

# Employee Training, Development, and Empowerment as predictor of Employee Retention in Consumer Goods Companies in Nigeria

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**Abstract-** *This study investigated the effect of employee training, development and empowerment on employee retention in two consumer goods companies with headquarters in Rivers State, Nigeria. The study was anchored on the human resource theory and the survey research design was employed via the administration of questionnaire on a sample of sixty-nine (69) respondents who are employees of the consumer goods companies (La-Sien Bottling Company Limited and Multipro Consumer Products Limited). Data collected were analyzed by means of descriptive (mean, standard deviation, minimum, maximum values and Karl Pearson correlation) and inferential (variance inflation factor, Breusch-Pagan/Cook-Weisberg and simple regression) statistical techniques. The regression result showed that employee training, development and empowerment were positively and significantly related to employee retention. Given the findings, it was recommended that management should strive towards engaging the workforce in training and development initiatives. In aspect of employee empowerment, there is the need for management of consumer goods companies to constantly empower employees and should be well cared in order to decrease the intention to leave the organization.*

**Indexed Terms-** *Employee Training, Development, Empowerment, Retention*

## I. INTRODUCTION

Employee training, development, empowerment and retention are among the contemporary roles of human resource managers and have emerged to become some of the most inspiring thesis among management experts and researchers. Employee training,

development and empowerment occupy vital role as part of human resource management (HRM) role in managing employees in the workplace that leads to increased employee retention (Amushila & Bussin, 2021; Tej, Vagaš, Taha, Škerhákova & Harničárová, 2021). HRM has speedily moved from only roles like hiring, and employees' benefits to strategic human resources where the focal point has been on retaining strategies (Ume, Ume & Adnan, 2021; Bhawna, Samax & Vinod, 2021).

Bhawna, et al. (2021) see employee training as a set of activities aimed at assisting employees to gain effectiveness and efficiency in carrying out assigned tasks through the development of suitable skills, knowledge and attitudes. Employee development, according to Bhawna et al. (2021), is the process of enhancing the workforce's current skills and competences while also fostering the development of new ones in order to support the organizational goals of the firm. Pahwa and Rangneka (2020) see employee empowerment as how well organizations are able to allow or give power to the employee to carry out responsibilities in the workplace and making them feel cared for. On the other hand, employee retention is the capability of the organizations to hold, preserve, keep possession and engage the services of value-contributor employees in mission-critical and scarce skills positions in the workplace (Aleem & Bowra, 2020; Al-Sharafi, Hassan & Alam, 2018).

In Nigeria, most organizations are still confronted with the problem of decrease in employee retention in most sectors (Oganezi & Lozie, 2017). In the HRM literature, diverse employee training, development and empowerment mechanisms aimed at increasing employee retention have been identified

in the literature such as mentoring, self-study, career planning, coaching, bonus scheme, workshops, conference among others. The overarching goal of the employee training, development and empowerment are to strengthen workforce broad-range of competencies and skills, retaining talented and experienced workforce as well as not letting the employees leave the organization (Khan, 2020; Malik, Baig & Manzoor, 2020; Dhanya & Prashath, 2019).

Practically, without skilled, experienced and viable workforce, organizations may not be able to realize their expected goals. More so, some studies have shown that employee training, development and empowerment play a significant role in decreasing employee retention, particularly for developed nations (Tej, *et al*, 2021; Walid, *et al*, 2021; Ivana, 2020; Alhmoud & Rjoub, 2019; Fletcher, Alfes & Robinson, 2018); however, whether this is also a big factor when it comes to developing country like Nigeria, has not been deeply researched in the HRM literature. Hence, this study was carried out with the view to assessing the effects of employee training, development and empowerment on retention in the workplace of consumer goods companies in Rivers State, Nigeria.

