

The Impact of Training and Development, Job Satisfaction and Job Performance on Young Employee Retention

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Abstract

*This study aims to identify and evaluate the relationship between training and development, employee performance, and job satisfaction that affects the retention of young employees. The study was carried out in respondents who have known the retention of young employee's factors in the organization in Vietnam or university students in economics. The authors used quantitative method which employing Multiple Linear Regression to investigate the hypotheses. The researcher gathered data from 351 people using a detailed questionnaire. The findings revealed that there is a positive relationship between training and development and young employee retention ($r = 0.599^{**}$, $p < 0.01$), a positive relationship between job satisfaction and young employee retention ($r = .561^{**}$, $p < 0.01$) and a positive relationship between job performance and young employee retention ($r = .517^{**}$, $p < 0.01$). The regression model showed that the predictor variables explain at least 43.8% of the variance in employee commitment (Adjusted R Square = .438). This study is one of the pioneers to extend the young employee retention debate to Vietnam organizations. It provides an explanation with empirical evidence by demonstrating that training and development, job satisfaction, and job performance extend a direct positive effect on young employee retention in the Vietnam organizations. The study also demonstrates that, in the Vietnam organizations, job satisfaction, job satisfaction, and job performance helps to partially transmit the effect of young employee retention. This study further builds a model that will help researchers and practitioners in investigating and explaining young employee retention in Vietnam organizations.*

Keywords: Training and Development, Job Satisfaction, Job Performance, Young Employee Retention

Introduction

The idea of job satisfaction and performance is an extremely important factor for organizations to survive and thrive in today's competitive economy. In the fields of organizational psychology and organizational behavior, job satisfaction is the most widely studied work-related attitudes by researchers. For any company, employees are the most valuable asset because they have a direct impact on profits, such as building or destroying their reputation (Elnaga & Imran, 2013). If the performance of employees is positive, they will lead to success; in contrast, if the performance of employees is negative, they will lead to failure. According to Armstrong (2009), in the economic development in most developed countries, understanding job satisfaction and job performance of employees have played a vital role in the success of the organizations. These lessons can be applied to developing countries like Vietnam. In the process of economic growth efforts, development in a modern and efficient labor market contributes a great deal to its competitiveness for Vietnam. In any organization or country, labor issues are always a great socio-economic concern, so there is

probably no more pressing issue for Vietnam today than providing employment and training, which can create and develop for employees in order to keep their employees. One of the advantages of Vietnam's labor market is the quantity; in contrast, they are less competitive in productivity and management compared to world standards. In addition, competition for employees is fiercer, but there is only a handful of good and professional managers to meet the rapidly growing demand for qualified personnel. Furthermore, the rapid change in the management, administration, and development of organizations was created from the 4.0 tech revolution. Staff competencies are highly demanded by organizations in Vietnam. Moreover, the benefits, rewards, and compensation equity in the organization's working process are also highly demanded by employees. Therefore, when the demands of both sides increase, meeting each other becomes more difficult. To be more specific, a part of young people today does not tend to stick with a business; they just want to get experience because they do not invest in training. So, today, to effectively retain employees, most companies in Vietnam should focus on the training and development of their employees. According to (Mudor & Tooksoon, 2011), at the present time, the rich labor market has created favorable conditions and other opportunities for employees to choose if they feel dissatisfied or unhappy in their position. Recently, they are willing to be able to transfer to other organizations. Therefore, rapid training will help organizations to solve these situations. Although the structure and system are still poorly in Vietnam. Therefore, organizations in Vietnam need to pay attention to the training and development of employees to improve their qualifications and bring them high performance. In fact, giving them the satisfaction they are doing, and the organization will keep its employees more easily. Recently, after joining the WTO, they will force local businesses to improve physical infrastructure, productivity, and maximize profits from the available resources to help Vietnam businesses boost their chance of survival. Moreover, employees are the most valuable assets of companies. This means that the competitive level of employees of companies in the Vietnamese market is very fierce. In this paper, the author aims to explain the following four issues: (a) to determine the factors that affect the retention of the employees in Vietnam, and (b) to determine the relationships between training and development, job performance, job satisfaction on retention of employees, and (c) to determine how the training and development, satisfaction, performance lead to the retention of employees, and (d) to determine the policies of the company should use to keep its employees and attract new employees in the future.

