

## The Impact of Organizational Learning Culture Towards Job Satisfaction and Turnover Intention in Multinational Companies

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### ABSTRACT

With the tight competition in the globalization era, employee skills and knowledge has become the currency for success and multinational company begin to focus on creating organizational learning culture to build competitiveness. However, organizational learning culture alone is not enough. Human resource department also need to focus on maintaining employees' satisfaction and retaining employees. With this in mind, the research is created with aims to analyze the impact of organizational learning culture towards job satisfaction and turnover intention.

Simple random sampling is used to determine the sample and using questionnaire as data gathering tool, 87 respondents were gathered from employees in PT XYZ's head office. The respondent's data was then analyzed using simple linear regression and multiple linear regression. The result shows that organizational learning culture has positive significant impact but has no significant impact towards turnover intention. Further analysis using Sobel and Bootstrapping tests signified that organizational learning culture has significant indirect impact towards turnover intention with job satisfaction as the mediating variable.

**Keywords:** Organizational Learning Culture, Job Satisfaction, Turnover Intention, Multinational Company

### ABSTRAK

*Dengan kompetisi yang semakin ketat di era globalisasi ini, keahlian dan pengetahuan karyawan telah menjadi kunci kesuksesan perusahaan. Perusahaan-perusahaan multinasional mulai untuk memusatkan perhatian pada peningkatan budaya pembelajaran organisasi. Namun, budaya pembelajaran organisasi saja tidaklah cukup. Departemen sumber daya manusia juga harus fokus dalam menjaga kepuasan serta mempertahankan karyawan. Mengingat hal ini, penelitian ini dibuat dengan tujuan untuk menganalisa dampak budaya pembelajaran organisasi terhadap kepuasan karyawan dan turnover intention.*

*Metode sampel acak digunakan dalam menentukan responden dan dengan menggunakan kuesioner sebagai alat pengumpulan data, 87 responden berhasil didapatkan dari para karyawan di kantor pusat PT XYZ. Data responden kemudian dianalisa menggunakan regresi linear sederhana dan regresi linear berganda. Hasil menunjukkan bahwa budaya pembelajaran organisasi memiliki pengaruh positif yang signifikan terhadap kepuasan karyawan tetapi tidak memiliki pengaruh yang signifikan terhadap turnover intention. Analisa tambahan menggunakan tes Sobel dan tes Bootstrapping menunjukkan bahwa budaya belajar organisasi memiliki pengaruh negatif tidak langsung yang signifikan terhadap turnover intention dengan kepuasan karyawan sebagai variabel mediasi*

**Kata Kunci:** Budaya Belajar Organisasi, Kepuasan Karyawan, turnover intention, Perusahaan Multinasional

## INTRODUCTION

Globalization has become something inevitable for every company in every part of this world. With the globalization that brings the world to become more borderless, every company should stay competitive in order to maintain the sustainability of the business (Hsu, 2009). Other than brands, products and technology, companies have also taken into account their human capital as the source of competitiveness (Song, Kim, Chermack & Yang, 2008). To develop human capital, knowledge has become the currency (Egan, Yang & Bartlett, 2004).

Senge (1990) defined learning organization as “An organization where people continually expand their capacity” (in Jamali, Sidani & Zouein, 2009). From the definition itself, it is true that organization need to keep improving their people’s talent, knowledge and skills. However, this will be a very complicated process if company has a lot of employee since company should match the appropriate training with the appropriate employee in order to maximize the learning experience. Therefore, companies try to insert learning and development into their employees’ habit by creating a conducive and supportive learning environment to create the organization learning culture (OLC) (Song, Joo & Chermack, 2009). By creating OLC, companies could ignite individual learning spirit within each of their employee so each employee will individually seek for training for their own improvement.

Beside OLC, employee retention has also become one of the most challenging issues in HRD. A research by Schultz (1994) has shown that making employee happy in terms of job satisfaction will push employee retention and hinder the employee to do turnover (in Emami, Moradi, Idrus & Almutairi, 2012). This means fulfilling employee’s requirement is vital in order to increase retention rate and keep the best talent inside the company. Moreover, an effective OLC is the one which not only increase the capability of employee but also the one which can retain the employees (Malik & Danish, 2010). Thus, there should be a relationship between OLC, job satisfaction and turnover intention.

