

The Influence of Career Growth Opportunity, Employability, and Digital Competence on Intention to Stay with Employee Engagement as a Mediating Variable

Muhammad Asnawi^{1*}, Sri Wahyuni², and Nurhayati³

¹ Department of Management, Faculty of Economics and Business, Universitas Dharmawangsa, Medan, Indonesia

² Department of Information Systems, Faculty of Engineering and Computer Science, Universitas Dharmawangsa, Medan, Indonesia

³ Department of Accounting, Faculty of Economics and Business, Universitas Dharmawangsa, Medan, Indonesia

ABSTRACT	ARTICLE INFO
Purpose – This study examines how Career Growth Opportunity, Employability, and Digital Competence are associated with Intention to Stay, and tests Employee Engagement as a mediator for the Career Growth Opportunity and Employability pathways in an increasingly digitalized work environment. Design/methodology/approach – A quantitative cross-sectional survey was analyzed using PLS-SEM in SmartPLS 4. The final sample comprised 250 respondents. Measurement-model assessment, structural-model evaluation, bootstrapping, direct-path testing, and specific indirect-effect analysis were conducted. Findings/Results – All tested direct paths were positive and statistically significant. Employee Engagement had the largest direct relationship with Intention to Stay ($\beta = 0.451$). Employee Engagement partially mediated the Career Growth Opportunity–Intention to Stay relationship ($\beta = 0.143$) and the Employability–Intention to Stay relationship ($\beta = 0.111$). Originality/Value – This study contributes by integrating career-growth, employability, and digital competence within a single retention-oriented framework and by distinguishing the engagement-mediated pathways for Career Growth Opportunity and Employability from the direct pathways involving Digital Competence. This configuration clarifies how distinct job and personal resources are associated with Intention to Stay while remaining within the limits of cross-sectional evidence.	Keywords: Career Growth Opportunity; Employability; Digital Competence; Employee Engagement; Intention to Stay; PLS-SEM. Article Information: Received: 21/04/2026 Revise: 18/08/2026 Accepted: 15/09/2026 ISSN: 2985-3168 (Online) 2985-3222 (Print)

*Corresponding Author at:

Universitas Dharmawangsa, Medan, Indonesia.

E-mail address: asnawi@dharmawangsa.ac.id* (Muhammad Asnawi)

The work is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International \(CC BY-SA 4.0\)](https://creativecommons.org/licenses/by-sa/4.0/)



1. Introduction

Employee retention remains a persistent management concern because voluntary employee movement can disrupt continuity, increase replacement costs, and weaken the accumulation of organization-specific knowledge. A century of turnover research shows that employees' decisions to remain or leave arise from multiple work, career, and personal conditions rather than from a single employment attribute (Bolt et al., 2022). Recent studies of intention to stay similarly indicate that employees respond to the resources, relationships, and developmental conditions available in their work environment (Sánchez-Cardona et al., 2023; Weng et al., 2023). At the same time, digitalization is changing the capabilities expected from employees and the ways in which they evaluate future career prospects. These developments make Intention to Stay a useful proximal indicator for examining how employees evaluate the continuing value of their employment relationship.

Career Growth Opportunity is one organizational condition that can shape this evaluation because it concerns employees' perceptions of opportunities to learn, advance, broaden competence, and pursue future career goals within the organization. A recent systematic review positions organizational career growth as a multidimensional resource linked to work attitudes and career outcomes, while also noting the need for more integrated explanations of how growth opportunities translate into employee responses (Wang & Abu Hasan, 2024). Empirical studies report that career growth is associated with stronger engagement and more favorable work outcomes, including under conditions of uncertainty (Huo, 2021; Zhu & Song, 2022; Okon et al., 2025). Access to training and development has likewise been associated with work engagement, suggesting that employees may interpret development opportunities as evidence that current work can support future capability (Hassett, 2022). In this study, Career Growth Opportunity is therefore treated as a job resource that may relate both to employees' psychological engagement and to their Intention to Stay.

Employability introduces a more complicated retention problem because the same competencies that strengthen employees' career security can also increase access to external opportunities. Research has described this tension as an employability paradox: developmental practices may increase employees' market value while simultaneously changing their willingness to remain with the employer that supported that development (Zhang et al., 2021; Yu et al., 2021). Evidence also suggests that employability should not be reduced to mobility alone, because it reflects the capacity to maintain professional relevance and navigate career transitions over time (De Vos et al., 2021). Studies of perceived employability and turnover intention show that organizational context and employee characteristics can alter how employability is translated into stay or leave intentions (Martin et al., 2021). More recent longitudinal evidence further links sustainable employability with work engagement, indicating that employability can function as a personal resource when employees can deploy their capabilities in meaningful work (Gürbüz et al., 2023).

Digital Competence adds a contemporary capability dimension to the retention model. Employees increasingly perform tasks through information systems, collaboration platforms, data tools, and other digital technologies, making competence in these environments relevant to both task functioning and perceptions of professional adaptability. Research has associated digital competence with work engagement, although the pattern is not uniformly strong across designs and contexts (Oberländer & Bipp, 2022; Sang et al., 2023; Briones et al., 2023). A systematic review of digital literacy, employability, and innovative work behavior also

emphasizes that digital capability is shaped by organizational and human-resource contexts rather than functioning as an isolated technical skill (Caroline et al., 2025). Evidence from more recent work likewise connects digital competence with employees' engagement in technology-intensive settings (Demir & Zaimoglu, 2026). These findings support examining Digital Competence as a personal resource while avoiding the assumption that stronger digital capability automatically produces retention.

Employee Engagement provides a plausible psychological mechanism connecting work and personal resources with employees' intention to remain. Contemporary Job Demands-Resources (JD-R) Theory proposes that job and personal resources support a motivational process that is expressed through engagement and favorable work outcomes (Bakker et al., 2023; Demerouti & Bakker, 2023). Studies have linked job resources and meaningful work with Intention to Stay through work engagement, while research among information-technology professionals shows that engagement can counter withdrawal tendencies when employees possess adequate resources (Sánchez-Cardona et al., 2023; Van Heerden et al., 2022). Related evidence indicates that engagement is associated with staying intentions across different organizational contexts (Bellamkonda et al., 2021; Presbitero et al., 2025). This study therefore places Employee Engagement at the center of the motivational process rather than treating it merely as another parallel predictor of retention.

Despite this literature, three gaps remain relevant to the present model. First, career-growth, employability, digital-competence, engagement, and retention studies are often developed in separate streams, which makes it difficult to assess their relative relationships within one structural model (Wang & Abu Hasan, 2024; Caroline et al., 2025). Second, the employability literature reports competing retention implications because stronger employability can support both internal career development and external mobility (Martin et al., 2021; Zhang et al., 2021; Yu et al., 2021). Third, evidence on digital competence has focused more consistently on engagement, effectiveness, or adaptation than on its simultaneous relationship with engagement and Intention to Stay (Oberländer & Bipp, 2022; Sang et al., 2023; Demir & Zaimoglu, 2026). The present study addresses these gaps by integrating the three antecedent resources and by testing Employee Engagement as the mediating mechanism for the Career Growth Opportunity and Employability pathways specifically, while Digital Competence is examined through direct paths to Employee Engagement and Intention to Stay.

