The aim of the current study was to investigate the relationship between university faculty members’ intention to leave by measuring their burnout and job satisfaction levels. A sample of 433 academics comprising of lecturers, readers and professors from various faculties of one of the state universities in Turkey, Adnan Menderes University, was tested with the Maslach Burnout Inventory, Minnesota Job Satisfaction Scale, and the Intention to leave factors. Analysis of variance (ANOVA) and multiple regression analysis were applied. The findings pointed out that while there are positive and significant relationships between emotional exhaustion, depersonalization and intention to leave, there is no significant relationship between personal accomplishment and intention to leave. The research data also suggested that those faculty members with higher levels of satisfaction were less likely to leave their institution or their career. The study showed that age, job title and tenure of faculty members can also make a difference and points out that aged, job title and tenured academics are less likely to intend to leave faculty. These results can be taken into consideration, if university managers seek to improve the retention of their faculty members.

Key words: Burnout, job satisfaction, intention to leave.

INTRODUCTION

The educational sector is very important for the development of any country. Teachers have a crucial role in this sector and the society they live in. Their satisfaction will affect the quality of service they render. Because of technological changes, in all sectors including education, qualified workers are required. Psychological issues like burnout and job satisfaction can influence an academic performance. Teachers experience a great deal of stress during the course of their career due to the negative aspects of the job, such as problems of students, overcrowded classrooms, excessive paper work, lack of administrative support, and endless new educational reforms and innovations. Therefore, teaching can be identified as a stressful profession. There is an increasing evidence that such stress may lead to teacher burnout and less satisfied (Tomic and Tomic, 2008; Tang and Yeung, 1999). The symptoms of burnout, both organizational and personal, are quite important in education. Organizational symptoms include, increased absenteeism, performance decline, as well as poor interpersonal relationships both with colleagues and students. (Cunningham, 1983). On the other hand, students need mentally and physically fit teachers who can guide them as they find their way in our world. At the personal level, burnout teachers have less sympathy toward students, have a lower tolerance for classroom disruption, are less committed to their job, are less apt to prepare their lessons adequately, and generally, are less productive (Farber and Miller, 1981; Blase and Greenfield, 1985). It follows that the study of teacher burnout is of great importance to the productivity of teachers and subsequent student learning. Low satisfaction level of teachers can also create some issues such as absentesim, quit or intention to leave. It is believed that these factors and their impacts need to be analysed. Empirical research on the relationships among the three burnout components with leave or the intention to leave...
as an outcome of teacher burnout is limited and inconsistent. There is also a gap between job satisfaction and intention to leave. This study aims to examine the relationships between burnout, job satisfaction and intention to leave. It seems that the shortage of academics in Turkish High Education System continues to be a high profile area of scrutiny. Therefore, this study focuses on academic life in Turkey since academics’ intention to leave is an important issue.

**Burnout**

The concept of burnout was introduced in the mid-seventies to describe emotions of depletion and loss of motivation and commitment that social workers experience after prolonged and extensive stress conditions (Freudenberger, 1974). Based on the pioneer work of Freudenberger, Maslach and Jackson (1981) introduced and validated the MBI (Maslach Burnout Inventory) scale for the measurement of burnout. Ever since, the MBI is the most common used instrument for assessing burnout.

According to the well-known definition (Maslach and Jackson, 1981), burnout is a psychological syndrome of emotional exhaustion, depersonalization and a sense of low personal accomplishment that can occur among individuals who work with other people in some capacity. Emotional exhaustion refers to feelings of being emotionally overexerted and having depleted one’s emotional resources. Second, depersonalization reflects the indifference and negative attitudes that people may display toward their colleagues. Depersonalization is considered as the negative attitude that dehumanizes the perception of others (Blix et al., 1994). Finally, personal accomplishments reflect feelings of competence and successful achievements in one’s working with people (Maslach et al., 1996). This “refers to the tendency to evaluate oneself positively [. . . .] workers may feel unhappy about themselves and dissatisfied with their accomplishments on the job” (Maslach et al., 1996: 4).