Multinational Corporation (MNC) is a business organization which has an operation in more than two countries and can also be categorized as a foreign direct investment (FDI) in the host country (Lazarus, 2001). Since MNCs need to face a lot of competition from different countries, they need to be able to make their people as the core competence in order to stay ahead of competitors (Shen & Darby, 2006). Thus, MNC can be one of the best example of learning organization because MNCs need to manage the development of their people worldwide. Therefore, this research would like to analyze the impact of OLC on MNC towards employee job satisfaction and employee retention.

In order to create a talent which later on could contribute to the success of the business, company will at least need two type of costs which are money – around US\$706 per learner per year on average in 2012 (Hollon,

2013) – and of course time. The high costs incurred raise questions for every investor, HR managers. First, will OLC make people happier in terms of job satisfaction? Second, are the cost spent to create OLC will be returned to the company someday? The same problems are also faced by HR managers in MNC. Thus, this research would focus on MNC as the research object and choose PT XYZ in particular as the representation of MNC.

However, developing OLC alone is not enough. HR managers are still trying to increase the loyalty of employee. One of the ways to keep employee loyal is to make them satisfied in order to avoid turnover. According to Accenture, employee performance and employee retention can be increased if employee could feel a great opportunity inside the company and chances to develop their skills regardless of their position in that company (Garfinkle, 2005). However, HR managers in PT XYZ still do not know whether the current OLC will truly increase job satisfaction and whether this OLC could retain their employee. Knowing all of these, researcher is questioning whether creating learning culture will also promote people to become satisfied or whether OLC will make people having less turnover intention. Therefore, this research will analyze the impact of OLC towards job satisfaction and turnover intention.

## LITERATURE REVIEW

In order to do this research, it is important to understand the underlying theories, definition and concepts which will be used later on. There are three big concepts that will be used in this research which are Organizational Learning Culture (OLC), Job Satisfaction and Turnover Intention.

### Organizational Learning Culture (OLC)

Since the introduction of this concept by Peter Senge (1990), this topic has become very popular topic for research as well as for business. In his book, *The Fifth Discipline: The Art and Practice of the Learning Organization*, Senge defined organizational learning culture, often said learning organization, as “organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspirations are set free and where people are continually learning how to learn together” (in Malik & Danish, 2010; Nemeth, 1997). Several attempt to make this concept measurable has been done to provide a better empirical study. Marsick and Watkins (2003) had successfully created a measurable form of OLC into seven measurable dimensions called Dimension of Learning Organization Questions (DLOQ) as being explained in table 1.

**Table 1. Seven Dimension of Organizational Learning Culture**

Dimension	Definitions
Continuous learning	Opportunities for ongoing education and growth are provided; learning is designed into work so that people can learn on the job.
Inquiry and dialogue	The organizational culture supports questioning, feedback, and experimentation; people gain productive reasoning skills to express their views and the capacity to listen and inquire into the views of others.
Team learning	Work is designed to use teams to access different modes of thinking; collaboration is valued by the culture and rewarded; teams are expected to learn by working together.
Embedded system	Necessary systems to share learning are created, maintained, and integrated with work; employees have access to these high- and low-technology systems.
Empowerment	People are involved in setting and implementing a shared vision; responsibility is distributed so that people are motivated to learn what they are held accountable to do.
System connection	The organization is linked to its communities; people understand the overall environment and use information to adjust work practices; people are helped to see the effect of their work on the entire organization.
Strategic leadership	Leadership uses learning strategically for business results; leaders model, champion, and support learning.

Source : Song, Joo & Chermack, 2009, p. 6

At first, the original DLOQ consist of 43 questions. However, after further research by Yang (2003), the new DLOQ which has been refined and fabricated further based on empirical study was created. Yang (2003) suggested that if a researcher would like to test the relationship between learning culture and several other variables, a shorter version with only seven question items which represent each of the dimensions should be used in DLOQ especially if the research would like to analyze a complex relationship between OLC and other variables.

#### Job Satisfaction (JS)

Similar with OLC, job satisfaction also has various definitions and translations from various researchers. Hoppock (1935) explained job satisfaction as “any combination of psychological, physiological, and environmental circumstances” (in Hsu, 2009, p. 47) which motivate employees to become satisfied in their job. Locke (1969) defined job satisfaction as “the pleasurable emotional state resulting from the appraisal of one’s job as

achieving or facilitating the achievement of one’s job values” (in Hsu, 2009, p. 316). Spector (1997) describe job satisfaction as “how people feel about their jobs and different aspects of their jobs. It is the extent to which people like or dislike their jobs” (in Hsu, 2009, p. 2). From all of these descriptions, job satisfaction could actually be concluded as employees’ satisfaction resulted from psychological and physical perspective that comprises from a complex construct of intrinsic and extrinsic factors (in from Hsu, 2009; Emami, Moradi, Idrus & Almutairi, 2012).

