



Training and Turnover Intention of Hotel Employees the Mediating Role of Job Satisfaction

Yifan Wang^(✉)

Faculty of International Tourism and Management, City University of Macau, Macau, China
piaoyichaofan_w@163.com

Abstract. This study investigates the relationships between employee training, job satisfaction, and turnover intention in the hospitality industry. Research shows that employee training can help improve employee job satisfaction and reduce employee turnover intention, and under the influence of training difficulty, training quality has different effects on job satisfaction; job satisfaction helps reduce the turnover intention of hotel employees and plays a mediating role between employee training and turnover intention. These conclusions will have significant reference value for hotels to improve training quality and reduce training investment risk.

Keywords: employee training · job satisfaction · turnover intention

1 Introduction

With the development of the tourism hotel industry, as a labour-intensive service industry, hotels have high standards and requirements in human resource management. The level of human resource management is related to the overall quality of hotels and affects the sustainable development of hotels. Employees are the hospitality industry's most valuable asset, so employee training and retention is an important avenue to explore. As an essential part of human resource management, employee training can effectively ensure the sustainable development of talents. However, with the improvement of employees' self-awareness and the more complex external environment faced by the hotel, the hotel faces the risk of employee turnover when investing in training, resulting in a loss of investment in human capital.

Employee training is essential for hotels to realize human capital appreciation and a meaningful way to attract, cultivate and retain talents. The importance of training has been studied [1–4]. Many works of literature have reported that employee turnover intention and job satisfaction are consistently negatively correlated [5–10]. Therefore, improving job satisfaction will reduce employee turnover intention. For employee training, Ding & Huo found that it helps to reduce employees' turnover intention [11]. For food service operations, Choi et al. found a significant positive correlation between employee training frequency and job satisfaction; increasing employee job satisfaction reduces

turnover [5]. In the hotel industry, Chiang et al. found that employee training positively relates to job satisfaction; improving job satisfaction reduces turnover intention [12].

Most current research focuses on employee training, job satisfaction or turnover intention. Few people combine these three points in the hotel industry to analyze and discuss the relationship between the three main structures. And the literature mainly studies the relationship between the type or frequency of employee training and employee turnover intention but lacks multiple dimensions of employee training. Ding & Huo [11] and Choi et al. [5] investigated the influence of employee training on employee turnover intention. Therefore, employee training is divided into training quality and employee training difficulty to analyze the relationship with turnover intention. Most related literature is mainly before 2015, which cannot reflect the latest situation. Therefore, this study uses data from recent years and the post-epidemic era to investigate. These conclusions will have significant reference value for hotels to improve the training investment income and effect, reduce training investment risk and turnover risk.

2 Methods

2.1 Theoretical Hypothesis

The training quality will affect employees' job satisfaction as an essential part of the training process. Chiang et al. believe that training quality has a significant positive impact on job satisfaction [12]. The difficulty of training affects mood is at work [13]. Therefore, this study speculates that the lower the training difficulty, the higher the job satisfaction without affecting the training quality. Thus this study puts forward hypothesis 1:

H1: Training quality helps to improve job satisfaction, while training difficulty hurts job satisfaction.

Mowday et al. believe that job satisfaction is significantly negatively correlated with turnover intention [14]. Zhao et al. found that the key factors affecting employee turnover intention are employee satisfaction with the job, promotion, pressure of career development, emotional commitment and satisfaction with compensation [15]. Therefore, this study proposes the following hypotheses:

H2: Job satisfaction negatively impacts turnover intention.

In the existing literature on employee training and turnover intentions, job satisfaction is mainly mentioned. This study speculates that job satisfaction mediates between employee training and turnover intention. Accordingly, this paper proposes hypothesis 3:

H3: Job satisfaction mediates between employee training and turnover intention.

To this end, the conceptual model of this research is built (Fig. 1):

2.2 Research Methods

Identify applicable sponsor/s here. (sponsors).

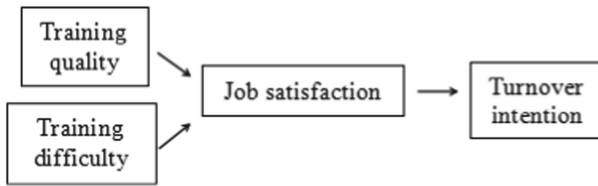


Fig. 1. The conceptual model

Samples and Data

The sample data are mainly from the Guangdong region, and the survey samples from Jiangxi and Shanghai are also included. The samples met the following criteria: 1. Employees received formal training (on-the-job training, lectures) or informal training (on-the-job training). 2. Above 4-star hotel.