## II. CONCEPTUAL REVIEW

### • Employee Training

Employee training (ET) is the acquisition of specific and routine skills and tools needed for job effectiveness and efficiency. ET also refers to a systematic organized procedure where the employees learn technical skills and knowledge about specific areas of the job. Bhawna, *et al*. (2021) see ET as a set of activities targeted towards assisting the employees to gain effectiveness and efficiency in carrying out assigned tasks via the development of suitable, skills, knowledge and attitudes. ET is specific skill learning planned by organization to enhance its goal achievement by the trainee after joining the organization. ET thus focuses on enhancing the skills, knowledge and attitudes of the employees in order to enhance their job roles.

Dede and Oluoch (2021) identified ET functions in an organization to include procedural activities aimed

at enhancing productivity, quality of work, skills, knowledge, attitude, use of tools and machines, reduction in waste, accidents, turnover, absenteeism, overhead costs, and eliminating obsolescence in skills among others. Studies by Ume, *et al*. (2021) and Onuka (2012) contended that ET programmes should be a continuous activity targeted towards enhancing efficiency and competencies of the employees. In HRM literature, ET techniques are very crucial and these techniques are often categorized to include on-the-job and off-the-job training. According to Aleem and Bowra (2020), a broader classification of ET techniques include but not limited to apprenticeship, in-service training, on-the-job training, vestibule training, role training, civic and leisure training, as well as training programmes by international organizations. In the HRM literature (Bhawna, *et al*, 2021; Dede & Oluoch, 2021; Aleem & Bowra, 2020; Okoroafor, 2012), there are evidences to show that there exists a relationship between ET and retention in the workplace.

### • Employee Development

The term employee development (ED) has been well-defined in the HRM literature and considered as one of the most vital HRM practices. ED refers to the systematic practice of management aimed at strengthening the talents, skills, experiences, knowledge and capabilities of employees for enhancing their efficiency in the workplace. Bhawna, *et al*, (2021) defined ED as a process of growing the workforce skills and competencies and building new ones aimed at sustaining the business organization. Similarly, Aleem and Bowra (2020); and Jehanzeb & Mohanty (2018) see ED as a cluster of varied plans and activities resulting in continuous learning and sprouting of job and career affiliated capabilities. ED protects the organization from high-employee turnover (Belete, 2018; Alias, Ismail, Othman & Koe, 2018; Walid, *et al*. 2021) and adjust the employees' task with the organizations goals by offering them the skills needed to enhance their loyalty (Amushila & Bussin 2021; Bhawna, *et al*. 2021), thus making them not to quit or leave the organization.

Some recent studies (Amushila & Bussin, 2021; Ume, *et al*. 2021; Bhawna, *et al*. 2021; Dede & Oluoch, 2021; Khan, 2020; Karim, *et al*, 2019;

Nambira & Enkali, 2019) have shown that ED is significantly and positively related to employee retention (ER). The reason for the positive and significant effect may be linked to the fact that when employees are engaged in incessant development programmes, they see themselves as relevant to the organization and being able to realize the organization's goals and those relating to them. Remarkably, virtually all of the studies divulge that ED have significant effect on ER in the developing nations. According to Dede and Oluoch (2021); Aleem and Bowra (2020), an organization that desires to strengthen its tie with the employees must committee sufficient investments in development of employee. Diverse ED strategies have been identified in HRM literature to encompass coaching, task rotations, participation, mentoring, self-study, delegation, simulations, career planning, training and development, empowerment, 360-degree performance review, workshops/committees/working groups, etc. More importantly, organizations desire to have a well-developed workforce, given their desire to realize and attain sustainable competitive advantage and the needs to fit into the technological and information age.