Even though burnout can be observed in many professions, the risk of experiencing burnout problem is generally seen in the professions such as education, health and social work. The past literature notes that social support available to teachers could be a useful strategy for preventing teacher burnout (Sakharov and Farber, 1983). Russell et al. (1987) reported that support from supervisors and colleagues was negatively related to teacher burnout. Strong associations between support from supervisor and colleagues and emotional exhaustion and depersonalization have been reported (Lee and Ashforth, 1996).

Tomic and Tomic (2008) indicated that at the first years of their careers, most teachers are enthusiastic and dedicated, but as time goes by, they lose interest, become cynical, and distance themselves from colleagues and students. They appear exhausted and overwhelmed. As the burnout process spirals downward, students fall victim to poor teaching. Research has demonstrated that burnout is associated with decreased self-esteem and high job stress (Dorman, 2003; Schwarzer and Hallum, 2008) and less job satisfaction (Bilge, 2006). Common job satisfaction factors such as wage, statute and recognition affects burnout level (Friesen and Sarros, 1989). Tang and Yeung (1999) pointed out that work load is the most influential job stressor factor. Research also shows that less job achievement results in less job commitment leading to more burnout (Teven, 2007).

Some researchers even argue that demographic variables like age, sex and marital status can be considered as antecedents of burnout. Results concerning the importance of the factors implicated as sources of burnout for teachers have not been always conclusive. Investigations of the impact of demographic factors such as age, gender, tenure, family status of the teachers, have produced various findings. For example, Russell et al. (1987) showed that teacher characteristics such as age, sex and grade level taught were predictive of burnout. They also found that the number of stressful events experienced, social support and positive feedback were correlated to teacher burnout. Jackson (1993) found significant differences in levels of burnout relative to factors like gender, age, marital status, tenure status, academic rank and predominant workload activity among pharmacy school faculty. Evers et al. (2004) argued that male teachers scored significantly higher on emotional exhaustion than their female counterparts. On the other hand, Sari (2004) pointed out that as female teachers experience more emotional exhaustion than male teachers, male teachers encounter a higher level of depersonalization than females. As far as tenure is concerned, younger and/or less experienced teachers report an increased level of burnout compared with older and/or more experienced teachers (Means and Cain, 2003). On the other hand, conflicting findings reported by Goggard et al. (2006) stating that as teachers work longer they are likely to experience more burnout syndrome.

**Job satisfaction**

The definition of job satisfaction varies in the literature. According to Arches (1991), job satisfaction can be defined as: a positive emotional state resulting from the appraisal of one’s situation and is linked to the characteristics and demands of one’s work. On the other hand, according to Davis (1982), job satisfaction occurs when the features of the job and the desires of the persons performing the job meet one another.

Rice and Austin (1988) suggest four distinctive features that exist among 10 liberal arts colleges with high levels of morale and satisfaction. These institutions have distinctive organizational cultures that are carefully nurtured and built upon; strong, participatory leadership that
provides direction and purpose; organizational momentum—they are institutions on the move; and compelling identification with the institution that incorporates and extends the other three characteristics contributing to high morale. Another study conducted by Smart (1990) developed an initial effort to establish the construct validity of satisfaction. He proposed and tested a causal model that encompassed the satisfaction of faculty members within three dimensions: organizational satisfaction, salary satisfaction, and career satisfaction. Smart’s findings indicated that satisfaction is multidimensional and that it is well defined by these three dimensions.

