

Makale Türü: Araştırma Makalesi

Öğretim Elemanlarının Perspektifinden Yükseköğretimde Yabancılaşma ve Akademik Performans Arasındaki İlişki*

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ÖZ

Bu araştırmada; öğretim elemanlarının akademisyenliğe yabancılaşma düzeyi ile akademik performansları arasındaki ilişkiyi incelemek amaçlanmıştır. Araştırma, betimsel ilişkisel tarama modeline uygun olarak tasarlanmış nicel bir çalışmadır. Araştırmanın evrenini, 2021-2022 akademik yılında Türkiye'deki bir devlet üniversitesinde çalışan tüm öğretim elemanları oluşturmaktadır. Araştırmada görüşlerine başvuru 383 öğretim elemanı kolay ulaşılabilir örnekleme yoluyla araştırmaya dahil edilmiştir. Araştırmada veri toplamak amacıyla "Akademisyenliğe Yabancılaşma Ölçeği", "Akademik Performans Algısı Ölçeği" ve "Kişisel Bilgi Formu" kullanılmıştır. Araştırmada, öğretim elemanlarının akademisyenliğe yabancılaşma düzeylerinin "katılmıyorum", akademik performans algı düzeylerinin ise "katılıyorum" düzeyinde olduğu bulunmuştur. Öğretim elemanlarının yabancılaşma düzeyleri ve akademik performans algılarında akademik unvan, fakülte/yüksekokul, haftalık ders yükü, akademik teşvik ve yabancı dil notu gibi çeşitli değişkenlere göre anlamlı farklılıklar olduğu sonucuna ulaşılmıştır. Ancak cinsiyet değişkenine göre anlamlı bir farklılık gözlenmemiştir. Akademisyenlerin yabancılaşma düzeyleri ile akademik performans algı düzeyleri arasında anlamlı bir ilişki olduğu tespit edildiği için regresyon analizi yapılmıştır. Buna göre öğretim elemanlarının akademisyenliğe yabancılaşma düzeyinin, akademik performans algılarının anlamlı bir yordayıcısı olduğu sonucuna varılmıştır. Öğretim elemanlarının akademik performans algı düzeylerinin yaklaşık %42'si akademisyenliğe yabancılaşmaları ile açıklanabilmektedir.

Anahtar Kelimeler: Akademik performans, Yabancılaşma, Akademisyen, Yükseköğretim

The Relationship Between Alienation and Academic Performance in Higher Education from the Perspective of Teaching Staff

ABSTRACT

The purpose of this study is to examine the relationship between levels of academic alienation and academic performance of academic staff. The research is a quantitative study designed according to the descriptive relational survey model. The population of the study consists of all academic staff working in a state university in Turkey in the academic year 2021-2022. The 383 academic staff whose opinions were sought in the study were included in the study through convenience sampling. The "Alienation to Academics Scale", "Academic Performance Perception Scale" and "Personal Information Form" were used to collect data in the study. In the study, it was found that the level of alienation from academics was at the level of 'disagree' and the level of academic performance perception was at the level of 'agree'. It was concluded that there were significant differences in the levels of alienation and academic performance perceptions of academic staff according to various variables such as academic title, faculty/school, weekly course load, academic incentive and foreign language grade. However, no significant difference was found according to the gender variable. Since it was found that there was a significant relationship between the level of academic staff alienation and the level of academic performance perception, a regression analysis was carried out. Accordingly, it was concluded that the level of academic alienation was a significant predictor of

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academic performance perceptions. Approximately 42% of the academic performance perceptions of academic staff can be explained by their alienation from academics.

Keywords: Academic performance, Alienation, Academician, Higher Education

Introduction

Since the advent of settled life, humanity has aspired to a mode of existence characterised by order and structure. For this reason, a set of rules and traditions have been established. It is undesirable that these rules, which are accepted by society, are not fulfilled (Çelik, 2017). A failure to comply with the social norms established by society can give rise to a number of issues. One such consequence is the phenomenon of alienation. The concept of alienation can be defined as a negative situation that individuals have been exposed to throughout history and have attempted to overcome (Yılmaz, 2009). The term "alienation" is generally understood to refer to the process by which individuals become detached from their environment or from one another as a result of adverse circumstances (Erjem, 2005). It is an inevitable consequence for individuals who are unhappy in their environment and who do not belong to it to move away from their environment and become alienated from it. The German philosopher Hegel was the first to address the phenomenon of alienation from a philosophical perspective, incorporating it into his theoretical framework. Hegel characterises alienation as a process of transformation whereby the human being becomes a being other than themselves in nature. He views this as an endeavour to return to one's essence and to overcome the state of alienation (Salihoğlu, 2014). In the words of Karl Marx, a seminal figure in the field of alienation theory, alienation signifies a state of estrangement from one's intrinsic nature (Duc Dong, 2014). Marx defines alienation as being constrained by the relations between humans and nature, between humans and life, and between humans and the products they obtain at work (Butola, 2019). Seeman is the individual who has conducted the most in-depth analysis of the phenomenon of alienation and has attributed it a social character (Çağlar, 2012). According to Seeman (1959), alienation is expressed as negative emotions experienced by the individual as a result of the problems between the individual and society and between the individual and other people.

