

## Drivers of Turnover Intentions and Vulnerability to Employee Poaching: A Study of Permanent Lecturers in Indonesian Private Universities

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**Abstract.** Journal This study investigates the factors influencing turnover intentions and employee poaching among permanent lecturers in private universities in Medan, Indonesia. Using structural equation modeling on data collected from 471 lecturers, we examine the impact of financial rewards, psychological contracts, recognition and respect, and cultural openness patterns on these outcomes. Our findings reveal that financial rewards, psychological contracts, and recognition and respect significantly influence both turnover intentions and susceptibility to poaching. Cultural openness patterns, however, do not show significant effects. These results provide critical insights for university administrators in developing retention strategies and mitigating the risks of employee poaching. This study contributes to human resource management literature by extending our understanding of turnover and poaching dynamics in the context of higher education in developing countries.

**Keywords:** Financial Rewards, Psychological Contract, Recognition and Respect, Cultural Openness Pattern, Turnover Intention Employee Poaching

## **1. Introduction**

The advancement of higher education in Indonesia has progressed annually. The proliferation of higher education institutions in Indonesia is occurring at an accelerated pace. Presently, higher education institutions are seeing heightened rivalry. The Central Statistics Agency (BPS), using statistics from the Ministry of Research and Higher Education as of December 2023, indicates that there are presently 4,004 public and private higher education institutions. Private higher education institutions must possess human resources with the capability and quality to enhance their performance effectively. Universities can improve their competitiveness at both national and international levels (Ghasemy, 2023). Given the increasing rivalry among higher education institutions, it is imperative for these institutions to employ proficient lecturers to maintain a competitive advantage (Muhdar et al., 2022).

Nonetheless, the quantity of private institutions is now rising in many big cities, including Medan. It is inherently dependent on the guidance of proficient instructors who can elucidate their roles and obligations. Universities face the peril of losing their professional lecturers to rivals that provide superior remuneration and prospects for career progression in academia (Mudumba et al., 2022). Thus, the retention of lecturers is equally crucial. To decrease turnover risk, private colleges in Medan City must develop their operations and give management assistance to assure employee wellbeing.

Presently, there is a demand for professors holding functional roles with PhD qualifications, namely those with a minimum rank of lecturer from other campuses (Moore et al., 2021). This scenario compels each university to devise novel strategies for retaining prospective instructors (Z. X. Zhao et al., 2023). Moreover, colleges must assess the commitment of each professor to their school, cultivating a sense of security that guarantees their retention despite competing offers from other campuses (Nieman & Nieman, 2024). The retention of lecturers is a strategic approach to enhance cost efficiency and organizational adaptability (Kameswararao et al., 2023).

The turnover in a private institution is not exclusively attributable to instructor dissatisfaction. Moreover, educated professionals from other institutions with superior management systems and more attractive remuneration packages are frequently recruited (Sampson et al., 2022). Should instructors have challenges in securing alternative employment, their departure is improbable; this data indicates that the deficiency in job satisfaction inside the business warrants quick attention and remediation (Battiston et al., 2024a).

Employee poaching is a tactic employed by rival colleges to acquire high-performing academics (Nieman & Nieman, 2024). Universities will endeavor to provide appealing incentives, including enhanced welfare benefits (Z. X. Zhao et al., 2023). Consequently, a lecturer's inclination to move will escalate, as they recognize that moving to a competing university provides superior certainties compared to remaining at their former school (Moore et al., 2021).

Prior research indicates that employee poaching significantly influences turnover intention (Mudumba et al., 2022). The proper execution of staff poaching is thought to improve higher education performance (Bhattacharya et al., 2022). Nonetheless, study findings (Fischer et al., 2021) suggest that employee poaching does not substantially affect the desire to depart from the firm. The sense of welfare and support in the contemporary workplace significantly impacts a lecturer's decision to depart from the organization upon receiving an offer from a rival firm (Rivera, 2023).

Numerous factors, such as equitable and sufficient financial compensation, might affect lecturers' intentions to resign from their positions (Indiyati, 2021). Acknowledging and paying compensating lecturers' efforts and contributions typically enhances their work satisfaction and diminishes their intention to leave the position (Naushad, 2021) (Ting, 2022). Proper financial incentives can enhance the relationship between educators and their employing institution (Gamble, 2022) (Kanu et al., 2022). Lecturers may have a stronger affiliation with the school and a less propensity to depart when they see equitable recognition and treatment (Kisubi et al., 2022) (Athanasou, 2022).

The study's results indicate that financial incentives directly diminish the likelihood of turnover intention (X. Cui et al., 2024). The comprehensive reward system encompasses financial incentives as

well as additional components, including recognition, career advancement, and non-monetary perks like as health insurance and flexible leave (Madhani, 2021). The comprehensive reward system integrates financial incentives with additional components, enhancing the workplace appeal for employees, diminishing turnover intentions, and bolstering staff retention (Ferdous et al., 2024).

The psychological contract is also thought to impact a lecturer's propensity to relocate (Dhami et al., 2022). Employee anticipations about incentives, career advancement, work atmosphere, and organizational assistance, which are not usually expressly articulated in a formal employment agreement, are the foundation of a psychological contract (Koveshnikov et al., 2022). When workers breach or neglect the psychological contract, it might adversely impact them and elevate their propensity to resign (De Clercq, 2024). The psychological contract encompasses expectations for interpersonal interactions inside the workplace, including those with supervisors and colleagues.

The research (Culiberg et al., 2023) demonstrated that the psychological contract is essential for colleges to retain permanent instructors in the face of competition from other institutions. Employees who view their workplace relationships as harmonious and receive assistance from their bosses generally experience more satisfaction and exhibit increased retention (Costa & Oliveira, 2022). Conversely, breaches of the psychological contract, manifested via inadequate interactions with superiors or colleagues, can induce uncertainty and unhappiness, hence fostering heightened turnover intention (Qiao et al., 2023).