Some studies indicate that teachers report relatively low levels of job satisfaction. For instance, Marlow et al. (1996) indicated that less teaching salaries and lack of professional prestige were factors expressed by teachers as reasons for dissatisfaction. Other reasons include teacher job satisfaction, identifying lack of professionalism, collegiality, recognition and incompetent and uncooperative administrative. In an extensive study on turnover, Mobley (1977) developed a detailed model of linkages between job satisfaction and turnover. He argued that dissatisfaction leads to a job search, which leads to an intent to quit or stay, which leads to the individual’s actual staying or quitting behavior. Mobley found that the direct determinants of turnover are environmental organizational opportunities, intentions to stay or leave, job or role routinization, and chronological age. Another important finding of the study was the differential effects of support from a supervisor and from colleagues as a form of coping resources for burnout on intention to quit teaching. Those teachers who perceived their supervisor as supportive were less likely to leave teaching, while having a good relationship with colleagues only had no or at best a minimal effect on their intention to quit (Leung and Lee, 2006).

Marlow et al. (1996) stated that the first reason for leaving the profession is students that is related to discipline problems and lack of motivation. Another reason for intention to leave is lack of respect. Working conditions are highlighted as another reason for leaving. In another study, Hutchings et al. (2000) looked specifically at the situation in London. The reasons given in their study of teachers leaving the profession comprised issues of school management, hours worked and pupil behaviour, followed by lack of promotion prospects and school resources, together with too many responsibilities and pay issues. Providing adequate and equitable support services to faculty members within a department or college—specifically, secretarial and office support, library services and availability of materials, and teaching and graduate assistants—can have an impact on their perceptions of worklife and satisfaction (Johnsrud and Rosser, 2002).

Ofili et al. (2009) studied the relationships between job satisfaction and intention to quit. In their study, among the respondents that would want to quit their job, poor salary was found to be the major reason. Other reasons were to go for another career, to further education, too much stress, and lack of satisfaction. Another study conducted by Rosser (2004) noted that faculty members’ satisfaction had a significant and negative effect on intent to leave.

**Intention to leave**

Teacher turnover and intention to leave are curricular issues for school administrators and educators because of the implications for future hiring practices and concern for the retention of good teachers. There are few studies that attempt to unveil faculty members’ behavioral outcomes such as their intentions to leave (Johnsrud and Rosser, 2002). Intent to leave is an aspect of workers’ negative feelings toward their work. Workers who experience higher levels of job dissatisfaction and burnout are at a greater risk to leave their job. However, intent to leave is an important component in leaving one’s job, as the actual act of quitting may require several months or even several years of planning this action (Acker, 2004).

Hughes (2001) assumes that many teachers will accept the consequences of burnout and remain in position. Therefore, in his opinion, the decision to change jobs is difficult and complex. This assumption may be true to some extent. However, research reveals that not all teachers suffering burnout stay in occupation (Lee and Asforth, 1996; Johnsrud and Rosser, 2002; Leung and Lee, 2006). Teacher turnover is a particular concern for school administrators and educators because of the implications for future hiring practices and concern for the retention of good teachers. Turnover can also provide some positive changes such as reorganization and restructuring of reporting lines and decisionmaking, and the infusion of new people with new ideas (Rosser, 2004).

According to Johnsrud and Rosser (2002), turnover studies differentiate between actual turnover and the intent to leave the organization, with much of the research focusing on intent to leave. Actual turnover is more difficult to study because once organizational members have left, they are difficult to locate, and their response rate to surveys is often low. In previous studies, however, intent to stay or leave one’s position has been found to be a good proxy indicator for actual turnover. Therefore, this study focused on intention to leave concept.

Lee and Asforth (1996) suggested that the emotional exhaustion, depersonalization and personal accomplishment dimensions of burnout experiences should be treated as different constructs with different predictors and consequences. In particular, both emotional exhaustion and depersonalization are associated with the defensive coping mechanism of escape that will lead to escape or the desire to escape, while personal...
accomplishment is more related to outcomes reflecting positive self-efficacy, such as control coping strategy. However, empirical research on the relationships among the three burnout components with escape or the desire to escape as an outcome of teacher burnout is limited and inconsistent. In the meta-analysis of 61 studies by Lee and Ashforth (1990), turnover intentions were strongly associated with both emotional exhaustion and depersonalization, as reflected by the large attenuated correlations, but not with personal accomplishment.

