

LEADERSHIP DEVELOPMENT PRACTICES AND EMPLOYEE RETENTION: THE MEDIATING EFFECT OF PSYCHOLOGICAL EMPOWERMENT

Muhammad Tariq^{*1}, Dr Kashif Saleem²

^{*1}PhD Scholar, Qurtuba, University, Dera Ismail Khan, Khyber Pakhtunkhwa, Pakistan. Email: Muhammadtariq83@gmail.com

²Associate Professor Department of Management Sciences, Qurtuba University of Science and Information Technology D I Khan

²kashifsaleem9212@gmail.com

DOI: <https://doi.org/10.5281/zenodo.22747426>

Keywords

Article History

Received: 01 June 2026

Accepted: 23 August 2026

Published: 14 September 2026

Copyright @Author

Corresponding Author: *

Muhammad Tariq

Abstract

In knowledge intensive organizations the employee's retention major reason is that any loss of individual with skills and expertise Cause major loss of confidence, skill knowledge and competitive expertise to the organization. This study will explore the impact of Developmental Practices of Leadership on Employee Retention (ER) and will test the mediating effect of Psychological Empowerment (PE) in Knowledge-intensive Industries of Pakistan. Leadership development (LD) was implemented in the following ways: succession planning (SP), coaching and mentorship, effectiveness of leadership training and 360-degree feedback. The research type used in this study is quantitative, which is cross-sectional research. The analysis technique used in this study is the analysis of Partial Least Squares Structural Equation Modeling (PLS-SEM) using the software of SmartPLS. The results show that all four leadership development practices (leadership training effectiveness, 360-Degree feedback, succession planning and coaching and mentorship) have significant and positive relationships with employees' psychological empowerment (PE). ER is also significantly and positively related to PE ($\beta = .481$, $p < .001$). In addition, the relationships between SP and ER and between coaching and mentorship and ER are both significant intermediated by PE, with $\beta = .103$ and $p = .002$ and $\beta = .138$ and $p < .001$, respectively. Results indicate that PE is a significant mechanism that explains how LD practices influence employees' turnover. The study offers practical tips for organizations interested in enhancing retention efforts by fostering LD in the context of employees' sense of meaning, competence, autonomy, and impact.

1. INTRODUCTION

ER is a top priority for organizations and a major challenge is to ensure the continuity of this employee pool in knowledge-intensive sectors where the key to organizational performance lies in employees' specialized knowledge, skills, and experience. Skilled personnel leave with the opportunity cost of the need to recruit and train replacements, loss of organizational knowledge and expertise (Hom et al., 2017). As a result, developmental practices that develop employee capabilities are becoming more and more vital for organizations to employ, which also involve ER.

LD (LD) is a key practice in human resources needed to support employee development and retention. LD can involve SP, coaching and mentoring, leadership training and providing structured performance feedback. These practices offer the employees an opportunity to build competencies, to get support in their career, to know what are the future career opportunities, and to improve their competencies or performance (Day et al., 2014). However, most of the previous studies has focused on studying individual developmental practices or a wider Talent Management system, instead of studying LD as an integrated, multidimensional system.

PE (PE) can be used to understand the effect of LD practices on ER. Spreitzer (1995) presented four concepts as the components of PE: meaning, competence, self-determination, and impact. Empowered employees are more likely to think their work is meaningful, feel able to perform their duties, have autonomy and feel like their efforts help to achieve organizational results. These favorable psychological experiences can further foster employees' organizational commitment and decrease their likelihood of leaving the organization (Seibert et al., 2011).

Although employee development and empowerment is a current topic of interest, there is insufficient research that has explored the mediating role of PE between various LD practices and ER, especially in the knowledge-intensive industries of Pakistan. This gap is significant because certain industries like information

technology, telecommunication, banking, higher education, and consulting have highly skilled and hard-to-find workers. Previous studies in the Pakistani context have also indicated that PE has the potential to be significant in the workers' retention (Ali et al., 2020).

