rate of 59.7%. Additional responses were obtained by using social networks, such as Facebook, Zalo, Wechat and Whatsapp, to thoroughly take advantage of the writers' circle of acquaintances. Eighty-nine social network participants were contacted, resulting in a final sample size of 221 participants. A demographic description of the sample is summarised in Table 1.

This sample is representative of Vietnamese enterprises for several reasons. First, the subjects are well educated: 72.4% had bachelor's degrees and 18.1% had either a master's degree or a Ph.D. Respondents are the highly skilled and motivated types of employees that all enterprises would like to retain. Second, because the sample is relatively varied in educational profile, demographic characteristics and working tenure, it provides good labour force differentiation, even though it is limited to only women.

### *Measurements*

#### *Involvement in Different Training Methods*

Participants were asked about their involvement in training and development activities provided by the company. We adopted Storey's (2004) approach, later extended



by Pajo, Coetzer and Guenole (2010), to capture participation in training events, but we did not restrict ourselves to formal, planned and structured training activities. Instead, since most organisational teaching in Vietnam is conducted informally, we used Dessler's (2006) classification and compared it with Vietnam's real situation to understand the country's training and development methods. On-the-job training in Vietnam includes job instruction, job rotation and coaching and apprenticeships. Off-the-job training involves lectures and seminars, computer-based training and degree programmes. Participants were asked how many times they participated in these seven different training and development activities since joining the company. Responses, on a six-point scale, ranged from never, once, twice, three times, four times and five times or more. An overall participation score was calculated by summing across all seven activities.

#### *Growth Need Strength (GNS)*

Growth Need Strength (GNS), which indicates an employee's need for personal growth and development within a working environment, is used as a moderating variable in the model, because this personality trait influences how training impacts turnover intention. GNS was measured using five items, from a scale developed by Hackman and Oldham (1980). Questions included 'stimulating and challenging work', 'chances to exercise independent thought and action in your job', 'opportunities to learn new things from your work', 'opportunities to be creative and imaginative in your work' and 'opportunities for personal growth and development in your job'. Participants were asked to indicate the degree to which they would like to have each of these conditions present in their jobs. Cronbach's alpha for this set of items is 0.769, and the responses ranged from 1 = Moderate or less to 5 = Extreme.

Demographic information	Criteria	Number of response	Percentage
Age	<25	42	19.0%
	25–30	112	50.7%
	31–40	51	23.1%
	>40	16	7.2%
Education	High school	4	1.8%
	Vocational training	17	7.7%
	Bachelor's degree	160	72.4%
	Master's degree	36	16.3%
	Doctorate or higher	4	1.8%
Marital status	Single	114	51.6%
	Married	105	47.5%
	Widowed	0	0.0%
	Divorced	2	0.9%
Position	Intern	3	1.4%
	Individual contributor	165	74.7%
	Managerial levels	52	23.5%
Working tenure	Owner	1	0.5%
	<6 months	43	19.5%
	6–24 months	63	28.5%
	2–5 years	62	28.1%
Company size	≥5 years	53	24.0%
	≤10 employees	33	14.9%
	11–100 employees	103	46.6%
	>100 employees	85	38.5%

**Table 1.**  
Demographic statistics

*Turnover Intention*

To measure the intention to resign, we used a nine-item turnover intention scale, shortened from Jacobs and Roodt’s (2008) 15-item scale. A five-point Likert scale rated participants’ responses. Sample questions were as follows: ‘how often have you considered leaving your job?’, ‘to what extent is your current job satisfying your personal needs?’ and ‘how often are you frustrated when not given the opportunity at work to achieve your personal work-related goals?’ The original scale reached Cronbach’s alpha coefficient of 0.913 in Jacob and Roodt’s (2008) study.

See Appendix I for details about the questionnaires used for data collection.