In this survey, 220 questionnaires were distributed, and 211 were recovered, with a recovery rate of 96%. Among them, 158 valid questionnaires account for 72% of the total questionnaires issued. The research object is corporate employees, and the position level is downplayed, of which 67% are women, and 33% are men; 48% are under 25 years old, 40% are 26–35 years old, and 12% are over 36 years old; working time within 1 year 41%, 19% for 1–2 years, 40% for more than 2 years; 22% with high school, technical secondary school and below, 26% with a college degree, 49% with bachelor's degree, and 3 with master's degree or above %.

Research Tools

- (1) Training quality scale. The table refers to Parasuraman et al. and Chiang et al. to produce 6 questions from three dimensions of “Reliability,” “Responsiveness,” and “Assurance” of training [12, 16]. “Reliability” investigates whether the hotel conducts training reliably and accurately and whether the training equipment and trainers are professional. “Responsiveness” assesses the trainer’s willingness to help employees and whether the hotel provides timely training. “Assurance” investigates whether a hotel cares about its employees, employee trust in the hotel and employee confidence. Answers were given on a five-point scale, where one = strongly disagree and five = strongly agree. The Cronbach’s α coefficient was 0.833.
- (2) Training difficulty scale. Since the difficulty of the test is relative, this study regards the difficulty of training as a whole level and does not distinguish each dimension. The scoring method is the same as above.
- (3) Job satisfaction scale. The table refers to the Job Satisfaction Scale of Schreisheim & Tsui (1980), which uses 6 questions to assess the degree of satisfaction with the job, overall job satisfaction, income, work environment, and promotion opportunities. The scoring method is the same as above. The Cronbach’s α coefficient was 0.853.
- (4) Turnover intention scale. This study uses Mobley’s (1977) turnover intention scale, which includes four questions to examine turnover intention [10]. The scoring method is the same as above. The Cronbach’s α coefficient was 0.864.

3 Results

3.1 Regression Analysis

According to the regression analysis theory of Baron and Kenny, this paper uses the multiple regression method. Firstly, regression analysis of “Reliability”, “Responsiveness” and “Assurance” with job satisfaction, the regression coefficients are 0.655, 0.728 and 0.646 respectively, indicating positive relationships between reliability, responsiveness and assurance with job satisfaction; similarly, the regression coefficient of training difficulty and job satisfaction is -0.171 , showing a negative impact, and H1 has been verified. Then, the regression coefficient is -0.886 , taking job satisfaction as the dependent variable to turnover intention. H2 is confirmed, indicating that job satisfaction negatively impacts turnover intention (Table 1).

In the regression of reliability on job satisfaction, the regression coefficient was significant ($p = 0.0 < 0.05$), and in the regression of reliability, job satisfaction, and turnover, the regression coefficient of job satisfaction was substantial ($p = 0.0 < 0.05$), indicating that job satisfaction plays a significant indirect effect in the effect of reliability on turnover intention. In the regression of reliability and job satisfaction on turnover

Table 1. Regression analysis results

	Job satisfaction	Turnover intention	t value	R ²	adj R ²
Reliability	0.655***		8.036	0.31	0.30
Responsiveness	0.728***		11.126	0.46	0.45
Assurance	0.646***		12.137	0.50	0.50
Training difficulty	-0.171 ***		-3.143	0.06	0.06
Job satisfaction		-0.889 ***	-10.341	0.42	0.42

Note: * $p < 0.05$, ** $p < 0.01$

Table 2. Regression analysis of employee training and job satisfaction on turnover intention

Dependent variable: Turnover intention				
Independent Variable	β	S.E.	t value	P
Reliability, Job satisfaction	0.092	0.122	0.750	0.455
	-0.933	0.103	-9.005	0.000
Responsiveness, Job satisfaction	0.118	0.126	0.941	0.348
	-0.965	0.117	-8.231	0.000
Assurance, Job satisfaction	-0.013	0.111	-0.119	0.906
	-0.879	0.122	-7.175	0.000
Training difficulty, Job satisfaction	0.026	0.060	0.435	0.664
	-0.880	0.089	-9.868	0.000

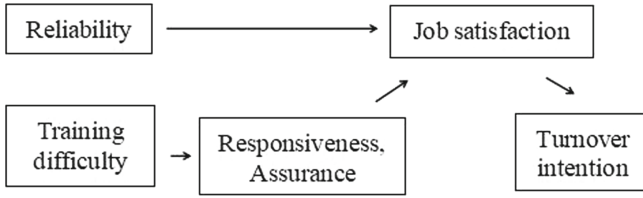


Fig. 2. Revised conceptual model

intention, the regression coefficient of reliability is not significant ($p = 0.455 > = 0.05$), indicating that the direct effect of reliability on turnover intention is not practical after controlling for job satisfaction. Thus, job satisfaction played a fully mediating role in the impact of reliability on turnover intention. Similarly, through data comparison, it is found that responsiveness, assurance and training difficulty all affect turnover intention through job satisfaction. H3 is verified, and job satisfaction mediates between employee training and turnover intention (Table 2).

