


## Comparison of Academicians' Work Engagement Behavior and Intentions to Turnover

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<p><b>Article Info:</b></p> <p><b>Article History:</b> Received: August 11, 2023 Accepted: November 18, 2023 Published: December 1, 2023</p> <p><b>To cite this:</b> Ozer , C., &amp; Aslantas, M. (2023). Comparison of Academicians' Work Engagement Behavior and Intentions to Turnover. Eurasian Journal of Management &amp; Social Sciences, 4(2). <a href="https://doi.org/10.23918/ejmss.V4i2p236">https://doi.org/10.23918/ejmss.V4i2p236</a></p> <p><b>DOI:</b> 10.23918/ejmss.V4i2p236</p> 	<p><b>Abstract</b></p> <p><i>This research aims to examine the relationship between work engagement behavior and intention to leave. Work engagement behavior is individuals' having a positive attitude towards their job, interacting with their job at an advanced level emotionally, physically and mentally, having a positive attitude and sensitivity towards their job, and integrating with it. Intention to leave is defined as a conscious decision made by individuals to leave the organization if they are dissatisfied with their job conditions. In the study, data was taken from academics working at the university as a sample. A survey prepared via Google Form was sent electronically to the e-mail addresses of randomly selected academicians from various university clusters. Surveys conducted electronically provide convenience to the researcher, but low survey response rates constitute a limitation of the research. 335 academicians who answered the survey formed the sample group. As a result of the analysis, it was seen that work engagement differed in favor of private universities, and both work engagement and intention to leave did not differ according to age, gender, marital status, educational status and title. As a result of regression analysis, It was determined that there was a moderate negative relationship between work engagement and intention to quit, and that dedication behavior negatively affected the intention to quit by 41.3%.</i></p> <p><b>Keywords:</b> Work Commitment, Intention to Quit.</p> <p><b>Gel Codes:</b> M50, P17, D21, D23</p>
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## 1. Introduction

In today's business world, the efforts of organizations to survive in a competitive environment are closely related to the performance of their employees. Positive or negative interaction of employees with the organization and their work will affect their productivity, which will be important for the organization to achieve its goals (Demir and Budur, 2022). The issue of employees' interaction with their jobs, work engagement behavior and intention to leave the job has found a conceptual place in the business world and has been the subject of theoretical and practical examination.

The concept of "work engagement", which is one of the two concepts to be discussed in this study and is expressed as "work engagement" in the international literature, is defined as "work engagement, wholehearted dedication to work, attraction to work, engagement with work, integration with work, passion for work, passion for work" in national literature. It is addressed with expressions such as (Şahinbaş and Erigüç, 2019). Another title, "intention to quit job", is expressed in the international literature as "turnover intention", "intention to quit" and "job quit intention" (Örücü and Bayramov, 2022:48).

In the academic environment, employees' level of work engagement and intention to leave lead to significant effects at both the individual and organizational levels (Zaim et al., 2021). Dedicated academics generally perform better and devote more time and energy to their research and students. This can increase academic achievement, improve the quality of research, and provide students with a more effective learning experience. Additionally, dedicated academics often attend classes with more motivation, establish better relationships with students, and perform important roles such as academic advising more effectively. On the other hand, a high turnover intention can be a significant problem for academic institutions. A high staff turnover rate can jeopardize the continuity and stability of the academic unit. Additionally, the departure of experienced academics may lead to a loss of institutional memory, the adaptation process of newcomers is prolonged, and the accumulation of institutional knowledge is reduced. This research will focus on the interaction of both concepts with each other and their environmental effects.

## 2. Literature Review

### 2.1. Work engagement

The concept of work engagement has emerged as one of the increasingly important issues for the business world in recent years. In the emergence of the concept of work engagement, although there were some studies on occupational burnout at the beginning, positive psychology, which focuses on people's strengths and productive aspects rather than their weaknesses and shortcomings, also had an influence (Schaufeli et al., 2002).

In the initial studies on burnout, a behavior called 'work engagement', which was stated as the exact opposite of burnout, was noticed. Within the scope of research on employee burnout, the behavior of employees who do not have burnout behavior and have more energetic and effective communication skills in work-related activities is defined as "work engagement". Work engagement behavior can also be expressed as high-level interaction with the job. While burnout indicates a state of work-related exhaustion and exhaustion, work engagement indicates a state of work-related vitality and devoted work. Dedicated employees have an energetic connection to their work activities. In addition, these employees can cope with the demands of their jobs (Mohammed et al., 2020; Schaufeli et al., 2002:72-74).

Organizations must constantly invest in their employees, whom they see as a value, and increase their commitment to the organization and their level of confidence in their jobs in order to increase their effectiveness by ensuring that these employees remain in the organization (Aksoy et al., 2016:19; Tajeddini et al., 2023). As a concept, 'dedication' is expressed as positive thoughts and satisfaction behavior regarding the work done. When the definitions of the concept of work engagement are examined in the literature; According to Kahn (1990:700), work engagement is expressed as employees reflecting their own identities to their work physically, emotionally and cognitively. According to Schaufeli et al., work engagement is a state of work-related vigor, dedication and absorption as a positive mental state towards work (Schaufeli et al., 2002:74; Schaufeli and Bakker, 2004: 295). Although work engagement is a positive, well-being and effective motivational state related to work, it is seen to be expressed as a behavior opposite to burnout (Leiter and Bakker, 2010:2; Schaufeli and Bakker, 2004:294). Saks (2006:602) defines work engagement as 'a distinct and unique structure consisting of cognitive, emotional and behavioral components associated with individual role performance'. Work engagement is a concept about employee well-being and work behavior that arises for various reasons.