In terms of measurement there are a lot of constructs that can be used for measuring job satisfaction. However, Job Satisfaction Survey (JSS) by Spector is the most frequently used (Astrauskaitė, Vaitkevičius & Perminas, 2011) since it measure up until the sub domain (Gholami Fersharaki, Talebiyan, Aghamiri & Mohammadian, 2012). JSS measure job satisfaction from the nine facet scales to measure employee attitude as described in table 2.

**Table 2. Nine Facets of Job Satisfaction Survey by Spector**

Facets	Description
Pay	Pay and remuneration
Promotion	Promotion opportunities
Supervision	Immediate Supervisor
Fringe Benefits	Monetary and non-monetary fringe benefits
Contingent Rewards	Appreciation, recognition and rewards for good work
Operating Condition	Operating Policies and procedure
Coworkers	People you work with
Nature of work	Job task themselves
Communication	Communication within the organization

Source : Spector, 2001

#### Turnover Intention (TI)

Predicting the actual turnover is not an easy job. There are a lot of external factors which could affect turnover behavior of an employee. Therefore, turnover intention is the closest variable that can explain the actual turnover (Hsu, 2009). Price (1977) defined turnover as “the degree of individual movement across the membership boundary of a social system” (in Hsu, 2009, p. 4). Abassi and Hollman (2000) described the meaning of employee turnover as “the rotation of workers around the labor market; between companies, jobs, and occupations; and between the situations of employment and unemployment” (in Hsu, 2009).

In general, there are two types of turnover which are involuntarily turnover and voluntarily turnover. Involuntarily turnover is the turnover of employee which is initiated by the organization or the company. Voluntarily turnover is the turnover that happens because of the employee’s initiation. Voluntary turnover is the one that concern organization the most since they may lose their talented employee if they found a better offer outside

company (Noe, Hollenbeck, Gerhart & Wright, 2010). This research will refer employee turnover as voluntary turnover and measure the willingness or intention of employee to leave the company using Staying or Leaving Index (SLI) by Bluedorn (1982a). SLI is a construct to measure the willingness of employee to keep working in a company. In meta-analysis by Griffeth, Hom and Gaertner (2000), SLI has been commonly used for organizational research and has been proven to maintain reliability and construct validity (in Hsu, 2009).

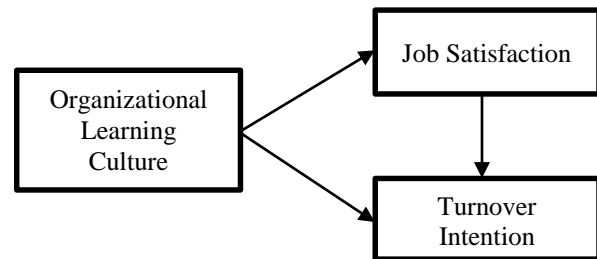
### Relationship between Concepts

In a learning organization which people development is encouraged, employee will get a very sophisticated learning environment which will support the development of that particular person. By working in an organization with OLC, an employee is able to increase its knowledge and capability which is one of the factor in his/her development. As the famous theory – the two factor theory – from Herzberg said, development or advancement of the employee is one of the motivator factors to increase job satisfaction. Thus, it can be said that OLC which has a purpose to develop employee will act as a factor to improve job satisfaction (Herzberg, 1987). In addition, research of relationship between individual characteristic of learning organization has proven that OLC will have positive impact towards jobs satisfaction.

Hsu (2009) indicated that the current available research has given enough proof that OLC will decrease the intention of employee to do turnover. According to Shore, Tetrick, Lynch and Barksdale (2006) in social exchange theory, employee who receive enough training which may benefit them will be more reluctant to do turnover (in Hsu, 2009). Thus, when employees perceive that the training given by the organization will relevantly improve their skill and knowledge, they will have lower turnover intention since they feel the benefit of staying in the company. In addition Egan, Yang and Bartlett (2004) found out that OLC will indirectly decrease turnover intention using job satisfaction as the mediating factor.