Recognition and respect experienced by professors for their efforts might enhance work happiness (Fu, 2022). Recognition and respect from superiors and colleagues can enhance the emotional connection between academics and the company, motivating lecturers to remain (Viola, 2021). Recognition and appreciation can enhance lecturer motivation and performance (Pagliaro, 2021). A professor who perceives respect for their efforts is likely to be more motivated, thereby decreasing turnover intentions and enhancing productivity (Khan et al., 2022).

Prior research indicates that recognition and esteem significantly influence turnover intention (Alahiane et al., 2023). Recognition also enhances the sense of purpose in work (Sun et al., 2024). When an employee is acknowledged for their accomplishments, they recognize a beneficial effect on both the business and themselves (Murray, 2024). Employees who perceive significance in their job are more inclined to remain long-term (Liu et al., 2024).

While previous studies have examined turnover intentions in various sectors, the unique context of private universities in developing regions remains underexplored. This study aims to fill this gap by investigating the antecedents of turnover intentions and employee poaching among permanent lecturers in Medan's private universities. Drawing on social exchange theory, we examine how financial rewards, psychological contracts, recognition and respect, and cultural openness patterns influence these outcomes.

## **2. Literature Review**

### **2.1 Turnover Intention**

Turnover intention is an individual's subjective assessment of departing from their current employment to seek alternative possibilities (Akosile, 2022). Factors contributing to turnover intention encompass internal elements such as job unhappiness, unfavorable environmental circumstances, excessive working hours with inadequate compensation, and subpar training programs. External variables influencing the establishment of turnover intention include the national economy, superior pay in other locations, local and regional economic vitality, and low unemployment rates (He et al., 2023).

The aim of lecturers to leave their positions results in uneven service to students (Gan, 2021). This includes services like academic counseling, administration, and career support, which can greatly influence student happiness (Ting, 2022). Universities face supplementary expenses to recruit and

educate new faculty, which can deplete time and resources (B. R. Lee, 2021). Elevated turnover may further augment the administrative strain on university administration (Hadush & Katheriyar, 2023). Prospective academics and staff may see institutions with elevated turnover intentions as less desirable workplaces, thereby damaging the institution's image and appeal (Kalemci, 2012). The departure of high-performing or important professors can result in institutions losing a competitive edge that impacts accrediting evaluations and institutional rankings both nationally and globally (Ndlovu, 2021).

### **Employee Poaching**

Lecturer poaching, or staff poaching, is a multifaceted issue that requires specialized focus, especially from the university's human resources department (Irfan, 2023). The interplay of several forces renders professor poaching nearly inevitable in a university setting (Ferreira & Nikolowa, 2022). Nonetheless, a plan to reduce turnover resulting from future enticement by external entities can alleviate professor poaching. Lecturer poaching transpires when a university recruits a lecturer from a rival institution (Hoey et al., 2021).

Lecturers presented with offers of increased pay, enhanced perks, or appealing incentives from alternative colleges are more inclined to contemplate relocation. If the school employing the lecturer cannot match the offer, the lecturer's decision to leave will escalate (In et al., 2024). Employee poaching sometimes include proposals for roles with enhanced responsibilities or expedited advancement prospects (Yildiz, 2023). Lecturers seeing stagnation in their careers at their present university may be more inclined to entertain such offers, hence elevating their turnover intention (Battiston et al., 2024b). Institutions with more recognition or higher academic rankings frequently entice teachers to relocate, as such moves can enhance the lecturers' academic reputations (Mittal & Singh, 2021). Lecturers who perceive a lack of gratitude or recognition at their current university may be incentivized to depart for other colleges that promote a culture of more respect (Kuiper et al., 2021).

H1: Employee poaching has a direct and significant effect on the turnover intention of lecturers in higher education.

## **2.2 Financial Rewards**

Rank, group, and seniority explicitly dictate financial compensation in the teaching profession, encompassing salary, bonuses, allowances, and other incentives (Chi et al., 2023). Subpar lecturer performance frequently results from remuneration challenges, as salary allocation is determined by position and seniority rather than performance metrics (Elrayah & Semlali, 2023). Such settings provide an issue, as all individuals get identical compensation regardless of their differing performance levels (Ibitomi et al., 2022). Monetary compensation the monetary incentives offered to professors considerably influence their intentions (de Buissonjé et al., 2022). The government's financial remuneration for professors is now insufficient (Zhou et al., 2021).

Moreover, prospective teachers may approach colleges that lack a defined payment structure with appealing propositions (Akpom & Ibegbulam, 2023). This phenomenon involves the competition for faculty in the realm of higher education (McWha-Hermann et al., 2022). Competing universities target the swift acquisition of competency resources to improve their national and worldwide rankings (Irfan, 2023).

Prior study findings suggest that financial incentives might markedly diminish a lecturer's propensity to resign (Oppong et al., 2023). Monetary incentives might enhance professors' dedication, countering the personnel poaching strategies utilized by other colleges in their quest for professional talent (Ehlers et al., 2024). Universities jeopardize their success when they do not deliver the anticipated financial benefits to their tenured faculty members (Leitão et al., 2022).

H2: Financial reward directly has a significant effect on employee poaching.

H3: Financial reward directly has a significant effect on turnover intention.

H4: Financial reward indirectly has a significant effect on turnover intention through employee poaching.

### **2.3 Psychological Contract**

The connection between academics and organizations is essentially a contractual agreement for the exchange of resources between the two entities, namely lecturers and institutions (He et al., 2023). A psychological contract binds both parties based on their perceptions of duties and the institution's adherence to them (Gracia, 2021). This contract establishes a relationship between the two parties that may influence labor productivity (Akar & Yörük, 2024a). A psychological contract encompasses everything written, unwritten, verbal, or implicit expectations between a company and its lecturers (Abbas, 2021). These expectations pertain to job performance, specific competencies, interpersonal connections, accolades, and similar factors (He et al., 2023).