As is the case in all areas of human life, educational organisations are not immune to the presence of undesirable situations and environments. Education is a process through which individuals are equipped with the skills and knowledge required to navigate social interactions, foster a culture of collective living, and nurture individuals who are equipped to meet the needs of society (Ataş, 2013). Furthermore, difficulties may arise in relation to the attainment of the desired outcome within the context of educational organisations. It is therefore inevitable that alienation will occur in educational organisations, which encompass all segments of society. The phenomenon of alienation in educational institutions has implications for the wider society. Educational institutions are a mechanism that derives its power from society and, in turn, serves to sustain society by utilising this power. In educational organisations, those who ensure the continued functioning of the institution and facilitate the realisation of its objectives are the educators (Korkmaz, 2014).

It is inevitable that educators will be influenced by both their environment and society in order to fulfil their duties. It is inevitable that the duties of educators will be disrupted in the event of internal or external problems, insofar as they are performing their duties in accordance with the needs of society (Avcı, 2012). The alienation of educators, whether from their profession or from the wider society, is a significant issue that has implications for educational organisations and the broader community. This phenomenon, which can be

observed particularly in higher education institutions, has the potential to impact not only the functioning of these institutions but also the quality of education they provide.

Universities serve as conduits for scientific advancement within societies that prioritize educational pursuits. As with all educators, academic staff at universities are individuals whose work is aligned with the needs of their society. It is not uncommon for academics to experience pressure as a result of their environment, course load and scientific study expectations (Çivilidağ, 2015). The experience of alienation due to difficulties encountered in one's professional responsibilities has the potential to impact academic performance.

For universities to develop and achieve their objectives, it is essential that their teaching staff are continuously developing and have clearly defined goals (Kaptanoğlu, 2010). The requisite conditions for the attainment of these objectives are the maintenance of academic excellence and the pursuit of high-quality work. The criteria for academic performance may vary according to the socio-economic status of the country in question. In our country, state institutions and professional organisations determine performance criteria and expectations, or evaluate performances (Ünal, 2017). The Higher Education Council, the Inter-university Council and the Scientific and Technological Research Council of Turkey are state institutions that contribute to the performance evaluation process.

Higher education institutions are defined as those with a structure based on research and development, the provision of community services, particularly in the areas of education and training (Telli, 2018). Universities, which are founded on the principle of community service, are expected to provide solutions to the problems faced by society by meeting the needs of the communities in which they are situated. It can be reasonably deduced that an improvement in the performance of universities and the attainment of qualifications will have a beneficial effect on society. The advancement of higher education institutions in accordance with global standards and a commitment to continuous improvement will facilitate societal development in a manner that aligns with the aforementioned characteristics (Başkan, 2001). It is the responsibility of academics to enhance the quality of higher education institutions and facilitate their transformation into world-class institutions.

In the current context, the heightened interest and expectations of universities have led to an increase in the workload of teaching staff. The rise in the number of students per academic staff member, the necessity of conducting high-quality scientific studies to compete with developed countries, and administrative duties represent significant challenges that contribute to pressure on lecturers. Such issues have the potential to prompt academicians to question their profession and experience feelings of alienation.

The phenomenon of alienation is not exclusive to the business environment; it can be observed in all areas of society. The phenomenon of work alienation represents an unfavourable state of affairs in the context of business processes. This situation results in a reduction in the sense of belonging to the business processes. A sense of belonging is a crucial aspect of an individual's experience within the business environment. The phenomenon of alienation, which affects all areas of society, is also present in educational processes that are designed for the general public. Education is a phenomenon that has a pervasive impact on all segments of society. Consequently, the impact of alienation in educational processes on society will be more significant (Yapıcı, 2004). The phenomenon of alienation can be observed in educational processes, which are social phenomena that appeal to all humanity. The fundamental constituents of educational processes are individuals. It is of the utmost

importance to recognise individuals and identify their problems in order to gain an understanding of the phenomenon of alienation. Those engaged in educational processes are individuals who are involved at every stage, including students, teachers (academics) and parents.

