



Faculty of Cognitive Sciences and Human Development

**THE RELATIONSHIP BETWEEN LEARNING AND DEVELOPMENT
PRACTICES AND EMPLOYEE RETENTION IN THE RETAIL
INDUSTRY IN KUCHING, SARAWAK.**

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AND EMPLOYEE RETENTION IN THE RETAIL INDUSTRY IN KUCHING,
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ABSTRACT

This research investigates how employee retention in Kuching, Sarawak's retail industry, is impacted by learning and development practices, particularly coaching, mentoring, and job training. The study, which is based on Social Exchange Theory (SET), asserts that when businesses support employees' growth, those employees are more likely to return the favour by being loyal and committed over the long run. Structured questionnaires were used to gather data. A sample of retail employees from companies in Kuching was given structured questionnaires as part of a quantitative study design. Analysis was done on 81 valid responses. To ascertain the significance and value of the relationships between learning and development practices and employee retention, the responses were examined using Spearman's Rank Correlation. The findings revealed significant positive relationships across all three variables. Mentoring demonstrated the strongest correlation among the three with ($\rho = 0.552$), followed by job training ($\rho = 0.482$) and coaching ($\rho = 0.451$). These results confirm that well-structured and employee-focused development practices can enhance job satisfaction, performance, and ultimately, retention. This study proposes formalizing coaching, mentoring, and customized training programs as strategic strategies to lower turnover, which has major implications for HR professionals and organizations.

Keywords: Employee retention, coaching, mentoring, job training, learning and development, retail industry, Human Resource, Kuching, Sarawak

ABSTRAK

Kajian ini menyiasat bagaimana pengekalan pekerja dalam industri runcit di Kuching, Sarawak dipengaruhi oleh amalan pembelajaran dan pembangunan, khususnya bimbingan, mentor, dan latihan kerja. Kajian ini, yang berasaskan Teori Pertukaran Sosial (Social Exchange Theory, SET), menegaskan bahawa apabila sesebuah organisasi menyokong pertumbuhan pekerja mereka, pekerja cenderung untuk membalasnya dengan menunjukkan kesetiaan dan komitmen jangka panjang terhadap organisasi. Data dikumpul menggunakan soal selidik berstruktur. Sampel terdiri daripada pekerja runcit daripada syarikat di Kuching yang telah diberikan soal selidik sebagai sebahagian daripada reka bentuk kajian kuantitatif. Sebanyak 81 respons yang sah telah dianalisis. Untuk menentukan kepentingan dan kekuatan hubungan antara amalan pembelajaran dan pembangunan dengan pengekalan pekerja, data dianalisis menggunakan Korelasi Spearman. Dapatan kajian menunjukkan hubungan positif yang signifikan antara semua tiga pemboleh ubah. Mentor menunjukkan korelasi paling kuat ($\rho = 0.552$), diikuti oleh latihan kerja ($\rho = 0.482$), dan bimbingan ($\rho = 0.451$). Keputusan ini mengesahkan bahawa amalan pembangunan yang tersusun dan berfokus kepada pekerja dapat meningkatkan kepuasan kerja, prestasi, dan akhirnya, pengekalan pekerja. Kajian ini mencadangkan agar bimbingan, mentor dan program latihan yang disesuaikan diformalkan sebagai strategi utama untuk mengurangkan kadar keluar masuk pekerja, sekali gus memberi implikasi penting kepada profesional sumber manusia dan organisasi.

Kata kunci: Pengekalan pekerja, bimbingan, mentor, latihan kerja, pembelajaran dan pembangunan, industri runcit, Pembangunan Sumber Manusia, Kuching, Sarawak

CHAPTER 1: INTRODUCTION

1.0 BACKGROUND OF STUDY

Employee turnover has been a persistent issue in Malaysia's various sectors. Voluntary turnover rates have remained high, notably among younger workers and employees who work in service-related industries (Zainal et al., 2022). This research focuses on the retail industry, which is defined by difficult work situations and the need for specialized skills, because of its distinct vulnerability to high employee turnover (Tuckey et al., 2017). According to Kamarulzaman et al. (2015), limited career progression opportunities and a lack of structured learning and development support mostly cause high employee turnover in Malaysia's retail industry. According to the research, while retail employees frequently indicate average job satisfaction, many continue to feel devalued and unsupported in their professional development, adding to a significant desire to quit their organizations (Kamarulzaman et al, 2015). These findings highlight the need for more personalized learning and development practices for improving employee retention.

Learning and development practices, like coaching, mentoring, and job training, have become known as essential tools for increasing employee retention (Damei, 2020). These practices aim to fulfill employees' professional and personal development requirements, making them feel appreciated and supported. Mentoring, for example, offers direction and career advice to workers, coaching improves performance via personalized feedback, and job training prepares employees with the skills they need to thrive in their professions. By aligning these practices with organizational goals, organizations may foster a culture of continuous development and employee engagement.

In Sarawak, particularly in Kuching, the retail industry is expanding and becoming increasingly essential to the local economy. As the industry grows, organizations recognize the significance of maintaining competent employees to ensure service quality and operational efficiency. While there is an increasing amount of research on employee retention in general, there is still room to study the relationship between learning and development (L&D) practices and employee retention in Kuching's retail industry. Addressing this gap might give helpful insights for improving the regional HR strategy. Thus, the relationship between learning and development practices such as coaching, mentoring, job training, and employee retention in the retail industry in Kuching, Sarawak, should be assessed. The study aims to determine how these learning and development practices impact employees' decisions to stay with their organization and the extent to which they improve job satisfaction, professional

progress, and organizational commitment. The researcher hopes this study will provide HR managers and organizational leaders with practical insights for designing and implementing effective learning and development practices. This research also aims to contribute to both academic understanding and practical applications, eventually assisting efforts to minimize turnover and increase workforce sustainability.

1.1 PROBLEM STATEMENT

According to Al-Suhairi et al. (2021), a turnover rate survey done by Malaysia's Ministry of Human Resources found that 49% of organizations had employee turnover in 2015. This indicates the continuous challenges of retaining employees in Malaysian organizations. Regardless of increasing awareness of high turnover rates, many organizations continue to struggle with employee retention. Singh (2019) adds that attrition is especially high among young professionals aged 20-25, due to factors such as restricted career progression, interpersonal difficulties, work-life balance, and desires for further study. There is a need to better comprehend these factors to develop more successful retention strategies. These findings show that retention strategies must take into consideration a wide range of employee needs and expectations. As a result, the purpose of this study is to provide insights into the factors that influence employee retention, especially in the context of learning and development practices.

Despite widespread implementation of different learning and development (L&D) initiatives, many organizations continue to face challenges with effective employee retention. This is because traditional learning and development practices, which typically refer to conventional or one-size-fits-all approaches to employee training and development, frequently lack the personalization and adaptability necessary to suit individual employee needs and career goals (Sirtuy, 2015). This gap in individualized learning could limit its efficacy in addressing employee needs and improving retention. While traditional learning and development strategies such as standard onboarding, seminars, or workshops have their advantages, they sometimes lack the personalized attention and skill-specific depth afforded by mentoring, coaching, and job training (Sirtuy, 2015). Therefore, the purpose of this study is to investigate how personalized and skill-focused learning and development practices, such as mentoring, coaching, and job-specific training, affect employee retention in the retail industry in Kuching, Sarawak. By emphasizing individualized growth tactics, this study aims to give insights into more successful retention approaches.

Literature review shows that some studies investigating the relationship between learning and development practices and employee retention result in mixed findings (Kamunya & Nzulwa, 2020; Omoikhudu, 2017). Although most studies show a significant relationship between learning and development and employee retention (Sirtuy, 2015), these mixed findings indicate that the connection is unclear. The variation in research findings might be attributed to differences in organizational contexts, such as industry type, organizational size, and culture. Certain industries, such as technology, where ongoing skill development is critical, might indicate a stronger relationship between learning and development and employee retention than other industries. Smaller companies could face different learning and development-related retention outcomes than bigger companies due to resource limitations (Kamunya & Nzulwa, 2020). Therefore, more studies should clarify the relationship between the variables further.

Finally, the geographical gap. Literature review suggests that even though past studies have extensively explored the relationship between learning and development practices and employee retention in regions such as Africa and Europe, there is significant potential for more research in Asia (Fung, 2017), particularly Malaysia (Syafiq & Hamza, 2017). Given the distinctive cultural, economic, and organizational dynamics of different parts of the world, it is critical to investigate how these variables impact the role of learning and development in retaining employees across Asia. Although it is well-known about the relationship in broader contexts, studying it in Sarawak's retail industry, particularly in Kuching, provides a chance to gain useful, region-specific insights. This study intends to help local retail organizations establish more personalized and successful HR strategies by investigating how L&D practices affect employee retention.

1.2 RESEARCH OBJECTIVES

1.2.1 General Objective

To investigate the relationship between learning and development practices and employee retention.

1.2.2 Specific Objectives

1. To identify the relationship between coaching and employee retention.
2. To identify the relationship between mentoring and employee retention.
3. To identify the relationship between job training and employee retention.

1.3 RESEARCH QUESTIONS

1. What is the relationship between coaching and employee retention?
2. What is the relationship between mentoring and employee retention?
3. What is the relationship between job training and employee retention?

1.4 RESEARCH HYPOTHESES

Ha1: There is a significant relationship between coaching and employee retention.

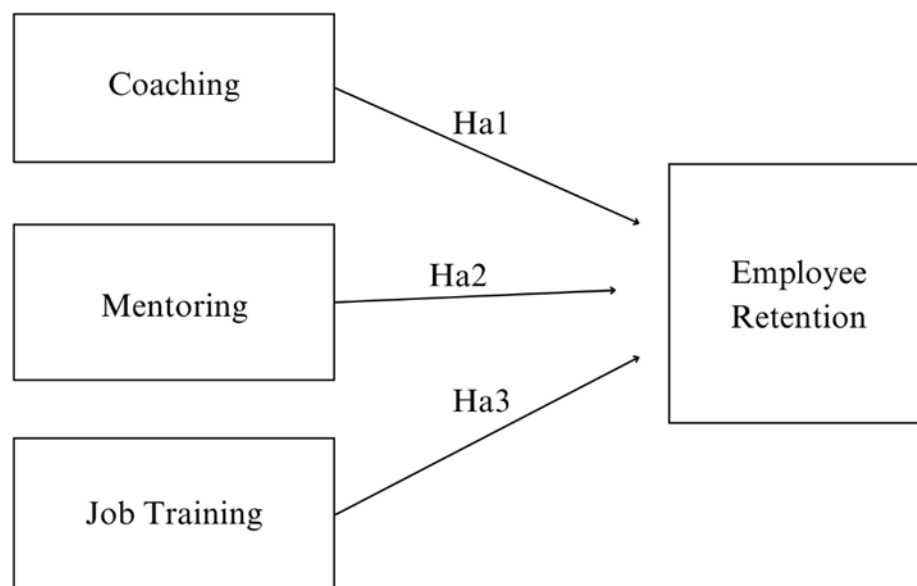
Ha2: There is a significant relationship between mentoring and employee retention.

Ha3: There is a significant relationship between job training and employee retention.

1.5 CONCEPTUAL FRAMEWORK

Figure 1

Conceptual Framework



Note. Conceptual Framework of the study. Adapted and modified from Damei (2020); Syafiq and Hamza (2017).

A study by Kamunya and Nzulwa (2020) stated that performance coaching, career coaching, life skills coaching, and executive coaching positively influence employee retention. Their study concludes that performance coaching is the most effective coaching strategy for employee retention in commercial banks, followed by career coaching, executive coaching,

and life skills coaching (Kamunya & Nzulwa, 2020). In view of these findings, the following hypothesis is formulated to test the relationship between coaching and employee retention in this study as follows:

Ha1: There is a significant relationship between coaching and employee retention.

According to past researchers, mentoring involves creating goals and objectives, building relationships, encouraging protégés, teaching skills, and monitoring and directing, which leads to increased morale and retention (Chandan & Singh, 2019). Additionally, Kiguru (2018) also stated that mentoring significantly influenced employee retention. In view of these findings, the following hypothesis is formulated to test the relationship between mentoring and employee retention in this study as follows:

Ha2: There is a significant relationship between mentoring and employee retention.

According to Damei (2020), there is a positive relationship between job training and employee retention. A study by Aruoren and Echewa (2023) supports these findings as they also conclude that job training has positive and significant effects on the retention of employees. In view of these findings, the following hypothesis is formulated to test the relationship between job training and employee retention in this study as follows:

Ha3: There is a significant relationship between job training and employee retention.

1.6 SIGNIFICANCE OF THE STUDY

This study can help HR managers understand the importance of employee retention and how it can be affected by learning and development practices. Through this study, HR managers can identify the most effective approach that they can implement to preserve talent. HR managers can enhance organizational stability and maintain a competitive advantage in retaining skilled employees by establishing L&D approaches tailored to their employees' needs. In this context, effective coaching, mentoring, and job training are valuable tools for retaining institutional knowledge, maintaining strong morale, and ensuring that staff see a future with the organization. These approaches increase employee retention, which offers a welcoming workplace culture, promotes operational efficiency, and aligns employees' development with organizational goals.

Policies and practices for managing employees, recruiting, and retention are critical in reducing employee turnover, particularly in Malaysia's competitive retail sector. Malaysian

organizations are urged to improve their learning and development (L&D) strategies in accordance with government efforts such as the Eleventh Malaysia Plan (11MP) and the Twelfth Malaysia Plan (12MP), both of which emphasize human capital development and lifelong learning. Retail organizations in Kuching, Sarawak, may strengthen their learning and development strategies by using coaching, mentoring, and job training as essential human resource practices. These initiatives are also consistent with the Human Resources Development Corporation's (HRD Corp) guidelines, which encourage upskilling and reskilling to assist with organizational sustainability and employee retention.

The results of this study can enrich the body of knowledge in the literature. This study shows how these learning and development practices impact retention and might encourage further research into other learning and development practices or their effects across different sectors or cultural contexts. Its findings might serve as a foundation for developing advanced models of employee retention and improving learning and development strategies in organizational practice.

1.7 LIMITATIONS OF THE STUDY

The limitations of a study are the factors or constraints that may impact the scope, methodology, findings, and conclusions. These are the intrinsic challenges or limitations that the researcher faces during the study and recognizing them is crucial to maintaining transparency and guiding future research.

This study is focused on the retail industry in Kuching, Sarawak. While the findings will be useful in this specific context, they may not apply to other sectors or regions. The organizational structures, duties, and work environments in the retail industry could restrict the results' applicability to industries with different operational dynamics or employee demographics.

Next, this research uses a cross-sectional survey design, which gathers all information at one time. This approach does not allow observation of changes over time, such as how L&D practices affect long-term retention. Employee retention is influenced by dynamic factors, and longitudinal research may offer a more comprehensive understanding of relationships between the variables.

This study's limitations also include the exclusion of external factors. The study focuses entirely on the relationship between learning and development practices and employee retention, disregarding external factors such as economic issues, labour market trends, and

unrelated learning and development organizational policies. These factors can have a major influence on retention rates and excluding them reduces the analysis's comprehensiveness.

