The effect of compensation, career development and job satisfaction on employee turnover intention at hooray school Bali

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Article Info	ABSTACT
	This study aims to identify the influence of compensation, career development, and job satisfaction on employee exit intention at Hooray School Bali, as well as explore the mediating role of job satisfaction in the relationship. This research uses quantitative methods with Partial Least Squares (PLS) based Structural Equation Modeling (SEM) analysis. The research sample consisted of 36 teachers and employees of Hooray School, who were selected using total sampling technique. Data were collected through questionnaires and analyzed using SmartPLS. The hypotheses tested include the effect of compensation and career development on turnover intention, as well as the mediating role of job satisfaction. The results showed that compensation had no significant effect on turnover intention, career development also had no significant effect on turnover intention, and job satisfaction did not mediate the relationship between these two variables and turnover intention. However, compensation and career development have a significant positive effect on job satisfaction. The limitations of this study lie in the small sample size and limited location coverage. This study contributes to human resource management, especially in the context of reducing turnover intention through improving career development and job satisfaction in educational institutions.

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Introduction

Retaining and managing employees is a challenge faced by many organizations, including educational institutions such as Hooray School Bali. Human resources are the most important asset in achieving organizational goals, with good human resource management, organizations can develop sustainably (Mohiuddin et al., 2022). In the context of education, the effectiveness and efficiency of workforce management largely determines operational and academic success (Akpa et al., 2021). However, non-optimal human resource management can lead to high turnover intention rates, which in turn can hinder the achievement of institutional goals (Bozkus, 2023). Turnover in educational institutions can be influenced by various factors, such as high work pressure and lack of career development opportunities (Karomah, 2020). In addition, low levels of satisfaction with compensation and lack of support in managing job stress also contribute to high turnover

intention in this sector. If not managed well, this can increase employees' desire to seek opportunities outside the institution, even though the education sector has different characteristics compared to other sectors.

One of the factors that influence turnover intention is the level of employee job satisfaction. Job satisfaction reflects the extent to which individuals feel satisfied or dissatisfied with their jobs, which includes aspects such as compensation and career development (Friday, 2021); (Citrawati & Khuzaini, 2021). In the context of educational institutions, fair compensation and appropriate career development can be key elements in retaining a qualified workforce. Appropriate compensation reflects the organization's efforts in improving employee welfare and can influence their loyalty (Asih, 2021). In addition, career development that does not meet employee expectations is often the main reason for increased turnover intention. Employees who feel there are no clear career prospects tend to look for opportunities outside the organization. Conversely, career development that meets expectations can increase job satisfaction and reduce turnover intention (Irawan & Komara, 2020.

The level of turnover intention is a very significant issue for educational institutions such as Hooray School Bali, given its impact not only on the continuity of the institution's operations, but also on the quality of educational services provided to students. High turnover intention among teaching and administrative staff can lead to disruption in the teaching-learning process, increased workload for remaining employees, as well as increased costs of recruiting and training new employees (Ong & Mahazan, 2020). In addition, these issues can also reduce students' and parents' trust in the stability and professionalism of the institution, which may ultimately affect Hooray School Bali's reputation as one of the education service providers in the region.

Various previous studies have highlighted the importance of compensation and career development in reducing turnover intention in various sectors. For example, (Parwita & Prastyadewi, 2024) research shows that fair and transparent compensation can increase job satisfaction, which has an impact on reducing intention to leave the organization. On the other hand, (Irawan & Komara, 2020a) asserted that career development that matches employee expectations plays an important role in maintaining a quality workforce. However, most of these studies focus more on the corporate or manufacturing sector, while in-depth studies on the relationship between these factors in the context of educational institutions, especially in the Hooray School Bali environment, are still very limited. This gap forms the basis of the importance of this study, which aims to fill the literature gap by examining specifically how compensation and career development influence turnover intention in educational institutions, as well as providing practical recommendations relevant to the needs of the sector.

This study will focus on the effect of compensation and career development on turnover intention at Hooray School Bali. This study is important to provide strategic recommendations to overcome the challenges faced by educational institutions, especially in maintaining quality human resources. This research not only aims to support the operational and academic sustainability of the institution, but also provides practical benefits for Hooray School Bali by providing concrete guidelines to improve employee job satisfaction, reduce turnover intention, and create a more supportive and productive work environment. In addition, the results of this study are expected to be a significant contribution to the development of literature in the field of human resource management, especially in the context of educational institutions, by offering new insights into the effect of compensation and career development on turnover intention. Thus, this research is not only relevant for educational institutions such as Hooray School Bali, but can also be a reference for other organizations facing similar challenges.