Accordingly, this study examines the relationships of Career Growth Opportunity, Employability, and Digital Competence with Employee Engagement and Intention to Stay, and tests whether Employee Engagement mediates the relationships of Career Growth Opportunity and Employability with Intention to Stay. The proposed model uses JD-R Theory as its main organizing perspective by distinguishing Career Growth Opportunity as a job resource and Employability and Digital Competence as personal resources. Social Exchange Theory, Conservation of Resources Theory, and Self-Determination Theory are retained as complementary explanations for specific relationships already developed in the manuscript. The theoretical contribution lies in extending the JD-R perspective to an integrated retention model in which Career Growth Opportunity is conceptualized as a job resource and Employability and Digital Competence as personal resources, while allowing these resources to operate through distinct direct and engagement-mediated pathways. Practically, the model can help organizations consider whether career development, capability development, and engagement should be managed as connected components of retention practice. Because the

study is cross-sectional, the findings are interpreted as structural associations and tested indirect relationships rather than as evidence of temporal causality.

2. Literature Review & Hypothesis Development

2.1 Career Growth Opportunity

Career Growth Opportunity refers to employees' perceptions that their organization provides opportunities for learning, competency development, career advancement, broader responsibility, and progress toward desired career goals. Recent scholarship describes organizational career growth as a resource that links current employment with employees' future-oriented career expectations (Wang & Abu Hasan, 2024). Within JD-R Theory, such opportunities can be conceptualized as job resources because they support goal attainment and development while strengthening the perceived value of the employment relationship (Bakker et al., 2023). Social Exchange Theory offers a complementary explanation: employees may interpret credible development opportunities as organizational investment and respond with more favorable attitudes toward maintaining the relationship. This logic is consistent with studies linking career development, career growth, and access to development with engagement and other positive work outcomes (Huo, 2021; Hassett, 2022; Zhu & Song, 2022).

The expected relationship between Career Growth Opportunity and Intention to Stay rests on the future value that employees attach to remaining in the organization. When employees perceive attainable learning and advancement opportunities, staying can provide continued access to resources that support their career goals. Research on talent development and employee retention indicates that developmental conditions can be associated with stronger intentions to remain, although the strength of this relationship can depend on other work resources and employee experiences (Weng et al., 2023; Okon et al., 2025). Career growth should therefore be interpreted not simply as a promotion mechanism but as a broader signal that an employee can continue building a career within the current organization. On this basis, the study proposes H1.

H1: Career Growth Opportunity has a positive effect on Intention to Stay.

Career Growth Opportunity is also expected to relate positively to Employee Engagement because developmental resources can connect present work with personally meaningful future goals. Employees who see opportunities to expand competence and responsibility have stronger reasons to invest energy and attention in their work, particularly when development is perceived as attainable rather than symbolic. Studies of knowledge workers and organizational career growth report positive relationships between growth opportunities and engagement, with commitment and other organizational resources helping explain the process (Zhu & Song, 2022; Okon et al., 2025). Evidence from training and development research similarly indicates that access to development opportunities is associated with higher engagement (Hassett, 2022). This reasoning supports H2.

H2: Career Growth Opportunity has a positive effect on Employee Engagement.

2.2 Employability

Employability refers to an individual's capacity and perceived ability to obtain, maintain, and develop employment through relevant knowledge, skills, adaptability, and career competencies. Contemporary career research treats employability as a dynamic resource that supports career transitions and continued professional relevance rather than as a simple probability of finding another job (De Vos et al., 2021; Hoedemakers et al., 2023). From a

Conservation of Resources perspective, employability represents a pool of personal resources that can help employees respond to changing work demands and protect future career options. However, its relationship with retention is theoretically ambiguous. Employees with stronger employability may have more external alternatives, but they may also remain when the current organization provides opportunities to use and extend those capabilities.

This ambiguity is reflected in the employability-paradox literature. Developmental practices can strengthen employability while simultaneously increasing perceived external mobility, making organizational conditions important for understanding whether employable employees intend to stay (Zhang et al., 2021; Yu et al., 2021). Martin et al. (2021) similarly show that perceived employability and turnover intention are related in ways that vary with employee characteristics and human-resource practices. Given the employability paradox, the expected direction should be interpreted as a context-dependent rather than universal relationship. In the present model, Employability is hypothesized to be positively associated with Intention to Stay because employability may function as a personal resource that supports employees' continued professional relevance within their current employment. H3 therefore tests whether this stay-oriented association is supported in the present sample. This expectation is conditional in interpretation: the study does not assume that employability universally reduces mobility. H3 therefore tests whether the positive stay-oriented association is supported in the current sample.

H3: Employability has a positive effect on Intention to Stay.

Employability can also be conceptualized as a personal resource within JD-R Theory. Employees who perceive themselves as knowledgeable, adaptable, and capable of maintaining professional relevance may feel better equipped to handle job demands and to pursue work-related goals. Longitudinal evidence links sustainable employability with work engagement, supporting the argument that career capability can contribute to motivational functioning rather than only to mobility (Gürbüz et al., 2023). The relationship may be especially relevant when organizations allow employees to apply and develop their competencies. Accordingly, H4 proposes a positive relationship between Employability and Employee Engagement.

H4: Employability has a positive effect on Employee Engagement.

2.3 Employee Engagement

Employee Engagement describes a positive work-related state characterized in this study by vigor, dedication, and absorption. Contemporary engagement research treats this state as a motivational outcome that emerges when employees have sufficient job and personal resources to meet demands and pursue meaningful goals (Schaufeli, 2021; Bakker et al., 2023; Hakanen & Keltainen, 2026). JD-R Theory therefore provides the main mechanism for the current model: Career Growth Opportunity supplies a job resource, whereas Employability and Digital Competence provide personal resources that may support employees' motivational investment in work. Research comparing job and organizational engagement also emphasizes that engagement should be connected to the focal object and the resources employees experience in their work environment (Saks et al., 2022).

Employee Engagement is expected to relate positively to Intention to Stay because highly engaged employees invest energy and identity in their work and are more likely to experience the current employment relationship as valuable. Empirical studies have linked engagement

with stronger staying intentions and have positioned engagement as a pathway through which job resources influence retention-related outcomes (Bellamkonda et al., 2021; Sánchez-Cardona et al., 2023). Similar findings have been reported in technology-intensive and multicultural work settings, although the contextual resources surrounding engagement differ across studies (Van Heerden et al., 2022; Presbitero et al., 2025). Social Exchange Theory provides a complementary account in which favorable organizational experiences can encourage employees to reciprocate through deeper involvement and a stronger willingness to maintain the employment relationship. These arguments support H5.

H5: Employee Engagement has a positive effect on Intention to Stay.

2.4 Mediating Role of Employee Engagement

The mediating role of Employee Engagement specifies the motivational process implied by the model rather than treating resources and Intention to Stay as disconnected associations. JD-R Theory proposes that job resources can stimulate engagement, which in turn is associated with favorable work outcomes (Bakker et al., 2023; Demerouti & Bakker, 2023). Career Growth Opportunity can therefore relate to Intention to Stay directly, through the future career value of remaining, and indirectly, through the engagement generated when employees experience development as a meaningful work resource. Prior studies show that career growth and development resources are associated with engagement, while engagement is related to staying intentions (Zhu & Song, 2022; Okon et al., 2025; Sánchez-Cardona et al., 2023). H6 tests this indirect pathway without assuming that engagement is the only mechanism linking career growth to retention.

