

Learning Needs as an Intervention for Gen Y Employees' Intention to Stay and the Mediating Role of Perceived Organizational Support

Zabedah Othman

University Kuala Lumpur (UniKL)

Email: idahothman88@gmail.com

Rosmah Mohamed

Email: m_rosmah@upm.edu.my

University Putra Malaysia

Jugindar Singh Kartar Singh

Asia Pacific University of Technology and Innovation

Email: jugindar.singh@apu.edu.my

Farah Aqilah bt Mohd Sujang

Universiti Teknologi Mara

Email: faraaqilahmohdsujang@gmail.com

Abstract

This paper aims to investigate the relationship between learning needs and generation Y employees' intention to stay. This study used a cross-sectional survey to collect primary data. The target population was generation Y employees working in the banking sector in Malaysia. Data was collected from 470 respondents, where a total of 230 respondents were males and 240 were females. Results from this study revealed that learning needs have a positive effect on the intention to stay by generation Y employees in the banking sector. In addition, perceived organizational support (POS) mediated the relationship between POS and intention to stay. The results confirmed that an increase in the learning needs of generation Y employees would increase their intention to stay. The study revealed that greater attention must be given to learning needs by organizational leaders and policymakers. This study contributes to the literature in human resource practices pertaining to learning needs as a critical intervention by organizations to increase the intention to stay by generation Y employees. The study is one of the first of its kind to address learning needs and the mediating role of perceived organizational support (POS) in the context of Gen Y's intention to stay in the banking sector in Malaysia.

Keywords: Learning needs, Perceived organizational support, Intention to stay, Gen Y, Banking sector

Introduction

The banking sector in Malaysia is expected to remain challenging in 2020 with the uncertainties in earnings (Tan, 2020). There are also potential risks in the banking sector earnings in the year 2020 due to two rounds of possible cuts in the overnight policy rate (OPR), weak loan growth from 4% to 4.5% and an upturn in loan loss provisioning banks (Tan, 2020). A study by Deloitte (2020) highlighted that a new wave of disruption that is more forceful and more pervasive than what we have seen in recent years would likely

unfold in the next decade. The main disruption is due to technological changes. Another challenge now facing the industry is the challenging needs of generation Y employees. The turnover of employees is known to be high in the banking sector. According to Butali (2014), a high turnover rate can affect productivity while increasing organizational cost. Due to changes in workforce demographics, such as the increasing role of generation Y employees, the retention of talent is another challenge faced by organizations (Benligiray and Sonmez, 2013; Vaiman, Scullion and Collings., 2012).

At the end of the year 2017, 164,884 workers were employed by the financial sector, with Malaysians comprising a significant majority of the workforce (99.6%). However, layoffs and discharges average around 7.5% of the total, indicating largely voluntary movements due to retirement, resignations and transfers (Xiung and Ying, 2018). The report highlighted that a key development observed is the shift in workforce composition towards high-skilled workers in the last three years. Generation Y employees will account for 75% of the workforce by the year 2030 (Cavagnaro et al., 2018). Generation Y is often referred to as Millennials, and they are born between 1980 and 2000 (Cavagnaro et al., 2018). Therefore, a large percentage of the workforce in the banking sector will comprise of generation Y employees. A study by Deloitte (2011) stated that Generation Y is becoming more career savvy. The report also highlighted that Generation Y employees believe that the measurement of their success is based on what they learned and the skills they acquired. The generation Y employees want to feel appreciated, and the report by Deloitte (2011) further highlighted that education is important to generation Y employees.

Furthermore, the loyalty level to the organization among generation Y employees is low (Deloitte, 2018). According to the report by Deloitte (2018), around 43 % of millennials are thinking of moving to other organizations within two years, and only 28% are thinking of staying for more than five years. Employee talent that encompasses their competencies, knowledge and skills represents a significant source of competitive strength to organizations (Zheng, Morrison and O'Neil, 2006). In the banking sector, retention of talent is crucial due to increasing competition among banks (Asian Development Bank, 2013). Therefore, employers need to understand the importance of learning and development needs and other generation Y employees' needs. This study will examine the influence of learning needs and perceived organizational support towards the intention to stay.

Past researchers and scholars have identified several predictors that contribute towards employee's intention to stay. According to a report by Deloitte (2018), 48% of millennials cited continuous learning opportunities are very important when choosing to work for and stay in an organization. Another study by Govaerts et al. (2011) pointed out that organizations need to place priority on the learning needs of employees if they want to retain them. In today's environment, continuous learning opportunities are highly valued by generation Y employees (Lub et al., 2012). The generation Y employees strive to upgrade their competencies through continuous learning and development to improve their chances of getting better career opportunities (Naim and Lenka, 2018). Learning and development opportunities will give them more assurance of a better future, and this will result in higher commitment and intention to stay (Naim and Lenka, 2018). Despite the importance of learning and development opportunities, there is a dearth of studies that examined the influence of learning needs and perceived organizational support towards the intention to stay. This study will examine the influence of learning needs towards intention to stay.

Previous research has focused on employees' learning and development as employee retention or turnover strategy (Hytter, 2007; Christiaensen et al., 2009). Past research has

looked at several factors such as rewards, career development, training and work-life balance that influence employee retention (e.g., Hytter, 2007). However, past research has ignored employee intention to stay. Unlike the turnover of employees, intention to stay is the propensity of employees' penchant to remain in their current employment (Currivan, 1999). Intention to stay also includes the organization's psychological or emotional attachment (Hunjra et al., 2010). Emotional attachment can influence millennials to stay longer in the organization (Cooke et al., 2014). This study focused on generation Y's intention to stay. In addition, there is a paucity of research on the intention to stay among generation Y employees in the banking sector. This research will also investigate the mediating role of POS. The outcome of this study will assist organizational leaders and policymakers in understanding the learning and development needs and implementing strategies to retain talent and encourage generation Y employees to stay longer.