Literatur Review

Attribution Theory
Attribution theory provides an explanation of the process of determining the cause or motive of a person's behavior. This theory refers to how a person explains the causes of other people's or one's own behavior that are determined whether internally or externally and the influence will be seen in the behavior of the individual (Rahman & Rachman, 2021). In the context of this study, the focus on internal attributions is relevant because it concerns individuals' perceptions of locus of control, personal performance evaluation, and turnover intention that have not yet materialized into action. Internal attribution can serve as an important mechanism in understanding why an employee considers changing jobs, especially when they feel tht their performance is influenced by factors that are within their control. For example, the perception that failure or success at work is due more to personal ability or effort may trigger a desire to seek opportunities that are more in line with individual expectations and goals. Thus, this theory helps explain the relationship between individual perceptions and the decision to consider turnover intention(Rahman & Rachman, 2021); (Racist, 2021).

The Effect of Compensation on Turnover Intention
The compensation received by employees during work can be considered for turnover intention if in the process there is no increase in value or additional compensation at a predetermined time. This is in accordance with research conducted by, which explains that there is a negative and significant influence compensation on turnover intention between (Candra, 2022)(Agustine & Nawangsari, 2020; Annisa et al., 2023; Purwanto, 2020; Wulandari & Prahiawan, 2019). Therefore, the first hypothesis in this study is in the form of: H1: compensation has a negative effect on turnover intention

The Effect of Career Development on Turnover Intention
Career development is the process of improving a person's work ability that encourages an increase in work performance in order to achieve the desired career (Annisa, et al., 2023). Therefore, if the employee's career development is getting better, then the level of turnover intention can be less likely to occur. This is in accordance with research conducted by, which explains that there is a negative and significant influence between career development and turnover intention (Parmanasari & Suryani, 2018; Sinaga et al., 2022). H2: Career development has a negative effect on turnover intention

The Effect of Job Satisfaction on Turnover Intention
High job satisfaction can affect the level of turnover intention, employees in a work environment that tends to be smaller because the company has succeeded in providing a comfortable and satisfying environment for employees during work. Employees who are more satisfied with their jobs should be less likely to move. This is in accordance with research conducted by, which explains that there is a negative and significant influence between job satisfaction and turnover intention (Marzuqi, 2021)(Wulandari & Prahiawan, 2019). Therefore, the third hypothesis in this study is in the form of H3: job satisfaction has a negative effect on turnover intention

The Effect of Compensation on Job Satisfaction
If the compensation received by employees is less or even decreases in nominal amount, then the wages received by employees may be less to meet their living needs, so they do not feel satisfied at work.(Sugianto et al., 2022) This is in accordance with research conducted by, which explains that there is a positive and significant influence between compensation and job satisfaction (Parmanasari & Suryani, 2018; Reza et al., 2024). Therefore, the fourth hypothesis in this study is in the form of H4: compensation has a positive effect on job satisfaction

The Effect of Career Development on Job Satisfaction
A good career development that is in accordance with the company's provisions and employee achievements, the job satisfaction felt by employees will be higher. Career development is also a trigger for employee dissatisfaction. This is in accordance with research conducted by, which explains that there is a positive and significant influence between career development and job satisfaction (Artha & Yes, 2023). Therefore, the fifth hypothesis in this study is in the form of H5: Career development has a positive effect on job satisfaction

The Effect of Compensation on Turnover Intention Through Job Satisfaction
The compensation received by employees during work can be considered for turnover intention if there is no increase in value or additional compensation at a predetermined time in the process. In addition, with appropriate compensation given to employees, it will affect job satisfaction and also have an impact on the level of turnover intention (Asih, 2021). This is in accordance with research conducted by, which explains that there is a negative and significant influence compensation on turnover intention through job satisfaction between (Agustine & Nawangsari, 2020; Parmanasari & Suryani, 2018; Purwanto, 2020). Therefore, the sixth hypothesis in this study is in the form of H6: compensation has a negative effect on turnover intention through job satisfaction