According to Leung and Lee (2006), among the three burnout components, emotional exhaustion was found to be the predominant factor predicting teachers’ intention to leave teaching in this study. Polat and Ugurlu (2009) claimed similar results. Their research investigated 434 primary school inspectors working in Turkey and stated that there is a significant relationship between intention to leave and occupational burnout.

Jackson et al. (1986) reported a longitudinal study of a sample of US elementary and secondary school teachers that indicated that emotional exhaustion was the predominant burnout component in predicting the intention and actual quitting of the profession. A study of 490 Hawaiian special education teachers found that emotional exhaustion and depersonalization, but not personal accomplishment, were among the predictors of “Yes – leaving” the profession (Carlson and Thompson, 1995).

Lee and Mowday (1987) found that job satisfaction, organizational commitment, and job involvement explained the intention to leave, which in turn predicted actual turnover. These results suggest that a similar satisfaction-intent to leave model may be applicable to academic organizations and, therefore, appears to deserve additional testing and refinement by educational researchers.

Barmby (2006) noted that workload/marking was the most frequently cited reason for leaving teaching, followed by having a family, stress and pupil behaviour. He also identified six categories of suggestions. They were: school management, workload, work conditions, financial, society’s view and flexibility.

The available evidence therefore suggests that the three teacher burnout components are differentially related to the intention to quit teaching. Furthermore, the previous literature supports the idea that there might be a relation between intention to quit and job satisfaction.

Aims of the present study

Burnout has most often been discussed and written about in relation to teaching and teachers at primary and secondary levels. Research on teachers’ intention to leave and burnout at university level is very limited. Therefore, the purpose of the study was to achieve following objectives:

1. The level of intention to leave in faculty members on the whole.
2. The level of intention to leave in different categories of faculty members.
3. to examine the relationships between burnout, dimensions of job satisfaction and intentions to leave.

In order to achieve these objectives, several hypothesis are designed:

$H_1$: The higher emotional exhaustion, the greater level of intention to leave.
$H_2$: The higher depersonalization, the greater level of intention to leave.
$H_3$: The higher personal accomplishment, the lower level of intention to leave.
$H_4$: The lower intrinsic factors, the greater level of intention to leave.
$H_5$: The lower extrinsic factors, the greater level of intention to leave.

$H_6$: There is a meaningful difference in intention to leave levels with regard to age, job title and tenure among faculty members.

METHODS

Participants

The sample employed in this study consisted of 433 volunteered academics comprising of lecturers, readers and professors from various faculties in one of the state universities in Turkey, Adnan Menderes University. Participants are full-time faculty members. Full-time faculty members are defined as instructors who have a 100% assigned time base within the university. If granted tenure, they achieve near permanent status within the university without fear of layoff or termination, unless they commit a serious violation of university policy or government laws. Faculty members are hired at a rank of assistant professor (lowest), associate professor, and professor (highest), based on previous work and university experience. Usually, pay is a function of rank, with professors earning the highest salaries. Within the system, assistant or associate professors can apply for promotion to the next rank, based on their accomplishments in research.

The sample consists of 168 female and 265 male academics working in faculties (N:339), colleges (N:41) and vocational high schools (N:45). Six categories were also formed in reference to the participants’ status: fourty-nine professors (11.3%), sixty-four associate professors (14.8%), 128 assistant professors (29.6%), eighty-six lecturers (19.9%), thirty-two readers (7.4%) and seventy-four research assistants (17.1%). 338 participants were married (78.1%), ninety-five participants (21.9%), were single.