Literature Review and Hypothesis Development

Training and development (TD)

In this era of development, where technology changes every now and then, the prerequisite for every organization to exist in the global market is training. Training and development have long been recognized and thus attracted great research attention from academic writers (Claydon, 2004). This has yielded a variety of definitions of training and development. Armstrong (2009) defined that behaviors are modified systematic and planned by training methods through learning events, programmers, and instructors, which will help employees perform their jobs effectively because training allows individuals to gain a level of knowledge, skills, and competencies. Access to training, according to (Chung, 2013) is an opportunity to participate in training. Newman et al. (2011) argued that Access to training is the extent to which employees are able to get training opportunities. In essence, improving productivity, superior products, and services quality, and maximizing or optimizing resources are the tangible outcomes of training and development. In the process of training and development, besides producing results on additional skills, knowledge, and abilities, it also produces intangible results such as high self-esteem, enhanced morale, and satisfaction of subordinates. Recognizing the importance of training and development, Kundu (2000) has advised that in order to implement customer-oriented strategies effectively, businesses should

invest heavily in employee training. Other studies have also found that increase organizational productivity and efficiency are the positive results that training and development bring (Arago'n-Sa'nchez. et al. 2003). Similarly, Blair and Sisakhti (2007) have confirmed that enormous benefits are produced through the investment of training and development. Bitner and Zeithmal (2004) have affirmed that the strategic competitive advantages of businesses achieve many benefits through training and development. According to Jarventaus (2007), businesses should invest more in creating a dynamic environment, meeting the needs of employees, and developing the abilities of the organization, which allow them to respond positively to new challenges.

Job performance (JP)

According to Organ (1997), performance is conceptualized in different ways. The employee's job performance is related to the completion of their work, and their duties are given by senior management in the workplace. In fact, in the reports of Vietnam companies, job performance is considered as an important indicator determining the performance of the company. Particularly, regardless of job or an organization, understanding and capability are the key factors of an individual's fulfillment of goals related to accuracy (Shanawany, 2001). Basically, quality or quality of work done is the result of job performance, the behavior that is useful in achieving job performance is job-relevant behaviors (Williams, 2002). In the research of industrial and organizational psychology, job performance is one of the most important criterion measures (Borman, 2004). According to Jex and Britt (2008), the combination of expected behavior and task-related aspects is one of the aspects of job performance. In organizational and industrial psychology, the widely used dependent variable is the idea of employee performance (Kahya, 2009). Within the organization, job performance is an important component, so the organization should focus on improving this factor (Abbas and Yaqoob, 2009). In fact, previous studies have demonstrated that human resource management activities are positively related to the areas of employee development and performance (Hafeez and Akbar, 2015). To be more specific, the employee's behavior is one of the factors of job performance; specific abilities are the methods using for the outcomes which come when the tasks of job completion and these results are measured by many different scales (Imran and Tanveer, 2015). In other words, one of the key determinants of an organization's performance is job performance (Alshery, & Ahmad, 2016).

Job satisfaction (JS)

Skaalvik and Skaalvik (2011) defined job satisfaction as the feelings an employee holds towards the job, arguing that when the expectations from the job match with the real outcome, job satisfaction occurs. In addition, for some academicians and scholars, job satisfaction has become a vital problem for them. Different authors will have different approaches to define job satisfaction. This paper will analyze some of the most commonly cited job satisfaction definitions. According to Armstrong (2006), job satisfaction is the attitude and feelings people have about their work. Kim (2005) defined job satisfaction as the feelings or a general attitude of the employees in relation to their jobs and the job components such as the working environment, working conditions, equitable rewards and communication with the colleagues. Moreover, attitudes and feelings are two states that the term job satisfaction refers to. Satisfaction is being expressed most clearly through the positive and favorable attitudes of employees. To be more specific, how much they are satisfied with their job is an important pointer in employee satisfaction (Khan et al., 2012). In fact, an important factor in the achievement of an organization which is the job satisfaction of individuals. In contrast, the negative and unfavorable attitude of employees will create job dissatisfaction (Armstrong, 2006). In addition, the degree of satisfaction and dependency is considered to be a basic factor in an individual's job satisfaction. Particularly, it adversely affects the physical and mental feelings among employees in the process of working in

businesses, for instance, turnover, struggle, non-attendance, and deficient relations with other employees (Mohammad et al., 2011).