H6: Employee Engagement mediates the effect of Career Growth Opportunity on Intention to Stay.

A parallel indirect pathway is proposed for Employability. Employability gives employees personal resources for dealing with work demands and career uncertainty, but these resources may translate into stronger staying intentions only when they are activated within the work experience. Evidence linking sustainable employability with engagement supports the first part of this mechanism, whereas retention studies identify engagement as a proximal correlate of Intention to Stay (Gürbüz et al., 2023; Bellamkonda et al., 2021; Sánchez-Cardona et al., 2023). This pathway also offers a way to reconcile the employability paradox: employability can expand external options while still supporting retention when employees remain psychologically invested in their current work. H7 therefore tests Employee Engagement as a mediator of the Employability–Intention to Stay relationship.

H7: Employee Engagement mediates the effect of Employability on Intention to Stay.

2.5 Digital Competence

Digital Competence refers to employees' capability to use digital technologies, manage information, communicate and collaborate through digital tools, solve technology-related problems, and adapt to changing digital work requirements. In technology-enabled work, these capabilities can be interpreted as personal resources because they help employees manage digital demands and maintain task effectiveness. Recent research links digital competence with work engagement in several settings, including education and digitally mediated work, although the strength and direction of longitudinal evidence are not uniform (Oberländer & Bipp, 2022; Sang et al., 2023; Briones et al., 2023; Demir & Zaimoglu, 2026). Self-Determination Theory offers a complementary explanation through the need for competence:

employees who feel capable of mastering the technologies required by their work may experience greater efficacy and motivational involvement. Within JD-R Theory, the same capability can reduce the strain associated with technology-related demands and support engagement.

The current study therefore expects Digital Competence to relate positively to Employee Engagement, but interprets this relationship as context dependent rather than automatic. Systematic evidence on digital literacy and employability indicates that organizational support, work design, and human-resource practices shape whether digital capability becomes a productive career resource (Caroline et al., 2025). Research in organizational settings also suggests that digital competence can operate alongside human-resource and leadership conditions in explaining engagement and retention-related outcomes (Yadnya & Khamiliyah, 2024). H8 tests the direct relationship between Digital Competence and Employee Engagement in the proposed model.

H8: Digital Competence has a positive effect on Employee Engagement.

Digital Competence is expected to be positively associated with Intention to Stay because digital capability can strengthen employees' professional relevance and adaptability in technology-enabled work. In the present model, however, this relationship is examined as a direct association rather than as evidence of a specific psychological retention mechanism. From a resource perspective, digital capability can help employees preserve professional relevance as work systems change, while organizational opportunities to use those capabilities can increase the perceived value of staying. Retention research consistently shows that employees evaluate bundles of resources and employment conditions rather than a single attribute when forming staying intentions (Bolt et al., 2022; Weng et al., 2023). The present model therefore tests a direct Digital Competence–Intention to Stay path while not proposing an untested mediation hypothesis for this relationship. H9 states the expected positive association.

H9: Digital Competence has a positive effect on Intention to Stay.

Hypothesis Structure of the Study

No.	Hypothesis
H1	Career Growth Opportunity → Intention to Stay (+)
H2	Career Growth Opportunity → Employee Engagement (+)
H3	Employability → Intention to Stay (+)
H4	Employability → Employee Engagement (+)
H5	Employee Engagement → Intention to Stay (+)
H6	Career Growth Opportunity → Employee Engagement → Intention to Stay
H7	Employability → Employee Engagement → Intention to Stay
H8	Digital Competence → Employee Engagement (+)
H9	Digital Competence → Intention to Stay (+)

Conceptual Model

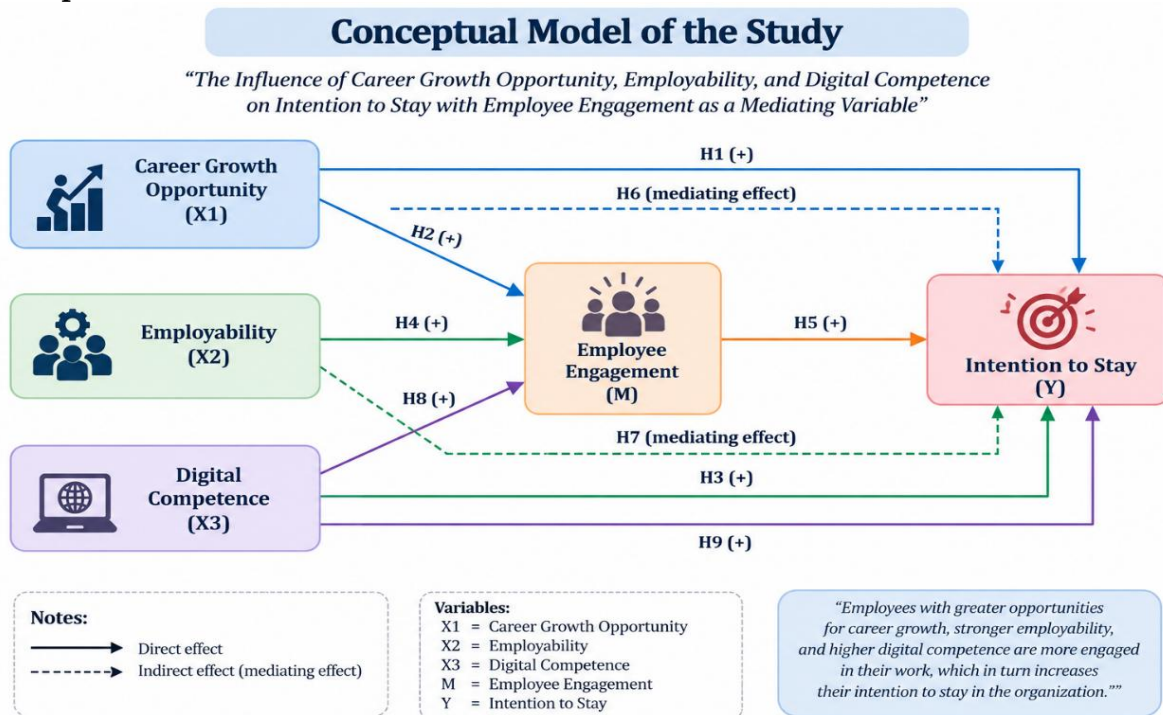


Figure 1. Conceptual Model

3. Methodology

3.1 Research Design

This study used a quantitative, explanatory, cross-sectional survey design to examine the structural relationships among Career Growth Opportunity, Employability, Digital Competence, Employee Engagement, and Intention to Stay. A cross-sectional design was appropriate for estimating the proposed pattern of associations at one point in time, but it does not establish temporal ordering or causality. The structural model was estimated with Partial Least Squares Structural Equation Modeling (PLS-SEM) using SmartPLS 4 because the analysis involved multiple latent constructs, simultaneous direct paths, and specific indirect effects. Recent methodological guidance supports PLS-SEM for prediction-oriented structural models when measurement and structural assessments are reported transparently (Hair et al., 2021; Sarstedt et al., 2022; Hair & Alamer, 2022).