**RESULTS AND DISCUSSION**

*Descriptive Statistics*

Consistent with our prediction, all independent variables, including on-the-job training, off-the-job training and GNS, negatively correlated with turnover intention. On-the-job training ( $r = -0.258, p < 0.01$ ) correlated slightly better with turnover intention than off-the-job training ( $r = -0.188, p < 0.01$ ). The correlation between turnover intention and GNS ( $r = -0.073, p < 0.05$ ) is weaker than that between turnover intention and training variables. Means, standard deviations and correlations between variables are presented in Table 2.

*Testing of Hypotheses*

Table 3 provides the regression results which support the testing of our hypotheses. We tested the hypotheses using a stepwise, hierarchical regression approach (Aiken and West, 1991). Only control variables were entered in the first step. We included the main effects of on-the-job training, off-the-job training and GNS in the model. Lastly, we added interactions between GNS and two training types. Because of the potential for multicollinearity, we used standardised values of predictor variables to minimise this issue (Aiken and West, 1991).

The results of the main effects indicate that only on-the-job training is significantly associated with turnover intention ( $B = -0.30, p < 0.01$ ). The relationship is negative, showing that participation in on-the-job training diminishes female employees’ intention of leaving their firms. The effect of off-the-job training on turnover intention is not significant.

Constructs	Mean	S.D.	1	2	3	4	5	6	7	8	9
1. Age	2.16	0.801	1								
2. Education	3.09	0.616	0.227**								
3. Marital status	1.50	0.553	0.575**	0.073							
4. Job position	1.54	1.256	0.164*	-0.020	0.162*						
5. Working tenure	2.55	1.067	0.584**	0.046	0.434**	0.107					
6. Company size	2.24	0.693	0.099	0.027	-0.049	-0.074	0.127				
7. On-the-job training	10.16	4.295	0.144*	0.101	0.022	0.040	0.205**	0.148*			
8. Off-the-job training	7.81	3.688	0.402**	0.069	0.206**	0.147*	0.380**	0.089	0.422**		
9. GNS	28.46	5.004	0.062	0.115	0.003	-0.040	0.047	0.119	0.232**	0.236**	
10. Turnover intention	-4.88	6.043	-0.255**	0.005	-0.103	0.023	-0.214**	0.032	-0.258**	-0.188**	-0.073

\*  $p < .05$                       \*\*  $p < .01$

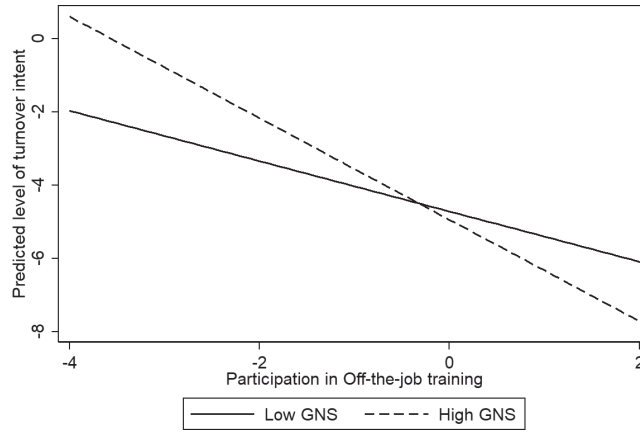
**Table 2.**  
Means, standard deviations and correlation

Our hypotheses predicted a GNS moderating effect in the relationship between the two types of training and turnover intention. The results showed that moderation is significant in the relationship between off-the-job training and turnover intention and insignificant for on-the-job training.

The interaction plot confirmed the hypothesis that the relationship between off-the-job training participation and turnover intention is weaker in high-GNS employees than in lower-GNS ones (see Figure 1). Therefore, Hypothesis 2 is supported. The interaction between GNS and on-the-job training is not significant. Hence, Hypothesis 1 is not supported.