Teachers and students represent the fundamental components of the educational process. The alienation of students from the educational process is typically influenced by the actions and behaviours of their teachers. Students who have unmet expectations in the classroom and who are unable to communicate effectively with their teachers are more likely to experience feelings of alienation (Kaya, 2008). It is therefore evident that the teacher represents the primary component of any educational process pertaining to alienation. Alienation is a phenomenon that can be observed at all levels of education, from the basic to the highest. When we consider the possibility of alienation from work, it becomes clear that this can also occur in universities. Academics are particularly susceptible to feelings of alienation in this context (Yıldız, 2019). It is evident that alienation can hinder academics from performing to the best of their abilities, which in turn can negatively impact their performance.

The term "performance," which was introduced to our language from English, denotes the act of doing or performing. The concept of performance can be defined as the level of realisation of a given task or objective under specific conditions (Çevik, 2004). In other words, it is the extent to which the targeted work is accomplished, as measured against a set of defined criteria. Performance can be defined as the rate at which goals are achieved.

Akal (1992) defines performance as the activities undertaken by individuals or organisations in alignment with their stated goals and the extent to which these activities contribute to the achievement of those goals. The concept of performance, defined as the rate of achievement of goals, can be classified as either low or high. This is due to the influence of various factors on the concept of performance. The concept of performance, which can also be defined as the level of achievement of predetermined targets, can be enhanced or diminished by the input of internal or external resources. Performance is a concept that comprises specific elements, which are classified into three categories: frugality, efficiency and effectiveness (Ateş, 2011).

The performance of lecturers represents the most significant indicator of the overall performance of universities. The monitoring of academic staff performance and the encouragement of high standards play an important role in increasing scientific activities (Yokuş, 2018). The Higher Education Council (HEC) employs a range of strategies to enhance the performance of academic staff (Okumuş, 2017). The most notable implementation in this regard in recent years has been the Academic Incentive Allowance. In 2015, the Higher Education Council (HEC) initiated this practice, which encompasses all academic staff, and it commenced implementation in 2016. The Academic Incentive system has been designed with the objective of providing economic support, based on the assessment of academic performance over the course of the year, and of enhancing the level of motivation among academic staff.

The academic incentive system plays an instrumental role in enhancing the academic performance of academics, enabling them to actualise their individual objectives while also contributing to the realisation of the unit's goals (Güven, 2018). Consequently, the proportion of faculty members who benefit from the Academic Incentive Allowance is indicative of the academic performance of the faculties/schools in which they work. The implementation of the

Academic Incentive Allowance is an effective strategy for enhancing the individual performance of academicians, which subsequently contributes to the desired performance at the faculty/school level and ultimately the expected performance at the university level. The improvement in the performance of academic staff also elevates the performance, brand value, and international visibility of the universities (Eren, 2019).

The objective of this study is to examine the levels of alienation and perceptions of academic performance among academic staff. This will enable the alienation and academic performance of academic staff to be determined, and suggestions to be made regarding the resolution of identified issues based on the data obtained. In order to achieve the aim of the research, answers were sought to the following questions:

1. What are the alienation levels and academic performance perceptions of academicians?
2. Do the alienation and academic performance levels of academicians show a statistically significant difference according to gender, title, benefit from academic incentives and foreign language grade variables?
4. Is there a statistically significant relationship between the alienation levels of academic staff and their perceptions of academic performance?

Method

Research Model

The objective of this research is to examine the levels of alienation experienced by academic staff and their perceptions of academic performance. A quantitative research method was employed in order to achieve the general purpose and sub-objectives of this study. In this study, the relational survey model, one of the quantitative research methods, was employed to examine the alienation levels of academics and their perceptions of academic performance.

Survey models are models in which the characteristics of sample groups representing the universe of a situation are determined and the researched situation is transferred as it is (Büyüköztürk et al., 2017). Relational survey models are a type of quantitative research method. These models involve the examination of the relationship between at least two variables. However, they do not examine comparison or causality (Karadağ, 2010).