3.2 Research Setting and Period

The available manuscript does not specify the geographic location, organizational setting, industry composition, or period of data collection. These details are necessary for evaluating contextual validity and for enabling replication.

3.3 Population, Sample, and Sampling

The target population comprised active employees working in their respective organizations. Respondents were required to have at least one year of tenure so that they had sufficient experience with their work and organizational environment. Purposive sampling was used to recruit participants who met this criterion. The manuscript originally targeted approximately 200–300 respondents, and the final analysis used data from 250 respondents. The respondent profile comprised 116 men (46.4%) and 134 women (53.6%); the largest age group was 31–40

years (38.4%), 58.0% held a bachelor's degree, and tenure was distributed across the four categories reported in Table 2.

3.4 Instrument and Measurement

Primary data were collected through a structured questionnaire using a five-point Likert scale from 1 = strongly disagree to 5 = strongly agree. The analytical model included 21 indicators: four indicators for Career Growth Opportunity (CGO1–CGO4), four for Employability (EMP1–EMP4), five for Digital Competence (DC1–DC5), four for Employee Engagement (EE1–EE4), and four for Intention to Stay (ITS1–ITS4), as reflected in the measurement-model tables. The available manuscript does not identify the original scale sources, item wording, adaptation procedures, language of administration, or any pretest/pilot process.

3.5 Measurement Quality Assessment

The measurement model was evaluated using indicator loadings, Cronbach's alpha, composite reliability, Average Variance Extracted (AVE), the Heterotrait-Monotrait ratio (HTMT), cross-loadings, and the Fornell-Larcker criterion. Indicator loadings above 0.70 and AVE values above 0.50 were used to assess convergent validity, while Cronbach's alpha and composite reliability values above 0.70 were used as internal-consistency benchmarks. Discriminant validity was evaluated by examining whether HTMT values remained below 0.90 and whether each construct's square root of AVE exceeded its correlations with other constructs. These assessments follow commonly used PLS-SEM reporting guidance (Hair et al., 2021; Sarstedt et al., 2022; Hair & Alamer, 2022).

3.6 Data Collection Procedure and Research Ethics

The source manuscript states that primary data were collected directly from respondents through the structured questionnaire, but it does not report the administration mode, sequence of recruitment and consent, treatment of incomplete responses, anonymity procedures, or ethics approval/informed-consent arrangements.

3.7 Data Analysis

PLS-SEM analyses were performed in SmartPLS 4 on the final sample of 250 respondents. The analytical sequence consisted of descriptive statistics, measurement-model assessment, collinearity assessment through inner VIF, evaluation of the coefficients of determination (R^2), effect sizes (f^2), predictive information reported as Q^2 and PLSpredict-related RMSE values, direct-path testing, and specific indirect-effect testing through bootstrapping. Statistical significance was interpreted from the reported t statistics, p values, and 95% bootstrap confidence intervals. Because the manuscript does not report the number of bootstrap subsamples or all indicator-level PLSpredict output, those settings are not reconstructed here.

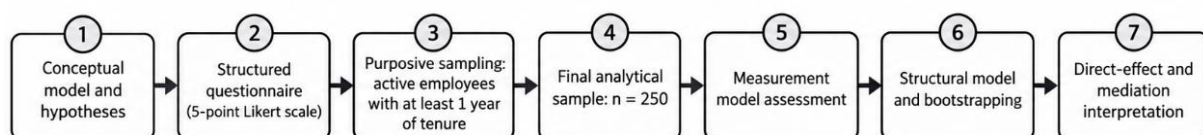


Figure 2. Research Procedure

4. Results and Discussion

4.1 Results

The analysis was conducted on 250 respondents and covered the respondent profile, descriptive statistics, measurement-model quality, structural-model assessment, hypothesis

testing, and specific indirect effects. The results below retain the reported statistics while distinguishing statistical association from causal inference.

Respondent Profile

Table 2. Respondent Profile

Characteristics	Category	Frequency	Percentage (%)
Gender	Male	116	46.4
	Female	134	53.6
Age	21–30 years	82	32.8
	31–40 years	96	38.4
	41–50 years	52	20.8
	>50 years	20	8.0
Education	High School/Vocational School	31	12.4
	Diploma	38	15.2
	Bachelor's Degree (S1)	145	58.0
	Master's Degree (S2)	36	14.4
Tenure	1–3 years	72	28.8
	>3–5 years	65	26.0
	>5–10 years	71	28.4
	>10 years	42	16.8
Total		250	100.0

Descriptive Statistics

Table 3. Descriptive Statistics of the Constructs

Construct	N	Minimum	Maximum	Mean	SD
Career Growth Opportunity	250	1.80	5.00	3.87	0.67
Employability	250	1.75	5.00	3.91	0.62
Digital Competence	250	1.67	5.00	3.94	0.64
Employee Engagement	250	1.80	5.00	3.86	0.65
Intention to Stay	250	1.67	5.00	3.82	0.71

Digital Competence recorded the highest mean ($M = 3.94$, $SD = 0.64$), followed by Employability ($M = 3.91$), Career Growth Opportunity ($M = 3.87$), Employee Engagement ($M = 3.86$), and Intention to Stay ($M = 3.82$). These descriptive values indicate generally favorable responses across the five constructs but do not by themselves establish relationships among the constructs.

Measurement Model Evaluation

Table 4. Outer Loadings

Construct	Indicator	Outer Loading
Career Growth Opportunity	CGO1	0.842
	CGO2	0.876
	CGO3	0.891
	CGO4	0.861
Employability	EMP1	0.834
	EMP2	0.872
	EMP3	0.858
	EMP4	0.879
Digital Competence	DC1	0.851
	DC2	0.873
	DC3	0.889
	DC4	0.862
	DC5	0.874

Employee Engagement	EE1	0.889
	EE2	0.914
	EE3	0.901
	EE4	0.895
Intention to Stay	ITS1	0.871
	ITS2	0.902
	ITS3	0.895
	ITS4	0.884

All reported outer loadings exceeded 0.70, ranging from 0.834 to 0.914. Together with the AVE results reported in Table 5, the loadings support convergent validity for the five measurement models.

Table 5. Construct Reliability and Validity

Construct	Cronbach's Alpha	Composite Reliability	AVE
Career Growth Opportunity	0.889	0.923	0.750
Employability	0.878	0.916	0.732
Digital Competence	0.914	0.936	0.746
Employee Engagement	0.918	0.942	0.803
Intention to Stay	0.907	0.935	0.783

Cronbach's alpha and composite reliability values exceeded 0.70 for every construct, while AVE values ranged from 0.732 to 0.803. These results satisfy the reliability and convergent-validity criteria used in the study.

Discriminant Validity

Table 6. HTMT Matrix

Construct	CGO	EMP	DC	EE	ITS
CGO	—	0.691	0.648	0.734	0.721
EMP	0.691	—	0.706	0.719	0.689
DC	0.648	0.706	—	0.741	0.658
EE	0.734	0.719	0.741	—	0.773
ITS	0.721	0.689	0.658	0.773	—

All reported HTMT values were below 0.90, with the highest value of 0.773 observed between Employee Engagement and Intention to Stay. Under the criterion applied in this study, the results support discriminant validity.