The effect of career development on turnover intention through job satisfaction
Career development achieved by employees during work can be considered for turnover intention if the process is not in accordance with employee expectations in a work environment. In addition, (Irawan & Komara, 2020b)career development that runs according to employee expectations will affect job satisfaction and also have an impact on the level of turnover intention (Anonymous, 2023). This is in accordance with research conducted by, which explains that there is a negative and significant influence career development on turnover intention through job satisfaction between (Parmanasari & Suryani, 2018; Sinaga et al., 2022). Therefore, the seventh hypothesis in this study is in the form of H7: Career development has a negative effect on turnover intention through job satisfaction

Based on the literature review, the conceptual framework in this study is described in Figure 1 and raises 7 hypotheses in this study.
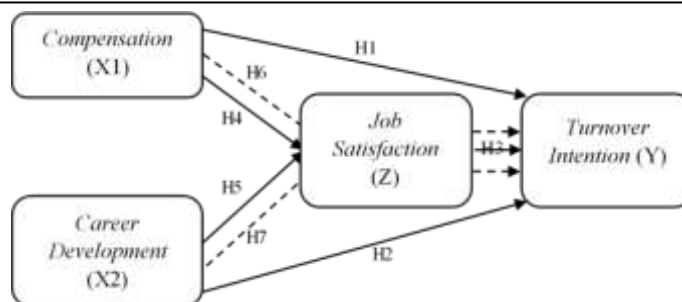
Figure 1. Conceptual Thinking Framework

Method

Research design

This research is causal associative using a quantitative approach. Causal associative research is a study that aims to test the influence between two or more variables, namely looking for cause and effect between independent variables and dependent variables.

Scope of research

This research was conducted by Hooray School in Bali Province, precisely on Jl. Teuku Umar Barat No.335 Blok B/C, Padangsambian, Kec. The determination of the number of samples in this study used *Total Sampling*. The sample that will be used in this study is 36 people. Although the sample size used in this study is limited, the selection of Total Sampling which covers the entire population of Hooray School Bali ensures that the sample selected is representative for the institution. Therefore, the results of this study can provide an accurate picture of the situation at Hooray School Bali, although it cannot be generalized to the entire education sector.

Research Instruments

This study uses a questionnaire as a research instrument. The measurement scale used is the Likert Scale 1 to 5, where a value of 1 indicates the size of a strongly disagreeing statement (STS), a value of 2 indicates a size of a disagreeing statement (TS), a value of 3 indicates a neutral statement (CS), a value of 4 indicates an agreeing statement (S) and a value of 5 indicates a strongly agreeing statement (SS). To anticipate respondent bias, particularly social bias that may influence answers in the use of closed-ended questionnaires, this study implemented several strategies. First, the questionnaire was designed in such a way with clear and impartial language that respondents felt comfortable to give honest answers and were not influenced by external factors. In addition, to reduce the possibility of social bias, the questionnaire guaranteed respondents' confidentiality and anonymity, allowing them to provide answers without feeling watched or judged. In addition, respondents were made aware that their answers would be used for academic research purposes only and would not affect their relationship with the school. This approach is expected to minimize the influence of social bias in the research results.

Statistical analysis

This research uses Structural Equation Modeling (SEM) with a variance-based SEM (VB-SEM) approach through Partial Least Squares (PLS), which is processed using SmartPLS version 3.0 to test the hypothesis and produce a feasible model. To ensure the quality of the measurement model, this study conducted validity and reliability tests. The validity test is carried out by measuring Convergent Validity using Average Variance Extracted (AVE) and Discriminant Validity through Fornell-Larcker criteria and Heterotrait-Monotrait Ratio (HTMT). Meanwhile, the reliability test is carried out with Composite Reliability (CR) and Cronbach's Alpha (CA), where the CR and CA values above 0.7 are considered to indicate good reliability. The use of SEM-PLS is very suitable for this study because this method allows testing complex relationships between latent variables even with relatively small sample sizes, and does not require normally distributed data, which provides flexibility in data processing. SEM-PLS is also able to estimate multivariate relationships between variables, both direct and indirect, which is very important in understanding the dynamics between compensation, career development, and turnover intention in this study.

Results and Discussion

Evaluation of Measurement Model (Outer Model)

There are three criteria in the data analysis technique with Smart PLS to assess the outer model, namely Covergent Validity, Discriminate Validity and Composite Reliability.

Convergent Validity

The results of the outer model examination can be known the outer loading of each indicator on a variable, as presented in Table 1 below.