Accordingly, work engagement is a phenomenon that is associated with a positive experience within the employee, good health and positive work effects, helping to be productive in a stressful work environment, positive organizational commitment and is expected to affect the performance of employees (Budur et al., 2023; Sonnentag, 2003:518; Barkhuizen and Rothmann, 2006:38; Demir et al., 2022). The concept of work engagement is a concept that expresses the dedication of employees to their jobs and their integration with their jobs at a level beyond job commitment and job satisfaction (Maslach et al., 2001:416). While burnout behavior is characterized by low work-related activation and low identity, work engagement is characterized by vigor and dedication. This evaluation was expressed by Schaufeli and Bakker in 2001 (Schaufeli et al., 2002:74; Schaufeli, 2014:18). Accordingly, 'dedication to work' is examined in three dimensions: vigor, dedication, and concentration. These are expressed as follows (Schaufeli and Bakker, 2003; Schaufeli et al., 2002:74; Schaufeli and Bakker, 2004:295; Schaufeli, 2014:19):

*Vigor* : It refers to the employee's state of vigor regarding his job. It can be expressed as the employee working with high energy, volunteering for his job, showing persistence in overcoming the difficulties he encounters, and being willing to make effort for his job.

*Dedication*: It can be expressed as integration of meaning regarding the work. It means that the employee does his job with enthusiasm and excitement, knowing the importance and meaning of the job he does. It also means that the individual is proud of and inspired by his work.

*Concentration*: It means that the employee focuses on his job. It is the situation where the employee fully concentrates on his work and enjoys it. It means that the job becomes enjoyable for the employee and solving the problems encountered does not pose a problem.

## 2.2. Intention to Quit Work

The intention of employees to leave their jobs has been an issue worth focusing on for organizational managements for years, and today it is seen as an important problem area for organizations. (Rainayee, 2013:48) . Organizations especially want employees with certain competencies to stay in their organizations for a long time. Because it is thought that the departure of employees who socialize in the organization, show organizational commitment and show high performance may cause great costs for the organization. (Çelik and Çıra, 2013:11 ). Therefore, high personnel turnover has been accepted as an important problem for organizations and needs to be solved . Because the cost of new employees to the organization is high and the job quality is

lower ( Fakunmojuvd.,2010:313) . The departure of qualified and talented employees from their organizations, which requires great effort, capital and time to train in line with the goals and objectives of the organization, is an important cost element ( Ustun and Doğan, 2014:576) .

In general terms, turnover intention can be expressed as the employee's intention to leave the workplace where he currently works in the future. Specifically, turnover intention can be defined as an individual's subjective estimate of the possibility of leaving an organization in the near future ( Cho et al., 2009:374) . According to Kang, turnover intention is defined as the possibility of the employee consciously leaving his job in the near future and is the concept considered to be the most important determinant of turnover behavior (Kang, et al., 2015 ). In another definition, intention to leave is defined as a conscious and cautious decision or tendency of employees to leave the organization (Bartlett, 1999; cited in Çelik and Çıra, 2013:11 ). to Rainayee (2013:48) the intention to quit is the subjective feelings and cognitive intention felt by the organizational member about alternative opportunities and the current job and working environment. According to Aslantaş, intention to leave the job; The individual's reluctance to continue his job in the organization in the future for some organizational or non-organizational reasons is expressed as the decision to quit the job that has not actually occurred yet (Aslantaş, 2016).

Intention to quit and turnover behavior are different situations. Intention to quit is the most important precursor to quitting behavior. If an employee has the intention to leave the job but remains within the organization, it has the potential to create serious problems regarding both the employee's performance and intra-organizational relations. For this reason, eliminating the factors that cause the intention to leave the job is an important area of work for organizational managers (Aslantaş, 2016)

### **2.3. The Relationship Between Work Engagement and Intention to Leave**

Work engagement is expressed as the employee interacting with his job at a high level and fully fulfilling the requirements of his job. In order for the employee to interact with his/her job, the factors affecting the job and the employee must be suitable for dedication behavior. Intention to leave the job is expressed as the thought of the employee leaving his job in the future due to the negative impact that occurs due to work-related or non-work factors affecting the employee.

Therefore, conceptually, the intention to quit appears to be a factor that prevents the employee from integrating with his job and negatively affects the employee's mind.

It is necessary to consider a theoretical framework to explain the relationship between work engagement and intention to leave.

Work engagement is defined as an employee's deep interaction with his job and fully fulfilling job requirements. This means that the factors required to engage the employee's job must be appropriate for both the job and the employee. That is, work engagement includes the employee's liking for his job, feeling committed to the job, and fulfilling job requirements.

On the other hand, intention to quit refers to the employee's intention to leave his job in the future due to negative effects arising from work-related or non-work-related factors. This occurs due to factors that create negative thoughts and feelings in the employee's mind. Therefore, the intention to quit emerges as a factor that prevents the employee from integrating with his job and creates negative effects. These factors could be, for example, stress at work, low motivation, feelings of injustice or lack of job satisfaction. These factors may be, for example, stress at work, low motivation, a feeling of injustice ( Aslantaş, 2021:98) or lack of job satisfaction.

These brief theoretical explanations show how the relationship between work engagement and turnover intention interact with each other. Employees' work engagement and intention to leave may interact with a number of factors, such as the work environment, management policies, job requirements, working conditions and personal factors. Therefore, it is important for workplaces to develop appropriate strategies by taking these factors into account to increase their employees' commitment and dedication to work and reduce their intention to leave. These strategies can increase employees' job satisfaction, strengthen their commitment to work and prevent intention to leave, which can increase productivity and employee satisfaction in the workplace. Therefore, being aware of these factors in workplaces and providing a supportive environment for employees is critical to long-term success and stability.

### **3. Methodology**

#### **3.1. Purpose and Importance of the Research**

The aim of the research is to examine in detail the work engagement behavior and turnover intention in academics and to determine the relationship and impact levels between them.

This research is thought to be important to measure the extent to which work engagement behavior affects the intention to leave in public and private universities and to reveal the importance of academics devoting themselves to their jobs. Examining the subject is considered extremely important in terms of producing more qualified services and training scientists who will play a primary role in the development of international prestige. There is not enough research in the literature, especially on academics, regarding the interaction of work engagement behavior and intention to leave. The research is expected to contribute to the literature in this aspect. The following two basic hypotheses were tested within the scope of the research:

**H<sub>1</sub>** There is a relationship between work engagement attitude and intention to quit in academics.

**H<sub>2</sub>** The attitude of commitment to work in academics has a negative effect on the intention to leave the job .