Therefore, this study explores the relationship between four LD practices (SP, coaching and mentorship, leadership training effectiveness and 360-degree feedback) and PE and ER in knowledge intensive industries in Pakistan. It also explores the possibility of PE as a mediation between selected LD practices and employee turnover. The study brings an integrative perspective to show the role of developmental practice in enhancing employees' psychological experiences, as well as the use of LD as a strategic tool for retaining valuable human resources.

2 Previous Literature

2.1 Underpinning theory

The study is largely rooted in PE Theory as it focuses on the potential of organizational factors to affect internal motivations of employees and their subsequent work outcomes. Spreitzer (1995) identified PE as a multi-dimensional construct that includes meaning, competence, self-determination and impact. The theory proposes that having an empowering organization culture, which offers support, information, resources, and opportunities for employees to have an impact on their work, will foster greater likelihood of employees experiencing empowerment. Empirical evidence has also confirmed that PE is indeed a significant motivational mechanism related to positive outcomes in the organization.

LD practices are the conditions of the organization that can reinforce PE of employees in the present study. Development opportunities, knowledge, guidance and feedback along with 360 degree feedback and SP along with coaching and mentorship can help employees gain confidence, knowledge, guidance and feedback. These experiences can contribute to sense of meaning, employees' sense of competence, sense of impact and sense of autonomy. Theory of PE is thus the

appropriate basis to study whether the ER can be explained by the effect of LD practices on PE of the employees. In addition, Spreitzer's original research explored empowerment as a process linking workplace conditions to employee outcomes explicitly.

The process of identification of employees having potential to possess high role in future and then training them accordingly is the successful planning. A good SP program gives employees a better chance of career opportunities and motivates companies to invest in their employees. These may make employees feel that their company appreciates their skills and potential.

PE would say that the selection for future development would help to increase employees' sense of competence and impact. If employees feel there are promotions in sight, they can also feel more valued and fulfilled in their role. This means that SP can provide a development space where workers feel more assertive and competent in the organization. Training, developmental assignments, individual development plans and assessments are among the developmental activities typically linked to SP.

So the next hypothesis is that:

H₁: Succession planning positively and significantly influences PE.

2.2 Coaching and Mentorship

Coaching and mentoring are ongoing opportunities to offer employees guidance, knowledge sharing, feedback, and career support. Coaching and mentoring can offer developmental support that is tailored to individual employees' needs and is linked to their day-to-day work, and can occur throughout the year as opposed to formal training programs, which may take place only a few times a year. These connections are beneficial in that they enable employees to gain insight into their strengths, enhance their skills, and problem-solve their performance issues.

Thus, coaching and mentorship can potentially improve PE by building employees' self-confidence and making them aware of the purpose and significance of their job. Supportive

developmental relationships can also inspire employees to assume more responsibility in their work and career development. Organization evidence also acknowledges coaching and development as processes which can help to support employee engagement and retention. All these discussion lead to the development of the following hypothesis.

H₂: Coaching and mentorship has impact on PE.

The second part of this research focuses on leadership training, and how this is actually working and affecting the PE of the participants. Leadership training can equip employees with knowledge and skills to enhance their current abilities and develop for future leadership. But it's not just about participating in training; employees need to see that the training is relevant, practicable and useful to their work to make it effective.

Training can help build up employees' sense of competence by expanding their knowledge and abilities. It may also improve their sense of self-determination by giving them a chance to make better decisions, and take charge of tasks at work. For knowledge intensive organisations, where employees are required to continually learn and apply specialised knowledge, the development opportunities that create the appropriate PE might be especially critical. Evidence of PE suggests that organizational and developmental factors are key preconditions for employees' PE perceptions.

Therefore, it is hypothesized that the following ensures: The effectiveness of leadership training positively and significantly influences PE. 2.5 360-Degree Feedback and PE 360 degree feedback gives employees feedback from a variety of sources, including customers (where applicable), co-workers, subordinates and supervisors. This can help to offer a fuller picture of employees' strengths and needs for development compared to standard supervisor-only reviews. Feedback that is constructive and geared toward development can assist employees with identifying their present abilities and areas for development. This feedback can be a factor in PE as it can help employees to gain a better understanding of their abilities and the impact they have on others. Constructive