1.8 DEFINITION OF TERMS

1.8.1 Learning and Development Practices

Learning and development (L&D) practice is broadly defined as a strategic process within human resource management that aims to enhance the skills, knowledge, and abilities of employees. According to Armstrong (2017), it includes initiatives and programs that promote continuous learning and development to help employees perform at their best, benefiting both the individual and the organization. Learning and development focus on equipping employees with the competencies needed for their current roles and preparing them for future organizational needs (Fallon & Rice, 2015). Employees benefit from learning and development practices such as job training, coaching, and mentoring, which improve their employability and marketability in the organization (Sirtuy, 2015).

In the context of this study, learning and development practices are operationally defined as organized efforts and structured activities within an organization that aim to improve employee skills, knowledge, and professional progress, to increase employee retention. For this study, learning and development practices are evaluated based on their availability, accessibility, and perceived efficacy in fostering skill development, career advancement opportunities, and overall satisfaction among employees. Employee perceptions of learning and development practices will be measured using surveys that capture insights into the organization's commitment to professional development, the perceived importance and quality of these practices, and the extent to which they influence an employee's decision to stay with the company. Out of many, this study focuses on 3 learning and development practices, which are coaching, mentoring, and job training.

1.8.2 Coaching

Coaching is often defined as a developmental process in which a trained coach helps coachees learn and improve their abilities and performance. According to Boyens (2017), coaching is a process that aims to stimulate learning and growth to improve organizational performance by creating an atmosphere in which individuals can give their all and remain committed. Kamunya and Nzulwa (2020), quoting from past research by Armstrong (2015) and Uren and Jackson (2012), state that coaching helps individuals take ownership of their

activities and fosters self-improvement, assisting the organization in creating a sustained competitive advantage through human capital development.

In this research, coaching refers to an organized, one-on-one developmental process in which an experienced expert (the coach) assists an employee in meeting personal or professional goals that improve work performance and contribute to organizational objectives. This practice entails regular feedback, goal setting, and guidance sessions aimed at improving an employee's abilities, confidence, and job satisfaction. Coaching is measured by the frequency and duration of coaching sessions, feedback given, and the employee's assessment of the support they received from their coach, which is assessed using a survey.

1.8.3 Mentoring

According to research by Kiguru (2018), mentoring is conceptually defined as a developmental connection between a more experienced mentor and a less experienced mentee. The mentor provides direction, encouragement, and feedback to help the mentee grow professionally and personally (Kiguru, 2018). This procedure is emphasized as vital for skill and knowledge transfer within organizations, leading to individuals' long-term career success.

In this study, mentoring is defined as an organized learning and development process in which an experienced employee (mentor) gives direction, information, support, and career advice to a less experienced employee (mentee) inside the organization. Mentoring aims to improve the mentee's abilities, professional development, and employment engagement. This variable will be assessed with a survey questionnaire, which will include the frequency and duration of mentor-mentee meetings, as well as the mentee's perceived satisfaction and efficacy of the mentoring relationship. Higher ratings reflect a more positive assessment of mentoring's effect, which is believed to improve employee retention.

1.8.4 Job Training

Conceptually, job training is a structured process that provides employees with the specialized skills and knowledge required to perform their tasks productively. Job training includes on-the-job training and off-the-job training. On-the-job training happens in the workplace while employees perform their duties; meanwhile, off-the-job training occurs outside of the immediate work area and allows employees to focus only on learning (Syafiq & Hamza, 2017).

Operationally, in this study, job training refers to an organization's structured programs or activities that educate employees with the information, skills, and competencies needed to

effectively perform their job tasks. Job training will be measured based on the frequency and perceived efficacy of training sessions attended by employees, as assessed by a survey. This study assesses factors such as relevance to job responsibilities, improved job performance, and alignment with career advancement. Higher scores reflect more positive perceptions toward job training, which may influence an employee's decision to stay with the organization.

1.8.5 Employee Retention

A paper by Kamalaveni et al. (2019) quotes a statement by Hom and Griffeth (1995) that employee retention is the process of encouraging employees to stay in the organization for an extended period or until the job is completed. From a conceptual viewpoint, employee retention refers to an organization's initiatives to keep talented employees, reduce turnover, improve job satisfaction, and ensure that the employees stay committed to their positions over time (Al-Suhairi et al., 2021). Al-Suhairi et al. (2021) also highlight how valuable employees are to an organization and how important it is to keep them on board to prevent high turnover expenses, such as lost productivity, training, and hiring new employees.

For this study, employee retention is defined as the organization's ability to retain its employees over an extended period. It is operationalized as the number of employees who remain with the organization from the start to the end of the measuring period, as documented in HR records. High retention indicates a stable workforce, while low retention may suggest a higher turnover rate. The dependent variable in this study is employee retention, which is assessed by traits such as employee tenure and turnover intentions.

1.9 CHAPTER SUMMARY

This chapter outlined the study's basis, establishing the essential topic of employee retention and its impact on the retail industry in Kuching, Sarawak. It emphasizes the relevance of learning and development practices like coaching, mentoring, and job training to increase employee engagement and commitment. The chapter discussed the research's aims, questions, and hypotheses, emphasizing its importance in filling regional and industry-specific literature gaps. The study's scope is contextualized by acknowledging limitations such as the emphasis on a specific industry and geography and the use of a cross-sectional approach. Overall, this chapter provides a solid foundation for understanding the importance and necessity of investigating the relationship between L&D practices and employee retention.

CHAPTER 2: LITERATURE REVIEW

2.0 INTRODUCTION

This chapter discusses various aspects of employee retention and learning and development practices. The researcher explores the definitions, challenges, solutions, and critical analysis for employee retention, learning and development, coaching, mentoring, and job training across various sectors, with a focus on retail. Furthermore, the review investigates the relationship between these practices and retention, emphasizing their importance in improving employee stability and organizational success. It aims to synthesize current findings, identify gaps, and contextualize this study within the broader HRD discourse.

Theoretical perspectives, specifically from Social Exchange Theory (SET), are also examined, providing a framework for understanding the relationship between L&D practices and employee retention. This chapter then ends with a summary.

2.1 CONCEPTS RELATED TO THE STUDY

2.1.1 Employee Retention

A study by Singh (2019) stated that employee retention refers to measures done by organizations to encourage employees to stay with them for extended periods. When an employer recognizes the value of some of its employees, it will take intentional measures to ensure their stay (Kiguru, 2018). High retention of employees is commonly associated with increased efficiency, improved team cohesiveness, and reduced recruiting and training expenses (Zainal et al., 2022). According to Kamunya and Nzulwa (2020), maintaining loyal employees is important for preserving efficiency and accomplishing long-term organizational goals, particularly in industries where turnover interferes with not just productivity but also compliance with strict standards of the industry. Collectively, these studies indicate that ways to retain employees are not only administrative jobs, but rather critical components of long-term organizational success.

Retention challenges are common in a wide variety of sectors, including healthcare, technology, education, and retail, where this study focuses. Retail retention is especially challenging due to factors including irregular work hours, poor salaries, and limited upward mobility, all of which led to significant turnover among frontline employees (Coombs, 2020). Younger employees, particularly those aged 20 to 30, are commonly recognized as the most migratory demographic, leaving organizations in search of greater professional development

opportunities, improved work-life balance, or further education (Singh, 2019). These research results imply that both industry-specific factors and generational employee expectations have a major influence on employee retention. These findings indicate that retention strategies must adapt to suit current employee expectations.

Kossivi et al. (2016) identified several factors that contribute to employee retention, including opportunities for development, work-life balance, compensation, management style, work environment, autonomy, development and growth opportunities, and social support. In addition, Shahid (2018) studied that research consistently shows that employees are more likely to stay when they feel valued, supported, and see growth potential (Shahid, 2018). The overlap in information of these studies indicates a common theme where organizations that prioritize both employee professional growth and personal well-being have lower turnover rates. This synthesis implies that strategies for retention should use a multifaceted strategy that encourages both emotional involvement and professional advancement rather than focusing just on compensation.

While current research provides useful insights on employee retention, much of it focuses on a larger or more general context. This is an opportunity to broaden our understanding of retention dynamics to regional and industry-specific settings, such as Kuching's retail sector in Sarawak. The retail industry, with its frontline duties, customer-facing responsibilities, and non-standard working hours, has distinct labour issues and incentives that may differ from those in other industries (Coombs, 2020). These factors indicate that a localized analysis might reveal intricate causes of employee retention that are not completely captured by broader research. Exploring this area can help to develop more targeted and successful HR strategies that are attentive to retail employees' requirements while also aligning with regional economic goals.

2.1.2 Learning and Development Practices

Learning and development practices are formalized initiatives to improve employees' knowledge, skills, and abilities in their present or future responsibilities. Effective learning and development practices have a significant connection to an organization's strategic objectives. Maycock and Ikuomola (2015) emphasize that current learning and development strives not simply to address skill gaps, but also to cultivate talent and adaptability in constantly shifting work environments. This alignment ensures that training programs address the precise skills and competencies needed to meet company goals while increasing organizational efficiency and effectiveness. As Fegade and Sharma (2023) state in their research, connecting training

content with specific organizational demands ensures that L&D activities are not only relevant but also contribute to overall efficiency and effectiveness. Collectively, the past research suggests that strategically integrated L&D is critical not just for individual employee growth but also for accomplishing larger organizational goals.

Despite its recognized advantages, implementing L&D initiatives across sectors offers a few hurdles, particularly in fast-paced or resource-constrained environments. One of the most frequently mentioned challenges is a mismatch between L&D material and employees' real job duties or career goals. Traditional training programs frequently employ generic modules that do not take into account individual learning preferences, job-specific abilities, or generational expectations (Joo & Lee, 2017). This leads to disengagement and ineffective use of learnt skills in the job. Furthermore, without active support from supervisors and senior management, L&D initiatives may lack credibility and follow-through. According to Isa et al. (2018), in certain Malaysian organizations, learning and development is considered an HR formality rather than a strategic instrument. This reduces employees' incentive to participate seriously in training. These discoveries imply that without personalization, strategic alignment, and leadership endorsement, L&D programs may become ineffective and underutilized.

Present-day learning and development should be adapted to the learner. Microlearning, adaptive learning methods, and modular material can help employees fill knowledge gaps. Díaz Redondo et al. (2021) found that customized e-learning programs with progress tracking and flexibility increase learner engagement significantly. In addition, managerial assistance is crucial in integrating learning and development into everyday tasks. When managers support, model, and even engage in training, they demonstrate organizational commitment. According to Hanaysha (2016), coaching relationships, in which supervisors advise junior employees, can improve knowledge transfer and responsibility. These research results suggest that effective L&D requires both personalized content delivery and leadership participation to achieve meaningful growth.

While most public research in Kuching has focused on government, public agencies, and manufacturing, the conclusions are nevertheless applicable to retail. Ahmad Nasarudin's (2016) research on on-the-job training at Telekom Malaysia in Kuching found that hands-on strategies such as job rotation and mentoring greatly improve employee competency. Bennerd's (2017) study at Jabatan Kerja Raya Sarawak discovered that structured training improves employee knowledge, motivation, and performance. Nur Syaherah's (2021) study of L&D at a Sarawak government agency found that effective training delivery requires managerial support, technological integration, and benchmarking. These findings imply that L&D in Kuching

thrives when it is participatory, supportive, and technologically enabled, providing significant direction for retail organizations aiming to implement comparable competency-based and adaptable learning techniques.

2.1.3 Coaching

Boyens (2017) defines coaching as a method that promotes learning, growth, and improves organizational talent. Coaching is a personalized development approach focusing on individual goals and performance development. According to Belfield and Marsden (2016), employee coaching is a professional development strategy where a coach helps an employee or client accomplish their goals. A proficient coach needs to comprehend the coaching process and use suitable styles, skills, and strategies based on the setting (Boyens, 2017). In an organizational setting, it is an approach that assists employees in achieving professional goals by focusing on strengths and areas for improvement. Coaching assists employees in overcoming specific challenges, boosting confidence, and job satisfaction. Bratton et al. (2021) define coaching as employee training and development focused on improving skills and competencies. Coaching helps employees take accountability for their actions and self-development. These literatures emphasize coaching as an essential factor of personal growth, workforce engagement, and organizational success when applied with intention and alignment to individual goals.

According to Neupane and Khanal (2022), many organizations struggle to find internal or external coaches who possess the necessary combination of experience and awareness of organizational goals. One key difficulty is a lack of certified and skilled coaches with the technical and interpersonal abilities required for effective coaching. Coaches need to manage a balance between information sharing, active listening, and emotional intelligence. Next, employees may be resistant to coaching because they are afraid of being judged, lack trust in the coach, or are skeptical about its efficacy. According to Shafiq and Hamza (2017), employees who see coaching as a kind of evaluation rather than a growth opportunity are less likely to engage fully. Coaching requires considerable time commitments for both coaches and coachees. In fast-paced industries, finding time for frequent coaching sessions without disturbing processes can be challenging. Hom et al. (2019) emphasized that balancing everyday commitments and coaching sessions is sometimes tough for both parties. These findings collectively show that for coaching to be effective, organizations must invest in qualified facilitators, build a supportive culture, and ensure that time is deliberately allocated for development without affecting operational flow.

To overcome these challenges, organizations could make investments in training programs to help employees become internal coaches. This strategy not only saves financial resources but also guarantees that coaches have a thorough grasp of the organization's culture and objectives. Neupane (2015) proposed that providing managers with coaching skills can increase accessibility and efficacy. Investing in coaching may boost an organization's performance, improve working relationships, promote job satisfaction, and motivate employees (Omoikhodu, 2017). To counter employee resistance, organizations should promote a culture of trust and openness. Coaches should explicitly express the goal of coaching as a growth tool rather than a performance evaluation mechanism. Shafiq and Hamza (2017) emphasized the need for secrecy and mutual respect in establishing trust. Lastly, organizations could incorporate coaching sessions into their normal operations by providing flexible timetables. Virtual coaching sessions, aided by technology, may reduce time limitations and increase coaching accessibility. Hom et al. (2019) emphasized that digital platforms allow real-time input while reducing logistical obstacles. According to the current literature, organizations can address coaching challenges by investing in internal coach development, training managers in coaching skills, cultivating a culture of trust and openness, clearly establishing coaching as a growth tool, and leveraging flexible, technology-enabled sessions to improve accessibility, effectiveness, and overall employee engagement.

Coaching is becoming more popular in Malaysia as part of talent growth initiatives in both the public and commercial sectors. For example, Shahidi et al. (2024) found that managerial mentoring techniques in Malaysian organizations increased employee engagement and objective alignment. However, formal coaching frameworks remain underutilized in non-corporate sectors such as retail, where informal feedback systems frequently substitute organized coaching interventions. This provides a chance to investigate how coaching might be adapted for broader use across sectors and regions.

2.1.4 Mentoring

Over the centuries, particularly during agrarian and hunting societies, individuals surrounded themselves with a significant number of adults who became role models, who are mentors, and the knowledge that these mentors passed on was advantageous to specific individuals and the organization (Nkomo, 2016). Mentoring is a relationship-based method in which more experienced employees provide advice and assistance to less experienced colleagues. Mentoring establishes a helpful connection between experienced and less experienced personnel, allowing knowledge transfer and career development. It benefits

significantly in information transmission, career growth, and job identity development (Cunningham, 2017). These findings show that modern mentoring continues to act as a bridge across generations in the workplace, providing a friendly atmosphere in which employees may improve via shared experiences, practical guidance, and personalized assistance. Overall, mentoring serves as a strategic talent development tool as well as a cultural mechanism that promotes organizational continuity and learning.