#### **3.2. Material and Method**

Survey technique, one of the data collection tools, was used in the research. The survey consists of three parts. The first part of the survey consists of questions to determine demographic information about the participants . The second and third parts of the survey consist of turnover intention and work commitment scales, respectively. A five-point Likert-type rating was used in the survey. Statements were graded as (1) strongly disagree, (2) disagree, (3) partially agree, (4) agree, and (5) strongly agree.

#### **3.3. Population and Sample**

For the purpose of this research, academicians from ten different universities were contacted electronically. The research population consists of 151,395 academics working at 193 universities in Turkey, including 109 state, 76 foundation and 8 foundation vocational schools. Considering the titles of academicians, 22,431 of them are professors, 15,034 are associate professors, 35,318 are assistant professors, 20,937 are lecturers, 10,297 are lecturers, and 47,378 are research assistants (YÖK, 2016).



As a method in the research, "sampling by clusters" method, one of the random sampling methods, was used. Sampling by clusters is a sampling method in which groups, rather than individuals, are randomly selected (Altunışık et al., 2010: 139). In the research, ten universities were randomly selected from 193 universities in Turkey. A survey prepared via Google Form was sent electronically to the e-mail addresses of randomly selected academicians from these ten university clusters. Surveys conducted electronically provide convenience to the researcher, but low survey response rates constitute a limitation of the research. 335 academicians who answered the survey formed the sample group.

### **3.4. Scale**

Work engagement scale and turnover intention scale were used in the study . Information about the scales is given below .

#### **3.4.1. Work Engagement Scale:**

The work engagement scale was developed by Schaufeli et al. (2002) to measure employees' work dedication. The scale was translated into Turkish by Eryılmaz and Tayfun (2012) in their study titled "Examination of the Psychometric Properties of the Utrecht Work Engagement Scale". The scale consists of three factors . These factors are expressed as 'desire for work', 'dedication to work' and 'concentration in work' and the scale consists of a total of 17 items. This scale translated into Turkish was used in the study. The standard cronbach's alpha value of the scale is 0.921.

#### **3.4.2. Intention to Leave Scale:**

The turnover intention scale was developed by Reychav and Weisberg (2009) and translated into Turkish by Büyükbeşe (2012). The scale used in the doctoral study consists of five items and its reliability coefficient was stated to be 0.93. This scale was adapted to the research in the doctoral study conducted by Aslantaş (2016). The standard reliability coefficient (Cronbach alpha) of the turnover intention scale, which consists of 8 items in total, was found to be 0.89 and this scale was used in the study.

### **3.5. Analysis of Data**

Since the skewness and kurtosis values of the data of both scales are in the range of (+1.5; -1.5) , they comply with the normal distribution. Therefore, it was decided to apply parametric tests. Confirmatory factor analysis was applied to the work engagement and turnover scales with the



AMOS program. As a result of factor analysis, it was seen that the three- and one-factor structure of the scales were acceptable, respectively. A number of predictive statistical analyses, independent sample t test and one-way anova test, correlation analysis and regression analysis were performed on the data. The data obtained was evaluated at the 5% significance level. In addition, since a 5-point Likert scale was used in structuring the scales,  $n = 5$  and  $n-1/n = 0.8$ . For this reason, in making general interpretations of the data regarding the scales, lower averages should be considered as better since the intention to leave the job expresses negative thoughts, and higher averages should be considered as "good" since the job dedication behavior contains positive expressions. The classification is as follows:

$1.00 < n \leq 1.80$  Range: Very low

$1.80 < n \leq 2.60$  Range: Low

$2.60 < n \leq 3.40$  Range: Medium

$3.40 < n \leq 4.20$  Range: High

$4.20 < n \leq 5.00$  Range: Very high

## 4. RESULTS

The data obtained from the survey was subjected to some analyses. These analyzes are stated below.

### 4.1. Confirmatory Factor Analysis

First-level confirmatory factor analysis was performed to control construct validity. Confirmatory factor analysis was applied to two different scales separately. The values obtained as a result of confirmatory factor analysis are given in Table 1.

Table 1.

Model	$\chi^2$	df	p	X <sup>2</sup> /df	GFI	CFI	NFI	RMSEA
Work	345,338	111,000	0.000	3,111	0.899	0.932	0.903	0.800
Engagement								
Intention to Turnover	62,190	16,000	0.000	3,887	0.956	0.968	0.958	0.093

<b>Perfect Fit</b>	-	>0	-	<3	>0.95	>0.97	>0.95	0-0.05
<b>Acceptable Fit</b>	-	>0	-	3-5	0.90-0.95	0.95-0.97	0.90-0.95	0-0.08

When the fit statistics of the scales were evaluated, it was seen that the factor structures of the scale were valid.

#### 4.2. Findings Regarding the Demographic Characteristics of the Participants

In this section, the personal characteristics of the academic staff employed at the universities participating in the research were determined, and the distribution of the participants with frequencies and percentages were evaluated and interpreted.

When the frequencies of the participants by gender are examined in Table 2; It was observed that 62.7% (210 people) were men and 37.3% (125 people) were women, and a total of 335 academicians participated in the research. When the frequencies of the participants according to marital status are examined; It is seen that 81.5% (273 people) are married and 18.5% (62 people) are single. When the educational status of the participants is examined; It is seen that 3.3% (11 people) have undergraduate education, 16.1% (54 people) have master's degree, 64.5% (216 people) have doctoral education, and 16.1% (54 people) have post-doctoral education. In this context, approximately 81% of the participants are PhD students, and it can be said that the number and quality of faculty members, which form the basis of university education, necessitates this. The low number of lecturers and lecturers can be interpreted with the fact that those employed in this position tend to pursue master's and doctorate degrees over time.