Through the above mediation effect test method, it is unexpectedly found that training quality plays a mediating role between training difficulty and job satisfaction; the 3 dimensions of training quality are tested one by one, and it is found that only reliability had no significant mediating effect on the effect of training difficulty on job satisfaction. Therefore, the conceptual model of this paper has been revised (Fig. 2).

4 Conclusions

Through the above analysis, this study draws the following conclusions:

Employee training helps to improve job satisfaction, which is consistent with previous research findings. This study divides employee training into 2 dimensions (namely, training quality and training difficulty). The results show that the 3 dimensions of training quality (namely, reliability, responsiveness, and assurance), training difficulty, and job satisfaction all play a significant positive impact, and training difficulty affects job satisfaction through responsiveness and assurance. For hotels, in an environment with poor training quality, employee job satisfaction will decrease; in the case of maintaining training difficulty, employee job satisfaction depends on the responsiveness and assurance of training. For hotels, in an environment with poor training quality, employee job satisfaction will decrease; in the case of maintaining training difficulty, employee job satisfaction depends on the responsiveness and assurance of training.

Employee training in hotels reduces employee turnover intention, and the impact of training quality is more significant than training difficulty's. Therefore, controlling the quality and problem of training helps reduce the risk of training investment to a certain extent. Hotels cannot reduce training investment because employees tend to leave but should pay attention to and strive to improve it.

The data were collected in only 3 regions, there is no scale to measure the difficulty of training, and no demographic variables were included. In future research, if this research is extended to other regions, the findings will be more reliable and general; the measurement method of the training quality can be further improved; the impact of

demographic variables such as age, length of service, gender, etc. can be considered; multi-dimensional division of employee training such as type and frequency of training can also be considered, to explore the impact of different dimensions on job satisfaction and turnover intention.

References

1. Giangreco, A., Sebastiano, A., & Peccei, R. (2009). Trainees' reactions to training: an analysis of the factors affecting overall satisfaction with training. *Post-Print*, 20(1), 96–111.
2. Bartlett, K. R. (2001). The relationship between training and organizational commitment: A study in the health care field. *Human resource development quarterly*, 12(4), 335–352.
3. Santos, A., & Stuart, M. (2003). Employee perceptions and their influence on training effectiveness. *Human resource management journal*, 13(1), 27–45.
4. Cross, W., & Wyman, P. A. (2006). Training and motivational factors as predictors of job satisfaction and anticipated job retention among implementers of a school-based prevention program. *The Journal of Primary Prevention*, 27(2), 195–215.
5. Choi, E. K. C., Zhao, J., Joung, H. D., & Suh, E. (2014). Conceptual framework for the relationships among job-training satisfaction, job satisfaction, and turnover intention in foodservice operations. *Culinary science and hospitality research*, 20(5), 11–15.
6. Mowday, R. T., Porter, L. W., & Steers, R. M. (2013). Employee—organization linkages: The psychology of commitment, absenteeism, and turnover. *Academic press*.
7. Wang zhong, & Zhang lin. (2010). An Empirical Study on Relations among Person-Organization Fit, Job Satisfaction and Turnover Intention. *Chinese Journal of Management* (03), 379–385.
8. Schmidt, S. W. (2007). The relationship between satisfaction with workplace training and overall job satisfaction. *Human Resource Development Quarterly*, 18(4), 481–498.
9. Hellman, C. M. (1997). Job satisfaction and intent to leave. *Journal of Social Psychology*, 137(6), 667–689.
10. Mobley, W. H. (1977). Intermediate linkages in the relationship between job satisfaction and employee turnover. *Journal of applied psychology*, 62(2), 237.
11. Ding Yuelan & Huo Tian. (2014). Research on the relationship between employee training, loyalty and turnover intention. *Journal of Fujian Provincial Committee Party School of CPC* (05), 77–82.
12. Chiang, C. F., Back, K. J., & Canter, D. D. (2005). The impact of employee training on job satisfaction and intention to stay in the hotel industry. *Journal of Human Resources in Hospitality & Tourism*, 4(2), 99–118.
13. Davis, K. (1989). *Human behavior at work: Organizational behavior*. McGraw-Hill Inc.
14. Mowday Richard T, Porter L W, et al. *Employee - Organization Linkages: The Psychology of Commitment, Absenteeism and Turnover*[M]. New York: Academic Press,1982:102–106.
15. Zhao Xi-ping, Liu Ling, & Zhang Chang-zheng. (2003). A Multi - variable Analysis on Factors Influencing Employee's Turnover Intention. *China Soft Science* (03), 71–74.
16. Parasuraman, A., Zeithaml, V. A., & Berry, L. L. (1988). SERVQUAL: a multi-item scale for measuring consumer perceptions of the service quality. *Journal of Retailing* 64(1):12–40.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