Employees retention (ER)

In the literature, young employee retention concepts are defined very differently. Previous research has identified several factors relating to young employee retention, situated on both organizational and employee levels. On the organizational side, factors influencing retention appear to be the existence of challenging and meaningful work, opportunities for advancement, empowerment, responsibility (Birt et al., 2004). In addition, Hytter (2007) demonstrated that workplace factors such as rewards, leadership style, career opportunities, training, and development of skills, have a direct influence on retention. The fact that effective training, opportunities to learn and develop, enhance young employee retention, is also confirmed by other researchers such as Arnold (2005). So, one of the key representatives in increasing young employee retention is elicited strong obligations for employees, and it makes them feel that individuals must repay the organization for investing in their development and career (Lee and Bruvold, 2003). It can, therefore, be concluded that training and development can be considered as important retention-enhancing strategies. On the employee levels, research has also shown that, as long as employees feel that they are learning and growing, they will be less inclined to leave. On the other hand, once employees feel they are no longer growing, they begin to look externally for new job opportunities (Rodriguez, 2008). It can, therefore, be concluded that job satisfaction can be considered as important retention-enhancing strategies. Allen and Shanock (2013) acknowledged that every year, the costs associated with recruiting, selecting and training new employees are those that always exceed 100% of the salary, and related to turnover including direct costs, job interruptions segments, organizational loss memory and seasoned mentors associated with turnover are important issues emphasized in young employee retention. Kim (2012) argued that losing employees will directly affect the quality and cost of the organization, so retaining employees is a very important issue for businesses.

Training and Development and Young Employee Retention

According to an earlier study by Mincer (1988), the results indicated a positive and significant relationship between training and development and staying in the organization. In a similar study conducted by Benson (2006), the results also revealed that training significantly and positively influences young employee retention. When companies invest heavily in training and development, they often show a high ability to retain employees. Moreover, training and development programs will provide creativity to employees so that they can create benefits for organizations and individuals. When they feel their talented, the percentage of young employee retention will increase. In addition, Glen (2006) provided that employees with high skills and potential through formal education development and education opportunities that will enable them to gain career opportunities based on their previous experience, moreover, it not only helps the company retain its employees but also improves their individual market. In the developed economy, leading companies in Vietnam believe that training and developing comprehensive technical skills and professional skills will be the best way to attract, remain, and retain employees. Employees who stay longer with the organization conclude that the young employee retention rate is positively associated with training and development. On the other hand, when working with the company for a long time, the possibility of increasing expected salaries for employees will be high, thus helping the company retain employees. In short, training and development are helping to reduce the cost of recruitment of the company's, and it is considered an important factor in the retention of employees (Wetland, 2003). From the discussion above, we thus hypothesize as followings:

H1: Training and Development is positively related to young employee retention.

Job Satisfaction and Young Employee Retention

Organizations need to take note that a happy employee is a happy customer. (According to Aydogdu and Asikgil (2011), job satisfaction affects the decision to stay or leave the organization. From theoretical and empirical studies, it is shown that the reliability indicators representing young employee retention are severely affected by job satisfaction, discussed by Shore and Griffeth 2003. Similarly, Scholars such as Rowden and Conine (2005) proposed that job satisfaction can be enhanced through training. As a result of training, satisfied employees become committed to the organization, attend work, stay with an organization, arrive at work on time, perform well and engage in behaviors helpful to the organization (Wright and Bonett, 2007). For instance, when employees are not satisfied with the job, the intention to leave the organization is high. Likewise, Meyer and Herscovitch (2001) argued that the desire to stay in the organization of employees begins to erode when they are not satisfied with the job. In fact, in Vietnam businesses, the negative consequences of these impacts, in the form of low job satisfaction, were low retention of the employees. Moreover, it will increase the cost of recruitment and decrease the branding of those organizations. Delayed service delivery and low morale among employees are also caused by low young employee retention rates. The ability of employees to retain quality is no longer available because these activities significantly affect the success and prosperity of the organization in today's competitive economy. Particularly, Chew and Chan (2008) emphasized that the factor in retaining employees is job satisfaction. From the discussion above, we thus hypothesize as followings:

H2: Job satisfaction is positively related to young employee retention.