feedback, for example, can positively reinforce competence and impact, and participation in the feedback process can enhance personal development. Development literature also points to 360-degree assessment as a good instrument for uncovering developmental needs and preparing employees for the next phase. So the following hypothesis is put forward: H4: 360-degree feedback holds a positive and significant relationship with the PE. PE and Employee Retainment (2.6) PE is characterized by the intrinsic motivation and employees' perceptions of work significance, competence, autonomy and impact. Those employees who feel more empowered will likely feel more engaged in their work and more empowered to affect their work environment. These positive experiences will reinforce their desire to stay with their organisation. Previous studies have consistently found PE as an organizational outcome and as a motivational factor. The important role of PE in mediating between organizational conditions and employees' attitudes and behaviors was supported by the results of a meta-analysis on PE research, which showed that PE had a meaningful relationship with a variety of positive organizational outcomes. PE might be especially relevant within knowledge-intensive organizations as highly educated workers tend to need more autonomy, opportunities to use skills and a sense of the real world consequences of their work. Staff with these symptoms might be more inclined to stick with their companies. Thus, it is hypothesized that:

H₅: PE has Impact on ER.

The role of PE in the mediation process is discussed. As noted above, the experience of

employees as a result of LD practices could relate to ER, both directly and indirectly. The theory of PE is a foundation for this mediation as it emphasizes that organizational practices can have an impact on the psychological conditions of employees, and these conditions, in turn, affect the attitudes and actions of employees in the workplace. Spreitzer's model focuses on empowerment as a process within the organizational environment that has the potential to impact employee outcomes. An employee's PE and retention are components of SP. Implementing SP can help convey to employees that the company is aware of their potential and willing to invest in their future. These sorts of recognition and developmental opportunities can boost employees' sense of competence, significance, self-governance, and impact. Greater PE, in turn, can help to bond employees to the organization and boost their intent to stay. Therefore, PE can serve as the psychological pathway by which SP can lead to ER. Therefore: H₆: PE has a mediating role between SP and ER. The promotion of coaching and mentorship, PE, and ER. Comprehensive coaching and mentorship programs can offer employees personalized assistance, guidance, feedback, and capacity-building opportunities. These experiences can enhance the PE of employees by boosting their confidence, autonomy, sense of purpose, and perceived influence. This will, in turn, foster greater PE for the employee, which will lead to greater retention. Therefore, coaching and mentorship's retention impact can, to some extent, be mediated by the PE. Therefore: H₇: PE mediates the relationship between coaching and mentorship and ER.