Most theories has stated that job satisfaction will have negative relationship with turnover intention. It is said that when employee feel dissatisfied they will think to do turnover in order to find a better opportunity outside the current job. In addition, a meta-analysis by Griffeth, Hom, and Gartner (2000) stated that job satisfaction has the highest relationship to turnover intention compared with other kind of job attitudes (Hsu, 2009). Thus, it can be said that job satisfaction is an antecedent of turnover intention.

Therefore, the following figure as depicted in figure 1 can be drawn as the framework of this research to explain relationships between OLC, JS and TI. Similar framework was also used by the relevant research of Emami, Moradi, Idrus and Almutairi (2012) for IT small and medium enterprise in Iran. Furthermore, using structured equation modelling (SEM), both Hsu (2009) as well as Egan, Yang and Bartlett (2004) come up with similar framework as used in this research.



**Figure 1. Framework of the Research**

H<sub>1</sub>: Organizational learning culture has significant impact towards job satisfaction.

H<sub>2</sub>: Organizational learning culture has significant impact towards turnover intention.

H<sub>3</sub>: Job satisfaction has significant impact towards turnover intention.

## RESEARCH METHOD

This research has a purpose to examine the impact of organizational learning culture (OLC) towards job satisfaction and turnover intention. From the purpose, it can be said that this research falls into explanatory study. According to Cooper and Schindler (2011), there are four types of research method which are reporting, descriptive, explanatory and predictive. This research is considered as explanatory study since it aims to test the relationships and impact of OLC towards job satisfaction and turnover intention. In addition, this research is also using theories as the basis to create three hypothesis from the related factors.

With the three research objectives stated in the first chapter, this research will analyze the relationship and impact of three main variables which are OLC, job satisfaction and turnover intention. All three variables will be measured using 5 points likert-scale questions with 1 as strongly disagree and 5 as strongly agree.

This research will use DLOQ as the measurement for OLC. However, the one used in this research is the abbreviated DLOQ from Yang (2003). Furthermore, this research will only use the seven items which has been validated by Yang (2003) as the representative of each dimension since this research is analyzing a complex relationship between OLC and several other factors, which are job satisfaction and turnover intention. In addition, the seven representative items is chosen to avoid multicollinearity problems as suggested by Egan, Yang and Bartlett (2004).

There are numerous type of questionnaires available to measure job satisfaction (Gholami Fersharaki, Talebiyan, Aghamiri & Mohammadian, 2012). Out the job satisfaction measurements available, this research will use Job satisfaction Survey (JSS) from Spector (1985). JSS is used because it measures job satisfaction up until the sub domain. Out of the 36 question items of JSS, this research will only take nine items which will represent each of the cluster to make it simpler and adjusted to the sample. The items used in this research are the same items used by Hsu (2009) which also has been validated in her research.

To measure TI, this research will use Staying or Leaving Index (SLI) developed by Bluedorn in 1982 (in Hsu, 2009). According to Sager, Griffeth and Hom (1998), SLI is one of the questionnaires of turnover intention which have been validated. Thus, it can be said that SLI has a good reliability and construct validity (in Hsu, 2009).

This research will analyze two types of data which are nominal and interval. The data itself is the translation of questionnaire result which measure the condition and perception of respondents. Nominal data is the result of demographic questions in the beginning of the questionnaire which has the purpose to get the current condition of the respondents. Interval data, on the other hand, is the result of the data summation of questions items group which will be measured using 5 points likert scale (Theodora, 2013).

The data is coming from the survey which was done using questionnaire. This research will use unrestricted probability sampling specifically using simple random sampling method. This method is used since this research is an explanatory study which demands a sample that could be generalized. According to Cooper and Schindler (2011), by using probability sampling method, one is able to generalize the sample as the representative of the population.

There is actually no agreeable standard of determining the minimum sample size for linear regression (Hair, Black, Babin & Anderson, 2010). This research, however, will use the formula by Green (1991) which is  $N \geq 50 + 8k$  where  $N$  is the minimum sample size and  $k$  is the number of predictors (Brooks & Bricikowski, 2012). Thus, when using multiple linear regression with two independent variables, the minimum number of sample would be 66 people.