Job Performance and Young Employee Retention

Organizations need to know that the job performance of staff enhances young employee retention (Sajuyigbe and Amusat, 2012). The influence of job performance on employee has received a significant amount of support. For instance, increasing employee productivity is one of the factors that make organizations in Vietnam more likely to survive and maintain a competitive advantage, thereby reducing personnel turnover, absenteeism, and lost productivity costs. Particularly, in order to increase the competitive advantage, human resource management should create programs to improve employee efficiency. Employees who are well-motivated, knowledgeable, and skilled have high productivity, which is considered an important factor in the organization to maintain competitiveness and retain employees, corroborated by Hornsby and Kuratko (2003). Moreover, a significant resource determining the success and competitive advantage of an organization in Vietnam in relation to employee performance, as employees are a valuable asset for any organization. Chew and Chan(2008) also argue that employee competencies such as skills, creativity, efficiency, commitment, and training of employees will be essential to the success of the organization. When the job performance of employees is high, they will get the job done quickly, and they will feel less pressured so that the company's ability to retain employees will be higher. Particularly, the employee's performance is an important source of young employee retention. Consequently, it can be argued that in a complex and dynamic environment, the operating of companies in Vietnam should focus on human capital and know-how to manage employee performance as it is considered to be a direct impact on young employee retention. The organization's overall performance in Vietnam has been found that training, performance evaluation systems, and incentive compensation play an important section in young employee retention. In a survey by Mercer Human Resource Consulting (2009) observed that

throughout Vietnam, within 12 months, employees planning to find a new job account for about 25% because of low job performance. Vietnam companies are concerned about the cost of employee turnover. Mercer estimates that every year, the total cost of employee turnover because of low efficiency accounts for about 50% -150% of an individual's salary. A number of correlations can be proposed the relationship between employee performance and young employee retention through assessments of past surveys. From the discussion above, we thus hypothesize as followings:

H3: Job performance is positively related to young employee retention

The research model of this research is summarised as the figure below:

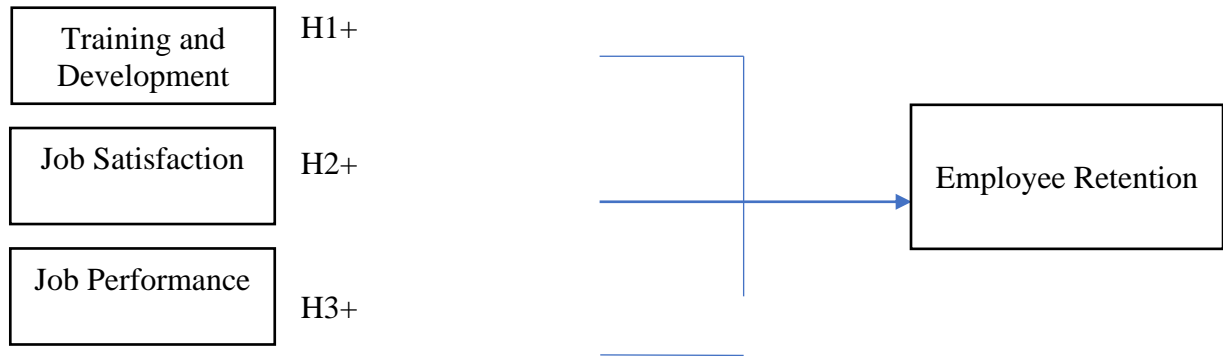


Figure 1. Research Model

Methodology

Research design

The primary, secondary research method, and quantitative research are the processes that the author performs to conduct research on the factors affecting young employee retention in Vietnam.