Individuals and organizations possess a conviction on the terms and circumstances of a reciprocal agreement, referred to as the psychological contract (Rudolph, 2021). The psychological contract signifies a reciprocal expectation between two parties. The psychological contract may evolve over time according to work conditions, experiences, and institutions (Griep et al., 2023). Lecturers anticipate equitable treatment as individuals, assignments that utilize their skills, and remuneration that corresponds to their sacrificial efforts (Tomprou & Lee, 2022). Simultaneously, the university anticipates that professors will deliver optimal performance, demonstrate unwavering commitment to the institution's ideals, exhibit loyalty, and enhance the university's quality (Engelbrecht, 2021).

H5: Directly psychological contract has a significant effect on employee poaching.

H6: Directly psychological contract has a significant effect on turnover intention.

H7: Indirectly psychological contract has a significant effect on turnover intention through employee poaching.

### **2.4 Recognition and Respect**

A university may oversee lecturers and cultivate professional educators in alignment with the requirements of their roles by acknowledging and valuing their contributions (L. Cui et al., 2024). The institution must offer ongoing training to guarantee that instructors can continuously execute their responsibilities properly and efficiently (Choi et al., 2024). Respect is defined as an attitude of regard for or consideration of others. Acknowledging existence and honoring autonomy will be inconsequential if management fail to honor professors (Presslee et al., 2023).

Lecturers who attain recognition and praise are often more engaged in professional development activities (Arthur, 2023). Universities that give assistance for the enhancement of lecturers' skills and expertise, such as through training, conferences, or leadership possibilities, might diminish lecturers' inclination to pursue work elsewhere that provides comparable prospects (Thneibat, 2021). Esteemed and valued instructors might serve as exemplars and mentors for novice or younger lecturers (Alvanoudi et al., 2023). Instructors may significantly influence the establishment of a constructive work environment and enhance the professional growth of their peers (Alansari & Javed, 2021). This may also enhance the commitment of current lecturers to continue with the company, since they perceive their efforts as recognized and appreciated (Balakrishnan et al., 2022).

H8: Directly recognition and respect have a significant effect on employee poaching.

H9: Directly recognition and respect have a significant effect on turnover intention.

H10: Indirectly recognition and respect have a significant effect on turnover intention through employee poaching.

### **2.5 Cultural Openness Pattern**

An individual's inclination to engage with others from many cultures defines cultural openness, characterized by the awareness, comprehension, and acceptance of various cultures (Özkan Alakaş,

2024). According to (Fitriano, 2023), cultural openness denotes the degree to which individuals may integrate into social groupings comprised of diverse cultures without experiencing social limitations. Engaging with individuals and things from many cultures might foster cultural acceptance by augmenting instructors' familiarity and openness to various cultures (Mousa Alriyami et al., 2024).

Clear institutional policies guarantee that each professor understands their obligations distinctly. The professor is required to comply with processes and standards in several facets of their responsibilities, encompassing performance evaluation, advancement, professional growth, and workload allocation (Benefits, 2023). Instructors with a comprehensive awareness of institutional standards and procedures can execute their responsibilities with greater confidence, minimizing confusion and doubt (Anderson et al., 2024). The school cultivates an equitable and reliable environment by uniformly enforcing regulations for all lecturers without bias (O'Reilly et al., 2024). Instructors will not perceive that decisions or interventions provided to them are influenced by personal or contextual motives (Aggarwal, 2024). The institution's norms will guarantee equitable treatment for professors (J. H. Lee et al., 2024).

H11: Cultural openness pattern has a significant direct effect on employee poaching.

H12: Cultural openness pattern has a significant direct effect on turnover intention.

H13: Cultural openness pattern has a significant indirect effect on turnover intention through employee poaching.

### 3. Method

This study used the Structural Equation Modeling (SEM) methodology to develop concepts, models, and strategies concerning turnover intention and staff poaching in private institutions in Medan City. The study population comprises private universities located in Medan City, with the accompanying details:

Table 1. Count of Educational Personnel by Workplace

No	University Name	Number of people
1	Universitas Muhammadiyah Sumatera Utara	621
2	Universitas Prima Indonesia	587
3	Universitas Pembangunan Panca Budi	385
4	Universitas Islam Sumatera Utara	287
5	Universitas Potensi Utama	243
Total		2123

Source: Data processed by researchers, 2024

The sampling technique used 293 permanent lecturers with a cluster sampling model. With the following details:

Table 2. Sample Selection Percentage

No	University Name	Number of people	Cluster Sampling
1	Universitas Muhammadiyah Sumatera Utara	621	86
2	Universitas Prima Indonesia	587	81
3	Universitas Pembangunan Panca Budi	385	53
4	Universitas Islam Sumatera Utara	287	40
5	Universitas Potensi Utama	243	34
Total		2123	293

Source: Data processed by researchers, 2024

Table 2 above reveals that the selected sample consists of 293 regular instructors from five private institutions in Medan City. Additionally, the data source for this study is primary data collected using a questionnaire developed according to the indications of each research variable. The measuring scale employs a Likert scale.