Table 7. Cross Loadings

Indicator	CGO	EMP	DC	EE	ITS
CGO1	0.842	0.521	0.478	0.594	0.558
CGO2	0.876	0.563	0.502	0.621	0.581
CGO3	0.891	0.551	0.517	0.647	0.603
CGO4	0.861	0.537	0.489	0.612	0.574
EMP1	0.524	0.834	0.563	0.604	0.571
EMP2	0.548	0.872	0.589	0.631	0.596
EMP3	0.531	0.858	0.572	0.617	0.583
EMP4	0.559	0.879	0.601	0.645	0.607
DC1	0.477	0.561	0.851	0.629	0.551
DC2	0.493	0.578	0.873	0.651	0.569
DC3	0.511	0.592	0.889	0.673	0.587
DC4	0.485	0.569	0.862	0.641	0.562
DC5	0.502	0.584	0.874	0.658	0.576

EE1	0.596	0.601	0.621	0.889	0.684
EE2	0.624	0.631	0.647	0.914	0.712
EE3	0.611	0.617	0.654	0.901	0.705
EE4	0.603	0.625	0.638	0.895	0.691
ITS1	0.568	0.574	0.551	0.681	0.871
ITS2	0.589	0.601	0.569	0.709	0.902
ITS3	0.577	0.592	0.581	0.701	0.895
ITS4	0.562	0.583	0.566	0.689	0.884

Each indicator loaded more strongly on its assigned construct than on the other constructs in the cross-loading matrix, providing additional support for construct distinctiveness.

Table 8. Fornell-Larcker Criterion

Construct	CGO	EMP	DC	EE	ITS
CGO	0.866				
EMP	0.598	0.856			
DC	0.557	0.601	0.864		
EE	0.647	0.632	0.654	0.896	
ITS	0.621	0.603	0.574	0.712	0.885

For every construct, the square root of AVE on the diagonal exceeded the corresponding inter-construct correlations. The Fornell-Larcker criterion was therefore satisfied according to the reported matrix.

Collinearity Assessment

Table 9. Inner VIF

Relationship	VIF
CGO → EE	1.624
EMP → EE	1.771
DC → EE	1.583
CGO → ITS	2.146
EMP → ITS	2.022
DC → ITS	1.874
EE → ITS	2.391

Inner VIF values ranged from 1.583 to 2.391 and were below 3.00, indicating that collinearity was unlikely to materially distort the reported structural-path estimates.

Coefficient of Determination

Table 10. R²

Endogenous Variable	R ²	Interpretation
Employee Engagement	0.648	Substantial within-sample explanatory power
Intention to Stay	0.734	Substantial within-sample explanatory power

Career Growth Opportunity, Employability, and Digital Competence jointly accounted for 64.8% of the variance in Employee Engagement ($R^2 = 0.648$). Career Growth Opportunity, Employability, Digital Competence, and Employee Engagement jointly accounted for 73.4% of the variance in Intention to Stay ($R^2 = 0.734$). These values indicate substantial explanatory capacity within the estimated sample, although R^2 should not be interpreted as causal variance explained in a cross-sectional design.

Effect Size

Table 11. f^2

Relationship	f^2	Interpretation
CGO $\rightarrow$ EE	0.173	Medium
EMP $\rightarrow$ EE	0.121	Small
DC $\rightarrow$ EE	0.205	Medium
CGO $\rightarrow$ ITS	0.089	Small
EMP $\rightarrow$ ITS	0.063	Small
DC $\rightarrow$ ITS	0.071	Small
EE $\rightarrow$ ITS	0.312	Medium

Employee Engagement had the largest reported f^2 value for Intention to Stay (0.312). Under commonly used PLS-SEM thresholds, this value is better described as a medium effect approaching the conventional large-effect threshold rather than as definitively large.

Predictive Relevance

Table 12. Q^2 and PLSpredict

Endogenous Variable	Q^2	RMSE PLS	RMSE Linear Model	Interpretation
Employee Engagement	0.487	0.546	0.591	Good predictive relevance
Intention to Stay	0.562	0.528	0.566	Good predictive relevance

The reported Q^2 values were above zero for Employee Engagement (0.487) and Intention to Stay (0.562). The reported aggregate RMSE values for the PLS model were also lower than the corresponding linear-model benchmarks.

Hypothesis Testing

Table 13. Path Coefficients

Hypothesis	Path	β	T Statistics	P Values	Decision
H1	CGO $\rightarrow$ ITS	0.196	3.111	0.002	Supported
H2	CGO $\rightarrow$ EE	0.318	5.679	0.000	Supported
H3	EMP $\rightarrow$ ITS	0.154	2.655	0.008	Supported
H4	EMP $\rightarrow$ EE	0.247	4.049	0.000	Supported
H5	EE $\rightarrow$ ITS	0.451	8.673	0.000	Supported
H8	DC $\rightarrow$ EE	0.356	5.214	0.000	Supported
H9	DC $\rightarrow$ ITS	0.241	3.487	0.001	Supported

The bootstrapping results showed that all seven tested direct paths were positive and statistically significant at the reported levels. The largest direct coefficient was Employee Engagement $\rightarrow$ Intention to Stay ($\beta = 0.451$, $t = 8.673$, $p < 0.001$).

Bootstrapping

Table 14. Bootstrapping Results

Hypothesis	Path	Original Sample (O)	Sample Mean (M)	STDEV	T Statistics	P Values	95% CI
H1	CGO $\rightarrow$ ITS	0.196	0.199	0.063	3.111	0.002	[0.073; 0.320]
H2	CGO $\rightarrow$ EE	0.318	0.320	0.056	5.679	0.000	[0.208; 0.428]
H3	EMP $\rightarrow$ ITS	0.154	0.156	0.058	2.655	0.008	[0.041; 0.267]
H4	EMP $\rightarrow$ EE	0.247	0.249	0.061	4.049	0.000	[0.128; 0.367]
H5	EE $\rightarrow$ ITS	0.451	0.453	0.052	8.673	0.000	[0.349; 0.553]
H8	DC $\rightarrow$ EE	0.356	0.359	0.068	5.214	0.000	[0.223; 0.489]
H9	DC $\rightarrow$ ITS	0.241	0.244	0.069	3.487	0.001	[0.106; 0.376]

The reported 95% bootstrap confidence intervals for all seven direct paths excluded zero, supporting the corresponding direct-effect hypotheses.

Specific Indirect Effects

Table 15. Employee Engagement Mediation Results

Hypothesis	Indirect Path	β Indirect	Sample Mean	STDEV	T Statistics	P Values	95% CI	Decision
H6	CGO $\rightarrow$ EE $\rightarrow$ ITS	0.143	0.145	0.034	4.206	0.000	[0.077; 0.210]	Supported
H7	EMP $\rightarrow$ EE $\rightarrow$ ITS	0.111	0.113	0.031	3.581	0.000	[0.051; 0.172]	Supported

Employee Engagement carried a significant indirect relationship from Career Growth Opportunity to Intention to Stay ($\beta = 0.143$, $t = 4.206$, $p < 0.001$, 95% CI [0.077, 0.210]) and from Employability to Intention to Stay ($\beta = 0.111$, $t = 3.581$, $p < 0.001$, 95% CI [0.051, 0.172]). Because the corresponding direct paths in H1 and H3 remained significant, both mediation patterns were classified as partial mediation. No specific indirect Digital Competence $\rightarrow$ Employee Engagement $\rightarrow$ Intention to Stay hypothesis was reported or tested in the manuscript, so no mediation conclusion is drawn for Digital Competence.