Research	Method	Data sources	Time
Online	Quantitative	Volunteers	November 2019

Sample collection and Data analysis procedure

Regarding the expected sampling size, the expected sampling size would be at least five times the total number of observed variables, according to the study of Hair, Anderson, Tatham, and Black (1998). The study using factor will be considered appropriate for this sample size above (Comrey, 1973; Roger, 2006). Particularly, the expected sampling formula is $n = 5 * m$, where m is the number of questions in this paper. Twenty-two questions were asked in this study's questionnaire, so $n = 5 * 25 = 125$ was considered the expected sample size for this study. However, the author decided to survey 351 respondents. Data were obtained from Greenwich University students in Vietnam, volunteers, and some people who live and work in Ho Chi Minh City.

Data collection instrument and measurement of variables

We used a questionnaire anchored on a 5-point Likert scale. The response categories ranged from “1-strongly disagree” to “5-strongly agree” for all the dependent and independent variables.

Training and Development

It was measured in terms of support for training and development for employees of the organization. Support for training and development was measured by (4) items like "I personally see opportunities for promotion in the company." "I have many opportunities for developing personal skills at work." "I have the opportunity to use my ability at work." "I receive good training from the company".

Job Performance

It was measured in terms of support for job performance for employees of the organization. Support for job performance was measured by (4) items like "I always complete the assigned tasks in my work". "I meet and fulfill all formal requirements of the job". "I fulfill all responsibilities required by the job". "I never ignore aspects of the work that I am required to perform".

Job Satisfaction

It was measured in terms of support for job satisfaction for employees of the organization. Support for job satisfaction was measured by (4) items like "I look forward to working every day". "I feel satisfied with the current job". "Almost every day, I feel excited and interested in my work". "I feel my contribution is valuable".

Young employee retention

It was measured in terms of support for young employee retention of the organization. Support for young employee retention was measured by (4) items like "I want to stay with the company for a long time". "I feel really satisfied doing this job". "I feel that I am developing my full potential at work". "I feel that the training and development of the company enhance skills and expertise".

Reliability Test

In this section, through the Cronbach's Alpha test, 16 questions will be tested for reliability. According to the opinions of statisticians such as Nunnally (1978) and Peterson (1994), the questions range from 0.7 to 0.8 in Cronbach's Alpha, which is considered to be highly reliable. In other words, Cronbach's Alpha (α) is assumed to be in the range of $0.7 \leq \alpha < 0.8$; good is $0.8 \leq \alpha < 0.9$, and excellent is $\alpha \geq 0.9$. For reliability, only items that constituted a Cronbach's alpha value of 0.7 and above were retained.

Table 1. Reliability of Instrument

Variables	Number of items	Cronbach Results	Alpha
Training and Development	4	0.88	
Job Performance	4	0.784	
Job Satisfaction	4	0.879	
Employee Retention	4	0.781	

Data analysis

Statistical Package for Social Scientists (SPSS) version 20 was used for analysis. Analysis of output included descriptive statistics, Correlation analysis, Standard Regression analysis.

Descriptive statistics

The gender of 351 respondents will be described by the author. For the gender of the respondents, 156/251 respondents were female, equivalent to 44%. This means that the remaining 56% are male (Table 2). Based on the above results, 18-24 years old is the ages with the highest proportion with 79%, equivalent to 276 respondents. Next is 25-34 years old, accounting for 20%, equivalent to 70 respondents. And the remaining is 35 years old or older, accounting for 1%, equivalent to 5 respondents (Table 3). The survey respondents were mostly students from the University of Greenwich in Ho Chi Minh City, so the university accounts for the highest proportion with 64%, equivalent to 224 people. Next is the college, accounting for 21%, equivalent to 74 people. 15% is divided equally among the remaining two segments. In addition, most of Greenwich University's students study information technology and business administration, so these two fields account for a high proportion. Therefore, technical personnel accounted for the highest proportion with 42%, equivalent to 146 respondents. Next is the office worker, accounting for 30%, equivalent to 106 respondents. 28% equally divided among the remaining two segments. Moreover, most of the author's research subjects are students, so the students do not have too much experience in the process of working at the company. Therefore, less than 1 year of experience accounted for the highest proportion, with 66%, equivalent to 190 respondents. Some students went to work too early, so 2-5 years accounted for 16%, equivalent to 46 people surveyed. 18% is divided equally among the remaining two segments (Table 6). Furthermore, we find that most respondents were students, so 5.000.000 - 10.000.000VND accounted for the highest proportion with 47%, equivalent to 164 respondents. Next, is 10.000.000-15.000.000 VND accounted for 40%, equivalent to 141 respondents. 13% is divided equally among the remaining two segments.