- Employee Empowerment

The concept of employee empowerment (EM) refers to how well organizations are able to allow or give power to the employee to carry out responsibilities in the workplace. Thus, EM makes them more committed, responsible and diligent in carrying out assigned tasks. The literature suggests that organizations can improve effectiveness of their employees in several ways. Fundamental among these ways may include but not limited to engaging the workforce in training programs, constant motivation, employee empowerment, promotion and bonus programs. Pahwa and Rangneka (2020) opined that high integrity and involvement on the part of management, empowerment, responsibility, and new possibilities/challenges are also vital for ER. According to Amushila and Bussin (2021), employees feel more committed when they feel empowered. More so, the level to which employees feel that the organization appreciates their contributions and cares about their wellbeing can efficiently decrease their intentions to leave (Dhanpat, et al, 2018). Prior researches (Amushila &

Bussin, 2021; Dede & Oluoch, 2021; Bhawna, et al. 2021) suggest that EM as well as many other variables have significant impact on the extent to which organizations can retain talented employees. Similarly, studies has shown that EM encompass a sense of belonging as well as employee satisfaction (Aleem & Bowra, 2020; Alrazehi & Amirah, 2020; Alhmoud & Rjoub, 2019); hence, employees with high levels of empowerment are less probable to quit their organization.

- Employee Retention

Employee retention (ER) is the way of stirring and inspiring employees so as to make them more committed to the organization for a prolonged period of time. According to Ivana (2020); and Khan (2020), ER is the process of retaining highly-talented and skilled employees for an extended period of time. Malik, *et al* (2020) contended that ER plays a significant role in the success of the organization. Currently, most organizations, consumer goods companies inclusive are undergoing the challenge of employee turnover due to their ineffective retention strategies of managing highly-talented and skilled employees (Alhmoud & Rjoub, 2019; Al-Sharafi, et al. 2018). ER is directly linked to the HRM strategies of the organization and for the organizations to realize their goals, it depends on how they are able to make employees not to quit or leave the organization (Bibi, et al. 2018; Dhanpat, et al. 2018). Again, ER largely depends on the ability of the organizations to motivate their workforce, both intrinsically and extrinsically (Dhanya & Prashath, 2019), because the driving force behind organizational productivity and ER lies in the capability of the organizations to motivate their workforce.

Letchmiah and Thomas (2017) asserted that employees who are highly motivated are more satisfied with management and thus would be willing to remain or stay with the organization. Contrarily, when employees are unsatisfied with their organization, they switch job or quit the organization (Murtiningsih, 2020; and Nava, *et al*, 2019). Hence, the feelings of the employee (good or bad) will determine whether the employee will leave/remain with the organization. Several factors have been linked with ER – job satisfaction, job engagement, rewards and benefits, and work environment.

ED is the most significant component of HRM as it relates to increased commitment, loyalty and productivity of the workforce (Nguyen & Duong, 2020; and Jeffrey & Prasetya, 2019) Prior empirical studies have shown that ER is influenced by ED in developed countries (Amushila & Bussin, 2021; Dede & Oluoch, 2021; Khan, 2020; Karim, et al. 2019; and Nambira & Enkali, 2019); however, the link has not been well researched for consumer goods companies in Rivers State, Nigeria. Thus, this study filled this gap in HRM literature by examining the nexus between employee training, development, empowerment and retention in the workplace in Nigeria. Given the above conceptual review, Figure 1.0 shows the conceptual framework for this study.

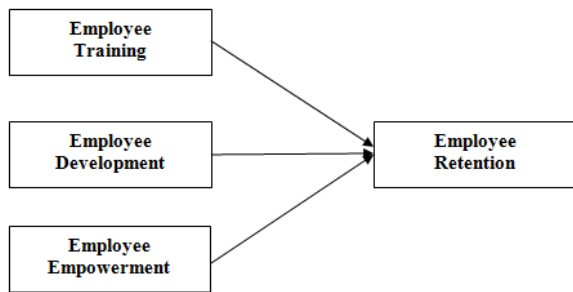


Figure 1.0: Conceptual Framework  
Source: Researchers' Compilation

III. THEORETICAL FRAMEWORK

The study is anchored on human capital theory which establishes that investment in human resource via training and development improves both the organization and employees' performance. Dhanya and Prashath (2019) asserted that training and development offered by the organization is focused on enhancing employee performance and retaining them in the organization. The human capital theory lays emphasis on the individual knowledge, skills obtained in training effectively improves employee performance and their willingness to remain with their organizations (Gan & Yusof, 2019).