Universe and Sample

The universe of this research is constituted by the academic staff of Kahramanmaraş Sütçü İmam University during the 2021-2022 academic year. The number of faculty members employed at Kahramanmaraş Sütçü İmam University during the 2021-2022 academic year is provided. The university employs a total of 1,420 teaching staff, comprising 198 professors, 98 associate professors, 348 doctoral faculty members, 308 lecturers and 468 research assistants.

The research sample comprises 383 lecturers employed at Kahramanmaraş Sütçü İmam University during the 2021-2022 academic year. A Personal Information Form was created for the purpose of determining the demographic characteristics of the academic staff. The form was completed by the sample group, and the resulting data was used to generate the statistics presented in Table 1.

Table 1. Demographic Characteristics of Participating Academicians

Demographic features	Category	<i>f</i>	%
Gender	Female	116	30,3
	Male	267	69,7
Academic title	Professor	79	20,6
	Asst.Professor	64	16,7
	Doctoral Lecturer	134	35
	Lecturer	60	15,7
	Research Assistant	46	12
Academic Incentive	Yes	148	38,6
	No	235	61,4
Foreign Language Score	0-69	123	32,1
	70-79	155	40,5
	80-89	81	21,1
	90+	24	6,3

As indicated in Table 1, the research cohort comprised 69.7% male academics. With regard to the variable pertaining to academic titles, the title of Faculty Member was the most prevalent among those participating in the research, with a participation rate of 35%. Among the participants in the study, 32.1% demonstrated a foreign language score within the range of 0-69 points. Conversely, only 6.3% of the participants exhibited a foreign language score of 90 and above.

Data Collection Instruments

In order to obtain the data for this research, the Academician Alienation Scale, developed by Yıldız and Alıcı (2018), and the Academic Performance Perception Scale, developed by Gür (2017), were employed.

The Academic Alienation Scale (AAS) was developed by Yıldız and Alıcı (2018) for the purpose of determining the levels of alienation experienced by academic staff. The Academic Alienation Scale is a 5-point Likert-type scale comprising 21 items. The scale comprises five sub-dimensions. These include self-alienation, alienation from scientific research, alienation from teaching, isolation and a sense of powerlessness. The Cronbach alpha internal consistency coefficient was calculated to be 0.867 in order to assess the reliability of the Alienation from Academician Scale. The scale comprises five sub-dimensions. The Cronbach-Alpha Internal Consistency Coefficient was calculated as .790 for the self-alienation sub-dimension, .792 for the alienation sub-dimension of scientific research, .763 for the alienation sub-dimension, .683 for the isolation sub-dimension and .672 for the powerlessness sub-dimension. Confirmatory factor analysis was performed using Mplus software to test the validity of the Academic Alienation Scale. Since the RMSEA and SRMR values were lower than 0.08 and CFI and TLI values were greater than .80, it was concluded that the model was acceptable (CFI=.896; TLI=.846; RMSEA=0.08; SRMR=0.07).

The Academic Performance Perception Scale (APPS), as devised by Gür (2017), is a tool designed to ascertain the academic performance perception levels of faculty members. The Academic Performance Perception Scale is a 5-point Likert-type scale comprising a total of 26 items. The scale comprises five sub-dimensions. These include Foreign Language Self-Efficacy, Scientific Research Self-Efficacy, Technology Self-Efficacy, Effective Lecture and Self-Efficacy Against External Factors. The author calculated the reliability of the scale using the Cronbach-Alpha Internal Consistency Coefficient, which yielded a value of .88. For the confirmatory factor analysis of the scale, which was conducted on a sample of 125 academics selected for a validity study, a sample of 147 lecturers was used. The Cronbach-Alpha Internal Consistency Coefficient of the scale, calculated within the scope of this research,

yielded a value of .92. In order to test the validity of the academic performance perception scale, confirmatory factor analysis was performed using Mplus programme and the validity of the scale was examined. As a result of the findings, it was concluded that the model was acceptable since the RMSEA and SRMR values were lower than 0.08 and CFI and TLI values were greater than .80 (CFI=.929; TLI=.888; RMSEA=0.07; SRMR=0.59).

Data Collection and Analysis

The data obtained from the "Alienation from Academicianhip Scale," "Academic Performance Perception Scale," and personal information form utilized in the research were analyzed using the SPSS program. The skewness and kurtosis values of the data obtained from the scales were examined to ascertain their normal distribution. Independent groups t-tests and ANOVA were performed for variables with a normal distribution, whereas Mann-Whitney and Kruskal-Wallis analyses were conducted for non-homogeneous variables. Tukey and Tamhane's T2 tests were employed to determine the sub-dimensions exhibiting differentiation. Pearson correlation was used to examine the relationship between the scales.