Instruments

A structured questionnaire was used to collect information on demographic data, burnout, level of job satisfaction and intention to quit of the respondents. A 5-point Likert scale was used to grade levels of variables. The respondents were informed that their responses would be held in strict confidence. Thus eligibility to participate in the study was based on the respondents’ willingness to take part. The university authority was also informed about the study. Analysis was evaluated by using SPSS.
Burnout was measured with the Maslach Burnout Inventory (MBI) (Maslach et al., 1996). The MBI is often the only instrument used as a questionnaire to assess self-reported teacher burnout. The MBI has been applied as an instrument for studying workers in education in Turkey (Sarı, 2004; Bilge, 2006). This is a 22 item self-report instrument described in the literature as ‘the most widely used operationalization of burnout’ (Lee and Asforth 1996: 124). The questionnaire intended to measure three subscales: Emotional Exhaustion (nine items), Depersonalization (five items), and Personal accomplishment (eight items). Participants were asked to rate each of the 22 statements on a five-point scale ranging from 1 ‘never experienced such a feeling’ to 5 ‘experienced such a feeling everyday’. In the present study, the corresponding coefficient alpha scores were .81 for Emotional Exhaustion, .67 for Depersonalization, and .77 for Personal accomplishment. High scores on the Emotional Exhaustion and Depersonalization subscales and low scores on the Personal Accomplishment subscale are characteristic of burnout.

Job satisfaction

To measure the satisfaction among academics we have used the Minnesota Job Satisfaction Scale developed by Weiss et al. (1967). It covers overall job satisfaction and satisfaction with nine aspects of work, each rated on a five point Likert scale with higher scores representing greater satisfaction, reflecting the experience of workers in a remunerated job. It focuses on the informant’s affective response to the content of their job. The scale measures the general satisfaction and it is in line with the position of scholars establishing a dichotomy of factors and it is designed to encompass both the intrinsic and the extrinsic aspects of job conditions. It consists of two subscales:

- Subscale for intrinsic factors: it deals with aspects such as the recognition obtained from one's work, responsibility, promotion, aspects related to the task content, etc. including 12 items
- Subscale for extrinsic factors: it investigates workers’ satisfaction with aspects related to the organization of work, such as timetables, wages, environmental conditions at work, etc. including 6 items.

In the present study, the corresponding coefficient alpha scores were .81 for intrinsic factors and .89 for extrinsic factors.

Intention to leave

Intention to leave was investigated by asking respondents five questions. The questions were statements measuring whether academics are willing to find another job, to transfer to another institution or to retire. The five statements were evaluated on a five-point scale ranging from ‘1 very unlikely’ to ‘5 very likely’.

**Analysis**

The data collected for this study was analysed by use of multiple regression analysis and the ANOVA analysis. Emotional exhaustion, depersonalization, personal accomplishment, intrinsic and extrinsic variables were considered as predictor variables in the regression analysis. Age, job title and tenure variables were used in the ANOVA analysis. The scores of the three factors, rather than scores on individual items, were then used in testing the hypothesized model.

The means and standard deviations for all six variables are shown in Table 1. Evidently, participants of the current study did not experience high levels of stress in any of the three burnout dimensions. Perceived levels of emotional exhaustion and personal accomplishment were quite average. The lowest scores obtained from depersonalization. While intrinsic factors represented the highest scores, extrinsic factors represented moderate scores in terms of means.

The study also investigated the associations among the burnout, the job satisfaction dimensions and intention to leave factor. The inter-correlations of these variables are also presented in Table 1. Significant correlations were found between a all the burnout dimensions, job satisfaction subscales and intention to leave factor. Table 1 displays that while there is a moderate relationship between intention to leave and extrinsic subscale of job satisfaction, the relationship between intention to leave and personal accomplishment can be considered low.

A series of analyses of variance (ANOVA) tests was run to examine the effects of age, job title and tenure on academics’ intention to leave. Table 2 displays the one way ANOVA test results of academics’ intention to leave relating to age, job title and tenure. The results pointed out that all the variables have significant difference with regard to intention to leave. Therefore, H0 is supported.