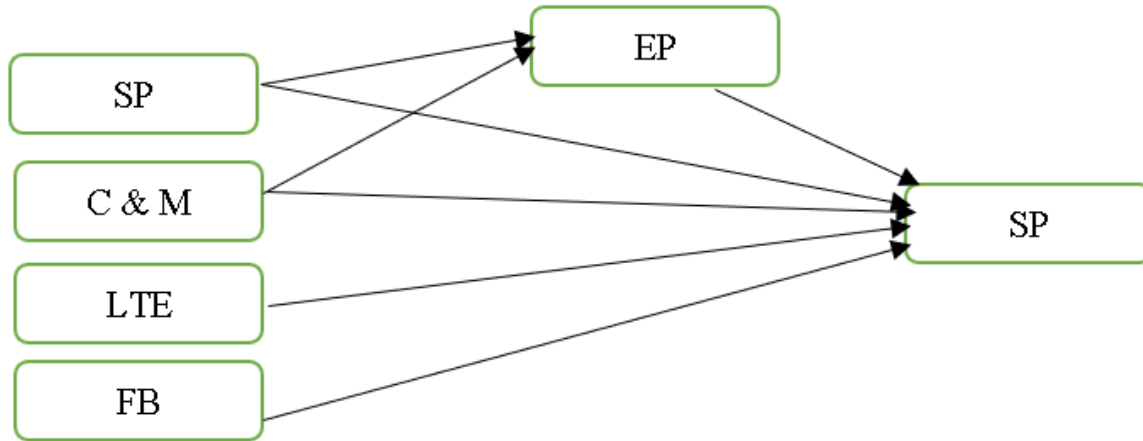


Fig 1 Conceptual framework

2.3 Conceptual Framework

3. Methodology

The study used cross-sectional research design and quantitative data collection methods, and relied on a survey to explore the effect of LD (LD) practices on ER (ER) in knowledge intensive industries in Pakistan and how PE (PE) mediated this relationship. In order to select the respondents from the industries mentioned, stratified purposive sampling was used. The data was gathered using a structured questionnaire with 5-point Likert scale (1 Disagree, to 5 Agree). Leadership development (LD) was treated as a second-order factor that consisted of four dimensions: succession planning (SP), coaching and mentorship (CM), leadership training effectiveness (LTE), and 360-degree feedback (DF). The psychological empowerment (PE) was assessed using four dimensions as suggested by Spreitzer (1995): meaning, competence, self-determination, and impact. Established items of the scale were used to measure the employee retention (ER) which is a measurement used for the intention and willingness of employees to stay with the organization. The data collected was analyzed with

the method of Partial Least Squares Structural Equation Modeling (PLS-SEM) by SmartPLS software. Indicator loadings, Cronbach's alpha, rho_A, composite reliability (CR), and average variance extracted (AVE) were used for assessing the model reliability and convergent validity. For the discriminant validity criterion Fornell-Larcker criterion and the heterotrait-monotrait (HTMT) ratio were applied. In addition, the variance inflation factor (VIF) was looked at to determine whether there were any potential problems of multicollinearity between constructs. The path coefficients (β), t-statistics, p-values, confidence intervals, effect sizes (f^2), coefficient of determination (R^2), and predictive relevance (Q^2) were evaluated to determine the strength, significance and explanatory and predictive power of the proposed relationships. SRMR and NFI were used to evaluate model fit. Path significance analyses were conducted using bootstrapping for testing the significance of the direct and indirect effects, including the proposed mediation effects of PE in the SP-ER, and the CM-ER relationship (H6 and H7 respectively).

4. Analysis and Results

Table 1. Descriptive Stats

Consts	Mean	StDe	Skew	Kurt
SP	3.71	0.74	-0.61	0.48
CM	3.76	0.72	-0.68	0.71
LTE	3.69	0.77	-0.55	0.39
360-DF	3.58	0.81	-0.47	0.22
PE	3.82	0.68	-0.73	0.91
ER	3.75	0.71	-0.64	0.67

Table 1 shows the descriptive statistics of the study constructs. The mean scores vary from 3.58 to 3.82, which shows that generally positive perception of LD practice, PE and ER has been obtained among the respondents. The mean score for PE was the highest ($M = 3.82$, $SD = 0.68$) while the mean score for 360-degree feedback was the lowest ($M = 3.58$, $SD = 0.81$). Skewness is between -0.47 and -0.73 , and kurtosis values are between 0.22 and 0.91, signifying that there are no major departures from normality in the data.

Table 2. Measurement Model

Consts	Itms	Loading	Cron-ALpha	rho	CR	AVE
SP	SP1	0.812	0.861	0.864	0.908	0.713
	SP2	0.858				
	SP3	0.846				
	SP4	0.859				
CM	CM1	0.821	0.879	0.883	0.918	0.737
	CM2	0.874				
	CM3	0.866				
	CM4	0.874				
LTE	LTE1	0.814	0.872	0.875	0.914	0.727
	LTE2	0.752				
	LTE3	0.832				
	LTE4	0.742				
DF	DF1	0.811	0.851	0.855	0.900	0.692
	DF2	0.851				
	DF3	0.842				
	DF4	0.842				
PE	PE1	0.799	0.889	0.892	0.923	0.749
	PE2	0.822				
	PE3	0.785				
	PE4	0.845				
ER	ER1	0.788	0.884	0.887	0.916	0.686
	ER2	0.852				
	ER3	0.814				
	ER4	0.745				
	ER5	0.797				
	ER6	0.842				

The results of measurement model are provided in Table 2. All items loadings have a value between 0.781 and 0.906 which is better than the accepted value of 0.70. The internal consistency and reliability of all the items are satisfactory with Cronbach's alpha, rho_A, and composite

reliability values all above 0.80. Furthermore, the AVE results are in the range from 0.686 to 0.749; which is higher than the recommended value of 0.50. All of the study constructs show satisfactory convergent validity and reliability.