Organizations with a pool of specially trained, developed and empowered workforce will always have higher performance than others and less willingness for the employees to leave (Ivana, 2020). Again, human capital theory suggests that the technical know-how exemplified in employees

largely gives high performance and if there is proper performance system, employees will stay longer with the organization. Similarly, organizations invest on employee training and development in order to enhance individual performance and possibly retain them (Khan, 2020). The human capital theory assumed that planned education, training and development increases learning that results to an increase on individual employee and firm performance as well as intention to remain with the organization (Murtiningsih, 2020; Nguyen & Duong, 2020).

The human capital theory established that organizations that place financial support on training, development and empowerment programs increases employees' lifespan income, retention, commitment and performance (Pahwa & Rangneka,2020). Besides, the theory offers basic validation for huge communal expenses on learning in both emerging and industrialized countries. The relevance of the human capital theory to the study is that training, development and empowerment of the workforce result in efficacy of employees and their willingness to remain with the organization.

IV. EMPIRICAL REVIEW

Organizations with high employees' turnover loose skilled and experienced employees. The extent of losing skilled and experienced employee is a serious management concern that affects production of valued goods in the market. Training, development and empowerment are some vital elements organizations use to transfer specific skills to identified staff to retain excellent performance. In the literature, there is avalanche of empirical evidences on the relationship between training and development and employee retention; however, there have been little studies on employee training, development, empowerment and retention in the workplace in a single study, particularly as it concerns consumer goods companies in Nigeria.

In their study in 2023, Patrick, Thakur, and Jha investigated if the Great Resignation crisis would have been lessened by the association between psychological empowerment, psychological well-being, and higher person-job fit. The survey included

351 respondents who worked for Indian organizations. Findings revealed that a moderated mediation relationship between *psychological empowerment* (specifically “impact” or “choice”) and *psychological well-being* (specifically “environmental mastery”) is impacted by the person–job “demand-abilities” fit and enhances the intention to stay in the current “great resignation” context. Chukwuma (2023) examined how HRM practices of performance appraisal and empowerment related to employee retention among 223 employee of government-owned hospitals in Port Harcourt. Findings obtained from correlation and regression analysis revealed the HRM practices of performance appraisal and empowerment were positive and significantly related to employee retention.

Ume, et al (2021) examined the link between employee training, development, job satisfaction and retention in the workplace in Pakistan. The regression results showed that employee training, development and job satisfaction have significant and positive impact on retention in the workplace. In India, Bhawna, et al. (2021) evaluated the mediating effect of employee motivation on employee training, commitment, retention and performance in both public and private sector. Regression analysis results indicated that employee training significantly and positively affect employee commitment, retention as well as performance. Also, the Sobel statistics showed that employee motivation moderates the relationship between employee training, commitment, retention and performance. Dede and Oluoch (2021) studied the relationship between employee training, development, retention and performance in Kenya. Results showed that employee training, development and retention significantly and positively affect retention and performance of organizations.

The effect of job performance, job satisfaction, and effective communication on employee retention of employees working in the private sector in Egypt was examined by Ashraf and Mahmoud (2022). Findings obtained from hierarchical multiple regression analysis indicated that training and development positively impact employee retention directly. In the Republic of Serbia, Mirić, and Slavković (2023) looked at how training and development affect staff

retention in hotels to see if a high level of organizational commitment changed how strongly these dimensions were related. The outcomes of the regression analysis verified the statistical significance of the relationship between employee retention and training and development, as well as the mediating role played by their commitment in this relationship. Xuecheng, Iqbal, and Saina (2022) investigated the direct relationship between training and development, work environment, and job satisfaction with employee retention. Participants were 287 employees of SMEs in northern China. Results from a Partial Least Square-Structural Equation Modeling (PLS-SEM) analysis showed that training and development, work environment, and job satisfaction all significantly improve employee retention.