Findings

This section of the research presents findings related to the alienation levels of academic staff and their perceptions of academic performance. The ranges of points that determine the level of participation of the teaching staff involved in the research are shown in the table 2 below.

Table 2. The score range determining the level of participation

Level	Point	Score range
Strongly disagree	1	1.00-1.80
Disagree	2	1.81-2.60
Neither agree nor disagree	3	2.61-3.40
I agree	4	3.41-4.20
Absolutely agree	5	4.21-5.00

In accordance with the findings of the initial research question, a descriptive statistical analysis was conducted, the results of which are presented in Table 3. This analysis focused on the levels of alienation experienced by academic staff, as well as their perceptions of academic performance.

Table 3. Descriptive Statistics of Academic Staff Alienation Levels and Academic Performance Perception Levels

Scale	Dimension	\bar{X}	sd	Min	Max	Sample	Skewness	Kurtosis
AAS	Whole Scale	1,85	,58	1	5	383	,750	,649
	Self Alienation	1,88	,64	1	5	383	,474	-,515
	Alienation from Scientific Research	1,48	,54	1	5	383	,231	,260
	Alienation to Teaching	1,75	,65	1	5	383	,904	,898
	Isolation	1,87	,87	1	5	383	,990	,279
	Weakness	1,57	,56	1	5	383	,287	,501
APPS	Whole Scale (APPS)	4,17	,54	1	5	383	-,508	-,267
	Foreign Language Self-	3,98	,75	1	5	383	-,809	,419

Efficacy								
Scientific Research Self-Efficacy	4,29	,63	1	5	383	-,601	,035	
Technology Self-efficacy	4,32	,53	1	5	383	-,954	,519	
Effective Lecture	4,44	,49	1	5	383	-,724	,170	
Self-Efficacy Against External Factors	4,08	,77	1	5	383	-,715	,145	

As illustrated in the table 3, the alienation levels of the academicians were found to be "disagree," while the academic performance perception levels were found to be "agree."

Findings of the Analysis of Perceptions of Alienation and Academic Performance by Gender Variable

The following is a summary of the findings of the analysis of perceptions of alienation from academic performance, with a particular focus on the gender variable. Independent samples t-test results according to the gender variable are given in the Table 3.

Table 4. T-Test Results of Academic Staff Alienation and Academic Performance According to Gender Variable

Scale	Gender	N	\bar{X}	sd	t	P
AAS	Female	116	1,82	,40	-,84	,40
	Male	267	1,86	,44		
APPS	Female	116	4,21	,53	,96	,34
	Male	267	4,15	,54		

The findings in the table 4 indicate that the level of alienation experienced by female lecturers from the academic community was 1.82 (a rating that I do not agree with), while the level of alienation experienced by male lecturers from the academic community was 1.86 (a rating that I do not agree with). Furthermore, the data suggests that there was no statistically significant difference between the two groups. As evidenced in the table, the academic performance perception level of female lecturers was 4.21 (Strongly Agree), while the academic performance perception level of male lecturers was 4.15 (I agree). No statistically significant difference was observed.

Findings Regarding the Analysis of Alienation from Academicianship According to the Variable of Academic Title

The following table 5 presents the findings of the analysis of alienation from academicianship according to the variable of academic title.

Table 5. ANOVA Test Results of Academic Staff Alienation According to Academic Title Variable

Dimension	Academic Title	n	\bar{x}	sd	Homogeneity	f	p	Tukey
Isolation	Professor (a)	79	1,76	,82	0,12	4,55	,000	e>a e>c e>d
	Asst.Professor (b)	64	1,90	,86				
	Doctoral Lecturer(c)	134	1,81	,86				
	Lecturer(d)	60	1,72	,74				
	Research Assistant(e)	46	2,35	1,03				

	Professor (a)	79	1,37	,51				
	Asst.Professor (b)	64	1,51	,47				e>a
Weakness	Doctoral Lecturer(c)	134	1,58	,53	0,62	6,09	,001	e>b
	Lecturer(d)	60	1,67	,61				d>b
	Research Assistant(e)	46	1,83	,62				

The results of the ANOVA test, as presented in the table 5, indicate the presence of a statistically significant difference with regard to the sub-dimensions of isolation and powerlessness. This finding is a consequence of the analyses conducted on the levels of alienation from academics, with reference to the variable of academic title ($p < .05$). With regard to the sub-dimension of isolation, research assistants demonstrate a higher degree of isolation than professors, doctoral lecturers and lecturers. With regard to the sub-dimension of powerlessness, research assistants exhibited a higher degree of powerlessness than professors and associate professors, while lecturers demonstrated a higher level of powerlessness than associate professors.