Literature Review

Intention to Stay

Several researchers have used terms such as employee retention, turnover and intention to stay. Bidasha and Mukulesh (2013) defined retention of employees as an attempt to keep them or encourage them to remain with the current organization for a longer time. According to Mita (2014), employees' retention refers to practices implemented by organizations to support and maintain an efficient team of employees to meet the operational requirements. According to Phillips and Connel (2003), employee retention refers to the percentage of employees that remain in an organization. Intention to stay comes from the employee's perspective and refers to their willingness to stay with the organization and continue working (Naim and Lenka, 2017). In other words, it is the employee's higher level of penchant or propensity to continue working for the current organization (Currivan, 1999). The intention to stay can be further translated to the employee's affective commitment or emotional attachment towards the organization. As explained by Cooke et al. (2014), the employees' affective commitment is important, and the employee develops an emotional attachment to the organization. The Social Exchange Theory can be used to explain the employee's commitment and attachment to the organization. Cropanzano and Mitchell (2005) stated that the social exchange theory is a prominent framework to understand employee's behavior in organizations. The core elements of Social Exchange Theory are reciprocity and trust. Coyle-Shapiro and Diehl (2018) explained that reciprocity is the beginning mechanism towards the development of exchange relationships. Reciprocity will lead to the development of trust. This will further lead to employee's intention to stay.

There are several factors that influence employee retention in organizations (e.g., Hyter, 2007; Pritchard, 2007). A study by Hytter (2007) revealed that the retention of employees is influenced by trust, loyalty, commitment, and attachment to organizations. Pritchard (2007) added that the training and development of employees is a crucial intervention to retain employees. Kyndt et al. (2009) further added that employees' perception of learning and the quality of work climate are positive predictors of employee retention. In addition, organizational factors such as support, appreciation, and work-related pressure are also crucial for employee retention. A study by Sandhya and Kumar (2011) found that employees' motivation through communication, rewards, career development, and bonus payments can influence their retention. Work-life balance has been identified as one of the important factors that influence employee retention (Deery, 2008). Pay and compensation have been accepted as one of the important factors that influence the retention of employees (e.g.: Milkovich and Newman, 2004). However, a study by Moncraz, Zhao and Kay (2009) revealed that compensation was not a key factor that influenced the turnover of non-management employees.

However, the factors that influence the intention to stay by generation Y employees may differ from those that generally influence employee retention. A study by Queiri, Yusoff, and Dwaikat (2015) showed that generation Y's intention to quit was significantly related to compensation, including fringe benefits, perceived availability of alternative jobs and job-hopping. A study by Naim and Lenka (2016) revealed that competency development was a crucial factor that influences the intention to stay. Naim and Lenka (2016) explained that the competency development of employees leads to greater commitment. Higher levels of commitment lead to the intention to stay longer by generation Y employees. Naim and Lenka (2018) further added that mentoring, strategic leadership, social media, and knowledge sharing are positive contributors towards developing the competency level of generation Y employees. The employee's perception of their competency levels makes them more marketable and increases their commitment and, thereafter, their intention to stay (Naim and Lenka, (2018).

Relationship between Learning Needs and Intention to Stay

The learning and development needs are highly valued by employees in today's environment (Lub et al., 2012). Naim (2014) further added that generation Y strive to upgrade their skills and competencies to improve their marketability in the job market that is becoming more competitive.

Watkins and Marsick (2003) emphasized that organizations' higher priority to learning and development will lead to better job satisfaction and productivity of employees. Egan, Yang, and Bartlett (2004) further added that learning culture is a positive predictor of job satisfaction and lower turnover intention. A report by CIPD (2020) also stressed that to ensure effective learning, there must be an ongoing and systematic identification of employees' learning and development needs. Providing learning to employees can be an effective strategy to enable employees to achieve career growth, increase employee engagement and influence them to stay with the current organization (CIPD, 2020). Providing learning opportunities can help build organizational effectiveness as well as enabling staff to achieve personal and career goals, which can increase employee engagement.

Past studies have pointed out that there is a positive relationship between learning needs and commitment plus an intention to stay by generation Y employees (e.g., Naim and Lenka, 2016; Kyndt et al., 2009). A study by Kyndt et al. (2009) clearly revealed that employee's impression of the importance of learning was positively and significantly related to their intention to stay in the current organization. Talent development in organizations is gaining more recognition, and a study by D,Amoto and Herzfeldt (2008) found that leadership development was positively related to the retention of talented employees. Chikumbi (2012) also emphasized that employees' learning and development opportunities contribute to their skills and competencies. Such opportunities given to employees can be perceived by employees as a commitment by organizations towards them and this will lead or influence them to stay longer with the organization. Guchait and Cho (2010) further added that higher levels of commitment among employees result in strong emotional attachment with their current organization. With higher levels of emotional attachment, the employees will stay longer with the current organization. Govaerts et al. (2010) also highlighted that organizations need to pay attention to employees' learning needs if they want to retain them for longer periods. Allowing employees to learn and develop their skills and competencies will motivate them to stay longer with their current organization (Govaerts et al., 2010). However, the study pointed out that age has a significant relationship with the retention of employees. The study revealed that younger employees are less likely to stay with organizations and more likely to change their jobs.

Based on the literature review, the hypothesis stated below was developed for further testing.

H1. Learning needs are related to Gen Y employees' intention to stay in the banking sector in Malaysia.

Perceived Organizational Support as a Mediator

Perceived organizational support refers to employees' belief or perception on the extent to which the employer values their contributions and cares about their well-being (Eisenberger, et al., 1986). This can be related to employee's commitment and attachment to the organization. Eisenberger, et al. (1986) explained that the employees' perception of the organization's extent value their contribution to the organization and this would further influence their commitment level. This is expected to improve the affective commitment of employees. A study by Rhoades, Eisenberger and Armeli (2001) revealed that POS was a positive predictor of affective commitment. Higher-level of organization commitment can influence employee retention and intention to stay (Cho et al., (2009). This can be related to the organizational support theory. According to the organizational support theory, employees' have performance-reward expectancies and a feeling of attachment to the organization (Rhoades and Eisenberger, 2002).