One of the primary challenges to effective mentoring in organizations is a mentor's lack of sufficient time and resources. Mentors sometimes juggle their regular duties while mentoring, which might result in limited participation with mentees. According to Fung (2017), mentors in engineering companies frequently struggle to allocate appropriate time to mentoring because of their stringent schedules. Next is the lack of understanding regarding the mentorship process by both mentors and mentees. Misconceptions regarding roles, duties, and expectations are common causes of dissatisfaction, disengagement, and missed objectives (Ughasoro et al., 2022). Mentors, for example, may believe that their primary purpose is to solve issues or to serve as instructors, rather than to facilitate growth and development. In addition, mentoring in generationally diverse organizations is typically difficult owing to differences in work ideals, communication styles, and expectations. Fung (2017) found that millennials and older generations may have different objectives, which can cause tension in mentoring relationships. These challenges underscore the importance of systematic training, clear job descriptions, and generational awareness in fostering more successful and meaningful mentoring interactions.

A few strategies can be taken to overcome mentoring issues. One of the ways is that mentoring programs should be designed with clearly defined responsibilities and goals. Providing orientation workshops or written regulations can help mentors and mentees understand their roles and expected outcomes (Namusoke, 2023). Next, mentoring responsibilities should be included in job descriptions, and certain hours should be set aside for mentoring activities. Fung (2017) suggested that mentoring time be formalized as part of a mentor's duty to encourage regular involvement. Providing mentors with diversity education and encouraging open discussion about generational and cultural differences can develop greater understanding and deeper connections. This strategy helps to establish an inclusive mentoring environment (Namusoke, 2023). Together, these initiatives aim to provide a more organized, meaningful, and accessible mentoring exposure to a variety of professional environments.

Mentoring in Malaysia continues to grow outside official industries, into more practical and community-driven contexts. In Sarawak, for example, the INSKEN Bumiputera Business Mentoring Programme in Kuching has helped local entrepreneurs in industries such as cafés, supermarkets, and bakeries build their enterprises and create new employment (News Sarawak Tribune, 2024). These courses emphasize the need to match experienced mentors with rising professionals to improve entrepreneurial skills and market preparedness. While these examples are specific to business mentoring, they demonstrate a greater potential for organized, peer-based mentoring in the retail sector, notably in customer service coaching, sales methods, and small company management. With retail operations in Kuching ranging from chain stores to individual shops, mentoring, whether between supervisors and employees or among peers, can promote transferable job skills in a flexible, on-the-job setting. Such initiatives are becoming increasingly important, given Sarawak's expanding retail sector and the need for locally tailored employee development solutions.

2.1.5 Job Training

Job training is an essential component of organizational learning and development, providing employees with the information, technical skills, and behavioural competencies required to execute their tasks effectively. It often involves on-the-job training (OJT), off-the-job training, technical skill development, and soft skill enhancement, depending on the nature of the work and industry requirements (Noe et al., 2020). On-the-job and off-the-job training help employees improve their skills and prepare them to face workplace issues (Shafiq & Hamza, 2017). As workplace requirements shift frequently, organizations are moving towards more adaptable, employee-centred training models that prioritize real-time learning, digital integration, and continuous feedback (Salas et al., 2015). Collectively, these techniques show a trend beyond stagnant training models and towards dynamic, adaptive learning systems that are adaptive to changing workforce and industry demands.

Despite its well-known benefits, the implementation of effective job training can be challenged by several practical and strategic issues, particularly in industries such as retail, where time, cost, and employee turnover are ongoing concerns. One of the most significant problems of job training is the lack of sufficient resources to support training programs. This includes financial limitations, a lack of experienced trainers, and inadequate facilities to provide effective training (Damei, 2020). Next, a low level of training transfer. Even after training, individuals may fail to apply new information in the workplace due to a lack of follow-up, support, or role relevance (Salas et al., 2015). Such issues from current literature show that

effective job training needs not just infrastructural investment, but also continual assistance and contextual alignment to maintain long-term effectiveness.

For ways to overcome job training challenges, organizations should set aside enough funds and resources for training programs, which include employing competent trainers and using technology-based solutions. Investments in modern training infrastructure can improve training quality while also increasing accessibility (Damei, 2020). Organizations may overcome financial constraints by using government funds or forming collaborations with training institutes. In addition, implement post-training evaluations, on-site practice sessions, and managerial support systems to reinforce skill application. Peer mentoring and coaching can also help bridge the gap between training and practice (Grant, 2017). Huang and Su (2016) proposed combining training activities with performance management systems to monitor their effect on work performance. When employees see an obvious correlation between their training and career progression, their engagement and dedication to the organization increase. These approaches emphasize the need for a comprehensive and supportive training ecosystem that not only enables knowledge acquisition but also assures continual learning, performance improvement, and talent retention inside the organization.

As Sarawak's retail landscape varies between chain stores and local outlets, including practical, supervisor-led training formats provides an adaptable approach to develop employee abilities in real-world retail settings. These findings indicate that practical, situational training methods are extremely relevant in the East Malaysian environment and might be improved upon to help front-line employees in retail, particularly in rising metropolitan markets such as Kuching.

2.1.6 Relationship Between Learning and Development and Employee Retention

The relationship between learning and development activities and employee retention is widely acknowledged, according to past findings. Employees perceive learning and development practices as a sign of the company's dedication to their development, which reinforces their commitment and decreases turnover. Continuous learning and skill development initiatives can help organizations maintain a competitive edge and retain valued employees (Presbitero et al, 2016). Organizations that adopt comprehensive training and mentorship programs have greater employee retention rates. This conduct not only meets employees' professional expectations but also promotes a sense of belonging and mutual commitment (Shafiq & Hamza, 2017). According to Sirtuy (2015), approaches including work rotation, action learning, and professional development programs help employees feel

appreciated, which promotes retention. Furthermore, organizations that do not provide such programs risk losing employees to competitors who provide superior growth opportunities.

After synthesizing these studies, effective L&D practices promote retention through both skill-based and psychological factors. They provide employees with the skills they need to thrive and improve in their positions, while also meeting greater demands for recognition, goals, and growth. This doubled impact elevates L&D to the status of a strategic driver of employee retention, particularly in talent-dependent industries like as retail, where frontline employees frequently face restricted growth opportunities.

Despite the consensus on this positive connection, previous research is frequently focused on corporate or urban-centric contexts, with little attention paid to localized, industry-specific dynamics, such as those observed in East Malaysia's retail sector. This study seeks to fill this gap by investigating how various L&D techniques (such as coaching, mentoring, and job training) impact retention among retail employees in Kuching, Sarawak. This study presents contextualized insights that may shape more inclusive and practical HR practices, thereby assisting local organizations in reducing turnover, improving job satisfaction, and increasing employees' sustainability.

2.1.7 Relationship Between Coaching and Employee Retention

Sirtuy (2015) found that organizations that adopt coaching programs have increased employee engagement and commitment. Employees who sense organizational support through coaching are more likely to stay with the company. According to studies, performance coaching, which includes goal setting, feedback, and personal growth, has a major impact on employee retention. Career coaching, which helps workers connect their personal and professional goals, develops a sense of responsibility and devotion to the organization. According to Kamunya and Nzulwa (2020), coaching has a significant effect on retention since it addresses employees' professional development requirements. However, a study by Omoikhudu (2017) found that there is a lack of understanding about how coaching might improve retention. According to the same study, coaching did not significantly affect employee retention. The study concludes that effective coaching depends on the organization's management and other important factors (Omoikhudu, 2017). In addition to coaching, different aspects should also be addressed. This implies that the success of coaching is determined not just by the availability of programs, but also by how they are delivered and perceived by employees. Simply adopting coaching without leadership commitment, demonstrable outcomes, or integration with other HRD initiatives may have a limited impact.

Synthesizing these studies demonstrates that, while coaching can improve retention, its effectiveness is dependent on context. Organizational culture, coaching style, managerial support, and employee preparation all have a substantial impact on outcomes. Furthermore, much previous research emphasizes coaching in big organizations or corporate settings (Rosha & Lace, 2016). Therefore, there is a need to emphasize more on small to medium-sized businesses or sector-specific contexts, such as retail in East Malaysia. Hence, this study contributes to the literature by investigating how coaching is used in the retail industry in Kuching, Sarawak, and how it affects employee retention. By investigating coaching as part of broader learning and development practices in a localized setting, this study sheds light on how coaching can be more effectively designed and applied to meet the unique needs of retail employees, many of whom face high turnover, limited career clarity, and evolving skill demands.

2.1.8 Relationship Between Mentoring and Employee Retention

Effective mentoring programs make employees feel appreciated and supported, which reduces turnover intentions. This approach encourages information transfer, career development, and emotional relationships within the organization, all of which are important for retention (Hom, 2019). Mentoring, according to previous studies, involves establishing goals and objectives, developing connections, supporting protégés, teaching skills, and monitoring and guiding, all of which contribute to improved morale and retention (Chandan and Singh, 2019). Mentorship programs build interpersonal relationships from within organizations, resulting in higher engagement and decreased employee turnover. According to a study, mentoring increases employee loyalty to their organizations by giving clear possibilities for promotion and support (Sirtuy 2015). Kamunya and Nzulwa (2020) discovered that mentoring had a substantial impact on employee retention by meeting their career development requirements. Nkomo (2016) discovered that mentorship of both new and veteran employees has a beneficial impact on their retention in the organization. In addition, Kiguru (2018) also noted that mentorship has a significant effect on employee retention in elevator firms. Another study by Nkomo et al. (2018) also found that mentoring can improve organizational commitment, retention, and skill development.

A synthesis of studies from various contexts reveals common traits. For example, Nkomo (2016) and Nkomo et al. (2018) found that mentorship, when provided to both new and experienced employees, promotes retention by enhancing engagement and reinforcing organizational commitment. This is consistent with Kiguru's (2018) study on the lift sector,

which discovered a statistically significant relationship between mentorship and retention. These findings indicate that mentoring fosters an environment in which employees feel supported both professionally and personally. Mentoring can lower the likelihood of voluntary turnover by promoting psychological safety, providing clear developmental routes, and enhancing interpersonal cohesiveness among team members. However, most previous research is focused on industrial or big organizational settings, providing little insight into service-oriented sectors such as retail, particularly in localized contexts like Kuching, Sarawak. This study intends to close that gap by looking into how mentoring, as part of larger learning and development strategies, affects employee retention in the retail industry in Kuching, Sarawak. Understanding this connection in a fast-paced, customer-facing setting may give HR practitioners more contextualized insights, particularly in small and medium-sized companies in retail, where traditional mentorship is underutilized.

2.1.9 Relationship Between Job Training and Employee Retention

Numerous studies have repeatedly found a substantial and positive relationship between job training and employee retention. Effective training programs, particularly on-the-job training (OJT), have been shown to improve employees' perceptions of competence, worth, and alignment with organizational goals. According to Shafiq and Hamza (2017), OJT dramatically improves performance, productivity, and retention by making employees feel more skilled and valued. Similarly, Kamalaveni (2019) discovered that continuous and appropriate training increases employee loyalty by promoting professional development and workplace engagement. Kamunya and Nzulwa (2020) present a more comprehensive interpretation, arguing that personalized and needs-based training promotes retention by enhancing employees' perceptions of organizational support and investment in their future. This is consistent with the findings of Sirtuy (2015), who found that job-specific training had a direct influence on retention, particularly in industries that need technical or specialized skills. These findings indicate that generic, one-size-fits-all training methods are less effective than those that are adapted to individual and contextual demands.

Synthesizing these studies reveals that job training serves as both a growth tool and a psychological retention mechanism. Training not only provides workers with functional abilities, but it also strengthens their emotional connection to the organization. According to Akther and Tariq (2020), training enhances employees' knowledge, abilities, and capacity to execute successfully, resulting in higher job satisfaction and reduced turnover intentions. This combined advantage is also seen by Elsafty and Oraby (2022), who discovered that work

satisfaction and training strongly influence retention results, particularly when training is connected to career progression opportunities.

Taken together, these findings indicate that well-structured, relevant, and individualized training programs are critical to increasing employee retention. In the context of this study, which focuses on the retail industry in Kuching, Sarawak, this suggests that investing in tailored job and training frameworks might help to solve local workforce concerns such as high turnover and skill shortages. Elsafty and Oraby (2022) encourage organizations to use an employee needs assessment approach to better connect their training programs with both operational goals and employee goals.

2.2 RELATED-THEORY

A related theory plays a role in this study because it provides a foundation for understanding the relationship between learning and development practices and employee retention. It is useful to describe the mechanisms and dynamics that support how and why certain practices, like coaching, mentoring, and job training, influence employees' decisions to stay with an organization. By setting the research in a theoretical context, the study gets an organized method for interpreting data, ensuring that the analysis is well-supported and consistent with accepted academic standards. This improves the study's credibility, precision, and relevance to current knowledge (Ravitch & Riggan, 2016).

2.2.1 *Social-Exchange Theory*

Blau's (1964) Social Exchange Theory (SET) serves as a foundation for investigating the relationship between learning and development practices and employee retention in this study. SET is a theory that states that relationships are founded on reciprocal resource exchanges, in which individuals engage in social or economic trades based on mutual advantages and trust. A study by Kiguru (2018) discussed that over time, connections grow, resulting in the development of trust, loyalty, and common obligations to others. However, for it to mature or reach the desired levels, the people involved must adhere to the various relationship principles. Once each side is familiar with the requirements, they provide their effort (resource) for trade, which leads to a relationship (Kiguru, 2018). Social exchange theory emphasizes the formation of connections through interactions between two or more people who follow norms and principles (Kiguru, 2018).

In the context of this study, the theory describes how employees view useful L&D programs as worthwhile organizational investments that improve their abilities, career development, and overall job satisfaction. Employees are more inclined to reciprocate by increasing loyalty, engagement, and reducing their intention to quit the organization. Kiguru (2018) adds on to explain that trust and loyalty build over time in such exchanges as both parties adhere to relationship values and continue to contribute resources such as labour, expertise, or support in the partnership. In the workplace, this dynamic is seen when workers see developmental support as a sign of organizational commitment. As a result, individuals engage in behaviours that strengthen the job relationship, such as increased performance and retention.

Kamunya and Nzulwa (2020) extend this idea to coaching, emphasizing that the coaching interaction is fundamentally reciprocal. When managers provide developmental coaching, employees view it as both support and appreciation, resulting in a stronger psychological bond. This approach is especially applicable in the retail business, where regular human connection, skill development, and continuous feedback are critical to operational success. Thus, SET not only validates the theoretical relationship between L&D practices and employee retention but also emphasizes the need for personalized, trust-based activities in lowering turnover.

2.3 CHAPTER SUMMARY

This chapter evaluated the research on employee retention and learning and development strategies, with a particular emphasis on coaching, mentoring, and job training. It emphasized that several variables impact employee retention, including job satisfaction, career advancement chances, and organizational support. Coaching gives workers feedback and direction; mentoring fosters long-term connections that help them advance in their careers; and job training boosts their competence and confidence. When these practices are properly applied, they result in increased engagement and decreased turnover.

The chapter also presented Blau's (1964) Social Exchange Theory, which serves as the theoretical underpinning for this study. According to SET, when organizations engage their employees via effective learning and development practices, they are more likely to respond with loyalty, dedication, and continuous service. This reciprocal connection fosters employee-employer relations and aids retention efforts. Overall, the chapter presents a theoretical and empirical foundation for studying how learning and development techniques affect employee retention.