Table 1 <Outer Loading Research Indicators>

	Career development (X2)	Compensation (X1)	Job Satisfaction (Z)	Turnover Intention (Y)
X1.1		0,752		
X1.2		0,894		
X1.3		0,896		
X1.4		0,913		
X1.5		0,503		
X1.6		0,782		
X2.1	0,721			
X2.2	0,693			
X2.3	0,577			
X2.4	0,795			
X2.5	0,892			
X2.6	0,883			
X2.7	0,075			
X2.8	-0,343			
Y1				0,853
Y2				0,649
Y3				0,863
Y4				0,774
Y5				-0,325
Y6				0,730
Y7				0,785
Y8				0,769
Z1			0,966	
Z2			0,953	
Z3			0,896	
Z4			0,900	
Z5			0,617	
Z6			0,837	
Z7			0,907	
Z8			0,915	
Z9			0,320	
Z10			0,692	

Source: Processed Data, 2024

Based on Table 1, it shows that not all indicators have a > value of 0.5. There are several indicators that have a nlai <0.5, namely the X2.7, X2.8, Y5, and Z9 indicators. Based on this statement, the researcher eliminated the research data on the value of the instrument with indicators that are still at the minimum limit value of convergent validity of 0.5, namely indicators X2.7, X2.8, Y5, and Z9. Therefore, *the outer loading* table can be displayed as follows:

Table 2 <Outer Loading Results After Elimination>

	Career development (X2)	Compensation (X1)	Job Satisfaction (Z)	Turnover Intention (Y)
X1.1		0,748		
X1.2		0,893		
X1.3		0,898		
X1.4		0,913		
X1.5		0,504		
X1.6		0,785		
X2.1	0,742			
X2.2	0,693			

	Career development (X2)	Compensation (X1)	Job Satisfaction (Z)	Turnover Intention (Y)
X2.3	0,589			
X2.4	0,809			
X2.5	0,888			
X2.6	0,882			
Y1				0,857
Y2				0,662
Y3				0,882
Y4				0,798
Y6				0,716
Y7				0,777
Y8				0,767
Z1			0,964	
Z2			0,947	
Z3			0,903	
Z4			0,909	
Z5			0,630	
Z6			0,840	
Z7			0,917	
Z8			0,924	
Z10			0,672	

Source: Data Processed, 2024

Based on the results of the elimination, it can be concluded that the data in this study has met the convergence validity test based on the outer loading value > 0.5 (Afthanorhan, 2013).

Discriminat Validity
The results of the measurement of each cross-loading value can be seen in Table 3.

Table 3 <Cross Loading Results after elimination

	Career development (X2)	Compensation (X1)	Job Satisfaction (Z)	Turnover Intention (Y)
X1.1	0,697	0,748	0,722	0,552
X1.2	0,442	0,893	0,766	0,351
X1.3	0,358	0,898	0,740	0,312
X1.4	0,497	0,913	0,780	0,382
X1.5	-0,007	0,504	0,191	0,007
X1.6	0,532	0,785	0,742	0,521
X2.1	0,742	0,305	0,389	0,567
X2.2	0,693	0,453	0,502	0,446
X2.3	0,589	0,283	0,336	0,486
X2.4	0,809	0,417	0,584	0,453
X2.5	0,888	0,557	0,785	0,602
X2.6	0,882	0,623	0,808	0,609
Y1	0,503	0,378	0,418	0,857
Y2	0,498	0,127	0,281	0,662
Y3	0,545	0,436	0,518	0,882
Y4	0,431	0,491	0,569	0,798
Y6	0,565	0,282	0,383	0,716
Y7	0,513	0,352	0,452	0,777
Y8	0,637	0,562	0,639	0,767
Z1	0,744	0,826	0,964	0,574
Z2	0,782	0,824	0,947	0,605
Z3	0,623	0,794	0,903	0,581
Z4	0,671	0,766	0,909	0,630
Z5	0,576	0,471	0,630	0,225
Z6	0,588	0,715	0,840	0,479
Z7	0,577	0,846	0,917	0,452
Z8	0,640	0,824	0,924	0,541

Source: Data Processed, 2024

Based on the table above, it can be seen that the cross loading value has met the good discrimination validity standard because the cross loading value of the indicator is greater than the cross loading value of other variable indicators.

Reliability
The results obtained from the test are described in Table 4.