In analyzing the impact of OLC towards job satisfaction and employee turnover researcher will use multiple and simple linear regression to identify the cause and effect from the independent variable to the dependent variable. This research will use a two tailed test model with significance level ( $\alpha$ ) of 5%. However several tests need to be done in order to fulfill the requirements of the linear regression analysis.

Since the data is gathered using self-administered questionnaire which create a primary data set, then validity and reliability test are needed. These tests are done to make sure the items used in the questionnaire are the correct measurement for the variables. This research will use the bivariate method for validity test. On the other hand to measure the reliability, this research will use one shot method since the respondent only fill in the questionnaire once. According to Nunnally (1994), a variable is considered as reliable if it has Cronbach alpha of 0.70 and above (in Ghozali, 2013).

To make sure that the data is appropriate for regression analysis, classic assumption test is needed. Classic assumption test is a set of test with a purpose to verify that the data used for multiple regression analysis has met the assumption criteria needed for regression especially since this research is using ordinary least square (OLS) method in the multiple regression analysis (Ghozali, 2013). There are several tests that needs to be done in order to

make sure that the assumptions are fulfilled which are Normality test, Autocorrelation test, Multicollinearity test and Heteroscedasticity test. However, this research will omit autocorrelation test since this research is using a cross-sectional study where the data has no natural order, (Armstrong, 2001; Doane & Seward, 2011).

This research will use two types of regression which are simple linear regression and multiple linear regression.  $H_1$  will be analyzed using simple linear regression while  $H_2$  and  $H_3$  will be combined and analyzed using multiple linear regression since both of them are referring to the same dependent variable which is turnover intention.

- OLC towards job satisfaction

$$JS = \beta_0 + \beta_1 OLC + \varepsilon$$

- OLC and job satisfaction towards turnover intention

$$TI = \gamma_0 + \gamma_1 OLC + \gamma_2 JS + \varepsilon$$

Three criteria will determine the result of the regression analysis which are  $R^2$  or adjusted  $R^2$ , F test and t-test.

Other than regression analysis, this research will also do Sobel and bootstrapping test. Both of these tests are used to make sure that the mediating variable carries the impact of independent variable towards the dependent variable and how significant is the indirect impact. In order to run bootstrapping and Sobel test, additional package of macros need to be installed in SPSS. The macros could be downloaded from Hayes (2008).

## RESULTS AND DISCUSSION

In conducting self-administered survey to the employees in PT XYZ's Head Office (HO), 160 questionnaires were spread to all employees in HO with different functions. The respondents were given two until three days to fill in the questionnaire and then researcher came again to take back the questionnaire. From 160 questionnaire spread, 87 were returned and filled. Then data is translated into SPSS format to be analyzed.

The first test is validity and reliability testing. After doing the bivariate analysis to compare the construct total score of each variable with their question items, it was found that all question items have significant correlation to their construct total score in OLC, JS as well as TI. In terms of reliability, the reliability test shows that all of the indicators are reliable with cronbach alpha of 0.746 for OLC, 0.751 for JS and 0.842 for TI.

In addition to that, the data has passed the classical assumption tests which are normality, heteroscedasticity and multicollinearity. Thus, the data is good to be tested using the linear regression analysis. Two regression analysis are done, simple linear regression and multiple linear regression and the summary of the result to test the hypothesis can be seen in Table 3.

**Table 3. Summary of Regression Analysis**

Type	Variable	Value	Sig
<b>Simple Linear Regression (OLC → JS)</b> R <sup>2</sup> = 0.340			
F test	OLC	43.848	0.000*
t-test	OLC	6.622	0.000*
<b>Multiple Linear Regression (OLC and JS → TI)</b> Adjusted R <sup>2</sup> = 0.141			
F test	OLC and JS	6.911	0.002*
t-test	OLC	-0.684	0.496
	JS	-2.569	0.012*

\*Significant towards the independent variable

From the simple linear regression result, it can be seen that with R<sup>2</sup> of 0.340, OLC will actually give a significant positive impact to JS which. It be seen from the result of F test and t-test in the simple linear regression which also confirmed the first hypothesis (H<sub>1</sub>). Furthermore, the F test from multiple linear regression shows that simultaneously OLC and JS have significant negative impact to TI with adjusted R<sup>2</sup> of 0.141. However, t-test of the multiple linear, which reveals the significance of individual variable, give different result for OLC and JS. The t-test shows that OLC does not give significant impact to TI eventhough there is a negative relationship. This means the second hypothesis (H<sub>2</sub>) is not proven. On the other hand, JS give a significant negative impact to TI which proves that H<sub>3</sub> should be accepted.