Based on past research, perceived organizational support is positively related to several organizational outcomes such as absenteeism, intention to quit and performance. As stated by Eisenberger, et al., (1986), higher levels of perceived organizational support by employees will lead to a reduction in absenteeism. Rhoades and Eisenberger (2002) further added that POS would positively influence outcomes such as job satisfaction, affective commitment, performance, and lower withdrawal behaviour. Kurtessis et al. (2017) added that POS's consequences include employee's well-being, orientation toward the organization and work and performance. Studies have also shown that POS is related to employee's retention and intention to stay (e.g., Allen, and Shanock, 2013; Ahmad and Nawaz, 2015) A study by Eisenberger et al. (2002) found that perceived supervisor support was positively related to POS and POS was a positive predictor of employee retention. Another study by Rhoades, Eisenberger and Armeli (2001) further confirmed that there was a negative relationship between POS and employee turnover. A study by Kraimer et al. (2011) revealed that employee development support was inversely related to turnover intention when perceived career opportunity was high. A study by Allen, and Shanock, (2013) found that POS was related to organizational commitment and employee turnover. Another study by Ahmad and Nawaz (2015) revealed that POS was significantly related to turnover intention. The study by Liu and Liu (2016) added that POS was a positive predictor of intention to stay among employees.

The organizational support theory refers to employee's perception of the extent to which an organization values their contribution and cares about their well-being. The positive antecedents to POS encompass leadership, human resource practices and working conditions (Kurtessis et al., 2017). Learning needs can be classified as one of the human resource practices. Learning also contributes to the self-enhancement and marketability of employees. The Organizational support theory also focuses on the self-enhancement of employees. Perceived organizational support meets the socioemotional needs and fulfillment of these needs, leading to employee commitment and identification with the organization (Kurtessis et al., 2017). The study by Kurtessis et al. (2017) revealed that employees' learning and developmental opportunities were positively related to POS. A study by McKnight (2010) further added that organization training support was positively related to POS.

Perceived organizational support has been tested as a mediator in several past studies. A study by Eisenberger et al. (2002) revealed that POS's relationship between perceived supervisor support and employee turnover was mediated. Similarly, by Rhoades, Eisenberger and Armeli (2001) found that POS mediated organizational rewards, procedural justice and supervisor

support. Sluss, Klimchak, and Holmes (2008) also found that POS mediated the relationship between leader-member exchange and organizational identification. Another study by DeConinck (2010) found that POS's relationship between procedural justice and organizational trust was mediated. Hochwarter et al. (2003) found that POS mediated the relationship politics perceptions and work outcomes. Based on the review of literature, perceived organization support has a positive influence on intention to stay. There is also a relationship between learning needs and POS. In addition, POS was successfully tested as a mediator between several human resource outcomes. This leads to the belief that POS can play the role of a mediator in the relationship between learning needs and intention to stay. Further to the argument, the following hypothesis was formulated for testing.

H2: Perceived organizational support mediates the relationship between learning needs and Gen Y intention to stay.

Methodology and Research Design

Research Philosophy, Approach, and Strategy

This study is based on the philosophy of positivism. In positivism, quantifiable data can be collected in an objective way (Saunders et al., 2012). This philosophy is based on the view that "factual" knowledge can be collected by the researcher who is independent of the study (Saunders et al., 2012). Based on the philosophy of positivism, a deductive approach was used to collect large sample of data and the researcher used a quantitative method of analysis. The deductive approach involved the development of theory and hypotheses that were subjected to rigorous testing (Saunders et al., 2012). A quantitative method was used as most quantitative methods used deductive reasoning (Cavana et al., (2001). This quantitative research strategy used quantifiable data and applied statistical analysis using the SPSS and SMART-PLS tools (Malhotra and Birks 2007). In this study, the descriptive statistics were generated using SPSS tool. The measurement and structural model were developed using SMART-PLS. The SMART-PLS tool was used to test the reliability and validity of data.

Sampling, Units of Analysis and Sample Size

In this study, the study population was employees in the banking sector in Malaysia. The target population was generation Y employees of five major banks in Malaysia. As stated by Cavana et al. (2001), the target population in this study referred to "the entire group of employees that the researcher intends to investigate". The sample size calculated based on the formula by Krejcie and Morgan (1970) was 384. Therefore, the units of analysis were individual generation Y employees in the banking sector in Malaysia. Approval was obtained from the 5 banks and a sampling frame was created based on the names of generation Y employees given by the banks. Each bank provided a list of 200 names. From the sampling frame, the researcher selected 500 sampling elements. Simple random sampling was used as this ensured that there was no biasness. As structural equation modelling was used for data analysis, the researcher complied with the sample size stated by Hair et al. (2010). According to Hair et al. (2010), the minimum sample size must be 100 when considering models containing five or fewer constructs, each with more than three items; 150 when models contain seven or fewer constructs.

Questionnaire and Instrumentation

For this study, quantitative data was collected by using a survey method. The survey method was selected because it is cost effective, systematic, and standardized method for collecting quantitative data from a large sample Malhotra and Birks (2007). In the questionnaire or survey instrument, there were two categories of questions. The first category was personal information

of the respondent. The second category included questions to measure the independent and dependent variables. For the dependent variable that is intention to stay, the questions were adapted by past study by Turnley and Feldman (1998). The questions on learning needs were adapted from the scale developed by Gardiner et al. (2007). For the mediating variable that is perceived organizational support, the questions were adapted from a study by Hochwarter et al. (2003). The researcher carried out a pilot study where data was collected from 30 respondents. The main objective of the pilot test was to refine the questionnaire and to avoid potential problems that respondents may encounter in answering the questions (Saunders et al., 2012). Based on the pilot study, three questions were amended, and two grammar mistakes were rectified.

Data Collection

The sample size for this study was 384 respondents and sampling units were selected based on simple random sampling. The 'drop and collect' method was used by the researcher to collect data. A cover letter was attached to the questionnaire and the respondent consent was obtained. The research ethics related to confidentiality and privacy was complied. The advantage of using a questionnaire was that it can be distributed to a large number of respondents. However, the low response rate is one of the disadvantages of using questionnaires (Swain, 2016). The research distributed 500 questionnaires by hand. For this study, the response rate was good. A total of 470 respondent (94%) completed and returned the questionnaire.