**Discussion**

Using job characteristics and psychological contract theories, this paper explores links between female employees’ participation in different methods of training and development activities provided by a company and their intention of leaving the



**Figure 1.** Interaction plots of Off-the-job training, Turnover intent and Growth Need Strength

Variable	Model 1	Model 2	Model 3
<i>Intercept</i>	-4.64	-2.37	-10.37
<i>Control variable</i>			
Age	-2.08**	-2.04**	-2.01**
Education	0.73	0.92	0.89
Marital status	0.97	0.74	0.68
Job position	0.38	0.40	0.56
Working tenure	-0.66	-0.45	-0.55
Company size	0.77	0.99	0.92
<i>Independent variable</i>			
On-the-job training		-0.30**	-0.31**
Off-the-job training		0.04	0.10
GNS		0.08	-0.08
<i>Interaction</i>			
GNS*On-thejob			0.33
GNS*Off-thejob			-1.31*
Adjusted R <sup>2</sup>	0.07	0.10	0.11
ΔR <sup>2</sup>		0.03	0.01
N	221	221	221

**Table 3.** Regression model results

\*  $p < .05$       \*\*  $p < .01$

company, with the potential moderating impact of GNS. Data were collected from female corporate officers in Vietnam and analysed using different qualitative and quantitative methods.

The research thoroughly examined training methods currently conducted in organisations in Vietnam. We selected the seven most-used methods, including job instruction, job rotation, coaching, apprenticeships, lectures and seminars, computer-based training and degree programmes, and grouped them into two categories: on-the-job training and off-the-job training. The former included job instruction, job rotation, coaching and apprenticeships, all of which are conducted in the workplace. Off-the-job training included lecture and seminars, computer-based training and degree programmes, which are more independent. The results indicated that only on-the-job training activities significantly related to female employees' intentions to quit. In on-the-job training activities, educational advancement is rapid, and trainees see themselves improving in a very short timeframe. This can lead to a high sense of gratitude towards the firm, which workers reciprocate by staying with the company. For off-the-job training, by contrast, learning and practice are separated, and an employee's job performance could diminish after outside training activities. Although off-the-job training benefits GNS individuals, as will be discussed later, most employees participating in training activities expect better job performance as a result. Therefore, off-the-job training does not foster as strong a sense of psychological reciprocation as on-the-job training does.

This research also tested the moderating effect of GNS in the relationship between training participation and turnover intention. A significant GNS moderating effect occurred for off-the-job training. This type of training normally focuses on advanced knowledge and skills, and many of its activities (e.g. degree programmes, management seminars and conferences) are only provided to selected employees or managerial staff. This result confirmed the premise suggested by job characteristics theory (Hackman and Oldham 1975, 1976). The higher a person's GNS, the more he or she desires difficult challenges, wants to be recognised in an organisation and, in the end, appreciates the opportunity of participating in extended and advanced training programmes. On-the-job training, on the other hand, is normally used for more specific job-related skills directly connected to daily work routines. Since most employees take part in on-the-job training, it is only moderately motivating. Consistent with the principles of psychological contracts, employees with high GNS have a stronger sense of obligation towards companies for their training and are therefore more likely to remain as employees.

These results are also in line with the GNS concept. Shalley et al. (2009) asserted that individuals with high GNS typically want to learn new things in their jobs, suggesting that the more learning opportunities they obtain, the more likely they are to remain in an organisation. They actively seek learning opportunities (Dragoni, et al., 2009), job challenges and achievement incentives (McClelland, et al., 1989). They do not remain passive in the face of their environment but rather look for ways to improve themselves (Shalley, et al., 2009). A high-GNS person is never satisfied

with his or her present self and constantly looks for new challenges. Opportunities for self-improvement may be more important for a high-GNS individual than financial incentives.

## MANAGERIAL IMPLICATIONS IN THE SOUTHEAST ASIAN CONTEXT

Training, an important element of human resources management, includes several sub-branches. In practice, since training costs an organisation time and money, thought is given to what types of training offer maximum benefits. Here, our research findings can be a useful reference. The training activities included in our survey were selected based on their popularity in Vietnam. These choices and their implications can be extended to other areas in Southeast Asia.

In addition, GNS adds meaningful practical implications to our model. A high level of GNS often correlates with competence, because competent employees often wish to expand and develop their talents. All companies look to discover, develop and retain competent employees. We find that training reduces turnover intention for high-GNS employees, particularly for off-the-job training. This conclusion can guide human resources managers when deciding upon what training policies to adopt, especially when encouraging talented workers is a top priority.