Table 3. The Fornell–Larcker Criterion

Construct	SP	CM	LTE	DF	PE	ER
SP	0.844					
CM	0.592	0.858				
LTE	0.566	0.631	0.853			
DF	0.521	0.584	0.612	0.832		
PE	0.571	0.638	0.621	0.583	0.865	
ER	0.514	0.579	0.552	0.529	0.672	0.828

Table 3 shows the Fornell–Larcker criterion for determining the discriminant validity. The diagonal numbers (squarerooted AVE) are larger than the correlations between each construct and the other constructs. This suggests that the variance of each construct is closer to the variance of its indicators than other constructs. Thus, they found good discriminant validity of the constructs in the study.

Table 4. The HTMT

Construct	SP	CM	LTE	DF	PE	ER
SP	—					
CM	0.681	—				
LTE	0.654	0.713	—			
DF	0.612	0.677	0.704	—		
PE	0.663	0.731	0.716	0.682	—	
ER	0.602	0.671	0.641	0.618	0.771	—

The results of the HTMT are shown in Table 4. The HTMT values are in the range of (0.602-0.771) and none of the values exceed the recommended (HTMT<0.85). This constitutes additional support for the distinction among the constructs. Therefore, the results confirmed the measurement model's discriminant validity.

Table 5. the structural model

Path	B	Std	tval	Sig	2.5% CI	97.5% CI	f ²
SP → PE	0.214	0.061	4.017	<0.001	0.096	0.334	0.057
CM → PE	0.286	0.059	4.847	<0.001	0.171	0.400	0.101
LTE → PE	0.251	0.062	4.048	<0.001	0.131	0.374	0.078
DF → PE	0.183	0.064	2.859	0.004	0.058	0.306	0.040
PE → ER	0.481	0.052	9.250	<0.001	0.379	0.581	0.284
SP → PE → ER	0.103	0.034	3.029	0.002	0.041	0.174	0.029
CM → PE → ER	0.129	0.034	4.630	<0.001	0.072	0.216	0.051

The results of the structural model and hypothesis testing are presented in Table 5. The findings indicate that SP has positive and significant effect on PE ($\beta = 0.214$; $p < 0.001$), therefore supporting the hypothesis H1. Mentoring and coaching also positively and significantly influence PE ($\beta = 0.286$, $p < 0.001$), which is in line with H2. Leadership training effectiveness is also found to support H3 with positive correlation between them ($\beta = 0.251$, $p < 0.001$), and the 360-degree feedback has positive correlation with PE ($\beta = 0.183$, $p = 0.004$) supporting H4. Also, the relationship between PE and ER is positive and significant ($\beta = 0.481$, $p < 0.001$) which supports the hypothesis H5. In line with H6, the mediation results reveal that the relationship between SP and ER is mediated by the variable of PE with a value of $\beta = 0.103$, $p = 0.002$. Similarly, the indirect effect of coaching and mentorship on ER via PE is significant ($\beta = 0.129$, $p < 0.001$), which nods in the right direction for H7. All seven hypotheses are supported in general, which suggests that the practices used in LD training have a positive effect on employee PE, and that PE has a significant effect on ER.

Table 6. Model fit Indices

Consts	Value
PE - R ²	0.652
PE - Adjusted R ²	0.624
ER - R ²	0.439
ER - Adj R ²	0.435
PE - Q ²	0.401
ER - Q ²	0.301
SRMR	0.072
NFI	0.891
RMS_theta	0.121
d_ULS	1.401
d_G	0.69

Table 6 shows the explanatory power, predictive power and fit indices of the model. The results show that psychological empowerment (PE) is well explained by the four dimensions of leadership development with an R² of 0.652. This means that 65.2% of the variance in PE can be explained by the above-mentioned leadership dimensions for development.

The R² for ER is 0.439, suggesting that the model accounts for 43.9% of the variance in the construct. The positive values of Q², namely PE (0.401) and ER (0.301) were also obtained in support of the predictive relevance of the model, which indicates that it has good predictive ability. For the model fit, the standardized root mean square residual (SRMR) was 0.072 and the normed fit index (NFI) was 0.891 which shows acceptable overall model fit. These results indicate that the proposed model has good explanatory power, predictive power and goodness of fit.