1. Financial reward is measured by six indicators, namely salary and allowances (FR1), bonuses and incentives (FR2), award programs (FR3), education and professional development (FR4), transparency and communication (FR5) and financial stability of the institution (FR6).
2. Psychological contract is measured by eight indicators, namely Appropriate compensation (PC1), Clear work duration (PC2), Fair working conditions (PC3), Organizational commitment (PC4), Reciprocal loyalty (PC5), Balance between the interests of lecturers and the organization (PC6), Organizational support for lecturer development (PC7), Flexibility in duties and responsibilities (PC8).
3. Recognition and respect are measured by seven indicators, namely Recognition of work results (RR1), Open praise (RR2), Fair treatment (RR3), Constructive feedback (RR4), Attention to welfare (RR5), Recognition of individual initiative (RR6), Reward for teamwork (RR7).
4. Cultural openness pattern is measured by seven indicators, namely Acceptance of diversity (COP1), Willingness to learn from other cultures (COP2), Readiness to face cultural change (COP3), Respect for traditions and values of other cultures (COP4), Awareness of cultural stereotypes (COP5), Support for cultural diversity programs (COP6), Leadership that respects culture (COP7).
5. Employee Poaching is measured by eight indicators, namely Higher Incentive Provision (EC1), Career Advancement Offers (EC2), Work Environment Factors (EC3), Colleges with Better Reputations (EC4), Job Security (EC5), Psychological Well-being and Motivation (EC6), Connections and Networking (EC7), Changes in the Industrial Environment (EC8).
6. Turnover Intention is measured by seven indicators as follows: Desire to Find a New Job (TI1), Desire to Quit Current Job (TI2), Frequency of Thinking of Leaving the Organization (TI3), Job Satisfaction (TI4), Loyalty to College (TI5), Perception of Career Opportunities Elsewhere (TI6), Presence of Opportunities to Move (TI7).

## 4. Finding And Discussion

### Construct validity testing

Table 2. Results of the Analysis of Cultural Disclosure Pattern Question Items

Variable	Statement	Loading Factor	Alpha	Information
Financial Rewards (X1)	FR1	0.967	0.7	Valid
	FR2	0.966	0.7	Valid
	FR3	0.901	0.7	Valid
	FR4	0.953	0.7	Valid
	FR5	0.907	0.7	Valid
	FR6	0.909	0.7	Valid
Psychological contract (X2)	PC1	0.926	0.7	Valid
	PC2	0.984	0.7	Valid

	PC3	0.983	0.7	Valid
	PC4	0.972	0.7	Valid
	PC5	0.926	0.7	Valid
	PC6	0.934	0.7	Valid
	PC7	0.927	0.7	Valid
	PC8	0.932	0.7	Valid
Recognition and respect (X3)	RR1	0.819	0.7	Valid
	RR2	0.718	0.7	Valid
	RR3	0.812	0.7	Valid
	RR4	0.842	0.7	Valid
	RR5	0.907	0.7	Valid
	RR6	0.865	0.7	Valid
	RR7	0.818	0.7	Valid
Cultural openness pattern (X4)	COP1	0.838	0.7	Valid
	COP2	0.855	0.7	Valid
	COP3	0.722	0.7	Valid
	COP4	0.794	0.7	Valid
	COP5	0.878	0.7	Valid
	COP6	0.74	0.7	Valid
	COP7	0.737	0.7	Valid
Turnover Intention (Y1)	TI1	0.786	0.7	Valid
	TI2	0.836	0.7	Valid
	TI3	0.763	0.7	Valid
	TI4	0.96	0.7	Valid
	TI5	0.898	0.7	Valid
	TI6	0.825	0.7	Valid
	TI7	0.942	0.7	Valid
Employee Poaching (Y2)	EC1	0.983	0.7	Valid
	EC2	0.922	0.7	Valid
	EC3	0.966	0.7	Valid
	EC4	0.919	0.7	Valid
	EC5	0.976	0.7	Valid
	EC6	0.928	0.7	Valid
	EC7	0.928	0.7	Valid
	EC8	0.773	0.7	Valid

The table above confirms the validity of the questions for all research variables, as the overall validity value is greater than 0.7.

### Construct Reliability Test

The data processing findings indicate the subsequent outcomes:

Table 3. Construct Reliability

Variable	Composite Reliability	Average Variance Extracted (AVE)
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Financial Rewards (X1)	0.970	0.801
Psychological contract (X2)	0.984	0.910
Recognition and respect (X3)	0.947	0.693
cultural openness pattern (X4)	0.981	0.687
Turnover Intention (Y1)	0.965	0.759
Employee Poaching (Y2)	0.980	0.862

The average value, as seen in the table above, exceeds 0.5. The composite dependability value exceeds 0.7. Consequently, we can ascertain that the study's indicators are accurately measured.

**Coefficient of Determination (R2)**

Table 4. R Square

Variable	R Square	R Square Adjusted
Employee Poaching (Y2)	0.953	0.950
Turnover Intention (Y1)	0.742	0.731

The table 4 above indicates that the Employee Poaching variable possesses an adjusted R squared value of 0.950, or 95.0%, with other excluded factors affecting the residual 0.05%. The turnover intention variable has an adjusted R squared value of 0.731, or 73.1%, indicating that the remaining 26.9% is affected by factors beyond the scope of this study.

**Predictive Relevance (Q2)**

The Q2 value is synonymous with the coefficient of determination (R-Square). A Q-square value (Q2) of 0 signifies that the model possesses predictive relevance; conversely, a Q2 value below 0 denotes less predictive relevance. In other words, larger Q2 values show a model's greater suitability for the data. The Q2 value can be assessed as follows:

$$Q_2 = 1 - (1 - R_1^2)(1 - R_2^2) \dots (1 - R_n^2)$$

$$Q_2 = 1 - (1 - 0,950)(1 - 0.731)$$

$$Q_2 = 1 - (0,05)(0,269)$$

$$Q_2 = 1 - 0,01345$$

$$Q_2 = 0.986$$

The Q2 value is 0.986, as indicated by these data. Consequently, we can ascertain that all research variables give legitimate data to the current structural model, including 98.6%. We must build the remaining 1.4% independently from the research factors.

