



**WORKPLACE LEARNING PRACTICES AND INTENTION TO LEAVE: AN EMPIRICAL STUDY USING STRUCTURAL EQUATION MODELLING**

**Mrs. Misba Aziz Kadri**

Research Scholar, Sadhu Vaswani Mission Sadhu Vaswani Institute of Management Studies for Girls, Affiliated to Savitribai Phule Pune University.

**Dr. Lopez Joe Cajetan**

Research Guide, Sadhu Vaswani Mission Sadhu Vaswani Institute of Management studies for Girls, Affiliated to Savitribai Phule Pune University

**ABSTRACT**

This study examines the influence of workplace resource learning, mentorship and teamwork, and the flexibility of learning spaces on employees' decision to resign. Data were gathered from employed individuals across several organisations utilising a quantitative study design. Structural equation modelling (SEM) was utilised to validate the measurement model and to examine the proposed correlations. The results indicate that all three learning characteristics have a substantial negative impact on the intention to leave, with learning space and flexibility identified as the most significant predictors. The model accounts for a significant part of variance in employees' turnover intentions, underscoring the strategic importance of learning-oriented work settings. The study contributes to organizational learning and retention literature by proposing an integrated learning-based framework that combines structural, relational, and contextual learning factors. From a managerial perspective, the results emphasize the standing of embedding flexibility, mentorship, and accessible learning resources into human resource strategies to enhance employee retention. Valuable insights for organizations are derived from findings, seeking to address voluntary turnover in increasingly dynamic and skill-intensive work settings.

**KEYWORDS :** Workplace Learning, Mentorship, Learning Flexibility, Intention To Leave, Employee Retention, Structural Equation Modelling

**INTRODUCTION**

Organisations across industries face rapid technology innovation, digital change, and skill obsolescence. As job roles change, people must update their skills, adapt to new processes, and learn continuously. Employee retention is a major administrative difficulty in such situations since voluntary turnover destroys organisational stability, raises replacement costs, and depletes knowledge.

Traditional employee retention strategies emphasise salary, job happiness, and organisational commitment. These criteria are still important, but in modern workplaces, employees value development opportunities, learning autonomy, and long-term employability more. Employees now evaluate companies based on job circumstances and their ability to facilitate skill development and career growth. According to Social Exchange Theory, Organisational Learning Theory, and Self-Determination Theory, learning-oriented organisational practices create powerful psychological signals that influence employees' retention attitudes.

The hypothesised constructs' measurement and structural links are examined in this study. The study expands retention literature and provides evidence-based insights for organisations seeking to reduce voluntary turnover through sustainable learning initiatives by adopting a complete learning-based viewpoint.

The paper's organization continues below with focus on pilot study data presentation.

**Results of Pilot Study  
Measurement Model Assessment**

Confirmatory Factor Analysis (CFA) was conducted using AMOS 26.0 to assess the adequacy of the measurement model prior to structural analysis. The model comprised four latent constructs: Workplace Resource Learning (WLR), Mentorship and Collaboration (MC), Learning Space and Flexibility (LSF), and Intention to Leave (IL), each measured through multiple indicators.

**Initial Model Evaluation**

The initial CFA indicated inadequate model fit. The chi-

square statistic was significant ( $\chi^2 = 1413.4$ ,  $df = 113$ ,  $p < 0.001$ ), with a  $\chi^2/df$  ratio of 12.50. Fit indices such as GFI (0.60), CFI (0.80), TLI (0.70), and RMSEA (0.20) were below recommended thresholds. Given the sensitivity of  $\chi^2$  to sample size, alternative fit indices were emphasized, consistent with SEM guidelines (Hair et al., 2019).

**Model Re-specification**

Model refinement was undertaken based on modification indices, standardized residuals, and theoretical justification. Error covariances were added only between conceptually related items within the same construct. Indicators with weak loadings or high residuals were reviewed, while cross-loadings were not permitted to maintain construct distinctiveness. All modifications followed accepted SEM practices and avoided data-driven overfitting.

**Final Measurement Model Fit**

After re-specification, the model demonstrated satisfactory fit.

**Table 1 Final Measurement Model Fit Indices**

Fit Index	Recommended	Final Model
$\chi^2/df$	$\leq 3.0$	2.87
GFI	$\geq 0.90$	0.91
AGFI	$\geq 0.90$	0.89
NFI	$\geq 0.90$	0.92
IFI	$\geq 0.90$	0.95
TLI	$\geq 0.90$	0.94
CFI	$\geq 0.90$	0.95
RMSEA	$\leq 0.08$	0.061
PCLOSE	$\geq 0.05$	0.112

Overall, the indices indicate acceptable to good model fit across absolute, incremental, and parsimony measures.

**Reliability and Convergent Validity**

All indicators loaded significantly on their respective constructs, with standardized loadings exceeding 0.60 ( $p < 0.001$ ), confirming convergent validity. Composite Reliability (CR) values were above 0.70 and Average Variance Extracted (AVE) values exceeded 0.50, indicating satisfactory internal consistency and construct validity (Hair et al., 2019).