**Table 2:** Findings regarding the demographic characteristics of the participants

<b>Gender</b>	<b>n</b>	<b>%</b>	<b>Education Du.</b>	<b>n</b>	<b>%</b>	<b>Title</b>	<b>n</b>	<b>%</b>
Male	210	63	Licence	11th	3.3	Research Assistant	67	20
Woman	125	37	Master's Degree	54	16	lecturer	16	4.8
Total	335	one hundred	Doctorate	216	65	Lecturer	39	12
<b>Marital status</b>	<b>n</b>	<b>%</b>	Postdoctoral	54	16	Assistant professor.	75	22

Married	273	82	Total	335	one hundred	Associate professor	63	19
Single	62	19	<b>Year Seniority</b>	<b>of n</b>	<b>%</b>	professor	75	22
Total	335	one hundred	0-5 Years	72	22	Total	335	one hundred
<b>Age</b>	<b>n</b>	<b>%</b>	6-10 Years	63	19	<b>Institution he is working at</b>	<b>n</b>	<b>%</b>
20-30 Years	58	17	11-15 Years	41	12	state University	302	90
31-40 Years	98	29	16-20 Years	45	13	Private university	33	9.9
41-50 Years	97	29	21-25 Years	51	15	Total	335	one hundred
51-60 Years	61	18	26-30 Years	30	9			
61 and over	21	6.3	31 and over	33	9.9			
Total	335	one hundred	Total	335	one hundred			

When the distribution of the participants according to their titles is examined; 20% (67) research assistant, 4.8% (16 people) instructor, 11.6% (39) lecturer, 22.4% (75) assistant professor, 18.8% (63) associate professor, 22% It was seen that there were 4 (75) professors. When the frequency distributions of the participants according to their seniority years are examined; 21.5% (72 people) of academicians have 0-5 years, 18.8% (63 people) have 6-10 years, 12.2% (41 people) have 11-15 years, 13.4% (45 people) are 16-20 years old, 15.2% (51 people) are 21-25 years old, 9% (30 people) are 26-30 years old and 9.9% (33 people) are 31 years old. It is seen that they have working hours of years or more. Considering that approximately 60% of employees have worked for 11 years or more, it can be stated that university employees generally have high working hours. This is an expected situation in terms of the continuity of education and training. When the frequencies of the participants are examined according to their ages; 17.3% (58 people) of academicians are in the 20-30 age range, 29.3% (98 people) are in the 31-40 age range, 29% (97 people) are in the 41-50 age range, 18%, 2 (61 people) are aged 51-60 and 6.3% (21 people) are aged 61 and over. Considering that the proportion of research participants working in the 31-60 age range is approximately 77%, it can be stated that university employees generally consist of middle-age generation employees. Considering that the mandatory retirement age limit for academicians is 67,

it can be said that academicians who reach the age band of approximately 55-60 tend to retire or leave the private sector.

#### 4.3. Findings Regarding Participants' Work Engagement and Intention to Quit Behaviors

The tables below include the frequencies, percentages, averages and standard deviations of the participants' answers to the work engagement scale and intention to leave judgment sentences. Interpretation of the tables is generally made based on averages.

**Table 3:** Statistics of Work Engagement Scale Statements

Work Engagement Scale Judgment Sentences	I strongly disagree		I do not agree		Partially Agree		I agree		I Absolutely agree		Average	Std. Deflection
	n	%	n	%	n	%	n	%	n	%		
1.- I feel full of energy at my job	6	2	24	7.2	89	27	140	42	76	23	3.76	0.942
2- I feel strong and vigorous at my job.	4	one	19	5.7	91	27	140	42	81	24	3.82	0.905
3- When I wake up in the morning, I am eager to go to work.	11th	3	25	7.5	76	23	150	45	73	22	3.74	0.988
4- I can work for long periods of time without taking a break	8	2	37	11th	71	21	126	38	93	28	3.77	1,048
5- I feel very mentally vigorous at my job.	10	3	20	6	90	27	150	45	65	19	3.72	0.945
6- Even if things don't go well, I continue to work with determination.	4	one	35	10	107	32	138	41	51	15	3.59	0.911
7- I find my work meaningful and	10	3	12	3.6	38	11th	125	37	150	45	4.17	0.973

serving a dedication purpose.														
8- I am willing and enthusiastic about my job.	one	0	11th	3.3	32	9.6	153	46	138	41	4.24	0.78		
9- My work inspires me	2	one	12	3.6	55	16	154	46	112	33	4.08	0.831		
10- I am proud of the work I do	4	one	4	1,2	35	10	109	33	183	55	<b>4.38</b>	0.814		
11- I find my job interesting and special	3	one	10	3	51	15	150	45	121	36	4.12	0.837		
12- Time flies like water when you work	Concentration on Work	2	one	8	2.4	56	17	137	41	132	39	4.16	0.829	
13- I forget everything around me while working		4	one	33	9.9	117	35	113	34	68	20	3.62	0.955	
14- I feel happy when I work hard		3	one	11th	3.3	46	14	156	47	119	36	4.13	0.831	
15- When I'm working, I completely concentrate on my work and get distracted.		2	one	32	9.6	97	29	127	38	77	23	3.73	0.941	
16- I get caught up in my work while working.		one	0	24	7.2	79	24	140	42	91	27	3.88	0.9	
17- While working, I want my work to never end.		21	6	98	29	117	35	78	23	21	6.3	<b>2.94</b>	1,013	

As can be seen in Table 3, the response averages to the judgment sentences of the work engagement behavior scale have a minimum arithmetic average of 2.94 and a maximum of 4.38. For this reason, the participants' work engagement behavior responses were evaluated as "High" since their average answers were in the range of  $3.40 < n \leq 4.20$ . This situation can be interpreted as university

academic staff's work dedication behavior is high and they are trying to reach scientific knowledge about science and social problems.