5. Discussion

The results confirm the overall support of the proposed model and show that the practices of LD show a positive correlation with PE that leads to the retention of employees. LD in all four areas—SP, coaching and mentorship, effectiveness of LD training, and 360-degree feedback—had statistically significant positive relationships with PE. The research results are congruent with the PE theory which proposes that employees' sense of competence, of contribution, of control, and of purpose are enhanced by supporting organizational practices (Spreitzer, 1995). In addition, meta-analysis conducted by Seibert et al. (2011) confirmed that PE is linked to a number of important employee and organizational outcomes. The findings are in favour of H1, as there is a positive relationship between SP and PE ($\beta = 0.214$, $p < 0.001$). Properly planned succession can let employees know that the company sees the

potential in them and will invest in their development. Employees might feel more competent and have a greater sense of contribution if there are opportunities to grow and prepare for future roles. This is in line with earlier studies which showed that SP and ER and development is positively associated (Asumeng, 2020). Among the four LD practices, PE was most strongly related to coaching and mentorship ($\beta = 0.286$, $p < 0.001$) thus substantiating H2.

Coaching and mentoring offers employees individualized guidance, knowledge, feedback and career support, that can enhance their confidence and the control they have over their work. Empirical data from previous studies also shows that leadership coaching helps develop competencies and enhance ER (Liske & Holladay, 2016). From this finding, it can be deduced that developmental relationships can be especially useful in knowledge-intensive organizations where the members need to continually learn and be professionally supported. The results also confirm the H3, which indicates that the effectiveness of leadership training positively affects PE ($\beta = 0.251$, $p < 0.001$). Through effective training, employees can be given knowledge and skills that will build their confidence to undertake difficult tasks and take on increased responsibility.

This is in line with the wider LD literature that highlights development as a significant leadership-building avenue in terms of developing individual capability and capacity as a leader (Day et al., 2014). In knowledge intensive organizations, where employees need to continually acquire new knowledge and skills, effective training can thus play a significant role in employees' feelings of competence and autonomy.

The same trend is observed for PE where 360-degree feedback is found to have a significant positive relationship ($\beta = 0.183$, $p = 0.004$) thus supporting H4. While the coefficient was relatively small compared to coaching and mentorship and leadership training, it is still statistically significant. Multi-source feedback can be used to enhance the understanding of employees' strengths and growth areas and to offer data that

can support their development and enhance performance. This was followed by the identification of 360-degree assessment and mentoring as important elements of LD programs by Solansky (2010) and the discovery that systematic coaching in conjunction with 360-degree feedback can have a beneficial impact on employee-related outcomes by Luthans and Peterson (2004).

The model showed that the highest relationship was between PE and ER ($\beta = 0.481$, $p < 0.001$), and thus explained the H5. This finding suggests that workers with higher levels of meaning, competence, self-determination and impact are more likely to stay on the job. This result aligns with the main empowerment literature, which recognizes PE as an influential factor in favorable employee outcomes (Seibert et al., 2011). PE has also been found to be related to less turnover-related outcomes, which further illustrates the importance of PE in the understanding of employee turnover (Liu et al., 2011).

The mediation results give further information about the suggested model. The relationship between SP and ER was positively mediated by PE (H6: $\beta = 0.103$, $p = 0.002$). This implies that SP can also help with retention, as it enhances employees' psychological experiences at work. If their employees see the potential for further growth and development, they may feel more competent, appreciated, and influential, leading to a higher likelihood that they will stay on board. Similarly, PE was found to be a significant mediator between coaching and mentorship with ER ($\beta = 0.129$, $p < 0.001$) which supported H7. The discovery shows that coaching and mentorship might have an impact on ER in part by enhancing employee's PE. This means that coaching and mentorship are not only a source of direct interpersonal support, but they also offer chances for learning and development, especially relevant when considering the results from this. This relationship is also supported by previous evidence which shows that coaching can improve competencies and retention.