Table 2. Correlation Results

	1	2	3	4
Training and Development (1)	1			
Job Satisfaction (2)	.632**	1		
Job Performance (3)	.502**	.599**	1	
Employee Retention (4)	.599**	.561**	.517**	1

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

H1: sought to establish whether training and development and young employee retention are positively related. The results established that a positive relationship between training and development and young employee retention exists ($r = 0.599^{**}$, $p < 0.01$); thus, H1 was accepted. This result is consistent with the works of Lin and Chang (2005, p. 331) found that employees prefer advancement in expressing a higher level of academic goals than their colleagues who remain stationary in long-term positions with the same company. So, employees believe that training and developing comprehensive technical skills and professional skills will be the best way to attract, remain, and retain employees. The result is further supported by the study of Karimi (2016) on the relationship between training and development and young employee retention in the organizations in Vietnam. He found that the training and development of employees and young employee retention correlate positively. This means that when the organization in Vietnam conducts training and development, it boosts employee morale and triggers a feeling that they are a good match for

their jobs, and they realize a sense of meaning and attachment to their organizations.

H2: sought to establish whether a positive relationship exists between job satisfaction and young employee retention, the result found that a positive relationship between job satisfaction and young employee retention do exist ($r = .561^{**}$, $p < 0.01$) hence lending support for H2. The result is supported by Tian et al. (2013) study on the relationship between job satisfaction and young employee retention of organizations in Vietnam. Their results indicated that employees who are satisfied with their jobs are happy, efficient, have the determination to work hard and effectively in performing their jobs. This implies that if employees derive a feeling that they are a good match for their jobs which enhances job satisfaction and young employee retention.

H3: sought to establish whether a positive relationship between job performance and young employee retention exists. The results indicate that there is a positive relationship between job performance and young employee retention ($r = .517^{**}$, $p < 0.01$); hence H3 was supported. Hornsby and Kuratko (2003) found that employees who are well-motivated, knowledgeable, and skilled have high productivity, which is considered an important factor in the organization to maintain competitiveness and retain employees, corroborated. This result further affirms the findings of Adesola et al. (2013), who found that job performance has a positive significant relationship with young employee retention. This implies that a sense of achievement among employees will keep them stay in the organization.

Table 3. Multiple Regression results

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.665 ^a	.443	.438	.49409	1.709

a. Predictors: (Constant), JP, TD, JS

b. Dependent Variable: ER

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	67.265	3	22.422	91.846	.000 ^b
	Residual	84.710	347	.244		
	Total	151.974	350			

a. Dependent Variable: ER

b. Predictors: (Constant), JP, TD, JS

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.360	.187		7.260	.000		
	TD	.305	.044	.364	6.896	.000	.577	1.733
	JS	.163	.046	.204	3.579	.000	.495	2.020
	JP	.210	.050	.213	4.168	.000	.616	1.623

a. Dependent Variable: ER

The above regression results further support our hypotheses. The results in table 3 above

shows that the Adjusted R Square = 0.438, which is lower than R Square = 0.443. This proves that this multiple regression model is appropriate for the data, and it will explain 44.3 of the variance in the data. Next, the F-Test will be conducted by the author. $F = 91.846$ and $\text{sig} = 0.000$ in the ANOVA, leading to the fact that regression models are suitable for the data, and the author can use them. This means that organizations in Vietnam should not disregard training and job satisfaction, job satisfaction, and job performance; they should consider training and job satisfaction, job satisfaction, and job performance, among other strategies as means of retaining the employees in the organization. Based on the above results, we find that the relationship between Young employee retention, Training and Development, Job Satisfaction, and Job Performance is as follows:

$$\text{Young employee retention} = 1.360 + 0.305 (\text{Training and Development}) + 0.163 (\text{Job Satisfaction}) + 0.210 (\text{Job Performance})$$