Total Effects

Table 16. Total Effects

Exogenous Variable	Endogenous Variable	Direct Effect	Indirect Effect	Total Effect
Career Growth Opportunity	Employee Engagement	0.318	–	0.318
Career Growth Opportunity	Intention to Stay	0.196	0.143	0.339
Employability	Employee Engagement	0.247	–	0.247
Employability	Intention to Stay	0.154	0.111	0.265
Digital Competence	Employee Engagement	0.356	–	0.356
Digital Competence	Intention to Stay	0.241	–	0.241
Employee Engagement	Intention to Stay	0.451	–	0.451

Among the reported direct relationships with Intention to Stay, Employee Engagement had the largest coefficient ($\beta = 0.451$). Career Growth Opportunity had a total effect of 0.339 on Intention to Stay, and Employability had a total effect of 0.265 through their combined direct and engagement-mediated paths. Digital Competence had a reported direct coefficient of 0.241 to Intention to Stay; an engagement-mediated total effect was not reported because that indirect path was not tested.

4.2 Discussion

Career Growth Opportunity was positively associated with both Intention to Stay ($\beta = 0.196$) and Employee Engagement ($\beta = 0.318$), indicating that perceived development opportunities were linked not only to employees' plans to remain but also to their motivational connection with work. Under JD-R Theory, this pattern is consistent with treating career growth as a job resource that connects present work with future goals and supports the motivational process described by Bakker et al. (2023) and Demerouti and Bakker (2023). The result is also compatible with evidence that career growth and access to development are associated with engagement and favorable career outcomes (Huo, 2021; Hassett, 2022; Zhu & Song, 2022; Okon et al., 2025). Career Growth Opportunity showed a stronger standardized association with Employee Engagement ($\beta = 0.318$) than with Intention to Stay ($\beta = 0.196$) in the estimated model. This pattern is consistent with the proposed motivational pathway, although the

difference between the two coefficients was not formally tested. Within the limits of the cross-sectional design, the finding supports the view that employees who see credible opportunities to grow inside the organization are also more engaged and more willing to remain. It does not establish that offering career opportunities will necessarily cause retention, because reverse or reciprocal processes cannot be ruled out.

Employability showed positive relationships with Intention to Stay ($\beta = 0.154$) and Employee Engagement ($\beta = 0.247$), a pattern that is particularly relevant to the employability paradox. Stronger employability can increase access to external opportunities, yet it can also provide personal resources that help employees handle demands and experience competence in their present work (De Vos et al., 2021; Zhang et al., 2021; Yu et al., 2021). The positive coefficients in this study are consistent with the latter mechanism and with longitudinal evidence connecting sustainable employability to engagement (Gürbüz et al., 2023). They also align with research showing that the relationship between employability and withdrawal depends on human-resource practices, age, development conditions, and how employees can use their capabilities (Martin et al., 2021; Hoedemakers et al., 2023). The relatively modest direct coefficient to Intention to Stay indicates that employability should not be interpreted as a stand-alone retention guarantee. Instead, the current results suggest that employability can coexist with staying intentions when employees remain engaged and perceive continuing value in their current employment relationship.

Employee Engagement had the largest direct relationship with Intention to Stay ($\beta = 0.451$), reinforcing its central position in the proposed model. This finding is consistent with JD-R research in which engagement represents a proximal motivational state through which job and personal resources are translated into work outcomes (Bakker et al., 2023). It also corresponds with studies reporting positive associations between engagement and staying intentions across different settings, including research on goal clarity and trust, meaningful work, information-technology professionals, and multicultural work groups (Bellamkonda et al., 2021; Sánchez-Cardona et al., 2023; Van Heerden et al., 2022; Presbitero et al., 2025). The result does not imply that engagement replaces career or capability resources; rather, those resources may shape the conditions under which employees invest energy and dedication in their work. Recent engagement scholarship similarly emphasizes that engagement is dynamic and resource dependent rather than a fixed employee attribute (Schaufeli, 2021; Hakanen & Keltiainen, 2026). For retention practice, the implication is that development initiatives may have limited value if employees do not experience the day-to-day work environment as sufficiently meaningful and resourceful to sustain engagement.

The significant indirect Career Growth Opportunity $\rightarrow$ Employee Engagement $\rightarrow$ Intention to Stay relationship ($\beta = 0.143$) provides the clearest process evidence for the career-growth pathway. Because the direct Career Growth Opportunity $\rightarrow$ Intention to Stay path remained significant, Employee Engagement functioned as a partial rather than complete mediator. This pattern fits the JD-R motivational process: career growth can be experienced as a job resource, that resource is associated with greater engagement, and engagement is associated with stronger intention to remain (Bakker et al., 2023; Sánchez-Cardona et al., 2023). It is also consistent with career-growth studies showing that employees' reactions to development opportunities operate through intermediate psychological states such as engagement and commitment (Zhu & Song, 2022; Okon et al., 2025). The remaining direct effect is theoretically meaningful because career opportunities can influence employees' assessment of future career

value even apart from their current engagement. The contribution of this result is therefore not that engagement is the only explanation, but that it captures one statistically supported mechanism linking perceived growth opportunity with Intention to Stay in the estimated model.

Employee Engagement also partially mediated the Employability → Intention to Stay relationship ($\beta = 0.111$), providing a mechanism for interpreting why employable employees in this sample reported stronger intentions to remain. Employability expands employees' capabilities and potential options, but those resources may be translated into retention-related attitudes when they support effective participation and psychological investment in current work. This interpretation is compatible with the positive employability–engagement relationship observed in longitudinal work (Gürbüz et al., 2023) and with the broader evidence that employability outcomes depend on organizational conditions rather than on labor-market capability alone (Martin et al., 2021; Zhang et al., 2021). The partial mediation is important because a significant direct Employability → Intention to Stay path remained after Employee Engagement was included. Thus, the current model does not resolve the employability paradox by assuming that engagement neutralizes external mobility; it instead shows that an engagement-related internal pathway can coexist with a direct employability relationship. Future longitudinal research would be needed to determine whether this pattern persists when actual mobility opportunities and employment transitions are observed over time.

Digital Competence was positively associated with Employee Engagement ($\beta = 0.356$) and Intention to Stay ($\beta = 0.241$), positioning digital capability as a meaningful personal resource in this model. The relationship with engagement is consistent with studies showing that digital competence can support employees' confidence and involvement in digitally mediated work (Sang et al., 2023; Briones et al., 2023; Demir & Zaimoglu, 2026). At the same time, Oberländer and Bipp (2022) reported more qualified longitudinal evidence, which cautions against treating digital competence as universally sufficient for engagement. The present result can therefore be interpreted through JD-R Theory and the competence component of Self-Determination Theory: employees who feel capable of handling digital demands may devote more attention and energy to work when the organizational environment allows those capabilities to be used productively. The positive direct relationship with Intention to Stay extends the model beyond performance-oriented digital outcomes, but it should be interpreted cautiously because the study did not test a specific Digital Competence → Employee Engagement → Intention to Stay indirect effect. Accordingly, the manuscript supports direct digital-competence relationships only and does not claim an untested mediation mechanism.