Data Analysis

Firstly, data was edited, coded and preliminary analysis was done where the researcher checked for missing values and outliers. Frequency distribution is one of the ways to detect missing values. Thereafter, the researcher checked the outliers for each question. The data was complete and none of the questionnaire was discarded by the researcher. The data was coded and transferred to an excel file. The file was uploaded into the SPSS and SMART_PLS system to generate descriptive and inferential statistics. The descriptive statistics were generated by using the SPSS system. The measurement model was developed to test the reliability and validity of the data. The quality of the indicators and constructs was examined. Indicators with low factor loadings were checked and removed. The internal consistency reliability was established by checking the Cronbach's alpha value. For validity, the convergent validity and discriminant validity was established. The convergent validity checking was based on the Average Variance Extracted (AVE). The discriminant validity was checked based on the Fornell-Larcker criterion. For the inner model, the e-coefficient of determination (R^2) of the endogenous latent variables was checked (Hair et al., 2010). To test the hypothesized relationships between the variables, the researcher used bootstrapping. The number of bootstrap subsamples was 1000. The researcher used the value of t-test to specify the significance of the path coefficients. In addition, the direct and indirect effects were analysed to test the hypothesis (Hair et al., 2010).

Results

Demographic Profiles of Respondents

In this study, there were 470 valid questionnaires. The demographic profile showed that there were almost equal number of male and female respondents. There were 240 female respondents and 230 male respondents. All the respondents were generation Y employees. Most of the respondents were in the 25 to 27 years age group (30.85%). The second largest group were in the 22 to 24 years age group (22.98 %). The third largest group were in the 28 to 30 years age group (20.43%). Another 17.66 % of respondents were from the age group of 31-34 years old. Only 8.09% of respondents were from the age group of 19-21 years old. Majority of the

employees from the banking sector had a high level of education. A total of 47.45% of the respondents held a degree, 33.62 % were diploma holders and 3% had master's level qualification. The rest had only higher school or lower qualification. In terms of working experience, 37.02% of respondents had worked up to one year, 24% worked between 1 to 2 years, and 12% worked between 2 to 3 years. The rest had more than 3 years of working experience.

Normality Testing

Testing for skewness and kurtosis is a commonly used test for normality of the distribution of data. The skewness of data distribution shows the symmetry of the distribution. The kurtosis of data distribution shows the flatness or peakedness of data distribution (Hair et al., 2010). In this study, the skewness of data distribution was within the range of -0.086 to 0.185. The kurtosis was within the range of -0.684 to -0.193. The negative values for kurtosis indicate that the data distribution is relatively flat. For social science studies, the kurtosis values between 3 to -3 is acceptable (Coakes and Steed, 2003).

Table 1

	Skewness	Kurtosis
Learning Needs	-0.086	-0.684
POS	0.185	-0.22
Intention to Stay	0.058	-0.193

Factor Loadings

This is a reflective model and the outer loadings of the indicators or observed variables was checked. The cut-off point is 0.7 and indicators with low outer loadings should be discarded (Chin, 1998). However, as explained by Sarstedt and Mooi (2019), if the number of factors is low, the indicator loading can be above 0.5. When a factor is removed, the effect on reliability and validity was checked. The reliability and validity rose to above the acceptable values when the three factors were discarded.

Reliability

For reliability or internal consistency testing, the researcher used the Cronbach's alpha and Composite Reliability (CR) values. For this study, the Cronbach value and Composite Reliability value were above 0.9. This indicates very high reliability. As stated by Sekaran & Bougie (2010) a reliability value of less than 0.6 is considered as poor, a reliability value 0.7 is considered acceptable, and reliability value of 0.8 is considered as good. The closer the score is to 1.0, the better.

Table 2: Construct Validity Reliability

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Intention to Stay	0.917	0.921	0.931	0.575
Learning Needs	0.913	0.915	0.926	0.511
POS	0.945	0.946	0.951	0.566

Convergent Validity

The next step was the verification of the convergent validity of the variables. As stated by Sarstedt et al. (2014), the minimum AVE should be 0.5. As shown in the table, the AVE for all constructs in this study are above 0.5. This confirmed that the convergent validity in this study was not violated.

Discriminant Validity

After convergent validity, the discriminant validity was verified. According to Sarstedt et al., (2014), the discriminant validity indicates that the manifest variable in any construct is distinct from other constructs in the path model. Two criteria were used to establish the discriminant validity in this study. Based on the Fornell and Larcker criterion, the squared correlations were compared. As shown in the table below, the constructs show the square root of the AVE for each construct is greater than the correlation involving the constructs (Sarstedt et al. (2014). The Heterotrait-Monotrait ratio of the correlations or HTMT is another criterion to establish discriminant validity. As stated by Kline (2011), the cut-off value for HTMT is 0.90. Therefore, discriminant validity was established for this study.

Table 3: Discriminant Validity Fornell-Larcker Criterion

	Intention to Stay	Learning	POS
Intention to Stay	0.759		
Learning	0.436	0.715	
POS	0.707	0.422	0.752

Table 4: Discriminant validity - Heterotrait-Monotrait Ratio (HTMT)

	Intention to Stay	Learning	POS
Intention to Stay			
Learning	0.467		
POS	0.755	0.444	

Coefficient of Determination (R^2)

The value of R-square explains or measures the predictive or the overall effect. The R square value of 0.523 for Intention to Stay indicates that the independent variables explain 52% of the variability. Similarly, the R square value of 0.178 explains 18% of the variability. An R^2 value of 0.75 is considered substantial, an R^2 value of 50 is regarded as moderate, and an R^2 value of 0.26 is considered as weak (Henseler et al., 2009).