CHAPTER 3: METHODOLOGY

3.0 INTRODUCTION

This chapter covers the research designs and methods used in this study, which investigates the relationship between learning and development practices, particularly coaching, mentoring, job training, and employee retention in the retail industry in Kuching, Sarawak. A quantitative research method is used to allow for a systematic and objective investigation of the factors, resulting in statistical insights into how learning and development practices impact employee retention. This chapter discusses the research design, population and sampling processes, survey instruments, validity and reliability testing, a pilot study, ethical considerations, data collection methods, and data analysis procedure. By explicitly outlining each part of the methodology, this chapter seeks to illustrate the accuracy and thoroughness of the research process, assuring its relevance and reliability. This chapter then ends with a summary.

3.1 DESIGN OF THE STUDY

This study adopted a quantitative research method to investigate the relationship between learning and development practices, which are coaching, mentoring, and job training, and employee retention. The method is chosen to ensure a systematic and impartial evaluation of variables, allowing for statistical analysis of the relationship between these learning and development practices and employee retention.

In this study, the researcher applied a cross-sectional survey design, which gathers information all at once to analyze relationships among variables (Babbie, 2020). This design is ideal for investigating how learning and development practices affect employee retention since it makes it feasible to collect data from a large population in an efficient manner, which saves cost and time (Creswell & Creswell, 2017). The use of a cross-sectional survey design in this study is particularly significant given the requirement to collect employee perceptions of learning and development, including coaching, mentoring, and job training, as well as their impact on retention intentions, without needing longitudinal investigation. This survey design has been structured to collect standardized and comparable data, allowing the research to test hypotheses and analyze statistical relationships. This approach correlates with past research on organizational behaviors and employee outcomes, indicating its suitability for the research environment (Bougie & Sekaran, 2019).

3.2 POPULATION, SAMPLE & SAMPLING PROCEDURE

A population is the total set of persons or objects that have similar traits and are of interest in the context of the study (Creswell & Creswell, 2017). In research, the population serves as the foundation from which a sample is taken for generalizing findings. This study's population consists of employees in a retail company in Kuching, Sarawak. The primary focus was on those who work in the retail industry in Kuching, Sarawak, aged 18 and above, and willing to participate voluntarily. The chosen population is significant since the study aims to determine how these practices affect employee retention in this industry. The population of the chosen organization for this study is 115 employees.

A sample is a subset of the population chosen for participation in a study. It reflects the bigger group and helps researchers make population-wide conclusions without investigating everyone in the population (Bougie & Sekaran, 2019). This study's sample consisted of employees from the retail industry in Kuching, Sarawak. Employees from different tiers of management are anticipated to participate in the sample, providing a variety of perspectives on the relationship between learning and development practices and employee retention. The sample size was calculated using Raosoft, an established online sample size calculator in research. Raosoft assists researchers in estimating the minimal needed sample size by taking into account essential variables, including the margin of error, confidence level, population size, and response distribution. The calculator provided a statistically acceptable calculation for the needed sample size, ensuring sufficient statistical accuracy to identify significant relationships between variables. Using the Raosoft online sample size calculator, a sample size of approximately 81 employees is calculated for this study. This sample size was generated with a 5% margin of error, 90% confidence level, 115 population size, and 50% of response distribution.

This study used a convenience sampling technique. Convenience sampling selects those who are conveniently available and willing to participate in the survey (Etikan et al., 2016). While this approach may have disadvantages, such as possible bias, it is feasible given the study's duration and financial limitations. According to Etikan et al. (2016), the sampling procedure is the process or method used to choose a sample from a population. It regulates how participants are chosen and ensures that the sample accurately represents the population. The sampling procedure starts with the identification of organizations. Participants were selected mostly from retail companies in Kuching, Sarawak. The selected organization represented the study's targeted industry and geographical region. Once the organization was identified, the

researcher initiated internal liaison with HR departments or managerial employees within the organization. This step makes it easier to gain authorization for participant recruiting and ensures that study information is distributed following organizational standards. Collaboration with these departments is essential for getting access to employees and maintaining effective communication throughout the research. The next step was finding participants through various internal communication channels. Employees were contacted by email or through company publications. The recruiting messages properly described the study's aims and processes while emphasizing the voluntary nature of participation. Transparency in communication is required to ensure that participants understand the study's aim and their involvement in it. Finally, employees who correspond to the eligibility requirements and express an interest in participating were chosen to represent the study's sample. Given that convenience sampling does not use random selection, the sample consisted of people who are most conveniently available and willing to participate within the selected organization.

3.3 INSTRUMENT OF THE STUDY

The survey instrument for this study aims to investigate the following essential variables such as coaching, mentoring, and job training, which are the independent variables, and employee retention, the dependent variable. The instrument employed a Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree) to measure the views of participants about these practices. Each section of the survey concentrated on one of these primary aspects, with questions designed to assess the efficacy and impact of each practice on employee retention.

The first section involved gathering demographic information to contextualize the data and provide a better understanding of the respondent sample. The questions will be focused on age range, gender, highest education level, length of service, and work position. This information was useful for identifying patterns in responses across demographic groups. The second section evaluates coaching as one of the independent variables. The questions determine if employees feel they receive frequent coaching, the clarity of the feedback, and whether the coaching process improves their job performance and career advancement. The next section is on mentoring, another independent variable that relates to informal connections in which more experienced employees guide less experienced employees. The questions in this area assess whether employees have mentors, the value of the advice and assistance they get, and the influence of mentoring on their professional development. The next section highlights

job training, which is also an independent variable. This section of the survey aims to assess the organization's training programs in terms of quality, relevance, and effectiveness. The final section of the survey comprises employee retention as the dependent variable. This part involves assessing the likelihood of employees staying with the organization, their contentment with their positions, and how valued they feel by the organization. The table below summarizes the content of the research instrument.

Table 1
Questionnaire Instrument

Section	Variables	No. of items	Source(s)
Section A	Demographic	5	—
Section B	Coaching	10	Omoikhudu (2017)
Section C	Mentoring	10	Kiguru (2018); Namusoke (2023)
Section D	Job Training	10	Jehanzeb et al. (2015); Karim et al. (2019)
Section E	Employee Retention	10	Omoikhudu (2017); Namusoke (2023)

3.4 VALIDITY AND RELIABILITY TEST

Validity refers to the extent to which a research instrument measures the variables it aims to measure (Babbie, 2020). Validity testing determines if the research instrument properly assesses the constructs that it is designed to assess. There are two types of validity testing. Face validity is the simplest type of validity testing, determining whether survey items appear to measure the intended measurements. While face validity is a subjective assessment, it is critical to ensure that the instrument is understandable and acceptable for the intended audience (Cohen et al., 2017). The researcher's supervisor determines if the survey items appear to assess the relevant dimensions, in the context of this study, coaching, mentoring, job training, and employee retention. Their comments were utilized to improve the survey items' clarity, relevance, and suitability for the intended demographic.

Next is content validity where which type of validity guarantees that the questionnaire properly addresses the concepts of interest. Content validity is determined by comparing the survey with existing frameworks and validated instruments in the field intended to be studied (DeVellis, 2016). For example, survey items on coaching were consistent with studies defining coaching as structured guidance and discussion from supervisors or other researchers. Similarly, mentoring and job training items used proven definitions and metrics from prior studies. The researcher verified that the survey items properly represent and cover all constructs, with no essential aspects removed.

Reliability refers to the survey instrument's consistency in assessing the target variables throughout time and across groups (Tavakol & Dennick, 2017). A dependable instrument delivers consistent findings, which is critical for verifying that the data appropriately represents the frameworks being studied. Reliability testing determines the survey instrument's consistency and stability. Cronbach's alpha was used to determine internal consistency, with 0.7 or greater suggesting appropriate dependability. Data from the pilot study were analyzed to discover elements that impair reliability and were updated or removed. This guarantees that all survey items contribute significantly to the variables being measured.

By performing these validity and reliability tests, the study confirms that the survey instrument is acceptable for assessing the components of interest while also producing consistent findings. Validity guarantees that the survey measures what it claims to measure, whereas reliability ensures that it does so consistently, resulting in reliable information for analysis.

3.5 PILOT STUDY

Pilot testing is a small-scale preliminary study carried out before the main research to assess feasibility, time, cost, and potential concerns in the research process. It is often used to improve the research technique, survey tools, or experimental procedures so that the full-scale study runs smoothly (Van Teijlingen & Hundley, 2017). Pilot testing is critical in this study because it assesses the clarity and reliability of the survey instruments and ensures that the data collection process goes smoothly.

To ensure the reliability and validity of the research instruments and procedures of the study, a pilot study with 30 participants was undertaken. The major goal of the pilot study is to assess the survey questions' clarity and comprehensibility, the reliability of the measurement scales, and the general feasibility of the data collection procedure.

Then, the data from the pilot study was analyzed to determine the internal consistency of the survey items using Cronbach's alpha, with a value of 0.7 or above indicating satisfactory reliability. Face and content validity were assessed using participant feedback and consultation with an academic supervisor. Respondents provided comments on the questions' clarity, phrasing, and organization, noting any ambiguities or difficulties they experienced. Descriptive statistics were utilized to detect any unexpected or inconsistent patterns in the responses.

Table 2

Pilot Study Reliability Test Results

Variables	Cronbach's Alphas	No. of items
Coaching	.825	10
Mentoring	.837	10
Job Training	.877	10
Employee Retention	.798	10

The table above shows the study's independent and dependent variables. The Cronbach's alpha value of coaching was 0.825, mentoring was 0.837, job training was 0.877, and employee retention was 0.798, which all suggested a good and acceptable value of the reliability test, as the data values were all 0.7 and above.

The pilot study's findings aid in identifying areas that require improvement, such as rephrasing ambiguous questions or enhancing the instructions provided to respondents. The pilot research addresses these difficulties, ensuring that the final survey instrument is reliable, valid, and user-friendly, increasing the credibility and efficacy of the main study.

3.6 ETHICS OF THE STUDY

Ethical consideration refers to standards and requirements that guide how researchers conduct their studies to guarantee that participants' rights and well-being are respected, fair, and protected. These aspects include informed permission, confidentiality, voluntary involvement, harm avoidance, and integrity in data collection, analysis, and reporting (Resnik, 2015). Ethical considerations were critical to preserving the trust of respondents and the credibility of the research process.

3.6.1 Permission to Collect Data

This study strictly follows ethical rules to ensure the rights, privacy, and well-being of all respondents. Formal letters of permission will be obtained from the university's faculty and the organization where the study is going to be conducted. Institutional permission from the university's faculty ensures compliance with research standards, whereas organizational approval secures involvement and assistance from the organization involved.

3.6.2 Confidentiality and Privacy

To ensure confidentiality, each response was anonymous, with no personal identifiers, such as names or employee IDs, linked to the data. Data were securely maintained on encrypted systems and password-protected devices, with any physical copies kept in locked cabinets. Access to the data was limited to the researcher and authorized supervisors, and the results were published generically to avoid identifying specific participants. The study also prioritizes non-maleficence, ensuring that participants are protected from any kind of harm or discomfort. Survey questions were designed to be non-intrusive. Transparency was preserved throughout the entire study, with participants informed about how their information would be used and the possible advantages of the research.

3.6.3 Informed Consent Form

An informed consent form was used to provide participants with comprehensive information about the objective of the research, methods, and their rights. Participation was fully voluntary, and respondents were allowed to withdraw at any time without consequences or penalty.

Finally, when the study was completed, participants were given the chance to get a summary of the research findings, increasing transparency and trust. These safety measures ensure that the study is carried out with the highest ethical integrity while also protecting all participants' privacy and well-being.

3.7 DATA COLLECTION PROCEDURE

3.7.1 Institutional Authorization and Ethical Approval

An organized data collection procedure offers a professional and ethical approach to data gathering, encouraging collaboration with the organization and assuring the reliability and validity of the data collected for the study. First, an official application was submitted to the

university's faculty for a permission letter to conduct the study. This letter acted as proof of authorization and was shared with the organization conducting the study.

3.7.2 Requesting Organizational Permission

Next, a formal request for permission to conduct the study on the selected organization's premises was made using the university's letter. The request letter described the study's aims, possible advantages to the organization, and planned collection methods. The communication promotes transparency and emphasizes the study's contribution to both academic research and the organization.

3.7.3 Identifying Target Respondents

After getting organizational authorization, the HR department of the organization was contacted to assess the population of the employees who are eligible for participation in the research. This stage establishes clarity on the target respondents' demographic and professional attributes.

3.7.4 Determining Sample Size

The Raosoft online sample size calculator was used to compute the sample size based on the HR department's population information. This tool ensures that the sample size is statistically significant and fits the study's requirements for accurate data analysis.

3.7.5 Initial Briefing with Organizational Representatives

Following that, an appointment was set up with the organization's representatives, such as HR managers or department heads, to discuss the details of the data-gathering process. During this meeting, the organization was briefed about the study's aims, methodology, and ethical security measures in place to protect participant data. The session outlined how the study can benefit both the organization and academic research.

3.7.6 Finalizing Data Collection Arrangements

A follow-up meeting was held to finalize data collection details. Discussions included questionnaire distribution methods, survey completion time frames, and any other assistance

necessary from the organization to aid the process. This stage ensures that everyone understands the logistics and removes possible limitations to a successful collection of data.

3.7.7 Survey Distribution to Participants

Once the preparations are confirmed, the surveys were sent to respondents using convenient channels such as online forms provided via email or the organization's internal communication platforms. The usage of online forms improves accessibility and facilitates data collection. Participants were given clear instructions for completing the survey, including information on submission dates.

3.7.8 Reminder and Response Follow-Up

To increase the response rate, reminders were given to respondents who had not yet finished the survey. These reminders were delivered using the same methods as the original distribution, such as email or internal communication platforms. The reminders emphasized the significance of the survey, offered a slight nudge to complete it, and mentioned the submission date. This step encourages people who may have forgotten to respond to the survey.

3.7.9 Collection and Storage of Completed Surveys

Finally, completed surveys were gathered. Online submissions were downloaded and collected into a database. This step guarantees that all responses are ready for further analysis while protecting the data's integrity and confidentiality.

3.7.10 Ethical Considerations and Informed Consent

Throughout the procedure, ethical considerations were addressed. Participants were notified of the voluntary nature of their participation, the confidentiality of their replies, and their freedom to withdraw from the research at any time with no consequences. Every respondent was asked to give informed permission before the survey began.

3.8 DATA ANALYSIS PROCEDURE

3.8.1 Data Preparation and Cleaning

The data analysis procedure for this study comprises a systematic approach to organizing, analyzing, and interpreting the data that was collected. The first step was to clean up and prepare the data for analysis. Responses to online questionnaires are collected into a single dataset. The data entered was cross-checked for accuracy to eliminate errors. To ensure the integrity of the dataset, incomplete, inconsistent, or incorrect replies were dismissed. The cleaned dataset was subsequently uploaded into statistical analysis software, such as SPSS, for analysis.

3.8.2 Demographic Profile Analysis

Next, a demographic profile analysis was carried out to have a thorough comprehension of the respondents. Frequencies and percentages were generated for important demographic factors such as age range, gender, highest education level, length of service, and work position. These demographic factors helped to contextualize the sample and ensure representativeness. The demographic data was presented understandably and effectively using visual representations such as tables, bar charts, or pie charts.

3.8.3 Descriptive Analysis

The third step was to do a descriptive analysis. Descriptive statistics are used to summarize the main findings and distributions of the study's variables, which include coaching, mentoring, job training, and employee retention. Mean scores, standard deviations, and frequency distributions were computed to identify overall patterns and trends in the data. This step presents an overview of how respondents perceive learning and development practices and retention intentions.