Taken together, the findings support an integrated resource-based interpretation of Intention to Stay while also showing that the three antecedents do not operate identically. Career Growth Opportunity can be understood as a job resource, whereas Employability and Digital Competence function as personal resources; Employee Engagement was the strongest direct correlate of Intention to Stay and a statistically supported mediator for the Career Growth Opportunity and Employability pathways. This configuration extends fragmented retention research by comparing career, employability, and digital resources within one structural model and by specifying where mediation was actually tested. The pattern is consistent with broader evidence that retention is associated with combinations of developmental resources, supportive work conditions, engagement, and perceived future value rather than with any single practice (Bolt et al., 2022; Samroodh et al., 2023; Weng et al., 2023). Practically,

organizations may benefit from aligning career-development opportunities, employability-enhancing learning, and digital capability development with work conditions that sustain engagement. However, the sample context is insufficiently documented in the available manuscript, and the cross-sectional self-report design limits causal and contextual interpretation. The contribution should therefore be framed as evidence of an integrated pattern of associations and partial mediation within the studied sample, not as proof of a universal retention mechanism.

5. Conclusion and Suggestions

5.1 Conclusion

This study examined a PLS-SEM model linking Career Growth Opportunity, Employability, and Digital Competence with Employee Engagement and Intention to Stay in a sample of 250 respondents. All seven tested direct paths were positive and statistically significant. Employee Engagement showed the largest direct coefficient with Intention to Stay ($\beta = 0.451$), while Career Growth Opportunity, Employability, and Digital Competence were each positively related to Employee Engagement and Intention to Stay. The model accounted for 64.8% of the variance in Employee Engagement and 73.4% of the variance in Intention to Stay within the analyzed sample.

Employee Engagement significantly mediated the relationship of Career Growth Opportunity with Intention to Stay ($\beta = 0.143$) and the relationship of Employability with Intention to Stay ($\beta = 0.111$). Both patterns were partial mediation because the corresponding direct paths remained significant. Digital Competence was positively related to Employee Engagement and Intention to Stay, but the study did not report or test a specific indirect Digital Competence $\rightarrow$ Employee Engagement $\rightarrow$ Intention to Stay path. The conclusions are therefore limited to the direct and indirect relationships that were explicitly tested.

The findings are consistent with an integrated JD-R interpretation in which Career Growth Opportunity represents a job resource and Employability and Digital Competence represent personal resources associated with employees' engagement and retention-related intentions. Social Exchange Theory, Conservation of Resources Theory, and Self-Determination Theory provide complementary explanations for selected paths, but the empirical design does not establish temporal causality. The study's contribution is strongest when framed as an integrated assessment of career, employability, digital, and engagement resources within one retention-oriented structural model.

5.2 Practical Implications and Suggestions

Organizations can use the results as a basis for reviewing whether career paths, promotion processes, learning opportunities, and opportunities to apply newly developed skills are visible and credible to employees. The recommendation is too prescriptive for a cross-sectional study, particularly because organizational and industry context is not fully established. Because Employee Engagement had the largest direct relationship with Intention to Stay, developmental initiatives should be considered together with meaningful work, managerial support, recognition, and opportunities for employees to participate in relevant organizational processes.

Digital-capability development should similarly be accompanied by work systems that allow employees to apply digital skills effectively. Training, access to appropriate digital tools, and opportunities to practice new capabilities may help employees experience digital change as a

resource rather than only as an additional demand. These recommendations should be adapted to the actual organizational and industry context, which is not sufficiently documented in the available manuscript and therefore cannot be specified more narrowly without additional author-provided information.

6. Limitations and Future Research

This study has several limitations. First, the cross-sectional design captures relationships at one point in time and cannot establish the temporal order required for causal inference. Second, all focal constructs were measured through self-reported questionnaire data, which may introduce common-method and response biases. Third, the model focuses on Career Growth Opportunity, Employability, Digital Competence, Employee Engagement, and Intention to Stay, while other retention-related conditions such as leadership, organizational support, compensation, job satisfaction, organizational culture, and work-life balance were not included. Fourth, the organizational, industry, geographic, and data-collection context is not sufficiently documented in the available manuscript, which restricts evaluation of external validity.

Future research should use longitudinal or time-lagged designs to examine whether changes in career resources, employability, digital competence, and engagement precede changes in Intention to Stay. Replication across clearly specified industries and organizational settings would help determine whether the structural relationships are stable across contexts. Future studies may also evaluate alternative mediators or moderators and test the Digital Competence → Employee Engagement → Intention to Stay indirect pathway if it is theoretically specified in advance and supported by the required bootstrap output. More complete reporting of sampling procedures, instrument origins, common-method-bias controls, and predictive assessment would further strengthen comparability and reproducibility.

Declaration of AI and AI-assisted technologies in the writing process (if author[s] utilize AI)

The authors used generative artificial intelligence tools to support the scientific writing and language-editing process. Claude and ChatGPT were used to check grammar, improve clarity, support structural editing, and refine academic style. The authors remain responsible for the accuracy of the data, interpretation of the statistical results, verification of all references, and all conclusions presented in the manuscript. This statement should be adjusted to the disclosure requirements of the target journal.

References

- Bakker, A. B., Demerouti, E., & Sanz-Vergel, A. I. (2023). Job demands–resources theory: Ten years later. *Annual Review of Organizational Psychology and Organizational Behavior*, 10, 25–53. <https://doi.org/10.1146/annurev-orgpsych-120920-053933>
- Bellamkonda, N., Santhanam, N., & Pattusamy, M. (2021). Goal clarity, trust in management and intention to stay: The mediating role of work engagement. *South Asian Journal of Human Resources Management*, 8(1), 9–28. <https://doi.org/10.1177/2322093720965322>
- Bolt, E. E. T., Winterton, J., & Cafferkey, K. (2022). A century of labour turnover research: A systematic literature review. *International Journal of Management Reviews*, 24(4), 555–576. <https://doi.org/10.1111/ijmr.12294>