Participants also answered the question "I am willing and enthusiastic about my job" and "I am proud of the work I do" with an average in the range of  $4.20 < n \leq 5.00$ . This situation can be interpreted as the fact that the individuals in the academic staff at the university are very happy to work with the opportunities offered by the university in terms of both social status and prestige, and are highly committed to university life.

**Table 4:** Statistics of Job Leave Scale Statements

Judgment Sentences of Intention to Quit Work	I strongly disagree		I do not agree		Partially Agree		I agree		Absolutely agree		Average	Std. Deviation
	n	%	n	%	n	%	n	%	n	%		
1. I can leave my current job if I find a job that better suits my skills	117	34.9	114	34	56	16.7	26	7.8	22	6.6	<b>2.17</b>	1,180
2. I am considering leaving my job due to management problems.	113	33.7	128	38.2	67	20	17	5.1	10	3	2.05	1,005
3. I am thinking of leaving my job because of the nature of my job.	165	49.3	143	42.7	18	5.4	6	1.8	3	0.9	1.62	.747
4. I am considering leaving my job due to personal problems.	182	54.3	125	37.3	23	6.9	3	0.9	2	0.6	1.56	.714
5. I often think about leaving my job at this organization.	155	46.3	112	33.4	50	14.9	10	3	8	2.4	1.82	.957
6. I am considering leaving this organization and actively looking for a new job.	204	60.9	103	30.7	20	6	4	1,2	4	1,2	<b>1.51</b>	.765
7. If I had another job opportunity, I would quit my current job.	152	45.4	105	31.3	48	14.3	17	5.1	13	3.9	1.91	1,070
8. I will most likely actively look for a new job next year.	202	60.3	one hundred	29.9	15	4.5	9	2.7	9	2.7	1.58	.905

As can be seen in Table 4, academicians' answers to the judgment sentences of the intention to leave scale have a minimum arithmetic mean of 1.51 and a maximum of 2.17. Considering the distribution of the questions, it is seen that the intention to leave the job is evaluated by the participants between  $1.00 < n \leq 1.80$  and  $1.80 < n \leq 2.60$ , that is, "very low" and "low". The highest mean with 2.17 belongs to the judgment sentences "I can leave my current job if I find a job that suits my skills better" and the lowest mean with 1.51 belongs to the judgment sentences "I am thinking of leaving this institution I work for and I am actively looking for a new job". Since the relevant expressions are negative, the fact that the averages are at "low and very low" levels can be interpreted as academicians not considering leaving their jobs, they love their profession and are committed to it.

#### 4.4. Difference Analysis of Work Engagement Attitude and Intention to Quit with Demographic Variables

**Table 5:** Public-Private University Differences (t test)

Government / Private		N	Cover.	Std. Deflection	Cover. Std. error	t	sd.	p
Dedication to Work	State	302	3.84	0.60	0.03	-3.02	333.00	0.00
	Special	33	4.17	0.57	0.10	-3.13	40.02	0.00
Intention to Leave Job	State	302	1.78	0.69	0.04	0.11	333.00	0.91
	Special	33	1.77	0.78	0.14	0.10	37.64	0.92
Feeling Desire for Work	State	302	3.73	0.64	0.04	-3.12	333.00	0.00
	Special	33	4.10	0.64	0.11	-3.14	39.43	0.00
dedication	State	302	3.91	0.65	0.04	-3.20	333.00	0.00
	Special	33	4.28	0.60	0.10	-3.41	40.64	0.00
Concentration on Work	State	302	3.90	0.61	0.04	-2.22	333.00	0.03
	Special	33	4.15	0.60	0.10	-2.24	39.52	0.03

As can be seen in Table 5, one -way analysis of variance was used to test whether there were differences in the sub-dimensions of the intention to leave and work engagement scale depending on the variable of the institution (public / private) the participants worked for. As a result of the analysis, it was found that there was a 95% reliable difference in the work engagement scale and its sub-dimensions. The values of desire for work dimension ( $t = -3.122$ ;  $p < 0.05$ ), work dedication



dimension ( $t = -3.200$ ;  $p < 0.05$ ) and work concentration dimension ( $t = -2.217$ ;  $p < 0.05$ ) were determined. has been made. It has been determined that this difference is in favor of private university employees and against public university employees in all three dimensions.

However, no difference was found in terms of *intention to quit* ( $p > 0.05$ ). In other words, working at a public or private university does not make any difference in terms of *intention to quit*.

**Table 6:** Differences by Gender (t test)

Gender variable		N	Mean.	Std. Dev	Std. error	t	sd.	p
Dedication to Work	Male	210	3.91	0.58	0.04	1.31	333.00	0.19
	Woman	125	3.82	0.64	0.06	1.28	240.58	0.20
Intention to Quit Work	Male	210	1.70	0.66	0.05	-2.80	333.00	0.01
	Woman	125	1.91	0.74	0.07	-2.72	236.74	0.01

Gender variable		N	Mean.	Std. Dev	Cover. Std. error	t	sd.	p
Dedication to Work	Male	210	3.91	0.58	0.04	1.31	333.00	0.19
	Woman	125	3.82	0.64	0.06	1.28	240.58	0.20
Intention to Leave Job	Male	210	1.70	0.66	0.05	-2.80	333.00	0.01
	Woman	125	1.91	0.74	0.07	-2.72	236.74	0.01

As can be seen in Table 6, one-way analysis of variance was used to test whether there were differences in *the intention to leave* and *work engagement scale and its sub-dimensions* according to the gender variable of the participants. As a result of the analysis, it was found that there was a 95% reliable difference in the work engagement scale and its sub-dimensions. It was determined that work engagement ( $p > 0.05$ ) did not differ, while intention to leave behavior ( $t = -2.798$ ;  $p < 0.05$ ) differed with 95% reliability. It has been determined that the difference in terms of intention to quit is in favor of women and against men. Considering the high role behavior expected from women and the fact that they wear out psychologically and physically more quickly due to their elegant structure, it can be said that the result is in line with the realities of our society.

