

TURNOVER INTENTION AMONG LECTURERS IN PRIVATE HIGHER EDUCATION: THE DIRECT IMPACT OF FINANCIAL REWARDS AND MEDIATION OF JOB SATISFACTION AND EFFECTIVE ORGANIZATIONAL COMMITMENT

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Abstract: Lecturer responsibilities in presenting learning materials and building students' character is considered very important in preparing future workers/entrepreneur. However, those responsibilities still have not received proper attention in certain institutions and even from the government. If this goes on continuously, it is feared that they will lose well-performed individuals. This study aimed to investigate the level of turnover intention from the lecturer in six private universities in Bandung. And the role of financial rewards, job satisfaction, and affective organizational commitment as antecedents. Data collected using an online questionnaire. The numbers of total lecturers in those universities were around 3000. This study used a non-probability sample and distributed 500 questionnaires through the human resources office. And after two months, there are 288 participants which willing to complete the questionnaire. After the more detailed screening, we have 121 responses that met our requirements and can be used in this study. The study found that financial rewards were significantly affected job satisfaction and affective organizational commitment. But it was not significantly affected turnover intention. Partially, job satisfaction and affective commitment have not mediated the relationship between financial rewards and turnover intention. But, simultaneously, both variables have significantly mediated the relationship. These results give new understanding to the managers in the educational organization regarding maintaining the turnover level of their lecturers. In the future, studies can be conducted to cover lecturers from other cities in Indonesia.

Keywords: Financial Rewards, Job Satisfaction, Affective Commitment, Turnover Intention

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Employees are essential for any organization, both work in profit and non-profit areas. Educational institutions are no exception since they need to thrive and engage in a competitive environment. College teacher or lecturer plays a very cru-

cial role in supporting organizational success. It can be said that the heart and soul of the institution lie in their hands. Educational institutions need to keep their most important asset to contribute continuously.

But on the other hand, this turns out to be quite a challenging task. To retain the best lecturer, organizations should identify important factors which can contribute. Unfortunately, studies that focus on these essential issues are limited, especially in Indonesia. This research will seek to answer how to maintain a positive level of lecturer turnover in Bandung, Indonesia.

The turnover phenomenon has received attention cause it has some consequences regarding organizational performance. Turnover in any organization can bring a negative impact if not handled properly (Palesciuc, 2019). Here are some of the negative results of employee turnover; cost, day-to-day operations disruption, time to recruit, and the mental impact on the remaining employees. Meanwhile, Waterworth (2019) reveals that every organization has a problem with employee retention. More than 25% of employees today are at high risk for turnover and many of those employees are outstanding performers. That informs the critical conditions that the company must face.

Turnover intention is the attitude of an individual to leave an organization, while turnover describes the actual behavior to quit an organization (Prasetio et al., 2020). This study discusses the turnover intention related to the employee's voluntary act to leave and excludes certain conditions such as retirement, employment termination, contract, or illness (Noe et al., 2011). Employees tend to leave their organization soon (Chen et al., 2014; Branham (2012). That means that employees are not yet leaving their organization. To understand the turnover problems, human resources specialists need to identify various factors that can drive employees to change organizations. That is an important step because to manage turnover, and need to know whether your employees have the intention.

Many studies examine various factors that can have an impact on the intention to leave. Work-life conflict, work stress, burnout, and office politics are some variables that have a positive effect on turn-

over intention (Sang et al., 2009; Irvianti and Verina, 2015; Labraque et al., 2016; Kuvaas et al., 2017). When employees perceived that they could not align their work and private life, develop higher stress at work and felt burnout, and uncomfortable with office politics, they develop a higher intention to leave. On the other hand, the following factors can help to reduce the intention to leave are affective organizational commitment (Jung, 2017), extrinsic motivation (Zhang and Li, 2016), financial rewards (Akgunduz et al., 2019), work-life balance (Noor, 2011), job satisfaction (Fried et al., 2008), job autonomy (Vidal et al., 2007), perceive support (Azis et al., 2019), and career development (Karavardar, 2014). This research will examine the overall relationship between financial rewards, job satisfaction, and affective commitment to overcome the turnover intention in the educational organization based on those previous studies.