3.8.4 Normality Testing

Before proceeding with inferential analysis, a normality test was conducted to verify whether the data had a normal distribution. Normality tests give quantitative or visual evidence to determine if the data supports this study's hypothesis. There are a few types of normality tests. The Shapiro-Wilk and Kolmogorov-Smirnov tests are among the most applied. The Shapiro-Wilk test is especially useful for smaller sample sizes, but the Kolmogorov-Smirnov

test is more suited to larger samples. Both tests employ the null hypothesis that the data follows a normal distribution. If the p-value exceeds 0.05, the null hypothesis is not rejected, suggesting that the data does not deviate significantly from normality. In contrast, a p-value less than 0.05 indicates that the data does not follow a normal distribution. In this research, the Shapiro-Wilk test was used because the sample size was small, only 81, which was less than 100.

Table 3

Shapiro-Wilk Normality Test Results

	Test of Normality		
	Shapiro-Wilk		
	Statistic	df	Sig.
Coaching	.854	81	<.001
Mentoring	.883	81	<.001
Job Training	.912	81	<.001
Employee Retention	.946	81	.002

Note. The Shapiro–Wilk test was utilized. A p-value < 0.05 suggests an invalidation of the normality assumption.

The results of the Shapiro-Wilk test show that the data for all four variables deviate significantly from the normal distribution. Coaching ($W = .854$, $p < .001$), Mentoring ($W = .883$, $p < .001$), and Job Training ($W = .912$, $p < .001$) all have significant non-normal results. Employee retention also deviates significantly from normalcy, but to a lower level ($W = .946$, $p = .002$). Since all p-values are less than the 0.05 level, the assumption of normality becomes invalid for all variables, suggesting that non-parametric statistical approaches may be better suited to further investigation.

The Shapiro-Wilk test was used to verify data normality and determine appropriate statistical tests. All variables obtained p-values below 0.05, suggesting significant deviation from the normal distribution. Non-parametric tests were utilized due to a violation of the normality assumption. Spearman's rho correlation was chosen over Pearson's correlation due to its ability to adapt to non-normal data, including ordinal or non-normally distributed intervals (Pallant, 2020). Hence, the use of non-parametric analysis in this study is methodologically justified and supported by past research.

3.8.5 Inferential Analysis

Next was to conduct an inferential analysis. Correlation analysis of this study was dependent on the results of the normality test. Based on the normality test results of this study, where the data was not normally distributed, Spearman correlation was more suitable to use. This study's inferential analysis used Spearman correlation analysis to investigate the relationship between learning and development practices, such as coaching, mentoring, and job training, which are independent variables, and employee retention, the dependent variable. Spearman correlation is a non-parametric test that determines the strength and direction of the relationship between two ordinal or non-normally distributed variables (Pallant, 2020). However, in this study, the correlation analysis could also be decided based on the sampling and sampling technique. The choice of method was suitable since the study uses convenience sampling, which may not result in a representative sample, and it avoids the normality and linearity assumptions inherent in parametric tests such as Pearson correlation (Statistics, 2018). The choice to employ Spearman correlation is consistent with the study's utilization of non-probability sampling and the possibility of data not fitting parametric expectations. Unlike Pearson correlation, Spearman does not require a normal distribution or a linear relationship, making it more suitable for analyzing ordinal data or data collected under less controlled sampling conditions (Schober et al., 2018). Furthermore, Spearman correlation is appropriate for Likert-scale data since it interprets responses as ordinal, indicating participants' perceptions towards coaching, mentoring, and job training (Harpe, 2015).

Lastly, the analysis findings were displayed in tables, graphs, and charts. Demographic profiles, descriptive statistics, normality test findings, and inferential statistics are presented in a clear and organized format for easy understanding.

3.9 CHAPTER SUMMARY

This chapter provided an extensive overview of the research design and methods applied in this study. This study uses a quantitative approach with a cross-sectional survey methodology to investigate the relationship between learning and development practices such as coaching, mentoring, job training, and employee retention. This approach was chosen because of its efficiency in gathering data from a large population and its usefulness for investigating the correlations between variables over a certain amount of time. The population comprises employees in the retail industry in Kuching, Sarawak, with a sample chosen based

on their participation in learning and development initiatives. Convenience sampling was used to guarantee feasibility within the study's time and financial limits.

A Likert scale survey tool was designed to assess respondents' perceptions of coaching, mentoring, and job training, as well as their influence on retention intentions. Validity and reliability studies were performed to guarantee that the instrument accurately measured the desired variables. A pilot study was conducted to test the clarity of the survey questions and the reliability of the measurement scales, resulting in a seamless data-gathering procedure. Throughout the study, ethical standards were strictly followed to ensure the rights and confidentiality of participants in this study.

Data collection was conducted with legal authorization from the relevant organization, and responses will be analyzed using SPSS to verify data accuracy and reliability. The study involved demographic profiling, descriptive statistics, normality testing, and inferential statistics such as Spearman correlation. These methodologies provided insight into the relationship between learning and development practices and employee retention, validating the research hypotheses and adding to our understanding of employee retention in the retail industry.

CHAPTER 4: FINDINGS AND DISCUSSIONS

4.0 INTRODUCTION

This chapter describes the respondents' profile, normality test results, findings, and discussion on the study. The collected data were analyzed to test the hypothesis of this study. Demographic information of the respondents was first discussed, followed by inferential data analysis using Spearman Rank–Order Coefficient Correlation. Inferential data analysis was used to test the hypothesis of this study. The data is presented using tables and figures such as pie charts and histograms. This chapter ends with a summary of the findings and discussion while relating to past studies. This chapter played an important role in reporting the findings and the in-depth discussion of this study.

4.1 RESPONDENTS' PROFILE

The total number of respondents in this study was 81. There were 5 sections in the respondents' demographic information, including age range, gender, highest education level, length of service, and work position.

Table 4*Respondents' Profile*

Demographic Characteristics		Frequency (F)	Percentage (%)
Age Range (Years)			
	18 – 20	27	33.3
	21 – 30	47	58.0
	31 – 40	6	7.4
	41 – 50	1	1.2
	Total	81	100
Gender			
	Female	47	58.0
	Male	34	42.0
	Total	81	100
Highest Education Level			
	SPM	39	48.1
	STPM/Diploma	27	33.3
	Degree	15	18.5
	Total	81	100
Length of Service			
	Less than 6 months	28	34.6
	6 months – 1 year	42	51.9
	2 – 5 years	10	12.3
	6 – 9 years	1	1.2
	Total	81	100
Work Position			
	Intern	2	2.5
	Cashier	24	29.6
	Sales Assistant	27	33.3
	Store Assistant	22	27.2
	Supervisor	5	6.2
	Manager	1	1.2
	Total	81	100

4.1.1 Age Range

Figure 2

Histogram of respondents' age range

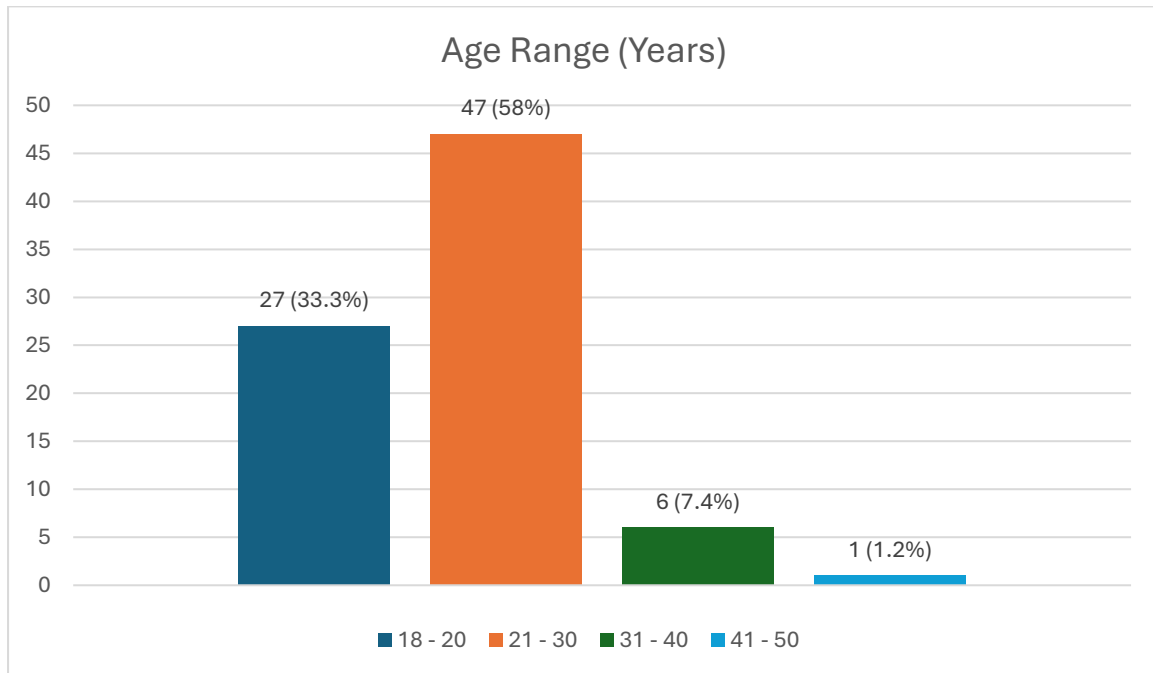


Figure 2 shows the age distribution of the 81 respondents, indicating that the majority are young adults. The largest group falls within the 21–30 age range, with 47 respondents (58.0%), followed by the 18–20 age group, comprising 27 respondents (33.3%). Together, these two groups account for over 90% of the workforce, suggesting a predominantly young employee base. Only 6 respondents (7.4%) are aged 31–40, and just 1 respondent (1.2%) falls in the 41–50 age range. This data reflects a youthful workforce, which is common in retail environments where entry-level positions are more prevalent.

4.1.2 Gender

Figure 3

Pie Chart of Respondents' Gender

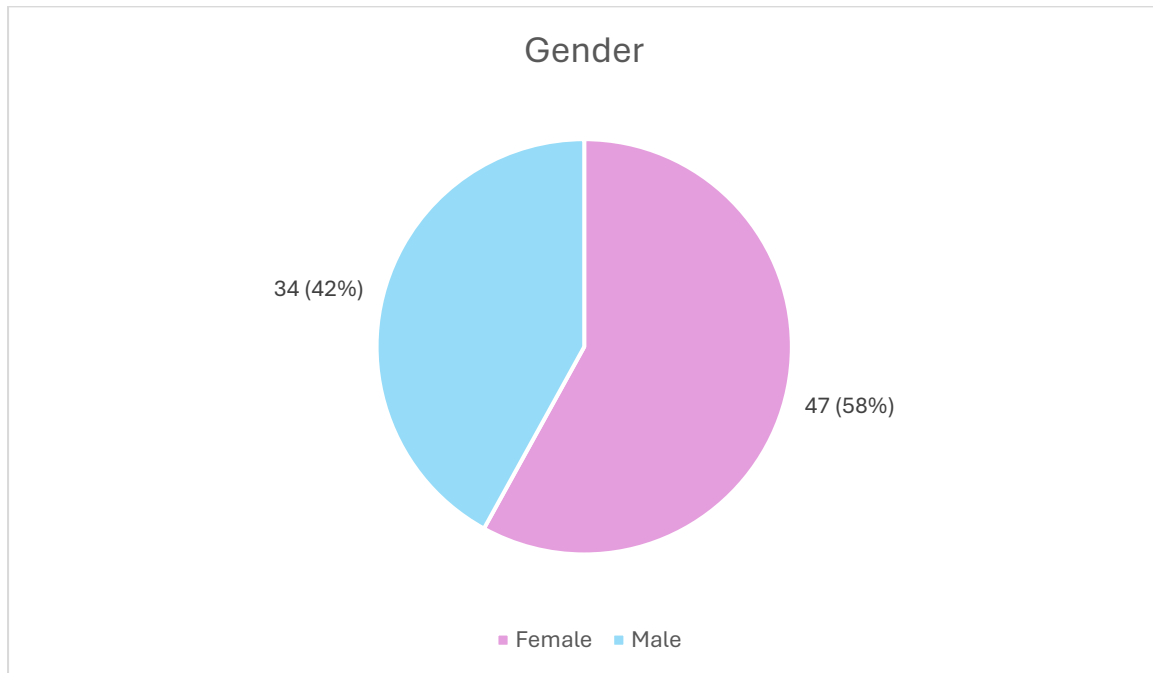


Figure 3 above shows the distribution of respondents' gender, where most of the respondents are female, with 47 frequencies (58%). On the other hand, there are 34 male respondents (42%) who participated in this study.

4.1.3 Highest Education Level

Figure 4

Pie Chart of Respondents' Highest Education Level

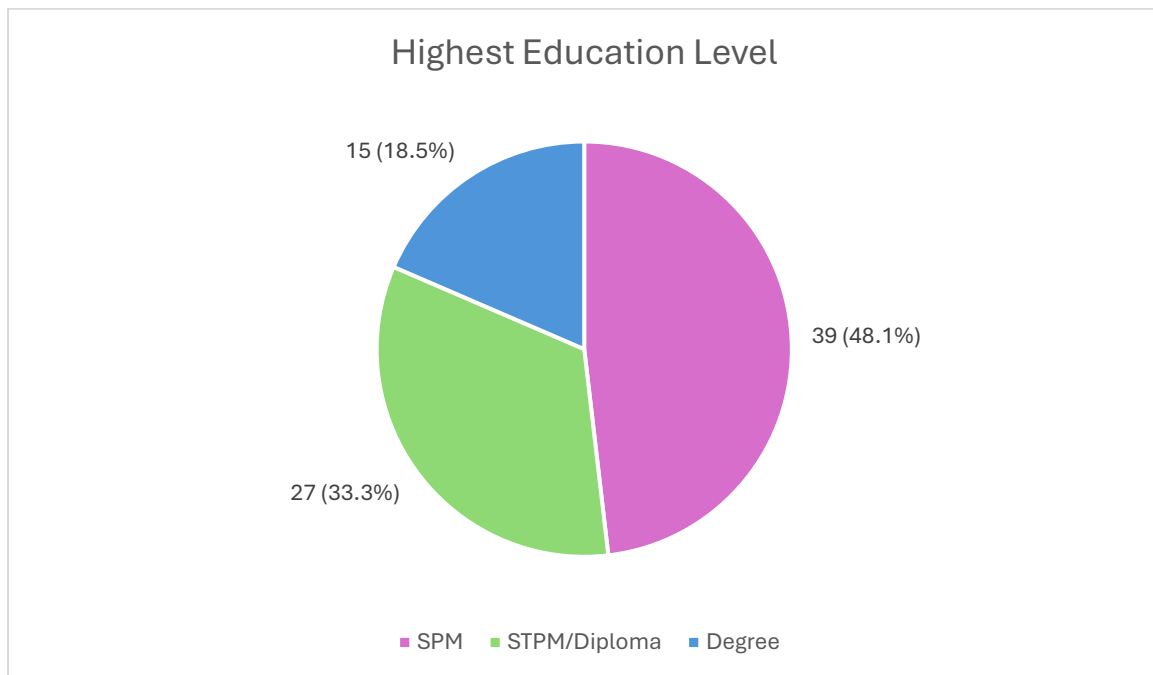


Figure 4 shows the data that displays the educational backgrounds of 81 respondents. The majority, 39 respondents (48.1%), have an SPM certification, showing that almost half of the workforce has finished secondary education. This is followed by 27 respondents (33.3%) with STPM or Diploma qualifications, indicating that one-third of the respondents have a modest level of post-secondary education. Meanwhile, 15 respondents (18.5%) have a degree, making up the smallest group. This distribution implies that most retail employees have basic to intermediate educational credentials, with fewer holding advanced degrees.