In Asia, a woman's role is still to take care of the family rather than to develop a personal career, which is a man's responsibility. Now, though, these traditional ties are loosening, and more women are undertaking professional careers. This suggests a real transition in female priorities in Southeast Asia.

## THEORETICAL IMPLICATIONS

Although a connection between training and turnover intention has been mentioned in previous studies, our research contributes new findings to the literature.

First, by only including female employees in our study, we separately investigated women's job development and organisational commitments. The different effects of on-the-job versus off-the-job training on the potential turnover of female staff are a second contribution. Third, we included a personality factor (GNS) in the study to understand the relationship between training participation and turnover intention. We found that high GNS workers were more interested in training and individual improvement. This effect was more pronounced for off-the-job training than for on-the-job training.

Because of time and geographic restrictions, the research contains some limitations to be addressed by future researchers. As mentioned in the demographic statistics analysis, 69.7% of the sample is under 31 years of age, and 72.4% have a bachelor's degree. This creates a somewhat non-diverse sample. In addition, both GNS and turnover intention were measured by a subjective self-assessment scale, whose accuracy could be questioned. Moreover, the survey was conducted online, so it is unavoidable that some queries were answered neglectfully. Future research might sur-

mount these limitations by incorporating a wider variety of ages and backgrounds. In addition, GNS and turnover intention scales could be made more objective.

## CONCLUSION

Most individuals with a sense of purpose strive to keep developing in a growing and changing world. This process is not limited to school; it should continue throughout life. In a working environment, investments in training and development not only benefit the organisation (by providing it with well-trained employees); it also motivates the more competent ones to develop and challenge themselves with new knowledge and skills. The higher an individual's GNS, the more meaningful these opportunities are, and the less likely he or she is to consider leaving an organisation.

This study researched female corporate officers in Vietnam. It showed that training participation enhanced female employees' organisational commitment and loyalty intentions, particularly for workers with high GNS. Women are moving beyond family responsibilities to take more and more important roles in the workplace, as much as how they have been important for building a happy family. Supporting women in the workplace, particularly through professional training, makes a lasting contribution to an organisation.

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## APPENDIX

Put your questionnaire, interview questions or any supporting documents here.

### Main constructs' questionnaire

#### 1. Involvement in different methods of training

*Please indicate how many times you have participated in the following training and development methods since you joined the company? (six-item scale ranging from '0' to '5' or more):*

*a. On-the-job training*

- Job Instruction Training
- Job Rotation
- Coaching
- Apprenticeship

*b. Off-the-job*

- Lectures, Seminars
- Computer-Based Training
- Degree Training

#### 2. Growth Need Strength

*Please indicate the degree to which you would like to have each of the below conditions present in your job (1, 'strongly disagree'; 7, 'strongly agree')*

- Stimulating and challenging work

- Chances to exercise independent thought and action in my job
- Opportunities to learn new things from my work
- Opportunities to be creative and imaginative in my work
- Opportunities for personal growth and development in my job
- I do my best work when my job assignments are fairly difficult
- I try very hard to improve on my past performances at work
- I try to avoid any added responsibilities on my job (R)

### 3. Turnover Intention

*Please read each question and indicate your response using the scale provided for each question:*

- How often have you considered leaving your job? (Never–Always)
- To what extent is your current job satisfying your personal needs? (To no extent–To a very large extent) (R)
- How often are you frustrated when not given the opportunity at work to achieve your personal work-related goals? (Never–Always)
- How often do you dream about getting another job that will better suit your personal needs? (Never–Always)
- How likely are you to accept another job at the same compensation level should it be offered to you? (Highly unlikely–Highly likely)
- How often do you look forward to another day at work? (Never–Always) (R)
- To what extent does your job fit your personal goals and values? (Strongly disagree–Strongly agree) (R)
- To what extent do the benefits associated with your current job prevent you from quitting? (Strongly disagree–Strongly agree) (R)
- To what extent do other responsibilities prevent you from quitting your job? (Strongly disagree–Strongly agree) (R)