**Table 7:** Differences by Marital Status (t test)

		N	Average	Std. Deflection	Std of the mean. error	t	sd.	p
<b>Marital status</b>								
<b>Work Engagement</b>	Married	273	3.91	0.59	0.04	2.25	333.00	0.03
	Single	62	3.72	0.65	0.08	2.11	84.95	0.04
<b>Intention to Turnover</b>	Married	273	1.72	0.67	0.04	-3.00	333.00	0.00
	Single	62	2.01	0.76	0.10	-2.79	84.22	0.01
<b>Feeling Desire for Work</b>	Married	273	3.81	0.63	0.04	2.31	333.00	0.02
	Single	62	3.60	0.72	0.09	2.13	83.49	0.04
<b>Dedication</b>	Married	273	3.98	0.63	0.04	2.43	333.00	0.02
	Single	62	3.76	0.75	0.10	2.17	81.22	0.03
<b>Concentration on Work</b>	Married	273	3.95	0.61	0.04	1.64	333.00	0.10

As can be seen in the table above, one-way analysis of variance was used to test whether there were any differences in *the intention to leave and work engagement scale and its sub-dimensions* according to the marital status variable of the participants . As a result of the analysis, it was found that there was a 95% reliable difference in the work engagement scale and its sub-dimensions. It was determined that work engagement ( $t= 2.254$ ;  $p<0.05$ ) and intention to leave behavior ( $t= -3.003$ ;  $p<0.05$ ) differed with 95% reliability. In addition, it was determined that the work engagement scale differed in the "desire to work dimension ( $t= 2.313$ ;  $p<0.05$ ) and dedication dimension ( $t= 2.431$ ;  $p<0.05$ ), but did not differ in the work concentration dimension ( $p>0.05$ ). It has been determined that this difference is in favor of married people and against single people in terms of job dedication and dimensions, and in terms of intention to quit, it is in favor of single people and against married people. The finding coincides with current expectations. Because it can be considered normal for married individuals to be dedicated to their work as they undertake family responsibilities. The fact that there is a situation in favor of single people who intend to leave their jobs can also be explained by responsibility. Those who do not have a sense of responsibility or who do not take on the responsibilities of others may abandon their jobs more easily.

**Table 8:** Differences by Age (f test)

Age Variable		sum of squares	sd.	Average Squared	F	p
Dedication Work	intergroup	4.91	4.00	1.23	3.50	0.01
	to within groups	115.91	330.00	0.35		
	Total	120.82	334.00			
Intention Leave Job	intergroup	3.33	4.00	0.83	1.74	0.14
	to within groups	158.10	330.00	0.48		
	Total	161.43	334.00			
Feeling Desire for Work	intergroup	5.82	4.00	1.46	3.52	0.01
	to within groups	136.33	330.00	0.41		
	Total	142.15	334.00			
dedication	intergroup	4.63	4.00	1.16	2.75	0.03
	to within groups	138.99	330.00	0.42		
	Total	143.62	334.00			
Concentration on Work	intergroup	4.79	4.00	1.20	3.30	0.01
	to within groups	119.91	330.00	0.36		
	Total	124.70	334.00			

As a result of the analysis, it was analyzed with the F test whether there was a difference in the participants' work dedication behavior and intention to leave the job according to the age variable at a significance level of 0.05 or 95% reliability. With 95% reliability, it was determined that the participants' work dedication behavior ( $F= 3.497$  ;  $p<0.05$ ) differed and their intention to leave the job did not differ ( $p>0.05$ ). When the source of the difference in work engagement behavior and its sub-dimensions is evaluated with the PostHoc-Scheffe technique, it can be said that the difference is coincidental and there is no significant difference.

It was determined that there was no difference in terms of commitment to work and intention to quit according to the educational status of the participants ( $p>0.05$ ).

**Table 9:** Difference analysis (f test) for the sub-dimensions of work engagement and intention to leave (f test)-5

		sum of squares	sd.	Average Squared	F	p.
Dedication Work	intergroup	7,113	5	1,423	4,116	0.001
	to within groups	113,711	329	0.346		
	Total	120,824	334			
Intention Leave Job	intergroup	4,785	5	0.957	2.01	0.077
	to within groups	156,648	329	0.476		
	Total	161,432	334			
Feeling Desire for Work	intergroup	7,208	5	1,442	3,515	0.004
	to within groups	134,946	329	0.41		
	Total	142,154	334			
dedication	intergroup	8.72	5	1,744	4,254	0.001
	to within groups	134,899	329	0.41		
	Total	143.62	334			
Concentration on Work	intergroup	6,322	5	1,264	3,514	0.004
	to within groups	118,375	329	0.36		
	Total	124,698	334			

As a result of the analysis, it was analyzed with the F test whether there was a difference in the participants' work dedication behavior and intention to leave the job according to the title variable at a significance level of 0.05 or 95% reliability. With 95% reliability, it was determined that the participants' work dedication behavior ( $F = 4.116$  ;  $p < 0.05$ ) differed and their intention to leave the job did not differ ( $p > 0.05$ ). When the source of the difference in work engagement behavior and its sub-dimensions is evaluated with the PostHoc-Scheffe technique, it can be said that the difference is coincidental and there is no significant difference.

When the source of the difference in work engagement behavior is evaluated by PostHoc-Scheffe test, it can be said that there is a difference in favor of associate professors and professors and against research assistants, that is, assistants' work engagement behavior is low. In this context, the fact that it has become easier to be an assistant today can be interpreted as human rights and democratization that occur with globalization have changed the approach to assistants and cannot foster behaviors that will trigger loyalty to their institutions.

#### 4.5. Examining the Relationship between Work Engagement Attitude and Intention to Quit

"Pearson correlation analysis" was conducted to determine whether there was a significant relationship between work engagement attitude and intention to leave . According to the relationship formed as a result of the analysis, a study was carried out to determine the power of influence by regression analysis.