Table 5: Coefficient of Determination

	R Square	R Square Adjusted
Intention to Stay	0.523	0.521
POS	0.178	0.177

Table 6: Path Coefficients

Path Coefficients					
	Original Sample (O)	Sample Mean (M)	Std Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Learning -> Intention to Stay	0.168	0.167	0.035	4.722	0
Learning -> POS	0.422	0.427	0.039	10.857	0
POS -> Intention to Stay	0.636	0.637	0.029	21.869	0

Table 7: Total Indirect Effect

Total Indirect Effect					
	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Learning -> Intention to Stay	0.269	0.272	0.027	9.834	0
Learning -> POS					
POS -> Intention to Stay					

Table 8: Specific Indirect Effect

Specific Indirect effect					
	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Learning -> POS -> Intention to Stay	0.269	0.272	0.027	9.834	0

Table 9: Total effect

Total effects					
	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Learning -> Intention to Stay	0.436	0.439	0.039	11.162	0
Learning -> POS	0.422	0.427	0.039	10.857	0
POS -> Intention to Stay	0.636	0.637	0.029	21.869	0

Significance and Relevance of Path Coefficients

The graphical representation of the structural model is shown in Figure 1. Table 6 above shows the path coefficients (β), t-value and their significance values. The t-values of the relationships, as shown in the table above, are above the referenced value of 1.96. A value that is greater than 1.96 represents a significant path (Hair et al., 2010).

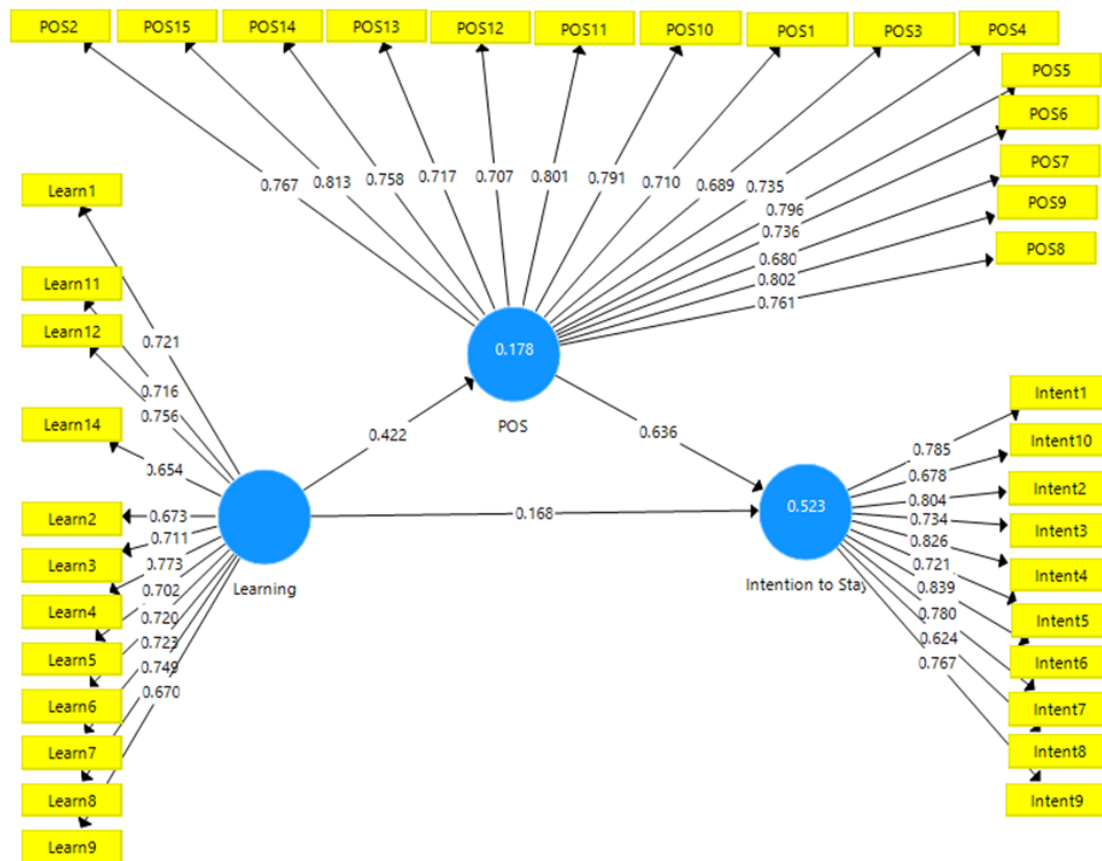


Figure 1: Smart-PLS Path Coefficients diagram

For learning needs to intention to stay, the t-value is significant. Hypothesis H1 stated that there is a relationship between learning needs and intention to stay by generation Y employees. The standardized regression value of 0.168 shows a positive relationship between learning needs and intention to stay. The T statistic 4.722 and a P value of '0' ($p < 0.05$) shows a significant relationship. The results reveal that both direct paths were statistically significant. Based on the t-value of the indirect path, with a p-value that is significant, it can be concluded that perceived organizational support mediates the relationship between learning needs and intention to stay.

Discussion and Conclusion

This study showed that learnings needs are important, especially under the current environment. In the current environment, advances in technology and communication have brought a lot of changes to the workplace. Leaders in organizations face challenges and opportunities that are associated with the learning needs and retention of generation Y employees. The situation becomes more challenging because by 2025, generation Y will comprise 75% of the global workforce. Leaders need to understand the learning needs of generation Y employees and the ramifications this has on performance and retention. This study showed that there was a positive and significant relationship between learning needs and intention to stay by generation Y employees. Greater levels of meeting the learning needs will lead to longer period of stay in organizations by generation Y employees. The results of this study are consistent with past studies that also pointed out the need for continuous learning by generation Y employees (Lub et al., 2012). The study by Lub et al., (2012) pointed out that generation Y employees have the trait of learning and development in them. The generation Y employees place a high value on continuous learning and development. One of the main

reasons for upgrading their knowledge is to make them more marketable in the job market. (Naim, 2018). Similarly, a study by Naim and Lenka (2018) stressed the critical role of learning and development needs of generation Y employees towards their intention to stay longer in organizations. Therefore, organizations need to place more emphasis on talent development and continuous learning opportunities for generation Y employees. Talent development and continuous development can also contribute towards the development of psychological contracts with talented employees (Festing and Schäfer, 2014). The development of this psychological contract will further lead to a longer stay in organizations by Generation Y employees (Sonnenberg et al., 2011).