4.1.4 Length of Service

Figure 5

Histogram of Respondents' Length of Service

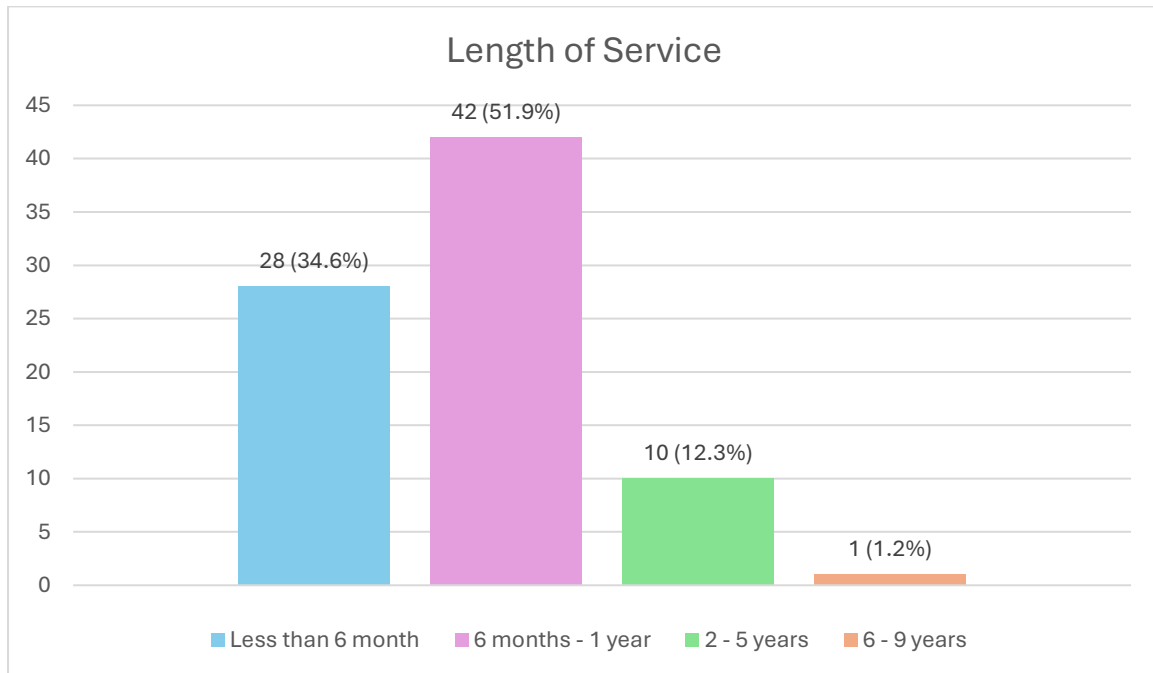


Figure 5 shows the data on the length of service shows that a significant majority of employees are relatively new to the organization. 42 respondents (51.9%) have been employed for 6 months to 1 year, while 28 respondents (34.6%) have been with the company for less than 6 months. Only 10 respondents (12.3%) have 2 to 5 years of service, and just 1 employee (1.2%) has been with the organization for 6 to 9 years, highlighting a very small proportion of long-term employees.

4.1.5 Work Position

Figure 6

Pie Chart of Respondents' Work Position

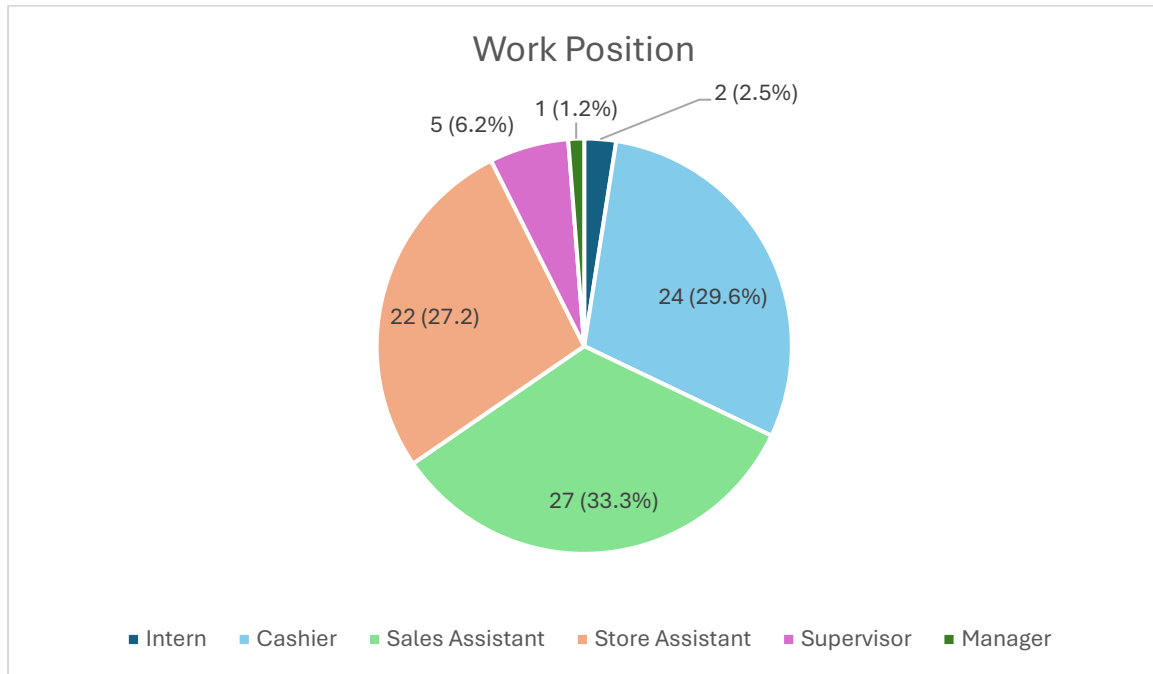


Figure 5 shows data that represents the distribution of 81 employees across various job positions in a retail industry in Kuching, Sarawak. The largest group is Sales Assistants, with 27 respondents (33.3%), followed by Cashiers with 24 respondents (29.6%), and Store Assistants with 22 respondents (27.2%). Supervisors make up 5 respondents (6.2%), while there are 2 Interns (2.5%), indicating a small proportion of trainee roles. The fewest number of staff are in Managerial positions, with only 1 respondent (1.2%).

4.2 MAIN FINDINGS

4.2.1 Relationship between coaching and employee retention.

Ha1: There is a significant relationship between coaching and employee retention.

Table 5

Correlation between coaching and employee retention

Correlation			Coaching	Employee Retention
Spearman's rho	Coaching	Correlation Coefficient	1.000	.451**
		Sig. (2-tailed)	.	<.001
		N	81	81
	Employee Retention	Correlation Coefficient	.451**	1.000
		Sig. (2-tailed)	<.001	.
		N	81	81

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

Spearman's Rank Correlation is used to analyze the data. Table 5 showed that p-value ($p = <.001$) is smaller than α -value ($\alpha = 0.05$), where rho value, $\rho = 0.451$. Hence, failed to reject alternate hypothesis. Therefore, there is a significant relationship between coaching and employee retention. The rho value indicates that there is a moderate correlation between coaching and employee retention.

The findings are consistent with several past studies that have identified coaching as an essential factor of employee engagement, satisfaction, and commitment. For example, Sirtuy (2015) discovered that coaching programs dramatically improve employee engagement by instilling a sense of organizational support. Employees who receive frequent coaching are more likely to feel appreciated, understood, and connected with the company's goals, which increases their commitment to stay. Similarly, Kamunya and Nzulwa (2020) found that performance and career coaching significantly boost retention by addressing employees' developmental requirements while also identifying growth in both professional and personal career paths. These findings support the findings of this study, particularly in demonstrating that coaching promotes not just technical improvement but also psychological commitment.

Furthermore, Neupane and Khanal (2022) emphasized that coaching helps to foster trusting connections between managers and employees. When coaching is done consistently

and empathetically, it generates a supportive and growing environment. Blau's (1964) Social Exchange Theory, which supports this study's theory, provides a good explanation for this relational dynamic. It suggests that when organizations engage with their employees through effective coaching, employees are more likely to reciprocate with loyalty and lower turnover intentions. While prior studies, such as Omoikhodu (2017), found contrary findings on the efficacy of coaching, such discrepancies are frequently linked to variations in implementation quality, organizational culture, and managerial involvement.

In this study, the retail setting in Kuching may have contributed to the effectiveness of coaching programs through improved employee-supervisor contact, operational flexibility, or focused performance feedback measures. These findings imply that coaching, when offered actively, consistently, and tailored to individual employee requirements, may be an effective technique for increasing employee retention in retail contexts. In a sector known for high turnover and restricted career development, implementing structured coaching programs may provide a realistic, evidence-based solution for reducing attrition and increasing employees' sustainability.

4.2.2 Relationship between mentoring and employee retention.

Ha2: There is a significant relationship between mentoring and employee retention.

Table 6

Correlation between mentoring and employee retention

Correlation			Mentoring	Employee Retention
Spearman's rho	Mentoring	Correlation Coefficient	1.000	.552**
		Sig. (2-tailed)	.	<.001
		N	81	81
	Employee Retention	Correlation Coefficient	.552**	1.000
		Sig. (2-tailed)	<.001	.
		N	81	81

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

Spearman's Rank Correlation is used to analyze the data. Table 6 showed that p-value ($p = <.001$) is smaller than α -value ($\alpha = 0.05$), where rho value, $\rho = 0.552$. Hence, failed to reject alternate hypothesis. Therefore, there is a significant relationship between mentoring and employee retention. The rho value indicates that there is a strong correlation between mentoring and employee retention.

This result is consistent with current literature, which describes mentoring as a strategic strategy for increasing retention, particularly when used within a personalized and supportive framework. Mentoring, according to Chandan and Singh (2019), improves morale and participation by offering advice, establishing clear goals, and fostering trusting connections. These relationship dynamics encourage a stronger emotional connection to the organization. Similarly, Sirtuy (2015) emphasized that mentoring boosts employee loyalty and retention by providing professional development opportunities and psychological support, which are especially important for younger or freshly hired employees. In addition, Kiguru (2018) and Nkomo (2016) found that mentorship, whether for new or experienced employees, had a measurable advantage in lowering turnover. Their findings suggest that good mentoring decreases feelings of isolation, boosts employee confidence, and facilitates better absorption into the organizational culture. These consequences are especially important in service-oriented, high-turnover industries such as retail. Furthermore, Nkomo et al. (2018) also found that mentoring promotes organizational commitment and skill development, resulting in increased retention. Their findings revealed that employees who perceive constant mentoring assistance are more likely to stay with their current employers because they feel appreciated and supported in their professional path.

The findings showed that mentoring can assist in solving significant HR concerns such as limited career paths, poor engagement, and high turnover in Kuching's retail industry. Since many retail workers in this area are young or in their early careers, mentorship may be a useful tool for talent transfer, cultural integration, and emotional support. Informal supervisor-staff mentoring connections, for example, might make onboarding easier, whereas peer mentoring can increase team cohesiveness and reduce feelings of isolation.

4.2.3 Relationship between job training and employee retention.

Ha3: There is a significant relationship between job training and employee retention.

Table 7

Correlation between job training and employee retention

Correlation			Job Training	Employee Retention
Spearman's rho	Job Training	Correlation Coefficient	1.000	.482**
		Sig. (2-tailed)	.	<.001
		N	81	81
	Employee Retention	Correlation Coefficient	.482**	1.000
		Sig. (2-tailed)	<.001	.
		N	81	81

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

Spearman's Rank Correlation is used to analyze the data. Table 7 showed that p-value ($p = <.001$) is smaller than α -value ($\alpha = 0.05$), where rho value, $\rho = 0.482$. Hence, failed to reject alternate hypothesis. Therefore, there is a significant relationship between job training and employee retention. The rho value indicates that there is a moderate correlation between job training and employee retention.

These findings are consistent with previous research that has highlighted job training as an important aspect in retention strategies. According to Shafiq and Hamza (2017), on-the-job training (OJT) boosts employee performance, productivity, and retention by making them feel more capable and respected. Their findings back up the idea that skill-building methods promote both professional growth and psychological connection to the organization. Similarly, Kamalaveni (2019) discovered that ongoing and relevant training boosts workplace engagement and organizational loyalty, particularly among younger employees and those in service jobs. Further synthesizing previous research, Kamunya and Nzulwa (2020) state that job training promotes retention not just through skill acquisition but also by indicating that the organization is committed to the employee's long-term growth. This is consistent with Blau's (1964) Social Exchange Theory, in which such investments result in a reciprocal exchange, where the employees respond with dedication and lower turnover.

Job training serves as a gateway to greater chances within the Kuching retail industry, where many employees are early-career or part-time. Employers may increase employee confidence and retention by providing them with vital customer service, sales, or inventory management skills. Supervisor-led, practical training techniques, as noted by Grant (2017), provide multiple ways for training employees without requiring significant resources.

Thus, the results of this study add localized data to global research, indicating that organized, relevant, and helpful job training promotes employee retention in the retail industry. Retailing companies in Sarawak are urged to conduct needs-based training evaluations, followed by targeted interventions that address both operational needs and employee ambitions.

4.3 SUMMARY OF THE FINDINGS

Table 8

Summary of the findings

Hypothesis	Summary
Ha1: There is a significant relationship between coaching and employee retention.	$\rho = 0.451$ $p\text{-value} = 0.001$ $[r(81) = 0.451. p < 0.05]$ Failed to reject the alternate hypothesis. Moderate correlation between coaching & employee retention.
Ha2: There is a significant relationship between mentoring and employee retention.	$\rho = 0.552$ $p\text{-value} = 0.001$ $[r(81) = 0.552. p < 0.05]$ Failed to reject the alternate hypothesis. Strong correlation between coaching & employee retention.
Ha3: There is a significant relationship between job training and employee retention.	$\rho = 0.482$ $p\text{-value} = 0.001$ $[r(81) = 0.482. p < 0.05]$ Failed to reject the alternate hypothesis. Moderate correlation between coaching & employee retention.

4.4 CHAPTER SUMMARY

Chapter 4 highlighted the study's major findings, which focused on the correlations between learning and development practices, specifically coaching, mentoring, and job training, and employee retention in the retail industry in Kuching, Sarawak. The strength and significance of these correlations were determined by descriptive and inferential studies utilizing Spearman's Rank Correlation Coefficient.

This study identified a moderate positive connection ($\rho = 0.451$, $p < .001$) between coaching and employee retention, indicating that continuous coaching leads to higher employee retention. This demonstrates the efficacy of coaching in enhancing performance, motivation, and loyalty. Mentoring significantly improves employee retention ($\rho = 0.552$, $p < .001$). This means that mentoring offers not just professional development assistance, but also psychological advantages that strengthen workers' emotional connections to the organization, making them more likely to stay. Job training has a moderate connection with employee retention ($\rho = 0.482$, $p < .001$), showing that skill-building opportunities and appropriate training programs add to employees' sense of competence and satisfaction, which are essential factors in retention.