**Table 10.** Correlation Analysis Between Work Engagement and Intention to Quit

	Intention to Leave Job
Dedication to Work	-0.484 (p=0.000)

, a statistically significant, negative, linear and moderate relationship with 99% reliability was found between work engagement attitude and intention to leave ( $r = -0.484$ ;  $p=0.000 < 0.01$ ). The H1 hypothesis of the research was confirmed with the existence of a relationship between work engagement behavior and intention to leave .

In this context, the hypothesis H1 , that is, " **There is a relationship between** work engagement behavior and intention to quit among academics ", has been confirmed.

#### 4.6. Examining the Effect of Work Engagement Attitude and Intention to Quit

The relationship between work engagement attitude and intention to leave was examined with a linear regression model. The corrected R-square ( $R^2$ ) coefficient for the model was calculated as 0.235. This value shows that 23.5% of the intention to leave the job is explained by the work engagement attitude . In addition, the standard regression coefficient is “-0.484”; It confirms the H2 hypothesis : " Work engagement behavior in academics has an effect on the intention to leave the job . " Accordingly, the linear regression model, where the dependent variable (Y) is the intention to leave the job and the independent variable (X) is the work engagement attitude ;

It is obtained as  $Y = 3.946 - 0.560 * X$ .

**Table 11.** Work Engagement Attitude-Intention to Quit Regression Analysis

	Intention to Leave Job			
	std. $\beta$	$\beta$	t	p
Still	-	3,947	18,167	0.000
Dedication to Work	-0.484	-0.560	-10,105	0.000
R <sup>2</sup>	0.235			
Model Significance (p)	0.000			
F Value	102,112			
Durbin-Watson	2,049			
tolerance	1,000			
VIF	1,000			

work engagement attitude and its sub-factors and intention to leave was examined by multiple linear regression. The results are given in Table 12. According to the findings, the dimensions of dedication and concentration on work affect the intention to leave the job statistically negatively and at a moderate level, while the effect coefficient of the other dimension, enthusiasm for work, was found to be statistically significant. According to the obtained model, one of the sub-dimensions of Work Engagement Attitude has a positive effect on the Intention to Quit, while one of the sub-dimensions affects it negatively, that is, in the opposite direction.

**Table 12.** Work Engagement Attitude Sub-Factors-Intention to Quit Regression Analysis

	std. $\beta$	$\beta$	t	p	tolerance	VIF
Still	-	4,096	19,332	0.000	-	-
Feeling Desire for Work	0.281	0.300	3,070	0.002	0.254	3,942
dedication	-0.386	-0.409	-4.355	0.000	0.272	3,678
Concentration on Work	-0.411	-0.468	-3.963	0.000	0.198	3,056
R <sup>2</sup>	0.295					

Model Significance (p)	0.000
F Value	46,118
Durbin-Watson	2,041

Accordingly , if the intention to leave the job is Y, the job enthusiasm dimension of the work engagement attitude is denoted by  $X_1$  , the Dedication dimension is denoted by  $X_2$  , and the work concentration dimension is denoted by

It is obtained as  $Y = 4.096 + 0.300 * X_1 - 0.409 * X_2 - 0.468 X_3$ .

the work engagement attitude dimensions , the desire to work dimension affects the intention to leave the job unexpectedly positively (0.281), while the dedication dimension (-0.386) and work concentration dimension (-0.411) affect the intention to leave the job negatively as expected.

## 5. Conclusion and Recommendations

It is clear that today, in the academic world, scientific competition between countries is extremely evident and that the development of a country is directly proportional to its trained brain power. In this context, developing the intellectual abilities of countries, producing new knowledge and using this knowledge for the benefit of society are among the basic duties of universities. Universities achieve these goals through academics, who are the center of knowledge production. For this reason, academics need not only to specialize in their own fields, but also to ensure cooperation and knowledge transfer between various branches of science by increasing interdisciplinary interactions. In this way, universities can create a richer information and cultural environment both scientifically and socially. It can be stated that academics' interest and satisfaction in their jobs is directly related to their commitment to their work and their internal motivation. Therefore, academics' dedication to their work and their ability to continue doing so is an important factor that directly affects the success and social contribution of universities. Having academics in a working environment that is compatible with their work enables them to be more motivated towards their work and to be more productive with this motivation. Therefore, it is of great importance that universities create appropriate conditions for academics to dedicate themselves to their work and to encourage collaborations between different disciplines. In this way, the academic community can undertake projects that are more efficient, innovative and provide more benefit to society.



In this research, the relationship between academics' work engagement behavior and their intention to leave was examined in depth. This type of analysis provides extremely valuable information in terms of understanding the commitment and turnover intentions of university employees.

As a result of the investigations, it was observed that the general profile of university employees consists of the middle age generation. The low number of academician participants, especially those aged 55 and over, can be interpreted as academicians in this age group making choices such as retiring or transitioning to the private sector. This situation shows that experienced academics who have worked in the academic community for many years can focus on transition processes to new periods of their lives, such as career changes and retirement. In this context, it can be stated that academics have different needs and expectations arising from their age, experience and career stages. This information should be taken into account when universities create human resources policies and develop practices to increase employee satisfaction. Increasing academics' motivation and commitment to their work is essential for long-term cooperation and productivity. Therefore, it is an important step for universities to understand the life cycles and career stages of their employees and make the working environment more positive and supportive by providing them with appropriate support and opportunities.

The high average answers given to the statements "I am willing and enthusiastic about my job" and "I am proud of the work I do" show the positive attitudes of academicians towards their work. This situation shows that individuals in the academic community are pleased to be at the university in terms of both social and social status, and this status and the prestige of the university increases the academicians' commitment to their work. In addition, the fact that these statements were not answered with low or very low averages shows that academics generally do not think of leaving their jobs and love their profession, therefore they maintain their commitment to their jobs and therefore their dedication. This can be expressed as academics not only see their work as a profession but also as a lifestyle. This attitude expresses a deep commitment to the dynamics of the academic world. These comments demonstrate the complexity of the relationship between academics' job satisfaction and turnover intention. Academics approach their work enthusiastically, with dedication to their work, and they combine these positive attitudes with pride and commitment to their profession. This shows that the university environment plays an important role in increasing academics' motivation and satisfaction levels.