This study also revealed that perceived organizational support is a mediator between training needs and intention to stay by generation Y employees. The study showed a positive and significant relationship between learning needs and POS. In addition, there was a positive and significant relationship between POS and intention to stay. The specific indirect effect between learning needs, POS and intention to stay were also positive and significant. This clearly indicates that there is a relationship between learning needs, POS, organizational commitment, and intention to stay. The positive relationship between POS and intention to stay indicates that employees have a high perception of the value which organizations provide to employees (Eisenberger et al., 1986). A study by Saledzeh et al. (2014) found a positive relationship between perceived organizational support and continuous learning. The findings are also consistent with the Social Exchange Theory that states that there is a reciprocal relationship between employees and the organization. When employees perceive that the organization values and support them, they will reciprocate through higher commitment and performance levels (Karatepe, 2012). Liu and Liu (2016) also explained that POS is a positive predictor of intention to stay.

There are several practical and managerial implications of this study. One of the key findings of this study is the crucial role of supporting learning needs of employees and talent development. Firstly, business organizations should be receptive to traits and characteristics of generation Y employees. Based on this understanding, organizations should tailor their employee learning and development programs to meet the needs of generation Y employees who form the bulk of the workforce today. Support and emphasis on learning and development needs of generation Y employees will increase their commitment and this leads to emotional attachment to the current organization. Therefore, organizations should invest in learning and development of generation Y employees to reap the benefits of talent development, commitment and intention to stay. This study also revealed the crucial role of perceived organizational support. Therefore, organizational leaders, human resource managers and policy developers should also develop and implement policies to support and increase the employee's perception of the value organizations place on the employees. It is recommended that organizations identify the learning and development needs of employees. The organizations should assess the current level of knowledge, skills and attitudes of employees and identify any gaps (CIPD, 2020). Thereafter, the gaps should be interpreted, and decisions should be made on what learning is required and the priority of the learning needs. In addition, the organization must develop an effective strategy to improve the intention to stay by its talented employees. In addition, organizations should also provide support and a conducive working environment that support the needs of generation Y employees.

There were also several implications of this study from the theoretical and academic perspective. From the theoretical perspective, this is one of the first studies to examine the relationship of learning needs towards intention to stay by generation Y employees in the banking sector. In addition, this study also examined the role of POS is mediating the relationship between learning needs and intention to stay. The results of this study will fill the

gap in the body of knowledge and provide more knowledge relating to the importance of learning needs and support for generation Y employees. From the academic perspective, other academicians can refer to the results of this study and extend the research to other related perspectives.

In this study, there were several limitations. These limitations can pave the direction for future studies. The first limitation was that there was only one dependent variable that is the intention to stay. Other possible dependent variables, such as employee commitment and performance, were not included. There were also two other variables that is learning needs and perceived organizational support. There are several other constructs that predict the intention to stay by employees such as employee engagement, employee experience and career development. Therefore, future studies should include other dependent and independent variables in order to undertake a more comprehensive study. This study also investigated the banking industry. Future studies should consider other industries such as the education sector. This study also did not include the impact or influence of demographic variables. Demographic variables such as age and gender can moderate the relationship between the endogenous and exogenous constructs in this study. It is recommended that future studies consider the moderating effect of age, gender, and other demographic variables. Another limitation is related to the self-administered questionnaires, where the indicators were measured through the perception of employees. The response could be affected by the mood and honesty of the respondents. Therefore, it is recommended that future studies consider a mixed-method approach. The mixed-method approach can be either an explanatory sequential approach or an exploratory sequential approach.

References

- Ahmed I, Nawaz M.M. (2015). Antecedents and outcomes of perceived organizational support: a literature survey approach. *Journal of Management Development*. 34(7), 867-80.
- Allen, D. G., & Shanock, L. R. (2013). Perceived organizational support and embeddedness as key mechanisms connecting socialization tactics to commitment and turnover among new employees. *Journal of Organizational Behavior*, 34(3), 350-369.
- Asian Development Bank, (2013). ADB Annual report 2013. <https://www.adb.org/documents/adb-annual-report-2013>
- Benligray, S. & Sonmex, H. (2013). The analysis of demographics and work life variables which affect the occupational commitment of nurses. *Journal of Management Development*. 32(4), 419-434.
- Bidisha, L. D and Mukulesh, B. (2013) Employee Retention: A Review of Literature. *Journal of Business and Management*, 14, 8-16.
- Cavana, R., Delahaye, B., & Sekeran, U. (2001). *Applied business research: Qualitative and quantitative methods*. John Wiley & Sons.
- Cavagnaro, E., Staffieri, S. and Postma, A. (2018). Understanding millennials' tourism experience: values and meaning to travel as a key for identifying target clusters for youth (sustainable) tourism. *Journal of Tourism Futures*, 4(1), 31-42.
- Chikumbi, C.N.L. (2012). *An investigation of talent management and staff retention at the bank of Zambia* [Unpublished Doctoral Dissertation]. Nelson Mandela Metropolitan University Business School, Pretoria
- Chin, W.W. (1998). *The Partial Least Squares Approach to Structural Equation Modelling. In Modern Methods for Business Research*; Lawrence Erlbaum Associates Publishers: Mahwah, NJ, USA.
- CIPD (2020). Identifying learning and development needs. <https://www.cipd.co.uk/knowledge/fundamentals/people/development/learning-needs->