Many studies have been conducted regarding turnover intention in educational organizations in Pakistan, Oman, United States, Malaysia, China, England, and Iran (Sultana and Jabeen, 2018; Tran, 2016; Alniacik et al., 2013; Imran et al., 2017; Noor, 2011; Arshadi and Damiri, 2013; Kinman and Jones, 2008; Liu and Onwuegbuzie, 2012). The interest for discussing turnover also develop in Indonesia (Onsardi et al., 2016 in Bengkulu; Islamy et al., 2016 in Bandung; Parashakti et al., 2017 in Jakarta). We conduct a study across six private universities in Bandung to investigate their turnover intention and the important factors that affect that decision. Such study is rarely conducted, especially during this pandemic. Our focus is only on lecturers, who have a crucial role in delivering the knowledge for students. We will identify the level of turnover intention and discuss whether financial rewards directly affect turnover intention. And also to measure the mediation of job satisfaction and affective organizational commitment. Thus, our research will cover comprehensive participants from various universities, which hopefully can give a greater contribution to handle lecturer turnover intention. This article contributes to understanding the important factors related to the lecturer's turnover intention so that management can take action to retain their outstand-

ing lecturer. Besides, they can also choose important things that must be prioritized.

LITERATURE REVIEW

Recently the problem of employee turnover intention attracts many scholars. Turnover intention is defined as the thought of job searching and the inclination to consider a job offer (Ariyabuddhiphongs and Kahn, 2017). Chin (2018) described it as an individual behavioral intention to resign from the current organization. 8). The turnover intention concept focuses on behavioral intentions to quit a certain job. It is said that employees progress through a series of stages when deciding to quit their job. And turnover intention can become a predictor of actual turnover behavior (Kim, 2018). Research that examines the antecedents of turnover intention has found that it is related to various factors, including human resources practices, job satisfaction, organizational commitment, perceived organizational support, and employee engagement (Lee et al., 2018; Rubel and Kee, 2015; Garland et al., 2013; Ang et al., 2013; Hussain and Assif, 2012). Those studies use the various industrial background as well as and cultural diversity. It shows that there is an urgency to analyze turnover intention.

Rewards, which are considered important in the relationship between employees and employers, always draw the attention of scholars. There are many forms of rewards, and this study focuses on financial rewards. Emejulu (2020) argued that financial rewards are those rewards are expressed in raw cash, such as the increase in salaries, wages, and other financial incentives. 98). Financial rewards or compensation can consist of direct financial compensation (in the form of cash payments received directly in salary/wages, economic benefits, bonuses, and commissions), and indirect financial compensation is the entire award excluding direct financial compensation (Idris et al., 2017). Financial rewards also mean those which satisfy the employees by providing rewards in terms of money (Mendis, 2017). It is clear that financial rewards are the kind of compensation received by employees and it has a certain amount of monetary value. It can be salary, incentives, bonuses, paid leave, and insurance.

For example, receiving these rewards can help the employee meet their needs and make them feel good. Research reveals several consequences for positive reward perceptions are prevent the employee from leaving (Akgunduz et al., 2019), increasing performance (Emejulu, 2020), enhance job satisfaction (Mustapha, 2013), boosting affective commitment (Si and Li, 2012), and helping employee achieve work-life balance (Boxall and Macky, 2014).

Robbin and Judge (2018) define job satisfaction as one of the employee's behaviors and is a positive feeling that arises based on their assessment of work situations. Husein and Hanifah (2018) put it as what makes people want and like to work, making them happy when they do their job. Hence. Job satisfaction represents employees' emotions, feeling and thought, and perceptions of their work from many perspectives (Munir and Rahman, 2016). Job satisfaction certainly emerges from within employees when they conduct their job and this feeling was varied based on certain issues. The organization needs to keep track of what makes employees happy when they are at work. Job satisfaction is known to have a positive correlation with several variables such as affective commitment (Fabi et al., 2015), employee performance (Cullen et al., 2013), loyalty (Onsardi et al., 2016), organizational citizenship behavior (Baral and Bhargava, 2009). It also develops a negative correlation with stress level (Koo et al., 2019) and counterproductive work behavior (Chhetri, 2017).