Table 4 <Reliability Test Results>

	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Career development (X2)	0,864	0,898	0,600
Compensation (X1)	0,887	0,913	0,645
Job Satisfaction (Z)	0,955	0,963	0,746
Turnover Intention (Y)	0,893	0,917	0,613

Source: Data Processed, 2024

The test results in table 5.12 show that each variable has a Cronbach alpha value of > 0.7, a composite reliability > 0.6, and an AVE value of > 0.5. Thus, the reliability test conducted in this study has met the set requirements.

Structural Model Evaluation (*Inner Model*)
The basis for the implementation of structural model evaluation is in accordance with R^2 (coefficient of determination and hypothesis testing.

Coefficient of determination (R^2)
The description of the results obtained from the test can be seen in table 5.

Table 5 <R^2 Test Results>

	R Square	R Square Adjusted
Job Satisfaction (Z)	0,864	0,856
Turnover Intention (Y)	0,483	0,435

Source: Data Processed, 2024

The results of the job satisfaction variable test obtained an R^2 value of 0.864 which indicates that the variation of the job satisfaction variable can be described by the compensation and career development variables of 86.4%. Then the remaining 13.6% is a contribution from other variables that were not studied in this study. Furthermore, the results of the test of the turnover intention variable obtained an R^2 value of 0.483 which indicates that the variation contained in the turnover intention variable can be described by the compensation and career development variables of 48.3%. Then the remaining 51.7% is a contribution from other variables that were not studied in this study. In accordance with the R^2 analysis, the results stated that the above proportion amount shows the variation contained in the dependent variable described by the independent variable.

Predictive relevan (Q^2)
Models that have accurate predictive relevance to a particular construct are grafted with a Q2 value > 0, then models that lack predictive relevance are depicted with a Q2 value < 0.(Hair Jr et al., 2021)

Tabel 6 <Cross-Validated Redundancy Q2>

	SSO	SSE	Q^2 (=1-SSE/SSO)
Career Development (X2)	216,000	216,000	
Compensation (X1)	216,000	216,000	
Job Satisfaction (Z)	324,000	120,870	0,627
Turnover Intention (Y)	252,000	191,361	0,241

Source: Data Processed, 2024

Based on the Q2 values presented in the table above, it shows that the values of the Q2 compensation, career development, job satisfaction, and turnover intention variables > 0, so it can be concluded that the accuracy of the path model prediction is acceptable.

Hypothesis
The determination of the elaboration of the test results obtained can be described through table 7 Total Effects Between Variables through Direct Relationships and table 7 Special Effects Between Variables through Indirect Relationships, as follows.

Table 7 <Total Effect Between Variables through Direct Relationship>

	Original Sample (O)	T Statistics (|O/STDEV|)	P Values	Information
Compensation (X1) -> Turnover Intention (Y)	0,142	1,067	0,352	H1: Not accepted
Career development (X2) -> Turnover Intention (Y)	0,599	4,206	0,000	H2: Not accepted
Job Satisfaction (Z) -> Turnover Intention (Y)	0,181	0,442	0,659	H3: Not accepted
Compensation (X1) -> Job Satisfaction (Z)	0,644	8,912	0,000	H4: accepted
Career development (X2) -> Job Satisfaction (Z)	0,385	5,312	0,000	H5: accepted

Source: Data processed, 2024

Based on Table 7, the results of hypothesis testing are obtained as follows: 1) Compensation has no effect on turnover intention. This can be seen from the statistical t 1.067 < 1.68 and the positive o valueof the sample. However, the p-value of 0.352 > 0.05 states that there is no significant relationship between the variables. Therefore, it can be concluded that H1 is not supported. 2) Career development has a significant positive effect on the level of turnover intention. This can be seen from the t-statistic of 4.206 > 1.68 p-value 0.000 < 0.05 and the o-riginal sample value is positive. Therefore, based on these values, this second hypothesis can be concluded thatH2 is not supported. 3) Job satisfaction has no effect on turnover intention. This can be seen from the statistical t of 0.442 < 1.68 and the value of the positive original sample. However, the p-value was 0.659 > 0.05, which stated that there was no significant relationship between the variables. Therefore, it can be concluded that H3 is not supported. 4) Compensation has a significant positive effect on job satisfaction levels. This can be seen from the statistical t of 8.912 > 1.68 p-value 0.000 < 0.05 and the positive o valueof the riginal sample. Therefore, it can be concluded that H4 is supported. 5) Career development has a significant positive effect on job satisfaction. This can be seen from the statistical t of 5.312 > 1.68 p-value 0.000 < 0.05 and the positive o valueof the riginal sample. Therefore, it can be concluded that H5 is supported.