As can be seen from Table 2, there is a meaningful difference between intention to leave and age factor. In order to find the reason for difference, LSD Multiple Comparison technique was applied. The results displayed that the difference between the group aged over 45 (X=2.39) and 24 to 29 (X=2.6), 30 to 34 (X=2.65), 35 to 39 (X=2.65), 40 to 45 (X=2.76) aged groups. The group aged over 45 had less intention to leave values.
than other groups. One Way Anova test results pointed out that another difference occurs in terms of job title. According to LSD results, there was a difference between professors (X=2.43) and associate professors (X=67), lecturers (X=2.66), readers (X=2.94) research assistants (X=2.66). The results showed that professors have less intention to leave whereas readers have the highest intention to leave values. As far as tenure is concerned, there was also a difference between groups. The difference was between the academics over 25-year tenured (X=2.36) and 1 to 4 (X=2.66), 5 to 9 (X=2.66), 10 to 14 (X=2.58), 15 to 19 (X=2.77), 20 to 24 (X=2.5) tenured groups. The results pointed out that over 25-year tenured group has less intention to leave values while 15 to 19 year group has the highest scores.

As can be seen from Table 3, the regression coefficient of emotional exhaustion was positive and significant (H₁ supported). The finding was consistent with much of the literature (Lee and Ashforth, 1996; Tomic and Tomic, 2008). The regression coefficient of the depersonalization variable also was positive and significant (H₂ supported). The result indicated that the greater the level of depersonalization the greater level of intention to leave among academics. This finding was inconsistent with Leung and Lee’s (2006) study in which there is no relationship between the variables. As far as personal accomplishment is concerned, the results displayed that there is no significant relationship with intention to leave (H₃ rejected). Jackson (1986) also noted that while there are significant relations between emotional exhaustion, depersonalization and intention to leave, there is no relationship between personal accomplishment and leave. This research supported his findings.

With respect to job satisfaction variables, there was a negative but insignificant relationship between intrinsic factors and intention to leave. The finding did not support the claim that as the level of intrinsic factors decrease, academics are more likely to leave their jobs (H₄ rejected). On the other hand, quite the opposite results can be argued for extrinsic factors. As can be seen from the table, there was a negative and significant relationship with intention to leave. Therefore, the research data, based on 433 observations, implied that while the level of extrinsic variables decrease in a faculty, academics are more likely to leave their job (H₅ supported). The results were consistent with Rosser’s (2004) and Ofili et al.’s (2009) studies.

**DISCUSSION**

In this study, our interest was to build on previous work and further refine the constructs of burnout and job satisfaction, to explore the role that burnout and job satisfaction play in determining faculty intention to leave. Based on Maslach and Jackson’s (1981) prior work and a review of the current literature on burnout, we argued that three dimensions seem to matter to the level of burnout: emotional exhaustion, depersonalization and a sense of low personal accomplishment. Previous findings have indicated that these dimensions are reliable indicators of burnout. Furthermore, it was also investigated the job satisfaction and revealed two dimensions named, intrinsic and the extrinsic aspects of job conditions. We conceptualized intent to leave as the composite of responses to five questions about faculty members’ intentions to leave.

### Table 2. One way anova results.

<table>
<thead>
<tr>
<th>Variable</th>
<th>f</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>4.858</td>
<td>0.001</td>
</tr>
<tr>
<td>Job title</td>
<td>3.665</td>
<td>0.003</td>
</tr>
<tr>
<td>Tenure</td>
<td>2.529</td>
<td>0.029</td>
</tr>
</tbody>
</table>

### Table 3. Regression analysis results (intention to leave dependent variable).

<table>
<thead>
<tr>
<th>Variable</th>
<th>B</th>
<th>Standard error</th>
<th>β</th>
<th>T</th>
<th>Sig.</th>
<th>Partial r</th>
<th>Part r</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>2.967</td>
<td>0.332</td>
<td>8.928</td>
<td>0.000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional exhaustion</td>
<td>0.132</td>
<td>0.055</td>
<td>0.137</td>
<td>2.390**</td>
<td>0.017</td>
<td>0.115</td>
<td>0.103</td>
</tr>
<tr>
<td>Depersonalization</td>
<td>0.137</td>
<td>0.048</td>
<td>0.147</td>
<td>2.833*</td>
<td>0.005</td>
<td>0.136</td>
<td>0.122</td>
</tr>
<tr>
<td>Personal accomplishment</td>
<td>0.005</td>
<td>0.059</td>
<td>0.004</td>
<td>0.080</td>
<td>0.936</td>
<td>.004</td>
<td>0.003</td>
</tr>
<tr>
<td>Intrinsic factors</td>
<td>-0.108</td>
<td>0.058</td>
<td>-0.113</td>
<td>-1.871</td>
<td>0.062</td>
<td>-0.090</td>
<td>-0.080</td>
</tr>
<tr>
<td>Extrinsic factors</td>
<td>-0.150</td>
<td>0.040</td>
<td>-0.208</td>
<td>-3.798*</td>
<td>0.000</td>
<td>-0.181</td>
<td>-0.163</td>
</tr>
</tbody>
</table>