Affective commitment can be defined as the state in which an employee is united with the company he or she is employed (Meyer and Allen, 1991). Affective commitment is a part of overall organizational commitment, which is considered an emotional attachment (Mercurio, 2015). Moin (2018) approach affective commitment as employees' psychological attachment and identification with the organization. The employee would develop a strong association with the organization if they had a strong affective commitment. A more detailed explanation provided by Mahalingam and Suresh (2018) argued as the commitments that define by emotional attachments, identification, and involvement to achieve the organization's goal. Affective commitment captures

the emotional identification, engagement, and attachment that an individual has toward his or her organization (Bouraoui et al., 2018). Affective commitment is associated with employee's desire to merge, unite, and be affiliated with their current organization and willingness to contribute to the organization's welfare. A strong bond like this will create positive results like performance (Bandula dan Jayatilake, 2016), willingness to share (Jeung et al., 2017), organizational citizenship behavior (Baral and Bhargava, 2009), and work-life balance (Prasetio et al., 2017).

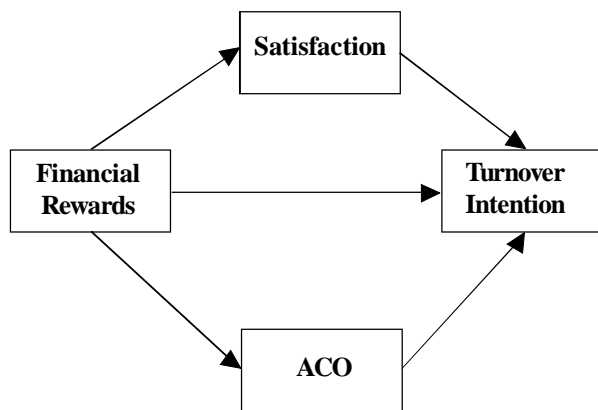


Figure 1. Conceptual Framework

HYPOTHESIS DEVELOPMENT

The Relation Between Financial Reward and Job Satisfaction, Affective Commitment, and Turnover Intention

Financial rewards contribute significantly towards increasing employee's job satisfaction, affective organizational commitment, and employee turnover intention (Koo et al., 2019; Choi et al., 2012; Hadziahmetovic and Dinc, 2017). Although there are ongoing debates regarding the effect of financial rewards on employees' behavior and work outcomes, many studies confirm that financial rewards will drive positive behavior. That understanding relates to one of the human needs and how to meet those needs. Also, it can be traced back to the conservation of resources theory (Hobfoll, 1989). This concept explains that employees try to maintain,

protect, and build resources that are considered important. They do not want to lose those resources. Prospective jobs with a higher salary can be considered important resources. So individuals will try to do whatever it takes to prevent those resources from diminishing or even running out. The relationship between financial rewards also can be viewed from social exchange theory (Cook and Rice, 2006). Social Exchange Theory is a voluntary action of individuals driven by the expectation of a return obtained from other parties. There is an element of mutual trust in it while the value or benefit is still intrinsic. Employees take action, hoping that their opponent's interaction will provide reciprocity at a later date (reciprocal).

Both concepts are applied comprehensively in the relationship between employees and their organization. Individuals receive financial rewards from their jobs. If they develop a positive perception regarding their rewards, they experience higher job satisfaction and increase their commitment to the organization. Since they satisfy with what they receive, they tend to stay longer in such an organization. According to the social exchange theory, satisfied employees will favor the organization by contributing more. They do not just return the favor, but they act to protect what is considered precious resources (job and good compensation). Based on the basic notion, this study proposes the following hypotheses;

- Hypothesis 1 (H1) Financial rewards will significantly affect job satisfaction
- Hypothesis 2 (H2) Financial rewards will significantly affect affective commitment
- Hypothesis 3 (H3) Financial rewards will significantly affect turnover intention

The Relationship Between Job Satisfaction, Affective Commitment, and Turnover Intention