Table 8 <Specific Indirect Effects Between Variables through Indirect Relationships>

	Original Sample (O)	T Statistics (|O/STDEV|)	P Values	Information
Compensation (X1) - Job Satisfaction (Z) - Turnover Intention (Y)	0,118	0,424	0,672	H7: Not accepted
Career development (X2) - Job Satisfaction (Z) - Turnover Intention (Y)	0,070	0,458	0,647	H6: Not accepted

Source: Data processed, 2024

Based on Table 8, the results of hypothesis testing are obtained as follows: 1) Compensation has no effect on turnover intention through job satisfaction. This can be seen from the t-statistic of 0.424 < 1.68 and the value of theo-riginal sample is positive. However, the p-value is 0.672 > 0.05, which states that there is no significant relationship between the variables. Therefore, it can be concluded that H6 is not supported. 2) Career development has no effect on turnover intention through job satisfaction. This can be seen from the t-statistic of 0.458 > 1.68 and the value of theo-riginal sample is positive. However, the p-value was 0.647 > 0.05, which stated that there was no significant relationship between the variables. Therefore, it can be concluded that H7 is not supported. Based on the research results obtained, there are several gaps that need to be discussed further in this context. First, the relationship between compensation and turnover intention did not prove significant, as evident from the low t-statistic and p-value greater than 0.05. This result may be influenced by the limited sample characteristics of Hooray School Bali, which may have a different work culture and compensation structure from other educational institutions. For example, while compensation may not affect turnover intention directly, other factors such as interpersonal relationships in the workplace or job flexibility may further determine turnover rates in this institution. This could be important to consider in organizations that have work cultures that are more supportive of work-life balance or have high levels of job satisfaction.

Furthermore, although career development was shown to have a significant effect on turnover intention, it is possible that there are other variables that have not been identified in this study that influence these results. For example, the quality of training or access to career opportunities within the organization may play an

important role in reducing turnover intention, but this was not explored in this study. The positive relationship between career development and turnover intention may also be influenced by a mismatch between employees' expectations of career development and what the organization can provide. A further analysis of employee perceptions of available career opportunities may provide a better understanding. The results of this study also show that job satisfaction does not mediate the relationship between compensation, career development, and turnover intention, which may be due to some unexamined factors, such as job stress, workload, or deeper organizational culture. In existing theories, job satisfaction is often seen as a key mediator linking factors such as compensation and career development to turnover intention (Wang et al., 2020). However, in the context of Hooray School Bali, this did not prove significant, indicating that other factors, such as intrinsic motivation or good leadership, may have more influence on employees' decision to stay in the organization.

The insignificance of the test results on the effect of compensation and career development on turnover intention, either directly or through job satisfaction, may also be explained by the low level of variability in the data obtained, which may lead to a lack of statistical power. In an organization with a small and homogeneous sample population, such as Hooray School Bali, low variability in the variables may reduce the ability to detect significant effects, although in practice they may play a greater role in larger and more diverse organizations.

Research Implications

The implications of research are divided into two, namely theoretical implications and practical implications. The research conducted is expected to contribute to the influence of compensation, career development, on turnover intention through job satisfaction. In practice, these results provide important insights for HR managers at Hooray School Bali and other educational institutions. While compensation and career development do not directly influence turnover intention, it is important for managers to focus on other factors that play an important role in improving employee satisfaction and retention, such as personal development opportunities, training, and supportive leadership.

Research Limitations

The results of this study need to be understood in the specific context of the organization studied, given the limitations of the sample used. Therefore, it is recommended to conduct further research with a larger and more diverse sample, as well as explore additional variables such as the quality of workplace relationships and work-life balance, in order to obtain a more comprehensive picture of the factors that influence turnover intention in the education sector.

Conclusion

Based on the research results, it can be concluded that compensation has no significant effect on turnover intention, while career development has a positive and significant effect on turnover intention. Job satisfaction has no direct effect on turnover intention, but compensation and career development are proven to increase job satisfaction. Although job satisfaction plays an important role, it does not mediate the relationship between compensation or career development and turnover intention. Therefore, Hooray School Bali needs to pay attention to career development factors as a strategy to reduce turnover intention and increase employee retention. This study also shows the need for a more comprehensive approach in human resource management that considers the various factors that influence employees' decision to stay in the organization.

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