The results showed that employee retention is significantly positively correlated with all three learning and development strategies. These findings provide credibility to the theoretical foundation of Social Exchange Theory, which argues that when companies make investments in the training of workers, those employees are more likely to return the favour by remaining loyal and working for the company. Overall, these findings verify the hypothesis that successful learning and development practices have significant effects on employee retention. These findings are critical for retail organizations in Kuching looking to minimize turnover and promote employee stability through focused development programs.

CHAPTER 5: SUMMARY, RECOMMENDATION & CONCLUSION

5.0 INTRODUCTION

This chapter summarizes the main conclusions of the study, talks about the theoretical and practical implications, and makes appropriate recommendations to present the research's final components effectively. The study investigated how employee retention in Kuching, Sarawak's retail industry, was related to learning and development practices, including job training, coaching, and mentoring. The relevance of employee development in lowering turnover and promoting sustainable human capital strategies in Kuching's retail industry is emphasized in the study's conclusion. This chapter then ends with a summary.

5.1 SUMMARY OF THE RESEARCH

Chapter 1 provided the background of the study's history, focusing on the problem of high employee turnover in Malaysia's retail industry. The importance of investigating the potential effects of learning and development (L&D) practices, particularly job training, coaching, and mentoring, on employee retention was discussed in the chapter. Research gaps were found, particularly in the retail contexts of Malaysia and Sarawak, which supported the necessity of the current study. To give region-specific insights into successful retention techniques, the study objectives, questions, hypotheses, and significance were all explicitly outlined. To contextualize the scope of the research, the definition of terms and study limitations were also provided.

The foundations of theory and related literature have been addressed in Chapter 2. It included fundamental ideas, including employee retention and several L&D practices, such as job training, coaching, and mentoring, outlining their definitions, advantages, and related difficulties. When properly implemented, these strategies have a considerable influence on employee engagement, performance, and retention, according to the literature synthesis. The study, which was based on Social Exchange Theory (SET), proposed that when companies make investments in their employees' growth, employees are more likely to engage with dedication and loyalty.

Chapter 3 detailed the study approach used to assess the connections between learning and development practices and employee retention. A quantitative technique with a cross-sectional survey design was used to target retail employees in Kuching, Sarawak. Raosoft online sample calculator was used to calculate a sample size of 81 respondents, with convenience sampling being applied. The survey questionnaire included Likert scale items to

assess perceptions of coaching, mentoring, job training, and retention. The chapter also addressed the instrument's validity and reliability, which were validated by a pilot study. Ethical concerns, such as informed consent and data confidentiality, were thoroughly handled, assuring the study's integrity and trustworthiness.

Chapter 4 provided findings and discussions based on the obtained data. Descriptive analysis showed the demographics of the respondents, while inferential statistics using Spearman's Rank Correlation found connections between all three L&D practices and employee retention. Mentoring had the highest connection, followed by job training and coaching. These findings back up the theoretical assumptions and support the study hypothesis. The chapter closed with a summary emphasizing the importance of personalized and organized development programs in increasing employee retention in Kuching, Sarawak's retail industry.

5.2 IMPLICATIONS OF THE STUDY

5.2.1 Implications for HR Practitioners

The study's findings offer valuable implications for HR practitioners, especially those working in the retail industry, where employee turnover is an ongoing concern. The significant relationships shown between learning and development practices, particularly coaching, mentoring, and job training, and employee retention indicate that strategic investment in these areas can directly improve workforce stability.

First, HR practitioners can formalize coaching programs that go beyond task training. Coaching efforts that involve frequent feedback sessions, career conversations, and performance assistance can boost trust and motivation, particularly among front-line retail employees. The moderate connection discovered in the study suggests that coaching is a viable and accessible technique for increasing employee engagement and loyalty.

Second, a strong, significant relationship between mentoring and employee retention emphasizes the necessity of fostering interpersonal development ties within the organization. HR departments can set up organized mentorship programs that connect experienced employees with new or younger employees. These partnerships not only allow for information sharing, but they also provide a support network that fosters a sense of belonging and long-term commitment.

Third, the findings highlight the need for job-specific and continuing training programs. HR practitioners can undertake frequent training needs assessments and personalize material to the specific responsibilities and difficulties that retail employees experience. Practical,

hands-on training, particularly during onboarding and new product or system implementations, may boost work competence and happiness while lowering turnover risk.

Furthermore, the use of Social Exchange Theory (SET) in this study implies that employees see development initiatives as a sign of organizational caring. When learning and development strategies are consistent and employee-centred, employees are more likely to respond with increased commitment, which enhances both retention and performance. As a result, HR professionals should see learning and development as a long-term retention and engagement strategy, rather than a compliance or operational obligation.

In conclusion, HR practitioners in the retail industry are advised to utilize an integrated approach to learning and development, integrating coaching, mentoring, and training in a way that is consistent with both organizational goals and employee growth requirements. This can result in a more resilient and loyal team in a competitive and high-turnover industry

5.2.2 Implications for Methodology

The findings of this study have significant implications for the research methodology used. The study used a quantitative method, using Spearman's Rank Correlation Coefficient to establish the strength of the association between learning and development practices, particularly coaching, mentoring, and job training, and employee retention. This non-parametric test was acceptable given the ordinal character of the Likert-scale data acquired via structured questionnaires.

The statistical results showed significant positive connections between all three factors, with mentorship having the highest connection with employee retention. These findings give support to Spearman's Rank Correlation as a viable and reliable analytical approach for investigating non-linear, monotonic connections in research. The strategy proved helpful in detecting trends in employees' perspectives, especially in the retail industry, where workforce conduct does not always follow fixed normal distributions.

Furthermore, the use of self-administered questionnaires enabled fast data collection from a broad sample of retail employees in Kuching. The organized style provided consistency, while the Likert-scale responses allowed for ordinal-level evaluation of subjective characteristics such as satisfaction, engagement, and retention intention. This shows that comparable future research can use structured, perception-based surveys alongside non-parametric statistical approaches to investigate behavioural trends in HR settings.

In conclusion, the methodological choices adopted in this study, particularly the use of Spearman's correlation and structured questionnaires, helped find relationship trends in a retail

HR setting. These findings indicate that such methodologies are appropriate for comparable workforce studies.

5.2.3 Implications for Organization

The study's findings have significant implications for organizations, particularly those in the retail industry, where high turnover of employees and inconsistent employee engagement are recurring issues. To maximize the positive effects of these methods, organizations should consider changing their existing HR and training policies to incorporate systematic, consistent, and employee-centred development programs. Policies that focus on short-term onboarding or task-based education are no longer sufficient. Instead, organizations should adopt comprehensive learning and development frameworks that promote long-term skill development, career advancement, and interpersonal support. For instance, policy changes might include allocating yearly training expenditures to enhance job-specific and soft skills. In addition, also by incorporating L&D participation and outcomes into performance assessments and promotion criteria emphasizes their importance. These improvements provide standardisation in the use of learning and development approaches across departments and outlets, in addition to professionalizing employee development. Additionally, educational initiatives are guaranteed to be verifiable, lasting, and not entirely up to the preferences of individual managers due to formal regulations.

In conclusion, the study urges that retail companies use strategic integration and policy change to not just adopt but also institutionalize learning and development methods. By doing this, companies can make sure that development initiatives are standardized, prioritized, and in line with organizational objectives and employee requirements, which will eventually lower turnover and improve worker resilience.

5.3 RECOMMENDATIONS

5.3.1 Recommendation to HR

Based on the study's findings, some critical recommendations are made for HR practitioners who want to improve employee retention in the retail industry by implementing effective learning and development. First, by establishing formal mentoring systems. Among the three learning and development practices, mentoring has the most significant relationship with retention ($p = 0.552$), suggesting that it is particularly beneficial in boosting long-term employee engagement. HR departments should formalize mentoring initiatives by assigning

experienced mentors to new or less experienced employees. These programs should focus on both career coaching and psychological assistance to help employees feel connected, supported, and valued inside the organization.

Next, personalize development plans through needs assessment. Learning and development practices should be adjusted to the results of employee needs assessments. HR professionals should collect input regularly through surveys, performance assessments, or departure interviews to determine which areas of growth are most important to employees. This guarantees that learning and development initiatives are employee-centred and in line with both individual and organizational objectives.

Lastly is to communicate development opportunities transparently. To maximize the effect of coaching, mentoring, and training, HR should strongly raise awareness of potential growth opportunities. Employees are more inclined to participate and engage when they understand the advantages and can see an immediate connection between learning and development programs and their career advancement. By implementing these recommendations, HR practitioners may foster a more supportive and development-focused culture that not only increases employee abilities but also fosters long-term commitment, thereby lowering turnover and enhancing performance in Kuching's retail industry.

5.3.2 Recommendation to the Organization

Based on the study's findings, retail companies, especially those in Kuching, Sarawak, can implement a few strategic suggestions to improve employee retention through learning and development strategies.

The first recommendation is to update internal HR Policies to integrate learning and development into the company culture. Organizations should update their HR policies to include learning and development as a formal component of career planning and employee performance reviews to maintain sustainability. To boost involvement, learning and development involvement might be related to possibilities for advancement or recognition programs. This entails setting aside specific funds and time slots for employee growth initiatives.

Next is to foster a learning-oriented work environment. Establishing a culture that promotes ongoing education and information exchange should be a priority for organizations. This includes rewarding employees who take an active involvement in learning programs,

providing incentives for learning, and promoting peer-to-peer assistance through informal coaching or mentoring.

Lastly is to monitor and evaluate the learning and development impact on retention. Organizations should monitor employee feedback, coaching, mentoring, and training program retention initiatives, as well as participation rates, to evaluate their efficacy. Frequent assessment can ensure alignment with organizational objectives and employee demands while also aiding in the improvement of learning and development programs.

By implementing these recommendations, retail organizations can improve employee engagement and satisfaction while lowering attrition and developing a more competent and committed workforce. In an industry where employees' stability and service quality are major performance drivers, these steps are necessary for long-term competitiveness.

5.3.3 Recommendation to Future Research

Based on the study's findings and scope, numerous recommendations for future research may be provided to help broaden and enhance our understanding of the relationship between learning and development practices and employee retention.

First, future research could implement mixed methodologies to provide deeper insights. While this quantitative study found significant correlations between coaching, mentoring, job training, and employee retention, it did not investigate the underlying causes of these connections. Future research should use a mixed-methods approach that includes surveys, qualitative interviews, and focus groups. This would give more insight into employee perspectives, motives, and contextual variables impacting retention decisions, particularly in the retail industry.

Next is to expand the sample across industries and regions. This research focused on retail employees in Kuching, Sarawak, and may not fully represent the experiences of employees in other industries or areas. Future research might investigate similar connections in other areas, such as hospitality, manufacturing, and education. Furthermore, comparing urban and rural locations in various Malaysian states may illustrate how local economic situations and organizational cultures influence the success of learning and development practices.

Furthermore, future research may investigate in context of longitudinal effects. This study employed a cross-sectional approach, with employee answers collected at a single point in time. To further understand the long-term impact of learning and development practices on

retention, future research should include longitudinal studies that follow changes in employee development and turnover intentions over time. This would give greater proof of causation and the long-term implications of development policies.

To summarize, future research should build on the foundation created by this study by broadening its scope, including qualitative components, and investigating other factors. This will help to provide a more comprehensive, context-sensitive knowledge of how learning and development practices affect employee retention in Malaysia and elsewhere.

5.4 CHAPTER SUMMARY

Chapter 5 concluded the research by summarizing the key findings, discussing their practical implications, and presenting recommendations for various stakeholders. The study aimed to examine the relationship between coaching, mentoring, and job training as learning and development learning and development practices and employee retention in the retail industry in Kuching, Sarawak.

The implications of these findings were discussed across three areas which are HR practitioners, organizational strategy, and research methodology. For HR practitioners, the results highlight the need to implement structured, employee-centred L&D programs. For organizations, the study suggests revising internal policies to integrate development initiatives as part of their retention strategy. Methodologically, the research demonstrates the effectiveness of using quantitative tools like Spearman's Rank Correlation in HR studies, while also recommending that future research incorporate qualitative insights for deeper understanding.

Finally, practical suggestions were made for human resources professionals and organizational leaders, such as formalizing coaching and mentoring programs, adjusting instructional materials to meet the requirements of employees, cultivating a culture of learning, and tracking the long-term effects of learning and development on retention.

In conclusion, the chapter reinforces that effective learning and development practices are not only tools for skill enhancement but also strategic levers for improving employee retention in the retail sector.

5.5 CONCLUSION

This study investigated how learning and development (L&D) practices, including coaching, mentoring, and job training, affect employee retention in Kuching's retail industry. The findings showed significant relationships between all three practices and employee retention. The findings emphasize the relevance of personalized development initiatives in reducing turnover. Employee retention increases when they feel supported by specialized training, meaningful mentorship, and organized coaching. Investing in these areas can help organizations improve employee retention. In conclusion, this study highlights the strategic importance of learning and development in improving employee retention. It provides practical, data-driven insights for HR professionals and companies looking to retain employees in a competitive environment. Furthermore, the study adds to the academic literature by filling a geographic gap and giving localized information from Kuching, Sarawak. These findings can be used to inspire future research in comparable industries or countries, particularly those examining employee development in emerging markets.

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APPENDIX A – SURVEY QUESTIONNAIRES (Bilingual/Dwibahasa)

Survey Questionnaire for the study titled ‘The Relationship Between Learning and Development (L&D) Practices and Employee Retention in the Retail Industry in Kuching, Sarawak’.

Introduction

This survey aims to gather information about your organization’s learning and development (L&D) practices and employee retention. Your responses will help us understand more about the relationship between L&D and employee retention. All responses will remain confidential and will be used for academic purposes only.

Estimated completion time: 5 – 10 minutes

Kajian ini bertujuan untuk menyelidik bagaimana amalan pembelajaran dan pembangunan mempengaruhi pengekalan pekerja dalam industri runcit. Semua respons akan dirahsiakan dan hanya akan digunakan untuk tujuan akademik sahaja.

Anggaran masa untuk melengkapkan: 5 - 10 minit

Section A – Demographic Profile / *Profil Demografi*

Instruction / *Arahan:*

Please select the most appropriate response for each question.

Sila pilih jawapan yang paling sesuai bagi setiap soalan.

Age Range / *Lingkungan Umur:*

- ☐ 18 – 20 years old / *tahun*
- ☐ 21 – 30 years old / *tahun*
- ☐ 31 - 40 years old / *tahun*
- ☐ 41 – 50 years old / *tahun*
- ☐ 51 years old and above / *tahun dan keatas*

Gender / *Jantina:*

- ☐ Male / *Lelaki*
- ☐ Female / *Perempuan*

Highest Education Level / *Tahap Pendidikan Tertinggi:*

- ☐ SPM
- ☐ STPM
- ☐ Degree
- ☐ Postgraduate (Master's)
- ☐ Other / *Lain-lain:* _____

Length of Service / *Tempoh Perkhidmatan:*

- ☐ Less than 6 months / *Kurang daripada 6 bulan*
- ☐ 6 months - 1 year / *6 bulan - 1 tahun*
- ☐ 2 - 5 years / *tahun*
- ☐ 6 - 9 years / *tahun*
- ☐ 10 years and above / *tahun dan keatas*

Work Position / *Jawatan:*

- ☐ Sales Assistant / Pembantu Jualan
- ☐ Store Assistant / Pembantu kedai
- ☐ Cashier / Jurawang
- ☐ Supervisor / Penyelia
- ☐ Other / *Lain-lain:* _____

Section B – Coaching

Instruction / *Arahan*:

On a scale of 1 – 5, please select the number that most accurately represents your level of agreement with each of the questions below. (Questions adopted and modified from Omoikhudu, 2017.)