Conservation of resources (Hobfoll, 1989) and social exchange (Cook and Rice, 2006) also become the platform for discussing the relationship between job satisfaction, affective commitment, and turnover intention. Highly satisfied employees will stay longer

in the organization. They enjoy their job because they can provide them with more resources (career advancement, more income). That will make them develop stronger commitment and repeatedly think if they are going to leave the organization. Lambert et al. (2015) and Saleem and Qamar (2017) found a positive relationship between employee job satisfaction and affective commitment in Vietnam, Pakistan, and United States. Employee's tendency to leave their current job also subside as they perceive satisfaction with the job. Finally, the stronger their commitment made them work better, as indicated by increased attention to company interests and willingness to do whatever necessary to achieve organizational goals. With such high commitment, the thought of leaving also reduced. Result from studies using various organizations (hotel, hospital, education, banking, and telecommunication) prove that affective commitment can help reduce turnover intention (Koo et al., 2019; Garland et al., 2013; Imran et al., 2017). Thus our next hypotheses will follow on the preceding studies:

Hypothesis 4 (H4) Job satisfaction will significantly affect affective commitment

Hypothesis 5 (H5) Job satisfaction will significantly affect turnover intention

Hypothesis 6 (H6) Affective commitment will significantly affect turnover intention

The Mediation Role of Job Satisfaction and Affective Commitment in the Relationship Between Financial rewards and Turnover Intention

Since job satisfaction and affective commitment are often mediators in previous studies, we will explore their role as mediators in this study. Huang et al. (2017) investigate job satisfaction as a mediator between human resources practice and employee engagement, while Fristin et al. (2019) examine its role in mediating perceived organizational support and employee performance. Furthermore, the mediating role of affective commitment was also found in the study, which discussed the relationship between perceived organizational support and engagement (Gupta et al., 2016). And also between job

satisfaction and organizational citizenship behavior (Unal, 2013). When it comes to turnover intention, some studies also support the role of affective commitment and job satisfaction as mediators (Fabi et al., 2015; Park and Kim, 2009). With strong indication that both have a mediating role, we propose our hypotheses as;

Hypothesis 7 (H7) Individually, job satisfaction will have a mediating role in the relationship between financial rewards and turnover intention

Hypothesis 8 (H8) Individually, affective commitment will have a mediating role in the relationship between financial rewards and turnover intention

Hypothesis 9 (H9) simultaneously, job satisfaction and affective commitment will have a mediating role in the relationship between financial rewards and turnover intention

METHOD

Participants and Procedures

We contact lecturers who work in six universities in Bandung, which fall into our category (A accreditation). This study using non-probability sampling with convenience based on the willingness of the participants to participate. After two months and after the screening, only 121 participants that fit with our requirement. The survey was conducted between May – June 2020. Most participants are female (70.2%). And the majority (53.7%) have an academic grade as Lektor (Senior Lecturer), followed by Asisten Ahli (Lecturer - 32.2%). Participants are distributed quite equally spread in all categories with no significant differences. Finally, since participants are lecturers, it is no surprise 66.1% of them have a Master's degree and 33.1% possess Doctoral education.

Measurement Development

There are 56 items in the questionnaire that send to the participants. Twelve items for job satisfaction were developed from Prasetio et al. (2017). Sample items are 'Conformity between work and personal principles' and 'Exemplary leadership when carrying out the work' with the Cronbach Alpha is

0.913. Financial rewards measuring twenty-three items with the Cronbach Alpha is 0.965 and develops based on Erceg and Suljug (2016). Sample items include ‘the amount of bonus received is satisfactory’ and ‘Overall financial compensation received is expected’.

Meanwhile, samples from six items of affective commitment are ‘I want to stay and work for this organization until retire’ and ‘Talk positively about the organization with others’ with the Cronbach Alpha is 0.922. Affective commitment measurement is derived from the work of Azis et al. (2019). Finally, for five items of turnover intention, we refer to Prasetio et al. (2020). Example

items were ‘Often thinking of quitting from work’ and ‘Actively look for better employment opportunities’. The Cronbach Alpha is 0.805. Cronbach’s alpha ranged from 0.805 to 0.965, implying that there is high internal consistency among variables. All items were provided with a six-point Likert scale, with one pointing “strongly disagree” and six pointing “strongly agree.”

RESULTS

Participants Characteristic

Before we present the result, we provide Table 1, which displays the character of the participants.