- Briones, M. R., Manaig, K. A., Bonganciso, R. T., Tesoro, J. F. B., Buama, C. A. C., Sarmiento, M. B., & Sapin, S. B. (2023). e-Work self-efficacy, digital competence and work engagement of teachers in public secondary schools from two provinces in the Philippines. *Ho Chi Minh City Open University Journal of Science: Social Sciences*, 13(2), 14–36. <https://doi.org/10.46223/HCMCOUJS.soci.en.13.2.2747.2023>
- Caroline, A., Coun, M. J. H., Gunawan, A., & Stoffers, J. (2025). A systematic literature review on digital literacy, employability, and innovative work behavior: Emphasizing the contextual approaches in HRM research. *Frontiers in Psychology*, 15, 1448555. <https://doi.org/10.3389/fpsyg.2024.1448555>
- De Vos, A., Jacobs, S., & Verbruggen, M. (2021). Career transitions and employability. *Journal of Vocational Behavior*, 126, 103475. <https://doi.org/10.1016/j.jvb.2020.103475>
- Demir, M., & Zaimoglu, S. (2026). Teaching in a digital era: Investigating the relationship between digital competence and work engagement among EFL teachers in Türkiye. *Technology in Language Teaching & Learning*, 8, 104055. <https://doi.org/10.29140/tltl.2026.104055>
- Demerouti, E., & Bakker, A. B. (2023). Job demands–resources theory in times of crises: New propositions. *Organizational Psychology Review*, 13(3), 209–236. <https://doi.org/10.1177/20413866221135022>
- Gürbüz, S., Bakker, A. B., Demerouti, E., & Brouwers, E. P. M. (2023). Sustainable employability and work engagement: A three-wave study. *Frontiers in Psychology*, 14, 1188728. <https://doi.org/10.3389/fpsyg.2023.1188728>
- Hair, J. F., Binz Astrachan, C., Moisesescu, O. I., Radomir, L., Sarstedt, M., Vaithilingam, S., & Ringle, C. M. (2021). Executing and interpreting applications of PLS-SEM: Updates for family business researchers. *Journal of Family Business Strategy*, 12(3), 100392. <https://doi.org/10.1016/j.jfbs.2020.100392>
- Hair, J., & Alamer, A. (2022). Partial least squares structural equation modeling (PLS-SEM) in second language and education research: Guidelines using an applied example. *Research Methods in Applied Linguistics*, 1(3), 100027. <https://doi.org/10.1016/j.rmal.2022.100027>
- Hakanen, J. J., & Kaltiainen, J. (2026). Work engagement: Feeling happy, motivated, and resilient at work. *Annual Review of Organizational Psychology and Organizational Behavior*, 13, 23–48. <https://doi.org/10.1146/annurev-orgpsych-020924-064233>
- Hassett, M. P. (2022). The effect of access to training and development opportunities on rates of work engagement within the U.S. federal workforce. *Public Personnel Management*, 51(3), 380–404. <https://doi.org/10.1177/00910260221098189>
- Hoedemakers, J., Vanderstucken, A., & Stoffers, J. (2023). The influence of leadership on employees' employability: A bibliometric analysis, systematic literature review, and research agenda. *Frontiers in Psychology*, 14, 1092865. <https://doi.org/10.3389/fpsyg.2023.1092865>
- Huo, M.-L. (2021). Career growth opportunities, thriving at work and career outcomes: Can COVID-19 anxiety make a difference? *Journal of Hospitality and Tourism Management*, 48, 174–181. <https://doi.org/10.1016/j.jhtm.2021.06.007>
- Martin, L., Nguyen-Thi, T. U., & Mothe, C. (2021). Human resource practices, perceived employability and turnover intention: Does age matter? *Applied Economics*, 53(28), 3306–3320. <https://doi.org/10.1080/00036846.2021.1886238>

- Oberländer, M., & Bipp, T. (2022). Do digital competencies and social support boost work engagement during the COVID-19 pandemic? *Computers in Human Behavior*, 130, 107172. <https://doi.org/10.1016/j.chb.2021.107172>
- Okon, S. E., Dakare, O., Akaighe, G. O., & Adebisi, S. O. (2025). Organisational career growth and work engagement: A moderated mediated model. *Career Development International*, 30(3), 239–254. <https://doi.org/10.1108/CDI-05-2024-0228>
- Presbitero, A., Fujimoto, Y., & Lim, W. M. (2025). Employee engagement and retention in multicultural work groups: The interplay of employee and supervisory cultural intelligence. *Journal of Business Research*, 186, 115012. <https://doi.org/10.1016/j.jbusres.2024.115012>
- Saks, A. M., Gruman, J. A., & Zhang, Q. (2022). Organization engagement: A review and comparison to job engagement. *Journal of Organizational Effectiveness: People and Performance*, 9(1), 20–49. <https://doi.org/10.1108/JOEPP-12-2020-0253>
- Samroodh, M., Anwar, I., Ahmad, A., Akhtar, S., Bino, E., & Ali, M. A. (2023). The indirect effect of job resources on employees' intention to stay: A serial mediation model with psychological capital and work-life balance as the mediators. *Sustainability*, 15(1), 551. <https://doi.org/10.3390/su15010551>
- Sánchez-Cardona, I., Vera, M., & Marrero-Centeno, J. (2023). Job resources and employees' intention to stay: The mediating role of meaningful work and work engagement. *Journal of Management & Organization*, 29(5), 930–946. <https://doi.org/10.1017/jmo.2021.10>
- Sang, G., Wang, K., Li, S., Xi, J., & Yang, D. (2023). Effort expectancy mediate the relationship between instructors' digital competence and their work engagement: Evidence from universities in China. *Educational Technology Research and Development*, 71(1), 99–115. <https://doi.org/10.1007/s11423-023-10205-4>
- Sarstedt, M., Hair, J. F., Pick, M., Liengaard, B. D., Radomir, L., & Ringle, C. M. (2022). Progress in partial least squares structural equation modeling use in marketing research in the last decade. *Psychology & Marketing*, 39(5), 1035–1064. <https://doi.org/10.1002/mar.21640>
- Schaufeli, W. B. (2021). Engaging leadership: How to promote work engagement? *Frontiers in Psychology*, 12, 754556. <https://doi.org/10.3389/fpsyg.2021.754556>
- Van Heerden, J., Du Plessis, M., & Becker, J. R. (2022). Walking the tightrope of job demands and resources: Leveraging work engagement to counter turnover intentions of information technology professionals. *Frontiers in Psychology*, 13, 660308. <https://doi.org/10.3389/fpsyg.2022.660308>
- Wang, L., & Abu Hasan, N. (2024). Exploring organizational career growth: A systematic literature review and future research directions. *Cogent Business & Management*, 11(1), 2398728. <https://doi.org/10.1080/23311975.2024.2398728>
- Weng, T.-C., Shen, Y.-H., & Kan, T.-T. (2023). Talent sustainability and development: How talent management affects employees' intention to stay through work engagement and perceived organizational support with the moderating role of work-life balance. *Sustainability*, 15(18), 13508. <https://doi.org/10.3390/su151813508>
- Yadnya, I. D. G. S. A., & Khamiliyah, L. (2024). The influence of human resource practices, inclusive leadership, and digital competence on employee engagement and retention in the hospitality industry: A SEM-PLS approach. *Journal of Tourism, Hospitality and Travel Management*, 2(1), 27–42. <https://doi.org/10.58229/jthtm.v1i2.307>

- Yu, H., Yan, C., Zhang, L., Dong, Z., Cheng, L., Zheng, X., & Zhao, Z. (2021). Does the employability paradox exist or not? An inverted U-shaped model. *Frontiers in Psychology*, 12, 588793. <https://doi.org/10.3389/fpsyg.2021.588793>
- Zhang, X., Deng, H., Xia, Y., & Lan, Y. (2021). Employability paradox: The effect of development idiosyncratic deals on recipient employees' turnover intention. *Frontiers in Psychology*, 12, 696309. <https://doi.org/10.3389/fpsyg.2021.696309>
- Zhu, J.-J., & Song, H.-M. (2022). The impact of career growth on knowledge-based employee engagement: The mediating role of affective commitment and the moderating role of perceived organizational support. *Frontiers in Psychology*, 13, 805208. <https://doi.org/10.3389/fpsyg.2022.805208>