Pada skala 1 – 5, *silalah pilih pilihan yang paling tepat menggambarkan tahap persetujuan anda bagi setiap pernyataan di bawah. (Soalan diadaptasi dan diubah suai daripada Omoikhudu, 2017.)*

Likert Scale

Strongly Disagree / Sangat tidak setuju	Disagree / Tidak Setuju	Neutral	Agree / Setuju	Strongly Agree / Sangat tidak setuju
1	2	3	4	5

1. I have received coaching. / *Saya pernah menerima bimbingan.*

1 2 3 4 5

Strongly Disagree /

Strongly Agree /

Sangat tidak setuju ☐ ☐ ☐ ☐ ☐ *Sangat setuju*

2. Regular coaching sessions are provided. / *Sesi pembimbingan secara berkala disediakan.*

1 2 3 4 5

Strongly Disagree /

Strongly Agree /

Sangat tidak setuju ☐ ☐ ☐ ☐ ☐ *Sangat setuju*

3. The coach provided constructive feedback throughout the sessions. / *Jurulatih memberikan maklum balas yang membina sepanjang sesi pembimbingan.*

	1	2	3	4	5	
Strongly Disagree /						Strongly Agree /
<i>Sangat tidak setuju</i>	☐	☐	☐	☐	☐	<i>Sangat setuju</i>

4. Coaching helps a lot for me. / *Pembimbingan sangat membantu saya.*

	1	2	3	4	5	
Strongly Disagree /						Strongly Agree /
<i>Sangat tidak setuju</i>	☐	☐	☐	☐	☐	<i>Sangat setuju</i>

5. Coaching has helped me understand things more clearly. / *Pembimbingan membantu saya memahami sesuatu dengan lebih jelas.*

	1	2	3	4	5	
Strongly Disagree /						Strongly Agree /
<i>Sangat tidak setuju</i>	☐	☐	☐	☐	☐	<i>Sangat setuju</i>

6. Every coaching session has sufficient duration to meet my development needs. / *Setiap sesi pembimbingan mempunyai tempoh yang mencukupi untuk memenuhi keperluan pembangunan diri saya.*

	1	2	3	4	5	
Strongly Disagree /						Strongly Agree /
<i>Sangat tidak setuju</i>	☐	☐	☐	☐	☐	<i>Sangat setuju</i>

7. After receiving coaching, my confidence in my job has increased. / *Selepas menerima pembimbingan, keyakinan saya dalam menjalankan tugas telah meningkat.*

	1	2	3	4	5	
Strongly Disagree /						Strongly Agree /
<i>Sangat tidak setuju</i>	☐	☐	☐	☐	☐	<i>Sangat setuju</i>

8. My skills have improved because of coaching at this organization. / *Kemahiran saya telah meningkat hasil daripada pembimbingan di organisasi ini.*

	1	2	3	4	5	
Strongly Disagree /						Strongly Agree /
<i>Sangat tidak setuju</i>	☐	☐	☐	☐	☐	<i>Sangat setuju</i>

9. I am satisfied with the organization's coaching plan. / *Saya berpuas hati dengan sistem pembimbingan yang disediakan oleh organisasi.*

	1	2	3	4	5	
Strongly Disagree /						Strongly Agree /
<i>Sangat tidak setuju</i>	☐	☐	☐	☐	☐	<i>Sangat setuju</i>

10. I would stay in this organization as long as I receive the proper coaching. / *Saya akan terus berada dalam organisasi ini selagi saya menerima pembimbingan yang sesuai.*

	1	2	3	4	5	
Strongly Disagree /						Strongly Agree /
<i>Sangat tidak setuju</i>	☐	☐	☐	☐	☐	<i>Sangat setuju</i>

Section C – Mentoring

Instruction / *Arahan*:

On a scale of 1 – 5, please select the number that most accurately represents your level of agreement with each of the questions below. (Questions adopted and modified from Kiguru, 2018; Namusoke, 2023).

Pada skala 1 – 5, *sila pilih pilihan yang paling tepat menggambarkan tahap persetujuan anda bagi setiap pernyataan di bawah. (Soalan diadaptasi dan diubah suai daripada Kiguru, 2018; Namusoke, 2023).*

Likert Scale

Strongly Disagree / Sangat tidak setuju	Disagree / Tidak Setuju	Neutral	Agree / Setuju	Strongly Agree / Sangat tidak setuju
1	2	3	4	5

1. I have received mentoring. / *Saya pernah menerima pementoran.*

1 2 3 4 5

Strongly Disagree /

Strongly Agree /

Sangat tidak setuju ☐ ☐ ☐ ☐ ☐ *Sangat setuju*

2. The provided mentorship is relevant to my profession of work. / *Pementoran yang diberikan adalah relevan dengan bidang pekerjaan saya.*

1 2 3 4 5

Strongly Disagree /

Strongly Agree /

Sangat tidak setuju ☐ ☐ ☐ ☐ ☐ *Sangat setuju*

3. I'm satisfied with how frequently mentor-mentee meetings occur. / *Saya berpuas hati dengan kekerapan pertemuan antara mentor dan mentee.*

	1	2	3	4	5	
Strongly Disagree /						Strongly Agree /
<i>Sangat tidak setuju</i>	☐	☐	☐	☐	☐	<i>Sangat setuju</i>

4. My mentor actively responds and listens to my issues effectively. / *Mentor saya memberikan respons secara responsif dan mendengar isu-isu saya dengan baik.*

	1	2	3	4	5	
Strongly Disagree /						Strongly Agree /
<i>Sangat tidak setuju</i>	☐	☐	☐	☐	☐	<i>Sangat setuju</i>

5. I view my mentor as both a friend and a colleague. / *Saya menganggap mentor saya sebagai seorang rakan dan juga seorang rakan sekerja.*

	1	2	3	4	5	
Strongly Disagree /						Strongly Agree /
<i>Sangat tidak setuju</i>	☐	☐	☐	☐	☐	<i>Sangat setuju</i>

6. My mentor assists me in coordinating my career objectives. / *Mentor saya membantu saya dalam menyelaraskan objektif kerjaya saya.*

	1	2	3	4	5	
Strongly Disagree /						Strongly Agree /
<i>Sangat tidak setuju</i>	☐	☐	☐	☐	☐	<i>Sangat setuju</i>

7. My career development has improved because of the company's mentoring program. /
 Pembangunan *kerjaya* saya telah meningkat kerana program pementoran syarikat.

	1	2	3	4	5	
Strongly Disagree /						Strongly Agree /
<i>Sangat tidak setuju</i>	☐	☐	☐	☐	☐	<i>Sangat setuju</i>

8. Through mentorship, I was able to improve my professional skills. / Melalui
 pementoran, saya dapat meningkatkan kemahiran profesional saya.

	1	2	3	4	5	
Strongly Disagree /						Strongly Agree /
<i>Sangat tidak setuju</i>	☐	☐	☐	☐	☐	<i>Sangat setuju</i>

9. My retention in the company is influenced by my mentor. / Pengekalan saya dalam
 syarikat dipengaruhi oleh mentor saya.

	1	2	3	4	5	
Strongly Disagree /						Strongly Agree /
<i>Sangat tidak setuju</i>	☐	☐	☐	☐	☐	<i>Sangat setuju</i>

10. The organization's mentorship program has influenced my decision to stay with the
 company. / Program pementoran organisasi telah mempengaruhi keputusan saya untuk
 kekal bersama syarikat.

	1	2	3	4	5	
Strongly Disagree /						Strongly Agree /
<i>Sangat tidak setuju</i>	☐	☐	☐	☐	☐	<i>Sangat setuju</i>

Section D – Job Training

Instruction / *Arahan*:

On a scale of 1 – 5, please select the number that most accurately represents your level of agreement with each of the questions below. (Questions adopted and modified from Jehanzeb et al., 2015; Karim et al., 2019).

Pada skala 1 – 5, *silalah pilih pilihan yang paling tepat menggambarkan tahap persetujuan anda bagi setiap pernyataan di bawah. (Soalan diadaptasi dan diubah suai daripada Jehanzeb et al., 2015; Karim et al., 2019).*

Likert Scale

Strongly Disagree / Sangat tidak setuju	Disagree / Tidak Setuju	Neutral	Agree / Setuju	Strongly Agree / Sangat tidak setuju
1	2	3	4	5

1. I have received job training. / *Saya pernah menerima latihan kerja.*

1 2 3 4 5

Strongly Disagree /

Strongly Agree /

Sangat tidak setuju ☐ ☐ ☐ ☐ ☐ *Sangat setuju*

2. Training's goals were relevant to my work. / *Matlamat latihan tersebut adalah relevan dengan pekerjaan saya.*

1 2 3 4 5

Strongly Disagree /

Strongly Agree /

Sangat tidak setuju ☐ ☐ ☐ ☐ ☐ *Sangat setuju*

3. My organization provides sufficient support for my participation in training programs.
/ Organisasi saya memberi sokongan yang sewajarnya untuk saya menyertai program latihan.

	1	2	3	4	5	
Strongly Disagree /						Strongly Agree /
Sangat tidak setuju	☐	☐	☐	☐	☐	Sangat setuju

4. The trainer prepared the job training well. / Jurulatih membuat persediaan latihan kerja dengan baik.

	1	2	3	4	5	
Strongly Disagree /						Strongly Agree /
Sangat tidak setuju	☐	☐	☐	☐	☐	Sangat setuju

5. The trainer has been helpful during the job training session. / Jurulatih telah banyak membantu sepanjang sesi latihan kerja.

	1	2	3	4	5	
Strongly Disagree /						Strongly Agree /
Sangat tidak setuju	☐	☐	☐	☐	☐	Sangat setuju

6. I found the trainer's support to be satisfactory. / Saya mendapati sokongan jurulatih adalah memuaskan.

	1	2	3	4	5	
Strongly Disagree /						Strongly Agree /
Sangat tidak setuju	☐	☐	☐	☐	☐	Sangat setuju

7. I have all the information I need to finish every job training module. / *Saya mempunyai semua maklumat yang saya perlukan untuk menyelesaikan setiap modul latihan kerja.*

	1	2	3	4	5	
Strongly Disagree /						Strongly Agree /
<i>Sangat tidak setuju</i>	☐	☐	☐	☐	☐	<i>Sangat setuju</i>

8. The job training assessments were fair. / *Penilaian latihan kerja adalah adil.*

	1	2	3	4	5	
Strongly Disagree /						Strongly Agree /
<i>Sangat tidak setuju</i>	☐	☐	☐	☐	☐	<i>Sangat setuju</i>

9. I would be able to use the knowledge I gained from the training program at work. / *Saya dapat menggunakan ilmu yang saya peroleh daripada program latihan di tempat kerja*

	1	2	3	4	5	
Strongly Disagree /						Strongly Agree /
<i>Sangat tidak setuju</i>	☐	☐	☐	☐	☐	<i>Sangat setuju</i>

10. My organization's training opportunities encourage me to stay with the company. / *Peluang latihan kerja di organisasi saya menggalakkan saya untuk kekal bersama syarikat.*

	1	2	3	4	5	
Strongly Disagree /						Strongly Agree /
<i>Sangat tidak setuju</i>	☐	☐	☐	☐	☐	<i>Sangat setuju</i>

Section E – Employee Retention

Instruction / *Arahan*:

On a scale of 1 – 5, please select the number that most accurately represents your level of agreement with each of the questions below. (Questions adopted and modified from Omoikhudu, 2017; Namusoke, 2023).

Pada skala 1 – 5, *silalah pilih pilihan yang paling tepat menggambarkan tahap persetujuan anda bagi setiap pernyataan di bawah. (Soalan diadaptasi dan diubah suai daripada Omoikhudu, 2017; Namusoke, 2023).*

Likert Scale

Strongly Disagree / Sangat tidak setuju	Disagree / Tidak Setuju	Neutral	Agree / Setuju	Strongly Agree / Sangat tidak setuju
1	2	3	4	5

1. My job is important to me. / *Pekerjaan saya penting bagi saya.*

1 2 3 4 5

Strongly Disagree /

Strongly Agree /

Sangat tidak setuju ☐ ☐ ☐ ☐ ☐ *Sangat setuju*

2. I enjoy working at this company. I enjoy working at this company. / *Saya berasa puas hati bekerja di syarikat ini.*

1 2 3 4 5

Strongly Disagree /

Strongly Agree /

Sangat tidak setuju ☐ ☐ ☐ ☐ ☐ *Sangat setuju*

3. I am happy with the work that I do at this company. / *Saya berpuas hati dengan kerja yang saya lakukan di syarikat ini.*

	1	2	3	4	5	
Strongly Disagree /						Strongly Agree /
<i>Sangat tidak setuju</i>	☐	☐	☐	☐	☐	<i>Sangat setuju</i>

4. I am passionate about the job I am doing. / *Saya sentiasa bersemangat menjalankan tugas dalam pekerjaan saya.*

	1	2	3	4	5	
Strongly Disagree /						Strongly Agree /
<i>Sangat tidak setuju</i>	☐	☐	☐	☐	☐	<i>Sangat setuju</i>

5. I feel secure in my career in this company. / *Saya merasa terjamin dalam kerjaya saya di syarikat ini.*

	1	2	3	4	5	
Strongly Disagree /						Strongly Agree /
<i>Sangat tidak setuju</i>	☐	☐	☐	☐	☐	<i>Sangat setuju</i>

6. I foresee myself staying in this organization for a long time. / *Saya menjangkakan diri saya akan berada dalam organisasi ini untuk jangka masa yang panjang.*

	1	2	3	4	5	
Strongly Disagree /						Strongly Agree /
<i>Sangat tidak setuju</i>	☐	☐	☐	☐	☐	<i>Sangat setuju</i>

7. If I could start over, I would always choose to work for this company. / *Sekiranya diberi peluang, saya tetap akan memilih bekerja di syarikat ini.*

	1	2	3	4	5	
Strongly Disagree /						Strongly Agree /
<i>Sangat tidak setuju</i>	☐	☐	☐	☐	☐	<i>Sangat setuju</i>

8. If I were looking for another job or changing careers, I would first search for an opportunity in this company. / *Jika saya sedang mencari pekerjaan lain atau ingin menukar kerjaya, saya akan terlebih dahulu mencari peluang di syarikat ini.*

	1	2	3	4	5	
Strongly Disagree /						Strongly Agree /
<i>Sangat tidak setuju</i>	☐	☐	☐	☐	☐	<i>Sangat setuju</i>

9. I rarely think about leaving this company. / *Saya jarang memikirkan untuk meninggalkan syarikat ini.*

	1	2	3	4	5	
Strongly Disagree /						Strongly Agree /
<i>Sangat tidak setuju</i>	☐	☐	☐	☐	☐	<i>Sangat setuju</i>

10. I have no intention of looking for another job in the coming months. / *Saya tiada niat untuk mencari pekerjaan lain dalam beberapa bulan akan datang.*

	1	2	3	4	5	
Strongly Disagree /						Strongly Agree /
<i>Sangat tidak setuju</i>	☐	☐	☐	☐	☐	<i>Sangat setuju</i>