factsheet

- Cho S, Johanson MM, Guchait P. (2009). Employees intent to leave: A comparison of determinants of intent to leave versus intent to stay. *International Journal of Hospitality Management*. 28(3), 374-81.
- Coakes, S. J., & Steed, L. G. (2003). *SPSS analysis without anguish: Version 11.0 for Windows*. Queensland, Australia: Wiley
- Cooke, F.L., Saini, D.S. and Wang, J. (2014). Talent management in China and India: A comparison of management perceptions and human resource practices. *Journal of World Business*, 49(2), 225-235.
- Coyle-Shapiro, J. A-M., & Diehl, M.-R. (2018). Social exchange theory: Where is trust? In R. H. Searle, A.-M. I. Nienaber, & S. B. Sitkin (Eds.), *The Routledge companion to trust* (pp. 197–217). New York, NY: Routledge.
- Christiaensen, R., Kinschots, C., Marcelis, V., Philips, K., VanCauwenberghe, H., Van den Bogaert, T. and Vervaeke, A. (2009). *Retentie van getalenteerde werknemers: het belang van leer- en werkklimaat*, (Retention of talented employees: the importance of the learning and working climate) [Unpublished research report]. University of Leuven, Leuven.
- Cropanzano, R., & Mitchell, M.S. (2005). Social exchange theory: An interdisciplinary review, *Journal of Management*, 31(6), 874–900
- Curran, D.B. (1999). The causal order of job satisfaction and organizational commitment in models of employee turnover. *Human resource management review*, 9(4), 495-524.
- D'Amato, A. and Herzfeldt, R. (2008). Learning orientation, organisational commitment, and talent retention across generations: a study of European managers, *Journal of Managerial Psychology*, 23(8), 929-953.
- DeConinck, J. B. (2010). The effect of organizational justice perceived organizational support, and perceived supervisor support on marketing employees' level of trust. *Journal of Business Research*, 63(12), 1349–1355.
- Deloitte (2020). Banking and capital markets outlook. <https://www2.deloitte.com/us/en/insights/industry/financial-services/financial-services-industry-outlooks/banking-industry-outlook.html>
- Deloitte (2018). The Deloitte Millennial Survey 2018. Millennials' confidence in business, loyalty to employers deteriorate. <https://www2.deloitte.com/tr/en/pages/about-deloitte/articles/millennialsurvey-2018.html>
- Deloitte (2011). Generation Y Changing with the times. https://www2.deloitte.com/content/dam/Deloitte/ie/Documents/People/Generation_Y.pdf
- Deery, M. (2008). Talent management, work-life balance, and retention strategies. *International Journal of Contemporary Hospitality Management*, 20(7), 792–806.
- Egan, T. M., Yang, B., & Bartlett, K. R. (2004). The effects of organizational learning culture and job satisfaction on motivation to transfer learning and turnover intention. *Human Resource Development Quarterly*, 15(3), 279–301.
- Eisenberger, R., Stinglhamber, F., Vandenberghe, C., Sucharski, I. L., and Rhoades, L. (2002). Perceived supervisor support: contributions to perceived organizational support and employee retention. *Journal of Applied Psychology*. 87, 565–573.
- Eisenberger, R., Huntington, R., Hutchison, S., & Sowa, D. (1986). Perceived organizational support. *Journal of Applied Psychology*, 71(2), 500-507.
- Emerson, R.M. (1976). Social exchange theory. *Annual Review of Sociology*, 2, 335-362.
- Festing, M. and Schäfer, L. (2014). Generational challenges to talent management: a framework for talent retention based on the psychological-contract perspective. *Journal*

- of *World Business*, 49(2), 262-271.
- Gardiner, H.P., and Kline, T.J.B. 2007. Development of the employee lifelong learning scale (ELLS). *PAACE Journal of Lifelong Learning*, 16, 63-72.
- Guchait, P. and Cho, S. (2010). The impact of human resource management practices on intention to leave of employees in the service industry in India: the mediating role of organisational commitment. *The International Journal of Human Resource Management*, 21(8), 1228-1247.
- Govaerts, N., Kyndt, E., Dochy, F. and Baert, H. (2011). Influence of learning and working climate on the retention of talented employees. *Journal of Workplace Learning*, 23(1), 35-55
- Hair, J. F., Black, W.C., Babin, J.B., Anderson, R.E., & Tatham, R.L. (2010). *Multivariate Data Analysis*. Pearson Prentice-Hall International.
- Henseler, J.; Ringle, C.M.; Sinkovics, R. (2009). The Use of Partial Least Squares Path Modeling in International Marketing. *Adv. Int. Mark*, 20, 277–319.
- Hochwarter, W. A., Kacmar, C., Perrewe, P. L., & Johnson, D. (2003). Perceived organizational support as a mediator of the relationship between politics perceptions and work outcomes. *Journal of Vocational Behavior*, 63(3), 438-456.
- Hochwarter, W.A., Kacmar, C., Perrewe, P.L. and Johnson, D. (2003). Perceived organizational support as a mediator of the relationship between politics perceptions and work outcomes. *Journal of Vocational Behavior*, 63(3), 438-456
- Hunjra, A.I., Ali, M.A., Chani, D., Irfan, M., Khan, H., and Rehman, K.U. (2010). Employee voice and intent to leave: An empirical evidence of Pakistani banking sector. *African Journal of Business Management*, 4(14), 3056-3061.
- Hytter, A. (2007). Retention strategies in France and Sweden. *The Irish Journal of Management*, 28(1), 59-79.
- Liu, J. and Liu, Y.H. (2016). Perceived organizational support and intention to remain: The mediating roles of career success and self-esteem. *Int. journal of nursing practice*, 22(2), 205-214.
- Karatepe, O. M. (2012). Perceived organizational support, career satisfaction, and performance outcomes. *International Journal of Contemporary Hospitality Management*, 19, 1-10
- Kline, R. B. (2011). *Principles and practice of structural equation modeling*. New York: Guilford Press.
- Kraimer, M. L., Seibert, S. E., Wayne, S. J., Liden, R. C., & Bravo, J. (2011). Antecedents and outcomes of organizational support for development: The critical role of career opportunities. *Journal of Applied Psychology*, 96(3), 485–500.
- Krejcie, R. V. and Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30, 607-610.
- Kurtessis, J., Eisenberger, R., Ford, M. T., Buffardi, L. C., Stewart, K. A., and Adis, C. S. (2015). Perceived organizational support: a meta-analytic evaluation of organizational support theory. *Journal of Management*. 43(6), 1854-1884.
- Kyndt, E., Dochy, F., Michielsens, M., & Moeyaert, B. (2009). Employee retention: Organisational and personal perspectives. *Vocations and Learning*, 2(3), 195-215.
- Liu J, Liu Y.H. (2016). Perceived organizational support and intention to remain: The mediating roles of career success and self-esteem. *International journal of nursing practice*, 22(2), 205-14.
- Lub, X., Nije Bijvank, M., Matthijs Bal, P., Blomme, R. and Schalk, R. (2012). Different or alike? Exploring the psychological contract and commitment of different generations of hospitality workers. *International Journal of Contemporary Hospitality Management*, 24(4), 553-573.