Table 1. Participants Characteristics

Characteristic	Category	Count	%	Characteristic	Category	Count	%
Gender	Male	36	29.8%	Peran	Lecturer	121	100.0%
	Female	85	70.2%		Non lecturer	0	0.0%
Take Home Pay	< 3 Millions	5	4.1%	Level	Non JFA (Tutor)	4	3.3%
	3 - 5 millions	19	15.7%		Lecturer	39	32.2%
	> 5 - 7 millions	30	24.8%		Senior Lecturer	65	53.7%
	> 7 - 9 millions	16	13.2%		Associate Professor	11	9.1%
	> 9 - 11 millions	25	20.7%		Professor	2	1.7%
	> 11 - 13 millions	9	7.4%		NA	0	0.0%
	> 13 - 15 millions	9	7.4%	Work schedule	Strict	26	21.5%
	> 15 - 17 millions	3	2.5%		Semi Flexible	50	41.3%
	> 17 - 19 millions	3	2.5%		Flexible	45	37.2%
	> 19 - 21 millions	2	1.7%		Age	28 - 35	27
> 21 millions	0	0.0%	>35 - 42	26		21.5%	
Education	High School	0	0.0%	>42 - 49		20	16.5%
	Diploma	0	0.0%	>49 - 56		29	24.0%
	Bachelor	1	0.8%	>56 - 63		16	13.2%
	Master	80	66.1%	>63 - 70	3	2.5%	
	Doctorate	40	33.1%				

All 121 participants had a profession as a lecturer with the range of income widely spread between under three million rupiahs to over twenty-one million rupiahs. This widespread is largely affected by the variation of the institution. That is common for a private university in Indonesia since the institution also has a big difference regarding the funding. The good thing is most of the participants get salaries between 5 million to eleven million. That is quite good. As for the lecturer level, 53.7% was a senior lecturer who is quite good, though we ex-

pected more as Associate Professor in Indonesia. Usually, the lecturer has a flexible work schedule, and the table showed us we are already headed that way. 37.2% have a flexible schedule, and 41.3% have a semi-flexible schedule. That is also common since lecturers do not always be on campus as long as they meet their teaching schedule, community service, and writing scientific articles or research. But it depends on each institution to arrange the work schedule.

Correlations and Hypotheses Testing

Examination of correlations between variables produces results that confirm our assumption (Table 1). Financial rewards were positively correlated with job satisfaction and

Examination of correlations between variables produces results that confirm our assumption (Table 1). Financial rewards were positively correlated with job satisfaction and affective commitment and nega-

tively correlated with turnover intention. Job satisfaction has a significant and positive correlation with affective commitment, and both develop a negative correlation with turnover intention. These results confirmed previous kinds of literature which discussed the relationship between each variable. Thus, studies from a collective cultural background in Indonesia produce the same result as previous studies.

Table 1. Mean, Standard Deviation, Correlation

		Mean	Std. Deviation	N	1	2	3	4
1	Job satisfaction	4.4711	.75657	121	1			
2	Affective	4.9105	.89210	121	.567**	1		
3	Turnover intention	2.4215	1.16870	121	-.355**	-.461**	1	
4	Financial Rewards	3.6140	.99565	121	.675**	.493**	-.275**	1

** . Correlation is significant at the 0.01 level (2-tailed).

After identifying the relationship, we will test all hypotheses. We used SPSS with Macro Process (Hayes, 2018) to examine the direct and indirect effects from independent to dependent variables. This method of analysis techniques is increasing and it has a growing number of citations. We prefer this method because of its simplicity and follow previous authors who also used Manro Process (Djatkiko et al., 2020; Azis et al., 2019).

The multiple regression results showed in Table 2 will provide answers for hypotheses 1 to 6. Finan-

cial rewards have a significant and positive effect on job satisfaction and affective commitment, which means that H1 and H2 were supported. Financial rewards can help to enhance job satisfaction and affective commitment. Unfortunately, H3 was not supported ($p > 0.05$), which means financial rewards have no significant effect on turnover intention but negatively. In this study, job satisfaction has been found to have a significantly positive effect on affective commitment (H4 supported) but has no significant effect on turnover intention (H5 not sup-

Table 2. Regression Analysis

	Satisfaction			ACO			Turnover		
	Coeff	SE	p-value	Coeff	SE	p-value	Coeff	SE	p-value
Financial	0.513	0.051	0.000	0.181	0.091	0.047	0.014	0.132	0.914
Satisfaction	-	-	-	0.507	0.120	0.000	-0.224	0.183	0.224
ACO	-	-	-	-	-	-	-0.504	0.132	0.000
Constant	2.618	0.193	0.000	1.986	0.400	0.000	5.844	0.629	0.000
	R Square		0.456	R Square		0.344	R Square		0.344
	F=		99.578	F=		30.957	F=		30.957
	p =		0.000	p =		0.000	p =		0.000

ported). As for H6, affective commitment can help reduce the intention to leave, which negatively affects.