**Research Hypothesis Test**

Table 5. Research Hypothesis Test / Direct Effect

Hypot hesis	Original Sample (O)	Average (M)	(STD EV)	t Statistik	P V alue	Conclusio n
Financial Rewards (X1) -> Turnover Intention (Y1)	2.144	2.073	0.291	7.368	0.000	Significant
Financial Rewards (X1) -> Employee Poaching (Y2)	1.175	1.185	0.236	2.742	0.005	Significant
Psychological Contract (X2)-> Turnover Intention (Y1)	1.374	1.301	0.303	4.534	0.000	Significant

Psychological Contract (X2)-> Employee Poaching (Y2)	1.248	1.252	0.160	2.55	0.005	Significant
Recognition And Respect (X3) -> Turnover Intention (Y1)	1.044	1.025	0.282	3.540	0.000	Significant
Recognition And Respect (X3) -> Employee Poaching (Y2)	0.049	0.045	0.235	1.407	0.049	Not Significant
Cultural Openness Pattern (X4) -> Turnover Intention (Y1)	0.127	1.114	0.198	1.291	0.056	Significant
Cultural Openness Pattern (X4) -> Employee Poaching (Y2)	0.721	0.716	0.035	1.610	0.206	Not Significant
Turnover Intention (Y1) -> Employee Poaching (Y2)	1.016	1.010	0.085	2.002	0.000	Significant
Financial Rewards (X1) -> Employee Poaching (Y2) -> Turnover Intention (Y1)	2.178	2.083	0.364	5.991	0.000	Significant
Psychological Contract (X2)-> Employee Poaching (Y2) -> Turnover Intention (Y1)	1.396	1.308	0.365	3.825	0.000	Significant
Recognition And Respect (X3) -> Employee Poaching (Y2) -> Turnover Intention (Y1)	0.045	0.016	0.074	1.611	0.541	Not Significant
Cultural Openness Pattern (X4) -> Employee Poaching (Y2) -> Turnover Intention (Y1)	0.129	0.003	0.099	1.298	0.195	Not Significant

### **The Influence of Financial Rewards on Turnover Intention**

This study demonstrated that financial incentives directly influence turnover intention among permanent instructors at private university foundations in Medan City. The findings of this study align with those of (Boukis et al., 2023)(Yin et al., 2023)(Marrucci et al., 2024), indicating that the implementation of a monetary incentive reward system might significantly influence the desire of lecturers, particularly within the millennial demographic, to transition positions. Moreover, (Ehlers et al., 2024) discovered that although there exists a robust association between the reward system and lecturer productivity, a considerable proportion of academics still want to transition to other colleges that provide greater financial incentives. Consequently, the university's remuneration and the instructors' expectations must correspond with the incentive system (Akpom & Ibegbulam, 2023).

The study's findings indicate that the incentive systems in private institutions in Medan City are not contingent upon the performance outcomes of individual lecturers, but are instead determined by unilateral management policies. As a result, several lecturers experience dissatisfaction with the awards they get, which are incongruent with their performance. Consequently, although the allocation of financial incentives is praiseworthy, it is essential that these incentives correspond with the lecturers' performance. Moreover, higher education institutions have to provide supplementary pay to their teachers, including the coverage of Umrah expenses and the allocation of incentives for exemplary performance, since this may incentivize enhanced productivity. Monetary incentives, including attractive wages, bonuses, and allowances, might entice proficient lecturers to join colleges and retain current faculty members. Appropriate financial remuneration might enhance job satisfaction.

### **The Influence of Financial Rewards on Employee Poaching**

This study demonstrated that financial incentives strongly influence the poaching of permanent instructors at private university foundations in Medan City. The findings of this study correspond with those of (Balakrishnan et al., 2022)(McWha-Hermann et al., 2022)(Balakrishnan et al., 2022), demonstrating that financial incentives substantially mitigate staff poaching. Organizations that fail to

offer competitive financial incentives often struggle to retain high-performing professors, leading to increased turnover and a consequent loss of talent (McWha-Hermann et al., 2022). Moreover, poaching methods can undermine partnerships between colleges, diminish trust in the business, and induce instability among the workforce (Li et al., 2023). Consequently, firms must reconcile talent acquisition with upholding ethical standards and ensuring fair competition (Irfan, 2023). Universities recognized for offering competitive remuneration are often top candidates for recruitment by other firms (Ibitomi et al., 2022).

The study's findings indicate that the elevated incidence of instances in Medan City, especially inside private institutions, is due to a lack of robust commitment from university administrators to improve the welfare of permanent professors. Universities inadvertently want an employment environment that they perceive can provide enhanced benefits. Nonetheless, the adverse effect is that colleges seeing a departure of high-performing lecturers may witness a decline in the effectiveness of remaining faculty in both teaching and research endeavors, which are already insufficient.

### **The Influence of Psychological Contract on Turnover Intention**

This research indicated that the psychological contract directly influences turnover intention among permanent instructors at private university foundations in Medan City. The outcomes of this study corroborate the conclusions of (H. Zhao et al., 2024)(De Clercq, 2024)(Manolopoulos et al., 2022), indicating that the psychological contract influences turnover intention among lecturers. When educators perceive that the institution does not meet the commitments outlined in the psychological contract, it may elicit sentiments of breach (Lim et al., 2023). A good psychological contract, in contrast, cultivates trust and commitment between educators and the organization (Qiao et al., 2023). Lecturers who trust that the organization will honor its commitments, including job security, equitable treatment, and developmental chances, exhibit more commitment to their work and a diminished inclination to resign (Hu et al., 2024). Consequently, excellent communication and transparency from the company concerning rules, procedures, and choices are crucial for sustaining a positive psychological contract and mitigating turnover intention (He et al., 2023).

The findings of this study suggest that permanent lecturers of foundations at Private Universities in Medan City possess elevated expectations regarding the fulfillment of psychological contracts. However, discrepancies exist between the promises made by the institution and the actual experiences of the lecturers, including delayed salary payments and a reduction in training opportunities intended to enhance lecturer performance. This situation undermines the faith of permanent teachers, particularly in relation to the university's leaders or proprietors. The element contributing to this situation is the involvement of family members in the university's management team about internal matters.