From these empirical studies, we propose that:

- H1: Employee training has a positive and significant effect on employee retention.
- H2: Employee development has a positive and significant effect on employee retention.
- H3: Employee empowerment has a positive and significant effect on employee retention.

## V. MODEL SPECIFICATION

Given the dependent and independent variables of the study, the following simple regression models were estimated to assess the relationship between employees’ training, development, empowerment and retention in the workplace:

$$ER = \eta_0 + \eta_1 ET + e_1 \quad 1$$

$$ER = \alpha_0 + \alpha_1 ED + e_2 \quad 2$$

$$ER = \beta_0 + \beta_1 EM + e_3 \quad 3$$

Where: ER is employee retention; ET is employee training; ED is employee development; EM is employee empowerment.  $\eta_1, \alpha_1, \beta_1$  = Regression coefficients with a-priori expectations are as follow:  $\beta_1 > 0, \alpha_1 > 0, \eta_1 > 0$  which implies that a unit increase in employee training, development and empowerment will lead to increase in retention in the workplace.  $\eta_0, \alpha_0, \beta_0$  = constants,  $e_1, e_2, e_3$  = error terms.

VI. RESEARCH METHODS

Participants

The study participants comprised of employees of two consumer goods companies in Rivers State, Nigeria. While La-Sien Bottling Company Limited had forty-four employees, Multipro Consumer Products had thirty-nine employees, which amounted to a population eighty-three employees. However, since the population was not large, the entire population of 83 also constituted the sample for the study.

Measurement of Variables

The major instrument of data collection was the structured questionnaire, which was designed on 4-point scale of ‘strongly agree’, ‘agree’, ‘disagree’ and ‘strongly disagree’. Questionnaire items measuring employee training, development, empowerment, and retention were adopted from prior studies (Bhawna, et al., 2021; and Dede and Oluoch, 2021). The questionnaire was designed to elicit respondents’ perceptions on effects of employee training, development, empowerment on retention in the workplace (See Appendix). A total of 83 copies of the structured questionnaire were administered to the participants in their place of work. Although, 75 copies of questionnaires were returned, after deleting 6 incomplete ones, we obtained 69 valid questionnaires, indicating a response rate of 83.13% percent.

VII. RESULTS

Demographic Features of Respondents

Table 1 shows the demographic characteristics of the participants in the study. As shown, 46 (66.67%) of the respondents were male, while 23 (33.33%) were female. Also, it was shown that 20 (28.99%) and 49 (71.01%) of the respondents were single and married respectively. On the basis of educational qualification, it was shown that 28 (40.58%) and 41 (59.42%) of the respondents are holders of OND/NCE and B.Sc./HND degree certificates respectively. Overall, the demographic characteristics showed that majority of the respondents are well

educated and may possess the ability to respond adequately to the questionnaire.

Table 1: Demographic Characteristics of Respondents

Variables	Frequency	Percent	
Gender:	Male	46	66.67
	Female	23	33.33
	Total	69	100.00
Marital Status:	Single	20	28.99
	Married	49	71.01
	Total	69	100.00
Educational Status:	OND/NCE	28	40.58
	HND/BSc	41	59.42
	Total	69	100.00

Source: Researchers’ compilation.

Descriptive Statistics and Correlation Matrix

Presented in Table 2, is the descriptive statistics showing ER, ET, ED, and EM in the workplace. It was shown that for ER, ET, ED, and EM were 0.565, 3.631, 3.587, and 3.520 respectively, while their corresponding standard deviation were 0.249, 0.250, 0.224, and 0.210 respectively. These results showed that perceptions of respondents on ER, ET, ED, and EM in the two consumer goods companies are not far from each other. Also, the mean values are clear indication that the respondents support all the items in the research instrument as good indicators for assessing the link between these variables in the workplace. The study also demonstrated a statistically significant correlations between the study variables. The correlation coefficient between ER and ET, ED, EM were 0.363, 0.429, and 0.317 respectively (Table 2), while the correlation between ET and ED, EM were 0.352, and 0.525 respectively. Furthermore, the correlation between ED and EM was 0.648 (Table 2). All these correlation coefficients were positive and significant at  $p < 0.05$ , with none of them exceeding 0.8 as recommended by Gujarati (2003) which may indicate the absence of multicollinearity.