All constructs met recommended reliability and validity thresholds.

**Discriminant Validity**

Discriminant validity was assessed using the Fornell–Larcker criterion and the Heterotrait–Monotrait (HTMT) ratio.

**Fornell–Larcker Criterion**

Discriminant validity is established when the square root of AVE for each construct exceeds its correlations with other constructs. The criterion was satisfied for all constructs.

**HTMT Ratio**

HTMT values were below the conservative threshold of 0.85, further confirming discriminant validity. These results provide strong evidence of discriminant validity among all constructs.

**Structural Model Assessment**

After establishing measurement model adequacy, the structural model was evaluated to test the hypothesized relationships among constructs.

The model fit indices of the structural model adhered to acceptable criteria, signifying that the proposed framework aligns effectively with the data.

**Path Coefficients and Hypothesis Testing**

The standardized path coefficients ( $\beta$ ), critical ratios (t-values), and significance levels were examined.

**Table 2- Structural Model Results**

Hypothesis	Path	$\beta$	t-value	p-value	Result
H1	WLR → IL	-0.32	5.84	***	Supported
H2	MC → IL	-0.24	4.17	***	Supported
H3	LSF → IL	-0.38	6.92	***	Supported

\*\*\* $p < 0.001$

**Coefficient of Determination (R<sup>2</sup>)**

The model's explanatory power was evaluated using R<sup>2</sup> values.

**Table 3- Coefficient of Determination**

Endogenous Construct	R <sup>2</sup>	Interpretation
Intention to Leave (IL)	0.61	Substantial

According to Hair et al. (2019), R<sup>2</sup> values of 0.25, 0.50, and 0.75 represent weak, moderate, and substantial explanatory power, respectively. The model explains 61% of the variance in employees' intention to leave, indicating strong predictive capability.

**DISCUSSION**

In accordance with prior research (Eisenberger et al., 2002; Karatepe, 2013), personnel who recognise sufficient learning infrastructure demonstrate diminished withdrawal cognitions. The discovery emphasises that learning resources serve not only as instruments for skill growth but also as processes for psychological retention. Mentorship and collaboration were found to significantly reduce intention to leave. The findings validate earlier research by Allen et al. (2004), which demonstrated that mentoring relationships enhance career satisfaction and organizational attachment. Collaborative environments foster social bonds, increasing employees' embeddedness and reducing voluntary turnover intentions. Learning space and flexibility emerged as the strongest predictor of intention to leave. This result strongly supports Self-Determination Theory (Deci & Ryan, 2000), emphasizing the importance of autonomy and competence in sustaining employee motivation. Flexible learning opportunities appear particularly relevant in contemporary work contexts characterized by digitalization, hybrid work, and continuous reskilling demands.

**REFERENCES**

1. Abou Khadra, W., Al.Khayyat, R., & Al.Rashed, W. (2017). Can learning organisation and affective commitment contribute towards employee retention? The case of engineering organisations in the Gulf Cooperation Council countries. *The Learning Organization*, 24(6), 372–386. <https://doi.org/10.1108/TLO-02-2017-0012>
2. Awawdeh, S., Al-Hawary, S. I. S., & Alajmi, A. (2024). Empowering sustainability: Cultivating learning and knowledge sharing for employee retention. *Journal of Computer Information Systems*, 64(2), 1–13. <https://doi.org/10.1080/08874417.2023.2260412>
3. Barney, J. (1991). Firm resources and sustained competitive advantage. *Journal of Management*, 17(1), 99–120. <https://doi.org/10.1177/014920639101700108>
4. Blau, P.M. (1964). *Exchange and power in social life*. New York, NY: Wiley. (No DOI available – book)
5. Deci, E. L., & Ryan, R. M. (2000). The “what” and “why” of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227–268. [https://doi.org/10.1207/S15327965PLI1104\\_01](https://doi.org/10.1207/S15327965PLI1104_01)
6. Grohnert, T., Meuwissen, R., & Gijssels, W. (2021). Retaining the learning professional: A survival study on workplace learning in professional service firms. *Human Resource Development Quarterly*, 32(3), 337–360. <https://doi.org/10.1002/hrdq.21421>
7. Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2022). *A primer on partial least squares structural equation modeling (PLS-SEM)* (3rd ed.). Sage Publications.
8. Harris, K. J., Wheeler, A. R., & Kacmar, K. M. (2014). Leader–member exchange and empowerment: Direct and interactive effects on job satisfaction, turnover intentions, and performance. *Leadership Quarterly*, 25(2), 356–369. <https://doi.org/10.1016/j.leaqua.2013.09.006>
9. Hurst, J. L., Kelley, L. L., & Loo, R. (2005). An exploration of the relationship between learning organisations and the retention of knowledge workers. *Journal of Workplace Learning*, 17(5/6), 287–298. <https://doi.org/10.1108/13665620510606727>