### **The Influence of Psychological Contract on Employee Poaching**

This study identified a clear association between psychological contracts and personnel poaching among permanent instructors at private universities in Medan City. The findings of this study align with those of (Kim & Kim, 2024)(Sunarta, 2023), demonstrating that psychological contracts significantly impact employee poaching. Institutions anticipate that lecturers will undertake greater responsibilities, whilst instructors seek suitable compensation for their services (Ugwu, 2022). Educators have varied interests and expectations concerning the institutions in which lecturers are employed (Heijden, 2021). When educators see that the institution's responsibilities to lecturers will mirror the commitments lecturers make to the institution, they establish psychological contracts (Steffgen, 2021). Nonetheless, although the institution has honored the psychological contract, the outcome is contingent upon the perceptions experienced by instructors (Abbas, 2021). Discrepancies in perception between academics and educational institutions may result in possible poaching, as lecturers could feel pressured to modify their expectations and perceptions to conform to those of more compatible institutions (Rudolph, 2021).

The study's findings indicate that meeting lecturers' expectations is a successful completion of the psychological contract. This fosters equilibrium, cohesion, and efficient operations, so facilitating organizational advancement and reinforcing the rapport between educators and the institution. A robust psychological contract mitigates the onset of conflict and social inequity between the organization and lecturers, hence enhancing psychological well-being. When lecturers operate well, experience happiness and life satisfaction, and are devoid of depressive symptoms, it signifies their psychological well-being. The responsibilities of lecturers have recently seen a more intricate transformation, along with evolving demands in the educational landscape. Historically, lecturers functioned solely as educators; however, they now additionally act as facilitators of culture, information dissemination, technological transfer, and economic advancement. Lecturers at educational institutions today substantially contribute to economic progress by producing outcomes from actions relevant to many disciplines. This transition has resulted in higher employment demands, leading to the emergence of new expectations and agreements, both formal and informal, between lecturers and institutions. Universities, as employers, must adjust to these demands, while lecturers, as employees, introduce new expectations and obligations.

### **The Influence of Recognition and Respect on Turnover Intention**

This study indicated that recognition and respect strongly influence turnover intentions among permanent instructors at private university foundations in Medan City. The findings of this study align with those presented by (Viola, 2021) and (Fu, 2022)(Syaifuddin et al., 2023), indicating that recognition and respect significantly influence the reduction of turnover intention. Moreover, (Pagliaro, 2021) underscored that the implementation of a recognition and appreciation program for professors may yield several advantages and beneficial effects for both the lecturers and higher education institutions as economic entities. Recognition and gratitude can enhance relationships among instructors, supervisors, and coworkers (Ndiango et al., 2024). Recognition and respect cultivate a feeling of equity and openness in the corporate decision-making process. This diminishes professors' propensity to seek alternative employment opportunities (Lubis et al., 2023). Consequently, the acknowledgment and esteem afforded to lecturers enhance their pleasure and loyalty, so contributing to the institution's overall success (Black et al., 2024).

The outcomes of this study suggest that most private institutions in Medan City have not effectively implemented staff recognition and appreciation initiatives. Numerous professors' accomplishments have not been acknowledged by universities, especially those pursuing doctorate education who frequently are not recognized as PhD candidates inside the university. This discontent among teachers may result in a heightened turnover to other universities. The survey indicates that only a limited number of universities in Medan City actively acknowledge and value the contributions of permanent instructors. This apathy adversely impacts lecturer morale and can also harm the institution, since the attrition of talented faculty may reduce the university's competitiveness and reputation. Consequently, it is imperative for universities to develop and execute enhanced recognition and respect initiatives to augment work happiness and professor loyalty while mitigating turnover risk.

### **The Influence of Recognition and Respect on Employee Poaching**

This study indicated that the poaching of permanent instructors at the Foundation in private institutions in Medan City is not directly influenced by recognition and respect. The findings of this study align with other research, which indicated that acknowledgment and appreciation might diminish professors' inclination to transfer to other colleges (Syaifuddin et al., 2022)(LaGree et al., 2023). Organizations may employ acknowledgment and thankfulness as a proactive method to sustain the involvement of high-performing educators (Ndiango et al., 2024). When educators see appreciation, their incentive to maintain optimal performance will enhance (Alahiane et al., 2023). By valuing and acknowledging the accomplishments of current employees, colleges can mitigate the expenses and

difficulties associated with recruiting and training new faculty members (Shayrine & B, 2023). While it does not directly influence employee poaching, acknowledgment and esteem remain crucial in fostering a great workplace atmosphere and enhancing professor loyalty (Chênevert et al., 2022).

The findings of this study suggest that to reduce staff poaching, private institutions must offer benefits that emphasize three key areas: health, welfare, and career development. These three focal benefits may serve as supplementary factors for teachers contemplating a transition to another university. Nevertheless, private colleges in Medan City presently do not fully focus these three characteristics. Benefits are generally awarded just to lecturers who have made substantial contributions to the university's advancement, neglecting the requirements of other faculty members. To mitigate the danger of losing faculty, institutions must establish more inclusive and equal benefit plans for all instructional personnel.

### **The Influence of Cultural Openness Pattern on Turnover Intention**

This study determined that the pattern of cultural openness does not directly influence turnover intention among Permanent Lecturers of Foundations at Private Universities in Medan City. The findings of the study (Badaruddin & Fatmasari, 2021)(An et al., 2024)(Benefits, 2023) indicated that the openness pattern exerts a favorable and significant influence on professor turnover. This suggests that work environment factors that promote a feeling of purpose, community connection, and alignment with institutional ideals consistent with lecturers' beliefs would enhance lecturer performance (Ndlovu, 2021). Moreover, research indicates that lecturers with a pronounced attribute of openness to experience have a fervor for engaging with scientific advancements from many sources, undertaking study to enhance or evaluate a theory, and welcoming feedback from others (Saleh, 2021). This attribute can enhance the educational competency that educators ought to possess (Yue, 2021).