Comparisons made on the work engagement level of employees at private and public universities indicate the existence of significant differences. A distinction was seen in favor of private university employees, especially in the dimensions of "desire for work", "dedication to work" and "concentration in work". This shows that academics working in private universities are more enthusiastic about their jobs, more committed to their jobs, and more focused and dedicated to their jobs.

However, it has been determined that this differentiation is not valid between private and public universities in terms of "intention to quit". That is, these differences in employees' commitment to their jobs are not directly related to their intentions to leave. This shows that employees' commitment to work and intention to leave are affected by different factors. For example, factors affecting job commitment may include working conditions, management style, and career opportunities. These results provide important information that should be taken into account in the improvements that universities will make to satisfy their employees and increase their commitment to work. In order to increase employees' commitment to work, universities may need to offer their employees a more supportive working environment, increase career development opportunities, and implement practices that will increase job satisfaction. Such measures can both increase employee motivation and strengthen the long-term success of universities.

According to the data obtained in the research, a trend was observed in favor of women and against men. This finding indicates the existence of gender-based differences in terms of intention to quit. This illustrates how gender norms and expectations impact workplace behaviors and preferences. High expectations from female employees and the fact that women are generally thought to spend more emotional labor due to social norms may mean that female employees may be more worn out under work stress and pressure. Additionally, directing them to show sensitivity to their physical and psychological needs can increase the effects of these expectations. This may lead to an increase in female employees' intention to quit because working under constantly increasing demands and expectations can reduce job satisfaction and motivation over time. These results show how important it is to ensure gender equality and a fair working environment in the workplace. Reducing expectations based on gender discrimination and implementing supportive policies for female employees can prevent negative consequences such as intention to quit. Additionally, re-evaluating gender norms and making conscious efforts to ensure that both genders

have equal opportunities in business life can reduce gender-based differences in workplaces and create a fair working environment. In this way, both male and female employees can increase their commitment to their jobs and work more motivated.

It has been observed that whether academics are married or single is not directly related to their intention to leave their job. That is, whether an academician is married or single is not the only factor that determines the intention to leave a job.

However, it has been determined that there are differences between married and single academicians in terms of work dedication behavior. It has been determined that married academics are more dedicated to their work and therefore their commitment to work is stronger. This can be interpreted as marital status increases a person's commitment to work and therefore reduces the intention to leave the job. These results are important in terms of understanding how family status and the responsibilities that come with marriage in business life affect the level of work dedication and intention to quit. Marriage is a factor that provides social and emotional support for many people, and this support can create a stronger foundation in business life. At the same time, marriage can increase a person's commitment and dedication to work, contributing to a happier and more motivated employee at work. Additionally, these results show that workplaces should also take family situations into account when developing supportive policies for their employees. Implementing family-friendly policies in workplaces can help employees balance their family and work lives, which can increase work engagement. Additionally, developing methods to increase motivation and satisfaction in order to increase employees' commitment to work can reduce the intention to leave and increase productivity in the workplace. Such approaches can produce positive results for both employees and workplaces.

According to the research results, whether academics are old or young does not change their intention to leave their job. In other words, the age factor alone is not a factor that determines an academician's intention to quit. However, it has been observed that there are differences between age groups in work engagement behavior. In the comparisons made between titles, it was determined that academicians with the title of associate professor and professor had much higher levels of dedication to work than assistants. This situation reveals that academics with high-level titles show more commitment to the institution they work for and therefore show more dedication to their work. In this context, it can be said that academics with the title of associate professor and

professor are more committed to the institutions they work for and therefore their intention to leave their job is lower.

These results show that title and experience in the academic community play a determining role on the level of commitment to work. The dedication of academics with high titles to their work can be interpreted as making it possible for these academics to contribute more to the institution with a long-term career perspective. Therefore, universities supporting title promotion processes and increasing the motivation of academic staff can both increase the job satisfaction and dedication of employees and contribute to the long-term goals of institutions. This type of support can increase academics' commitment to their work and create a more successful and productive environment in the academic community.

The study revealed that academics' commitment to their work has a negative relationship with their intention to leave. In other words, academics who are dedicated to their work do not want to leave the place where they work. This shows that academics are integrated with their work and their dedication to work is strong. Academics feel a deep commitment to the institution they work for and the work they do, and this commitment goes beyond just seeing their job as a profession. It can be said that their work has become a part of their identity. This deep commitment reduces the intention to leave the job, increases academics' desire to stay in their current positions, and causes them to develop an identity integrated with their work.

According to the research results, it was observed that the two sub-dimensions of work engagement, "dedication" and "work concentration", had a negative effect on the intention to leave the job. In other words, increasing work dedication and concentration reduces employees' intention to quit. This result shows that commitment and commitment to work strengthens employees' intention to stay in their current positions. However, remarkably, another sub-dimension of work engagement, "work enthusiasm", was found to have an unexpectedly positive effect on turnover intention. That is, as the desire for work increases, employees' intention to quit also increases. This situation creates an interesting paradox and requires a more in-depth examination. This finding demonstrates the complexity of the relationship between employees' work desire and motivation. Work enthusiasm and motivation can make employees more committed to their jobs, but can also be associated with a willingness to seek out new opportunities. This shows that employees establish a balance and take different factors into consideration when determining their intention

to change jobs. These results show that work engagement should be studied more deeply in its dimension in order to understand the relationship between work engagement and intention to leave. It is important for workplaces to understand employees' motivations and expectations and take appropriate measures to increase their employees' commitment to work and reduce their intention to leave. This type of understanding can make employees happier, more satisfied, and more motivated in their jobs, which can increase work efficiency and success. Therefore, the relationship between work engagement and intention to leave should be investigated in more depth and more studies should be conducted on this subject.

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