F=22.639
Sig.=0.000
R²=0.210
R=0.458

*p<0.01; **p< 0.05.
their position, their institution, or the profession.

The study’s one of the aims was to examine the relationships between burnout, dimensions of job satisfaction and intentions to leave. The results supported that there are some relationships exist between burnout variables and intention to leave. The present study supported some of the hypothesized associations between burnout, job satisfaction and intention to quit among Turkish university lecturers. Similar to the previous research, the results showed that the three components of teacher burnout exhibited a differential pattern on intention to quit teaching. Among the three burnout components, depersonalization was found to be the predominant factor predicting teachers’ intention to leave teaching in this study. The study results also showed that there is a significant relationship between emotional exhaustion and intention to leave. However, the research data underlined that there is no significant relationship between personal accomplishment and intention to leave. Friesen and Sarros (1989) note that status and recognition are the most influential factors for personal accomplishment. As academics have status and recognition in their job, this burnout factor is less likely to be clear. On the whole, the finding may be attributed to the fact that, the study took place in a public state university. Some of the academics hold permanent contracts and, at least for the time being, they are not being evaluated in any way that could significantly affect their position. This seems to eliminate the insecurity regarding their job and income and is likely to alleviate any feelings of high stress and pressure and is possible to give status and recognition.

The data reported that job satisfaction of the Turkish academics was perceived as moderately high in certain facets of their job, such as satisfaction with the job itself. Satisfaction with the work conditions was average. This study suggested that those faculty members with higher levels of satisfaction are less likely to leave their institution or their career. This results is consistent with Rosser’s (2004) study. It was argued in this study that faculty members’ perceptions of their professional priorities and rewards, their administrative relations and support, and the quality of their benefits and services contribute to their job satisfaction, which has a direct impact on their considerations to leave their institution. These issues deserve more attention.

As far as the demographic factors are concerned, aged over 45 had less intention to leave values than other groups. The reason for this might be that middle-aged and older aged individuals are more likely to have families than are younger colleagues, and the probability for them to show an increased sense of responsibility. Therefore, they might think about more factors while deciding to leave. Another finding was that professors have less intention to leave values whereas readers have the highest intention to leave values. Since professors are more likely to have more wage, status, recognition and better working conditions than other academics, they seem to stay longer in their job. The results also unveiled that over 25-year tenured group has less intention to leave values while 15 to 19 year group has the highest scores. The reason for this result could be the fact that it is relatively difficult to find another job for more experienced and tenured academics.

Our study has some limitations. Even though the response rate was quite acceptable, response bias remains a possibility. We conducted our study in May a time of year during which teacher morale is typically relatively low since it is the end of the academic year. Surveying teachers at a different time of year, for instance in September, may well have resulted in different rates of burnout. Another limitation might be the sampling only state university academics. Since they have job security, burnout and job satisfaction levels might be influenced. However, in spite of the limitations, our study has an important strength. The study uses measures used in the literature and making it possible to compare findings across studies. There are other factors that play into considerations to leave that are not captured in this study; that is, faculty members make decisions to leave for a variety of personal and professional reasons, for instance morale and stress. Nonetheless, these findings provide a place to start if university managers seek to improve the retention of their faculty members.

REFERENCES