The study's findings indicate that a university's degree of cultural openness and the presence of permanent lecturers, such as physicians and professors, can substantially affect their propensity to depart and pursue work at other institutions. This suggests that a university culture lacking transparency and inclusivity may substantially affect instructor retention. Higher education institutions in Medan City have to prioritize the adoption of managerial strategies and policies that promote openness, communication, and the active participation of lecturers in organizational decision-making. Private colleges may enhance faculty retention and maintain the quality of instruction and research by cultivating a work environment that accommodates and addresses the requirements of academics.

### **The Influence of Cultural Openness Pattern on Employee Poaching**

This study indicated that patterns of cultural openness do not directly influence staff poaching among tenured teachers at private university foundations in Medan City. The study's results correspond with prior research (O'Reilly et al., 2024)(An et al., 2024)(Tietschert et al., 2024), indicating that lecturers with elevated extraversion qualities demonstrate amicable conduct towards others, facilitate relationship-building, relish social interactions, and display enthusiasm and optimism. This attribute will augment the social competency anticipated of lecturers (Nassani et al., 2024). Moreover, instructors exhibiting high openness to experience attributes are characterized by significant interest and receptiveness to novel ideas and thoughts (Handley et al., 2024). Lecturers exhibiting high openness to experience will have a fervor for tracking scientific advancements from many sources, engaging in research to enhance or evaluate theories, and embracing feedback from others. This characteristic can enhance the instructional competence that educators ought to possess (Goraya et al., 2024).

The outcomes of this study indicate that lecturers with high cultural openness are inclined to pursue scientific advancements from many sources, engage in research to enhance or validate theories, and welcome feedback from others. The deterioration in professor performance in recent years indicates that lecturers in Indonesia, particularly permanent teachers from foundations in Medan City, are not prepared to confront global challenges. Lecturers are the most critical component of a university; the

phenomenon of poaching from other schools significantly influences the advancement and deterioration of universities. Lecturers are the main power of the institution. Consequently, it is essential to comprehend the dynamics of academics and the factors that drive them to reject poaching offers from other universities.

### **The Influence of Employee Poaching on Turnover Intention**

This study demonstrated that staff poaching strongly influences turnover intentions among permanent teachers at private university foundations in Medan City. The findings of this study correspond with research (Hidayat, 2022), which suggests that the majority of institutions perceive lecturer or staff poaching as an unlawful behavior, although the lack of explicit policies or legislation (Kuiper et al., 2021). Employee poaching is a lawful technique when bosses engage with instructors from rival institutions to get them to transfer to their institution (Irfan, 2023). A variety of factors influence instructors' decisions to accept an offer or apply to a rival university (Mittal & Singh, 2021). The primary motivators are a comprehensive pay package, a balanced workload, an elevated wage, and work-life equilibrium (In et al., 2024).

The findings of this study indicate that, within the context of private universities in Medan, particularly for professors holding PhD degrees, there are numerous opportunities to transition to other institutions to enhance the university's reputation. To retain their most valuable human resources, colleges must assess pay and additional incentives to prevent academics from readily transferring to other institutions.

### **The Influence of Financial Rewards on Turnover Intention through Employee Poaching**

This study discovered that staff poaching significantly mediates the impact of financial incentives on the turnover intentions of permanent instructors at private universities in Medan City. The findings of this study align with those of (Elrayah & Semlali, 2023)(Zhou et al., 2021)(Chi et al., 2023), indicating that an effective reward system significantly impacts professor performance and diminishes their desire to depart from the institution. In this setting, rivals view financial incentives as a potent means of recognition, mitigating the danger of staff poaching to attract university instructors (Oppong et al., 2023). Offering sufficient cash incentives enhances lecturer performance and reinforces their devotion to the firm (Leitão et al., 2022). Conversely, errors in administering financial incentives can jeopardize institutions by heightening the danger of losing prospective faculty, so diminishing their market competitiveness (de Buissonjé et al., 2022).

This study implies that the scarcity of teachers possessing PhD degrees in private universities in Medan City is a prevalent occurrence. The recruitment of distinguished professors by other institutions, who are essential for accreditation and instruction, can provide a significant challenge. Such an occurrence may impede institutions in upholding academic standards and the educational process. Consequently, colleges must implement strategic measures to retain proficient lecturers and diminish the turnover rate among faculty. Offering financial incentives to outstanding lecturers can enhance the rapport between faculty and administration. Furthermore, colleges may cycle lecturers for training or specialized certification, customized to their specific areas of competence. These measures enhance lecturer competency and foster a heightened sense of ownership, therefore augmenting loyalty and diminishing the inclination to transfer to another school.

### **The Influence of Psychological Contract on Turnover Intention through Employee Poaching**

This study discovered that the poaching of permanent instructors at private colleges in Medan City indirectly influences turnover intention via psychological contracts. This conclusion aligns with research undertaken by (Quansah et al., 2023)(Akar & Yörük, 2024b)(Lin et al., 2022) which

demonstrates that the establishment of psychological contracts might influence turnover intentions via poaching actions by rivals. Universities must honor their commitments to professors to mitigate turnover rates, hence preventing the sense of failure in upholding psychological contracts (Xu & Lu, 2023). Dedicated and devoted instructors assert that mutual trust and equity are the foundation of the psychological contract between themselves and the institution (T. Gong & Wang, 2022). Instructors believe that the institution will equitably treat them and compensate them in accordance with their diligence and substantial contributions (Tomprou & Lee, 2022). The rise of staff poaching from other businesses is an appealing opportunity for lecturers, as they believe that other institutions may value their contributions better in accordance with their expectations (Su et al., 2023).