Regarding the mediation testing, we implement the mediation analysis technique based on Hayes (2018) to determine whether the hypothesis is accepted or rejected. Table 3 provides results in detail of the mediation analysis. The bootstrap approach is a statistical method based on constructing a sample distribution for a statistic by resampling existing data for the examination. A variable can be said to mediate if the Upper Level and Lower Level Confidence Interval (ULCI and LLCI) value does not contain zero (0).

From the above table, it is clear that job satisfaction and affective commitment did not have any mediation effect if they stand as individual variables. Thus hypotheses H7 and H8 were not supported since the LLCI and ULCI contains 0 value. But, as they come together as comprehensive variables, both have significant mediation effects. Table 4 describes the strength of the mediation. The involvement of job satisfaction and affective commitment produce certain strengths to minimize the turnover intention (coeff. -0.332).

Table 3. Indirect Effect of POS and Employee Satisfaction

	Effect	Boot SE	BootLLCI	BootULCI
FIN → JS → TI	-0.115	0.100	-0.299	0.083
FIN → ACO → TI	-0.092	0.060	-0.233	0.003
FIN → JS → ACO → TI	-0.131	0.063	-0.272	-0.028

FIN= Financial Rewards - JS= Job Satisfaction - ACO= Affective commitment - TI = Turnover Intention

Tabel 4. Effect of Financial Rewards on Turnover Intention

	Effect	SE	BootLLCI	BootULCI	p-value
Direct Effect	0.014	0.132	-0.247	0.275	0.914
Total Effect	-0.323	0.103	-0.528	-0.118	0.002
Mediation of JS and TI	-0.131	0.063	-0.272	-0.028	X

DISCUSSION

This study proposed that financial rewards will drive employee job satisfaction and affective commitment, and at the same time, reduce the turnover intention. Also, we examine the mediation role of job satisfaction and affective commitment in the relationship between financial rewards and turnover intention. Results showed that financial rewards in the educational organization could increase job satisfaction and affective commitment, which also help reduce the turnover intention of lecturers. We dis-

cuss in detail by comparing our result with the previous article.

The Relation Between Financial Reward and Job Satisfaction, Affective Commitment, and Turnover Intention

Our finding reveals that financial rewards found significantly affect affective organizational commitment, which in line with the study from Koo et al. (2019) from South Korea using 307 samples from hotel employees and Hadziahmetovic & Dinc (2017)

with 148 participants from the educational organization. Next, financial rewards also have a significant positive effect on job satisfaction. These results support Ahmad et al. (2017) using 126 samples from the educational organization in Pakistan. Finally, our study found no significant effect between financial rewards on turnover intention. It is consistent with the finding from Akgunduz et al. (2019), who studies 224 hotel employees in Turkey.

The Relationship Between Job Satisfaction, Affective Commitment, and Turnover Intention

Our examination led to the finding that a lecturer's job satisfaction affects affective organizational commitment. That reinforces results from Koo et al. (2019) from South Korea, who examine hotel employees. Meanwhile, our study did not find an effect of job satisfaction on employee turnover intention. It is inconsistent with the study using 442 employees who work in an airport facility in South Korea, Chung et al. (2017), who found a negative effect of job satisfaction on turnover intention. Lecturer's affective commitment in our indicates a negative effect towards turnover intention. While lecturer develops stronger emotional attachment with organization, they tend to stay longer, consistent with Fernet et al. (2017) in Canada.

The Mediation Role of Job Satisfaction and Affective Commitment in the Relationship Between Financial rewards and Turnover Intention

Our study reveals that individual job satisfaction and affective commitment did not play a mediation role in the relationship between financial rewards and turnover intention. Comparing with the previous study, which examines the mediation of both variables, we found one for each mediation role from Vandenberghe & Tremblay (2008), examining the mediation role of affective commitment in the relationship of reward and turnover intention and Hayati et al. (2015) who investigate the mediation of job satisfaction. Both variables proved to play a mediation role. Thus, our result was different from the previous. But, when bot variables are put together, they mediate financial rewards on turnover intention.