- Malhotra, N., & Birks, D. (2007). *Marketing Research: an applied approach*: (3rd European Edition). Pearson Education.
- McKnight, M. A. (2010). Training and Perceived Organizational Support: An Analysis of the Impact of the Organizational Training Support Index and the Survey of Perceived Organizational Support. *Online Journal for Workforce Education and Development*, 4(4), 3-10.
- Milkovich GM, Newman JM (2004). *Compensation*: (8th ed.). Burr Ridge, IL: Irwin McGraw-Hill.
- Moncraz, E., Zhao, J., and Kay, C. (2009). An exploratory study on US lodging properties', organizational practices and employee turnover and retention. *International Journal of Contemporary Hospitality Management*, 21 (4). 437-458.
- Mita, M., Aarti K. and Ravneeta, D. (2014). Study on Employee Retention and Commitment. *International Journal of Advance Research in Computer Science and Management Studies*, 2, 154-164
- Naim, M.F. and Lenka, U. (2018). Development and retention of Generation Y employees: a conceptual framework. *Employee Relations*, 40 (2), 433-455,
- Naim MF, Lenka U. (2017). How does mentoring contribute to Gen Y employees' intention to stay? An Indian perspective. *Europe's journal of psychology*. 13(2), 314-335.
- Naim MF, Lenka U. (2016). Knowledge sharing as an intervention for Gen Y employees' intention to stay. *Industrial and Commercial Training*, 48(3), 142-148
- Naim, M.F. (2014). Leveraging social media for Generation Y retention. *European Journal of Business and Management*, 6(23), 173-179.
- Phillips, J. J., & Connell, A. O. (2003). *Managing employee retention: a strategic accountability approach*. Routledge.
- Pritchard CW (2007). *101 Strategies for recruiting success: where, when, and how to find the right people every time*. New York: AMACOM
- Queiri, A., Wan Yusoff, W. F., & Dwaikat, N. (2015). Explaining generation-Y employees' turnover in Malaysian context. *Asian Social Science*, 11(10), 126–138.
- Rhoades, L., and Eisenberger, R. (2002). Perceived organizational support: A review of the literature. *Journal Applied Psychology*. 87, 698–714.
- Rhoades, L., Eisenberger, R., & Armeli, S. (2001). Affective commitment to the organization: The contribution of perceived organizational support. *Journal of Applied Psychology*, 86(5), 825–836.
- Salehzadeh, R., Asadi, A., Pool, J. K., Ansari, M. R., & Haroni, A. (2014). The influence of perceived organizational support on dimensions of learning organization. *The Learning Organization*, 21(3), 206-219
- Sarstedt, M. and Mooi, E. (2019). *Cluster analysis*. In *A concise guide to market research*. Springer, Berlin, Heidelberg.
- Sandhya, K., & Pradeep Kumar, D. (2011). Employee retention by motivation. *Indian Journal of Science and Technology*, 4(12), 1778–1782.
- Sarstedt, M., Christian M. Ringle, D. S. & Reams, R. (2014). Partial least squares structural equation modelling (PLS-SEM): A useful tool for family business researchers. *Journal of Family Business Strategy*, 5(1), 105-115.
- Saunders, M., Lewis, P., & Thornhill, A. (2012). *Research Methods for Business Students*. Essex: Pearson
- Sekaran, U. and Bougie, R. (2016). *Research Methods for Business: A Skill-Building Approach*: (5th ed). Chichester: Wiley
- Sluss, D. M., Klimchak, M., & Holmes, J. J. (2008). Perceived organizational support as a mediator between relational exchange and organizational identification. *Journal of*

- Vocational Behavior*, 73(3), 457–464.
- Sonnenberg, M., Koene, B. and Paauwe, J. (2011). Balancing HRM: the psychological contract of employees, *Personnel Review*, 40(6), 664-683.
- Swain, J. (Ed.). (2016). *Designing research in education: Concepts and methodologies*. Sage.
- Tan, R. (2020, January 1). Banking sector to remain challenging in 2020. *The Star*.
<https://www.thestar.com.my/business/business-news/2020/01/01/banking-sector-to-remain-challenging-in-2020>
- Turnley, W.H and Feldman, D.C. (1998). Psychological contract violations during corporate restructuring. *Human Resource Management*, 37, 71–83.
- Vaiman, V., Scullion, H. & Collings, D. (2012). Talent management decision making. *Management Decision*, 50(5), 925-941.
- Watkins, K. E., & Marsick, V. J. (2003). *Make learning count! Diagnosing the learning culture in organizations. Advances in Developing Human Resources*. Thousand Oaks, Calif.: Sage Publications.
- Xiung, I.L.W. and Ying, E.L.F. (2018). *Financial Sector: Employment Conditions and Preparing the Workforce for the Future* (March 2018). Bank Negara Malaysia.
https://www.bnm.gov.my/index.php?ch=en_publication&pg=en_work_papers&ac=67&bb=fi
- Zheng, C., Morrison, M. and O'Neill, G. (2006). An empirical study of high performance HRM practices in Chinese SMEs. *International Journal of Human Resource Management*, 17(10), 1772-1803