Discussion and Further Research

Arising out of these findings, we start our discussion by commenting that this result provides a strong basis to argue that training and development, job satisfaction, and job performance are very fundamental in increasing young employee retention in the Vietnam organizations. The competition of businesses in Vietnam is becoming more and more bitter, so they need to know their competitive advantages in order to develop the company in the best way. In today's businesses, the most important thing is to retain employees because employees are the company's most valuable asset. Managers of businesses in Vietnam need to pay attention to policies related to training and development factors in order to improve job performance, which leading to increase employee job satisfaction. This "young employee retention strategy" will be recommended by this study in order to meet the basic needs of employees. The author believes that businesses in Vietnam need to bring fair and communicative policies for a fair assessment of the human resources activities of the employees. It will increase the ability to retain employees. Moreover, the organization needs to improve more in recognizing employee input and output through a formal system of employees so that they will feel their contribution is valuable. The awards on merit basis can be promotions in order to help employees feel more satisfied with their current job. In addition, businesses in Vietnam need to pay attention to the increase in staff salaries when they fulfill their targets excellently. This will not only retain their employees but may also recruit new employees. To be more specific, companies should establish a consulting system to develop and direct their employees to improve employee loyalty with the organization. During the development of information technology, businesses in Vietnam can invest in these applications so that staff can respond quickly and easily. Based on these applications, appropriate feedback will be enlightened on employee performance, and this will assist the company in retaining employees. This will allow employees to increase their ability to adapt effectively with the rapid changes of businesses in Vietnam. Based on the findings, training, and development affecting young employee retention, it also indicates that employee satisfaction is also enhanced through training and development. Learning the soft, technical skills required by the job are the benefits that employees receive after the training program ends. Therefore, employees can survive and develop their ability to cope with new technologies in the future. To be more specific, employees who are satisfied with the training content tend will stick with the business more because they feel pleased with the knowledge and professional skills provided by the company. So, they can grasp the job easily. To sum up, training and development, job satisfaction, and job performance will significantly affect the retention of the employees.

Theoretical implications

The findings offer an alternative theoretical position for exploring young employee retention from the perspective of training and development, job satisfaction, and job performance. The finding, therefore, lays emphasis and enriches young employee retention studies by confirming that training and development, job satisfaction, and job performance are the key antecedents of retention. This finding also enriches retention theory by confirming that training and development, job satisfaction, and job performance have a positive relationship with young employee retention in the organization in Vietnam. Hence, the results of this study provide strong empirical support for our hypotheses that training and development, job satisfaction, and job performance in jobs affect variations in young employee retention.

Managerial implications

As confirmed from this study, managers should right away consider training and development, job satisfaction, and job performance as a very fundamental tool that can be used for retaining the employees. This study further demonstrates that creating changes in job satisfaction through training boosts job performance of the employees. This is because training and development, employees' job satisfaction, and job performance as demonstrated from this study, which in turn results in young employee retention. Management is therefore informed to reliably utilize this result to make favorable decisions regarding retaining employees since training and development, job satisfaction, and job performance have a direct and indirect positive impact in building young employee retention. Hence, training and development, job satisfaction, and job performance act as an antecedent for enhancing young employee retention (Bulut and Culha, 2010) in the organizations in Vietnam.

Conclusion

We conclude that these results have outstanding managerial, policy, and theoretical implications. As for managers, the results place demand for action, and this study finds that training and development, job satisfaction and job performance are very important in the Vietnam organizations because it provides an opportunity to employees to acquire and update the required skills for them to keep the employees. For policymakers, they should realize that young employee retention does not come by chance; something must be done about it, and from this result, we see that if training and development, job satisfaction, and job performance are implemented and sustained, young employee retention is the outcome. Therefore, policies regarding training and development, job satisfaction, and job performance should be made without hesitation. The conclusion is supported by the works of Dardar et al. (2012), who found that organizations that provide training to employees do promote employee dedication to their work so it will increase employee satisfaction and performance. The finding further concludes that job satisfaction, job performance, training, and development have a positive relationship with young employee retention in Vietnam organizations. Generally, these results are important because they provide evidence of the aggregate explanatory power of training and development, job satisfaction, and job performance on the criterion variable.

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