Table 2: Descriptive Statistics and Correlation Matrix

Variables	Obs	Mean	SD	$\alpha$	Min	Max	ER	ET	ED	EM
ER	69	3.565	0.249	0.861	1	4	1.000			
ET	69	3.631	0.250	0.723	1	4	0.363*	1.000		
ED	69	3.587	0.224	0.833	1	4	0.429*	0.352*	1.000	
EM	69	3.520	0.210	0.764	1	4	0.317*	0.525*	0.648*	1.000

Source: Researchers' compilation; \*  $p < 0.05$ ; ER = Employee Retention; ET = Employee

Training; ED = Employee Development; EM = Employee Empowerment.

Post-Estimation Results

The post-estimation results are shown in Table 3 and Table 4. Table 3 confirms whether multicollinearity exists among the explanatory variables (ET, ED, and EM) in the workplace. As revealed in Table 3, the mean VIF = 1.03, which is less than the accepted VIF level of 10.0, indicated that there was indeed the absence of multicollinearity problem in the empirical model of the study. The Breusch-Pagan/Cook-Weisberg result in Table 4 revealed that ET, ED, EM and ER in the workplace fit-well in the model ( $\chi^2 = 77.04$ ), since it is statistically significant at 5% level; an indication of the absence of heteroskedasticity problem in the models of employee training, development, empowerment and retention in the workplace.

Table 3: Variance Inflation Factor

Variables	VIF	1/VIF
ET	1.000	1.000
ED	1.060	0.942
EM	1.040	0.954
Mean VIF	1.030	

Source: Researchers' compilation

Table 4: Breusch-Pagan and Cook-Weisberg Results  
Ho: Constant Variance

$\chi^2(3) = 77.04$  Prob. >  $\chi^2 = 0.0000$

Source: Researchers' compilation.

VIII. TEST OF HYPOTHESES AND DISCUSSION OF FINDINGS

Hypothesis 1 (H1) proposed that 'Employee training has a positive and significant effect on employee retention', and the result of testing H1 is presented in Table 5. This regression result shows an R-squared of 0.965, indicating that employee training explains 96.5% of the systematic variations in employee retention in the workplace. The F-statistics (df = 1, 69, F-ratio = 22.48) with a  $p$  - value of 0.000 showed that the relationship between employee training and retention in the workplace is significant at 5% level. Thus, H1 cannot be rejected. This implies that employee training has a positive and significant effect on retention of employees in consumer goods companies. Also, the regression coefficient showed that a unit increase in employee training will lead to 11.6% increase in retention of employees in the workplace. This finding agrees with the results of prior researchers like Ume et al. (2021), Dede & Oluoch (2021), and Mirić & Slavković (2023).

Table 5: Regression Results for Employee Training and Employee Retention

Source	SS	df	MS	No. of Obs. = 69
Model 1	4.2716	1	1.0905	F(1, 67) = 22.48
Residual	23.362	67	0.2171	Prob. > F = 0.000
Total	27.633	68	1.3076	
ER	Coef.	Std. Err.	t-value	R-Squared = 0.965

ET	0.1160	0.1301	7.18	Adj. R-Squared = 0.867
_cons	1.7832	0.3148	3.93	

Source: Researchers' compilation

Hypothesis 2 (H2) proposed that 'Employee development has a positive and significant effect on employee retention', and the result of testing H2 is presented in Table 6. This regression result shows an R-squared of 0.878, indicating that employee development explains 87.8% of the systematic variation in employee retention in the workplace. The F-statistics (df = 1, 67, F-ratio = 32.10) with a p-value of 0.000 showed that the relationship between employee development and employee retention in the

workplace is significant at 5% level. Thus, H2 cannot be rejected. This implies that employee development has a positive and significant effect on retention of employees in consumer goods companies. Also, the regression coefficient showed that a unit increase in employee development will lead to 15.19% increase in retention of employees in the workplace. This finding concur with that of Bhawna et al. (2021), Ashraf & Mahmoud (2022), and Xuecheng, et al. (2022).