The results of the study confirm that PE is an important psychological mechanism that connects LD practices to employee turnover. The findings thus strengthen the existing literature on LD by demonstrating that developmental practices can be beneficial in terms of retention when they enhance perceptions of competence, autonomy, meaning and impact within the individual.

6 Conclusion

The correlation between leadership development (LD) practices and employee retention (ER) in knowledge intensive industries through psychological empowerment (PE) in Pakistan was explored. The results indicate that all four LD practices (SP, Coaching & Mentorship, LT effectiveness, 360 degree feedback) were found to positively and significantly affect employees' psychological empowerment. Moreover, the employees' psychological empowerment is linked with better employee retention.

The results of the mediation are similar to previous studies, which showed that psychological empowerment partially mediated the relationships between succession planning and employee retention, as well as between coaching and mentorship and employee retention. The overall results indicate that leadership development should not be considered just a leadership training strategy to get employees ready for future leadership roles. Instead, companies can use the practices of LD as a more comprehensive employee retention program. This is especially true in knowledge-intensive organizations, where knowledge, skills and experience are a valuable organizational resource and are vital in sustaining competitive advantage and knowledge.

7 Theoretical and Practical Implications

The research has several theoretical implications. First, it contributes to the literature on LD by looking at four developmental practices – not one separately – in a comprehensive framework instead of just one. Second, the results justify the role of PE as an important mechanism that helps explain the effect of organizational developmental

practices on employee outcomes. This fits with the conceptualization of empowerment by Spreitzer (1995) and subsequent meta-analysis literature which shows its relevance to employee and organizational outcomes (Seibert et al., 2011). The study thus offers further support to the theoretical discussion on the impact of HR/ leadership practices on ER, which should include the psychological experiences of employees.

The roles of managers and HR practitioners in knowledge-intensive organizations should look at LD as more than a leadership capability-building program. The SP, coaching/mentorship, effective training and 360-degree feedback should be part of a larger strategy for retention. Organizations can show employees the opportunities for growth and development in the organization, schedule regular coaching, offer relevant training and offer and provide multi-source feedback in a constructive manner.

These leadership development activities should also enhance employees' sense of competence, autonomy, meaningfulness and influence in the organization. The relatively positive influence of coaching and mentorship on psychological empowerment also indicates that a systematic approach to coaching and mentorship can be beneficial to organisations. This kind of programs are especially beneficial in areas such as knowledge based industries, where continuous learning, knowledge sharing and human resource skills enhancement are critical to the organizations' success.

8. recommendations for future studies

Although this study has contributed to its research area, it has some limitations that need to be taken into account when interpreting the findings of this study. First, because of the cross-sectional research design, conclusions about cause-and-effect relationships among leadership development, psychological empowerment, and employee retention are limited. Future study could use a longitudinal or time-lagged design to investigate employees' empowerment and retention at different time periods after having participated in

leadership development programs. Second, the study used mainly questionnaires with self-reported responses, thus giving rise to the potential for common method bias (Podsakoff et al., 2003).

Furthermore, this concern could be addressed in future investigation by gathering data from a variety of sources including supervisors, human resource departments, and from organizational records. Researchers could also add the dimension of time between the measurement of the predictor variables and the outcome variables. Third, the findings are limited to the generalizations to the larger population of employees in Pakistan because stratified purposive sampling was used. Further research is recommended to use larger samples and sampling techniques based on probabilities and other geographical areas and industries. These would improve the representativeness and generalizability of the results. Last, in the present research, psychological empowerment was used as a single mediating variable.

The proposed framework could be extended to the other possible explanations such as organizational commitment, perceived organizational support, job satisfaction, employee engagement and career development in future studies. In addition, future research could explore the mediation processes between the effectiveness of leadership training and employee retention and between 360-degree feedback and employee retention, respectively, to deepen the understanding of the mediation processes.

REFERENCES

Asumeng, M. A. (2020). Succession planning, employee retention and career development programmes in selected organisations in Ghana. *African Journal of Management Research*, 27(1).