Although leaving an institution where lecturers have invested a lot of time and energy is not an easy decision, the need to feel appreciated and treated fairly is a major determining factor (B. Gong & Sims, 2023). Thus, employee poaching is not just about changing jobs but also an attempt to restore trust and fairness in the employment relationship (Lim et al., 2023). Lecturers who feel appreciated and treated fairly tend to be more productive and loyal and are able to make greater contributions to the growth and success of the organization, both in their current workplace and in the new institution (H. Zhao et al., 2024).

The study indicates that private colleges in Medan City have to focus enhancing institutional support and fortifying the psychological contract between faculty and the university to mitigate lecturer turnover. Diverse measures, such as mitigating competition poaching techniques, can effectively reduce turnover. We can enhance open communication between university administration and faculty members. Conveying explicit information on the trajectory of university advancement, enacted rules, and career opportunities for professors is crucial to this. Furthermore, it is essential for universities to engage in transparent discussions on the expectations of instructors and the institution. Engaging lecturers in the decision-making process that affects their job cultivates a heightened feeling of ownership and dedication. Moreover, the administration of private colleges in Medan City must cultivate a strong rapport between faculty and management. This robust connection will foster trust and loyalty, encouraging teachers to remain at the university despite receiving offers from other universities. This strategy enables private institutions in Medan City to diminish instructor turnover and foster a supportive work environment that enhances productivity and career advancement for academics.

### **The Influence of Recognition and Respect on Turnover Intention through Employee Poaching**

This study determined that the poaching of permanent instructors at private institutions in Medan City does not directly influence turnover intention, while recognition and respect are indirectly impacted. This study aligns with the findings of studies (Viola, 2021)(Alahiane et al., 2023)(Mounika, 2021), which indicates that recognition and appreciation do not directly influence turnover intention via poaching techniques by other organizations. The praise and appreciation of lecturers' performance in the university setting seeks to reinforce specific behaviors and practices that might mitigate the risk of turnover (Ndiango et al., 2024). In addition to financial compensation, lecturers want acknowledgment and recognition from their superiors and the institutions they serve (Black et al., 2024). Effective acknowledgment of lecturers' work is crucial for fostering enhanced engagement with institutions (Clarke & Mahadi, 2017). When educators perceive appreciation in their roles, offers from competing institutions will not readily entice them to go from their current employment (Alidu, 2024). In this sense, acknowledgment refers to acknowledging and valuing the achievements of professors, hence enhancing their commitment to institutions (Presslee et al., 2023).

The study's findings suggest that in Medan City, the fast expansion of private institutions has led to a growing prevalence of personnel poaching. For several instructors, instruction and contribution to their institution are integral aspects of their professional identity. Nonetheless, for many professors, the emotional and psychological affiliation with the school has started to diminish. Numerous lecturers

contend that the institution often neglects the psychological contract, which necessitates treating them with appropriate appreciation and acknowledgment. The absence of acknowledgment for academic accomplishments and achievements in pedagogy and research has adversely affected lecturers' work happiness. Notwithstanding their diligent endeavors, lecturers sometimes do not attain sufficient acknowledgment or recompense for their accomplishments. Certain lecturers perceive the choice to transition across schools as a last measure, pursuing enhanced acknowledgment and esteem. For educators, identifying an institution that appreciates their contributions beyond mere employment change; it pertains to upholding academic integrity and professionalism within the more competitive and dynamic educational landscape of Medan City.

### **The Influence of Cultural Openness Pattern on Turnover Intention Through Employee Poaching**

This study indicated that cultural openness patterns do not indirectly affect the turnover intentions of permanent teachers at private university foundations in Medan City. The study's findings (Ndlovu, 2021)(Sharma, 2021)(Wang, 2021) indicated that cultural openness and personality are the sole elements consistently associated with creativity and cognitive style, which ultimately fosters creative behavior. The findings indicate that lecturers exhibiting a high degree of openness are more inclined to actively explore, promote, and adopt novel ideas, demonstrating innovative behavior (Triguero-Sánchez, 2022). This cultural openness does not substantially influence lecturer turnover intentions (Setha, 2022). Conversely, lecturers exhibiting high cultural openness are more inclined to actively explore, advocate for, and execute innovations in their teaching practices (Saleh, 2021). Universities should empower professors to explore science more profoundly, enhancing their knowledge in their own disciplines [127]. This initiative can serve as an effective method to safeguard academics against the risk of job poaching by rivals (Imarni, 2022). By facilitating opportunities for self-development and creativity, institutions enhance the academic advancement of instructors and simultaneously bolster their devotion to the institution (Mezentseva et al., 2023).

The outcomes of this study suggest that a culture of openness is essential not just for academics individually but also for fostering a happy and productive work environment. This culture fosters creativity, cooperation, and the investigation of novel ideas that eventually enhance academic achievement. The administration of private colleges in Medan City must adopt strategies that promote a culture of transparency to improve the retention of high-quality faculty and reduce the likelihood of personnel poaching. By facilitating opportunities for lecturers to develop and innovate, universities may foster a deeper commitment between educators and institutions, while advancing sustainable growth and innovation in the continually developing educational landscape.

## **5. Conclusion**

This study advances our understanding of turnover intentions and employee poaching in private universities by empirically examining the impact of financial rewards, psychological contracts, recognition and respect, and cultural openness patterns. Our findings reveal the critical role of psychological contracts and recognition in shaping lecturers' intentions to leave or be susceptible to poaching. These results contribute to human resource management literature by demonstrating the complex interplay of factors affecting faculty retention in developing country contexts. For university administrators, our study underscores the need for comprehensive retention strategies that go beyond financial incentives to include robust psychological contracts and recognitionsystems. Future research should explore these relationships across different cultural and institutional contexts to further validate and extend our findings.

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