Table 6: Regression Results for Employee Development and Employee Retention

Source	SS	Df	MS	No. of Obs. = 69 F(1, 67) = 32.10 Prob. > F = 0.000
Model 2	3.5119	1	1.0905	
Residual	25.4107	67	0.2171	
Total	28.9226	68	1.3076	
ER	Coef.	Std. Err.	t-value	R-Squared = 0.878
ED	0.1519	0.1510	12.10	Adj. R-Squared = 0.814
_cons	2.2192	0.2043	6.39	

Source: Researchers' compilation

Hypothesis 3 (H3) proposed that 'Employee empowerment has a positive and significant effect on employee retention', and the result of testing H3 is presented in Table 7. This regression result shows an R-squared of 0.7078, indicating that employee empowerment explains 70.8% of the systematic variation in employee retention in the workplace. The F-statistics (df = 1, 67, F-ratio = 19.04) with a p-value of 0.000 showed that the relationship between employee empowerment and employee retention in

the workplace is significant at 5% level. Thus, H3 cannot be rejected. This implies that employee empowerment has a positive and significant effect on retention of employees in consumer goods companies. Also, the regression coefficient showed that a unit increase in employee empowerment will lead to 14.12% increase in retention of employees in the workplace. This finding is in agreement with the results of previous researchers like Patrick et al. (2023), and Chukwuma (2023).

Table 7: Regression Results for Employee Empowerment and Employee Retention

Source	SS	df	MS	No. of Obs. = 69 F(1, 67) = 19.04 Prob. > F = 0.000
Model 3	3.7610	1	1.3006	
Residual	26.403	67	0.5541	
Total	30.164	68	1.8547	
ER	Coef.	Std. Err.	t-value	R-Squared = 0.7078
EM	0.1412	0.1931	9.38	Adj. R-Squared = 0.6414
_cons	1.0384	0.2459	5.39	



Source: Researchers' compilation

### CONCLUSION

Prior researchers have shown that employee training and development are major drivers of employee retention; however, studies are yet to establish if employee empowerment drives employee retention particularly as it concerns consumer goods companies in Nigeria. In this study, the effect of employee training, development and empowerment and employee retention of consumer goods companies was investigated. Specifically, the simple regression results showed that employee training, development and empowerment have positive and significant effects on retention of employees in consumer goods companies in Nigeria. Findings of the study agree with the results of prior researchers.

### RECOMMENDATIONS AND LIMITATIONS

The study makes the following recommendations based on the findings of the study.

1. The management of consumer goods companies should strive towards engaging the workforce in training and development programmes. Furthermore, employee training and development initiatives should be targeted towards meeting the current and future needs of the employees and should be carried out on a routine basis.
2. Again, the employee training and development programme can be more viable if management can make it as part of their policy for both old and new employees.
3. In aspect of employee empowerment, there is the need for management of consumer goods companies to constantly empower employees and should be well cared for in order to decrease the intention to leave the organization.

As is common to studies in organizational behaviour, interpreting the findings of this study should consider the following limitations. First, since data for this study came from the same source, common method bias may be a challenge. Multiple sources for collecting the independent and dependent variables should be considered in future studies. Secondly, the study adopted a survey research design which limits causal association. Future studies should consider

experimental or longitudinal research designs. Finally, the sample size was relatively small. Larger samples selected across several organizations should be considered in the future studies.

### CONTRIBUTIONS TO KNOWLEDGE

This study contributes to knowledge by filling the gap in the literature on what is known about employee training, development, empowerment and employee retention, particularly as it concerns consumer goods companies in Nigeria. Also, the study contributes to knowledge by establishing that employee training, development and empowerment are major drivers of employee retention.

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