These findings emphasize that human resources program from educational organizations needs to address various financial rewards to prevent top performers from leaving the organization. But, since it has no direct effect, organizations need to ensure that those rewards can fulfil the employee's need. The organization should also understand other aspects of job satisfaction like providing challenging jobs, developing a positive relationship between leader and employees, nurturing a harmonious work environment, and providing a clear and fair career development program. Those practices will help develop satisfaction and drive emotional attachment to the organization because it represents a deep concern for further employee contributions. Thus, with increasing satisfaction and stronger emotional commitment, lecturers will stay longer in the organization.

CONCLUSIONS

Our study suggests that organizations cannot achieve their goals to prevent top performers from leaving by applying financial rewards only. It has to be used with another program to create job satisfaction and build strong affective commitment. Meanwhile, the turnover intention is not just affected by the work environment only. It has a relation with personal matters also. Our study provides empirical proof that financial rewards have no direct effect of altering the turnover intention. Suppose organizations want to use financial rewards to lower turnover intention. In that case, they must develop rewards that can enhance employee's job satisfaction and affective organizational commitment since both variables will act as a mediator that will decrease turnover intention. Our study contributes to the discussion of turnover intention in the educational organization, which is still limited.

IMPLICATIONS

Theoretical Implications

Our research has demonstrated that financial rewards decrease lecturers' turnover intentions by mediating job satisfaction and affective commitment. Unlike several previous studies that stated a direct effect from financial rewards towards turnover in-

tention (Koo et al., 2019; Hayati et al., 2015; Akgunduz et al., 2019), our finding reveals there is no direct effect. That means lecturers seem does not relate the financial rewards and turnover intention directly. That does not mean that financial rewards do not matter, but rather the tendency of financial rewards that trigger positive/negative work attitudes before gave impact on turnover intention. The fact that financial rewards do not affect turnover intention, our study is consistent with Lee et al. (2012) in Taiwan and Choi et al. (2012) in South Korea. They also found a similar pattern where employees did not perceive that rewards will alter their intention to leave.

Meanwhile, our study is in line with Gyensare et al. (2016) and Park and Kim (2009) regarding the mediation of job satisfaction and affective commitment. They confirmed that satisfaction and affective commitment play a mediation role between independent variables and turnover intention. But, in terms of their role in bridging the financial rewards and turnover intention, we did not find many studies. Only Vandenberghe and Tremblay (2008) and Hayati et al. (2015) discussed the precise situation and found that both variables mediate the relationship. Thus our study can provide further material to discuss the relationship between financial rewards, job satisfaction, affective commitment, and turnover intention, especially in educational organizations.

Practical Implications

Managers in educational organizations can make the most of our study better understand the interrelationships between financial rewards, job satisfaction, affective commitment, and turnover intention. Our findings suggest that the monetary compensation alone can not help the employee to stay. Even though they receive attractive financial compensation, employees still consider other important factors that can make them stay. The relationship with supervisor and co-workers, challenging career, supportive work environment, and attractive job. Thus, organizations need to develop and create such an environment that can support desired conditions. Financial rewards have to be con-

nected with other programs to increase employee satisfaction, which will also help them boost stronger emotional attachment towards the organization.

LIMITATIONS

Besides its importance, we still have limitations. One of our limitations is we only examine factors related directly to the work environment. Future study needs to consider family factors and or personality of the employee. Our second drawback is that our sample comprised employees of A Accredited university, which could be extended to other accreditation levels since it can provide different results considering that there might be some discrepancies in salary on lower-level universities. We use a cross-sectional study, which also prevents us from grabbing more detail of employee attitude.

RECOMMENDATIONS

To improve such limitations, we propose future studies can implement a longitudinal study to understand better the fluctuation and change of employee attitude in a certain time, giving a better understanding of the relationship between studied variables. Finally, future study needs to enhance the scope of research to West Java or Indonesia, since rewards still become interesting discussion in a private university, especially in rural areas and the lower accreditation level.

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