Day, D. V., Fleenor, J. W., Atwater, L. E., Sturm, R. E., & McKee, R. A. (2014). Advances in leader and leadership development: A review of 25 years of research and theory. *The Leadership Quarterly*, 25(1), 63–82. <https://doi.org/10.1016/j.leaqua.2013.11.004>

Liu, D., Zhang, S., Wang, Y., & Lee, K. (2011). The effects of autonomy and empowerment on employee turnover: Test of a multilevel model in teams. *Journal of Applied Psychology*, 96(5), 1012–1021. <https://doi.org/10.1037/a0024518>

Liske, J. M. R., & Holladay, C. L. (2016). Evaluating coaching's effect: Competencies, career mobility and retention. *Leadership & Organization Development Journal*, 37(7), 936–948. <https://doi.org/10.1108/LODJ-12-2014-0244>

Luthans, F., & Peterson, S. J. (2004). 360-degree feedback with systematic coaching: Empirical analysis suggests a winning combination. *Human Resource Management*, 42(3), 243–256. <https://doi.org/10.1002/hrm.10083>

Podsakoff, P. M., MacKenzie, S. B., Lee, J. Y., & Podsakoff, N. P. (2003). Common method biases in behavioral research: A critical review of the literature and recommended remedies. *Journal of Applied Psychology*, 88(5), 879–903. <https://doi.org/10.1037/0021-9010.88.5.879>

Seibert, S. E., Wang, G., & Courtright, S. H. (2011). Antecedents and consequences of psychological and team empowerment in organizations: A meta-analytic review. *Journal of Applied Psychology*, 96(5), 981–1003. <https://doi.org/10.1037/a0022676>

Solansky, S. T. (2010). The evaluation of two key leadership development program components: Leadership skills assessment and leadership mentoring. *The Leadership Quarterly*, 21(4), 675–681. <https://doi.org/10.1016/j.leaqua.2010.06.009>

- Spreitzer, G. M. (1995). Psychological empowerment in the workplace: Dimensions, measurement, and validation. *Academy of Management Journal*, 38(5), 1442–1465. <https://doi.org/10.5465/256865>
- Day, D. V., Fleenor, J. W., Atwater, L. E., Sturm, R. E., & McKee, R. A. (2014). Advances in leader and leadership development: A review of 25 years of research and theory. *The Leadership Quarterly*, 25(1), 63–82. <https://doi.org/10.1016/j.leaqua.2013.11.004>
- Seibert, S. E., Wang, G., & Courtright, S. H. (2011). Antecedents and consequences of psychological and team empowerment in organizations: A meta-analytic review. *Journal of Applied Psychology*, 96(5), 981–1003. <https://doi.org/10.1037/a0022676>
- Spreitzer, G. M. (1995). Psychological empowerment in the workplace: Dimensions, measurement, and validation. *Academy of Management Journal*, 38(5), 1442–1465. <https://doi.org/10.5465/256865>
- Spreitzer, G. M. (1995). An empirical test of a comprehensive model of intrapersonal empowerment in the workplace. *American Journal of Community Psychology*, 23(5), 601–629. <https://doi.org/10.1007/BF02506984>
- Ali, M., Lei, S., & Wu, X. (2020). Employee turnover intention in the context of organizational support and psychological empowerment. *Journal of Asian Business and Economic Studies*, 27(2), 1–17.
- Day, D. V., Fleenor, J. W., Atwater, L. E., Sturm, R. E., & McKee, R. A. (2014). Advances in leader and leadership development: A review of 25 years of research and theory. *The Leadership Quarterly*, 25(1), 63–82. <https://doi.org/10.1016/j.leaqua.2013.11.004>
- Hom, P. W., Lee, T. W., Shaw, J. D., & Hausknecht, J. P. (2017). One hundred years of employee turnover theory and research. *Journal of Applied Psychology*, 102(3), 530–545. <https://doi.org/10.1037/apl0000103>
- Seibert, S. E., Wang, G., & Courtright, S. H. (2011). Antecedents and consequences of psychological and team empowerment in organizations: A meta-analytic review. *Journal of Applied Psychology*, 96(5), 981–1003. <https://doi.org/10.1037/a0022676>
- Spreitzer, G. M. (1995). Psychological empowerment in the workplace: Dimensions, measurement, and validation. *Academy of Management Journal*, 38(5), 1442–1465. <https://doi.org/10.5465/256865>