Since H<sub>2</sub> is not proven, further analysis using Sobel and Bootstrapping tests are done to reveal whether an indirect relationship occurs between OLC and TI. The result from both Sobel and Bootstrapping test indicated that OLC give significant indirect impact to TI. In addition, the impact is fully mediated by JS which act as the mediating variable.

The result of this research has proven that OLC actually is a valid construct to predict job satisfaction and also turnover intention. In addition, similar result was also shown in similar research. Using structured equation modeling (SEM), the research of Egan, Yang and Bartlett (2004) as well as Hsu's dissertation (2009) came up a model that explains similar result. Emami, Moradi, Idrus, and Almuatiri (2012) also gave similar result using correlation analysis. In terms of the indirect impact of OLC towards TI, Hsu (2009) as well as Emami, Moradi, Idrus, and Almuatiri (2012) suggested that the indirect relationship could happen since the impact of OLC will be accumulated later on as an emotional attachment of employee to the company and could not be felt directly. Egan, Yang and Bartlett (2004) argued that the indirect relationship happen since OLC and JS is highly correlated but both measurements are mutually exclusive meaning that both measurement measure two different things. This finding suggests researchers to also measure OLC when studying organizational outcome because OLC might become a part of unmeasured factors in job satisfaction.

The result also means that training alone does not make employees stay if they do not have a clear career path. In addition, according to Herzberg (1987), hygiene factors

such as salary, benefits and working condition should also be maintained to avoid dissatisfaction while individual growth as a result of learning culture is considered as motivation factors. If company only focus on the motivation factor, by promoting OLC, and leave the hygiene factor behind, dissatisfaction may occur and turnover will happen. Thus, it is important to keep both hygiene and motivation factor in balance.

As for the business implication, with the proof that JS a perfect mediator for the indirect impact between OLC and TI, company should also pay attention to the satisfactory level of the employee as well to make sure that the indirect impact of OLC is well delivered and decrease the turnover intention. In other words, employees will perceive an organization which allows them to develop themselves as an organization worth work for. Thus, employees will got the feeling that they should repay the organization in a way. However, the emotional attachment as stated by Hsu (2009) as well as Emami, Moradi, Idrus, and Almuatiri (2012), will not take effect if company does not make sure that they have fulfilled the hygiene factors and motivation factor needed by employee such as pay, benefits, good environment, good working condition and clear career path.

In addition, OLC and JS are not the only factors which influence employee to leave the organization. The low value of adjusted R<sup>2</sup> (12.1%) in the multiple linear regression also suggests that more factors need to be involved in the research to fulfill the 87.9% unexplained result. Factors such as family matter, working pressure and willingness of employees to pursue their dream or passion are some other factors that need to be considered in measuring turnover intention. Following spouse to new place, an unbearable working pressure, a passion to be entrepreneur and a dream to attain higher educational degree are some reasons thrown by employee in their exit interview. These reasons are the unmeasured factors in job satisfaction and turnover intention that should be accounted as the factors that influenced turnover.

## CONCLUSION

After doing the analysis, this research has answered the three problems stated in the first chapter. First, it is proven that OLC will give a positive significant impact to JS. Next, OLC has no direct impact towards TI and JS has a negative significant impact towards TI. Using Sobel and bootstrapping test, it was proven that JS is a good mediating variable to fully mediate the indirect impact of OLC to TI. With this result, the objective of this research has been achieved by showing the relationship between concepts used in this research which are OLC, JS and TI.

Having said that this research has achieved its objectives, there are still some limitations for this research when the analysis were run. First, this research has a limited number of concepts and construct since it inly used three concepts (OLC, JS and TI) and three constructs (DLOQ, JSS and SLI). Second, this research has limited number of population scope since the survey was held only in Head Office of PT XYZ. Last one is this research has a limited

data research method since it only used questionnaire for data gathering tools and only do a cross-sectional study.

Looking at the limitation of the research, further improvement can still be done for achieving more solid result. First, involve more constructs – such as employee engagement or training effectiveness – and concepts – such as job satisfaction questionnaire by Hazard – into the research. Second, enlarging the population scope of research by involving XYZ's employee in another place or involve another MNCs. Last but not least is using longitudinal study and interview method to understand the causal relationship of the data and to get more insights from respondents.

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