For the sub-dimensions with non-homogeneous distributions, the results of the Kruskal-Wallis-H test, which was conducted to determine whether the alienation levels of the academic staff differed according to the variable of academic title, are presented in the table 6.

Table 6. Kruskal Wallis-H Test Results of Academic Staff Alienation According to Academic Title Variable

Dimension	Academic Title	N	S.O.	sd	X ²	p	Tamhane's T2
Self Alienation	Professor (a)	79	141,36				
	Asst.Professor (b)	64	184,91				
	Doctoral Lecturer(c)	134	210,43	4	26,628	,000	c>a
	Lecturer(d)	60	226,83				d>a
	Research Assistant(e)	46	189,70				
Alienation from Scientific Research	Professor (a)	79	182,32				
	Asst.Professor (b)	64	172,63				
	Doctoral Lecturer(c)	134	192,82	4	13,487	,009	d>a
	Lecturer(d)	60	235,51				d>b
	Research Assistant(e)	46	176,43				d>e
Alienation to Teaching	Professor (a)	79	171,75				
	Asst.Professor (b)	64	211,93				
	Doctoral Lecturer(c)	134	184,90	4	6,827	,145	
	Lecturer(d)	60	206,63				
	Research Assistant(e)	46	200,66				

The Kruskal-Wallis-H test results in the table 6 indicate that there was no statistically significant difference for the alienation from teaching sub-dimension ($p > .05$). Conversely, the sub-dimensions of alienation from self-alienation and scientific research were found to be statistically significant ($p < .05$). The sub-dimension of self-alienation was observed to be more prevalent among physician faculty members and lecturers in comparison to professors. Similarly, the alienation to scientific research sub-dimension was found to be more pronounced among lecturers in comparison to professors, associate professors and research assistants.

Findings Regarding the Analysis of Alienation from Academics by Academic Incentive Variable

The results pertaining to the question of whether alienation levels among academic staff vary in accordance with the Academic Incentive variable are presented in table 7.

Table 7. T-Test Results for Independent Groups According to Academic Incentive Variable of Academic Staff Alienation

Dimension	Academic Incentive	N	\bar{X}	sd	t	P
Self Alienation	Yes	148	1,55	,52	-8,59	,000
	No	235	2,08	,62		
Alienation to Teaching	Yes	148	1,54	,60	-5,17	,000
	No	235	1,88	,65		
Isolation	Yes	148	1,64	,84	-4,10	,000
	No	235	2,00	,86		

Table 7 presents the results of the alienation levels of the academicians according to the academic incentive variable. The results indicated that there was a statistically significant differentiation in the sub-dimensions of alienation from academics, alienation from teaching and isolation according to the academic incentive variable ($p < .05$). The data demonstrated that self-alienation, alienation from teaching and isolation were more prevalent among academicians who did not benefit from the academic incentives compared to those who did. The Mann-Whitney U test results for sub-dimensions with inhomogeneous distribution of variances are presented in the table 8.

Table 8. Mann-Whitney U Test Results According to Academic Incentive Variable of Academic Staff Alienation

Dimension	Academic Incentive	N	S.O	S.T	U	p
Alienation from Scientific Research	Yes	148	144,07	21323,00	10297,00	,000
	No	235	222,18	52213,00		
Weakness	Yes	148	127,46	18864,50	7838,50	,000
	No	235	232,64	54671,50		

The results of the Mann-Whitney U test are presented in the table 8 according to the academic incentive variable and the alienation levels of the academicians. It was concluded that there was a differentiation in the sub-dimensions of alienation to scientific research and powerlessness of the alienation from academics scale according to the academic incentive variable ($p < .05$). The results demonstrated that the alienation and powerlessness of the academicians who did not benefit from academic incentives were higher than those who did.

Findings Regarding the Analysis of Alienation from Academics by Foreign Language Grade Variable

The results pertaining to the question of whether the levels of alienation experienced by academics vary according to the foreign language exam score level are presented in table 8.

Table 9. ANOVA Test Results of Academic Staff Alienation According to Foreign Language Grade Variable

Dimension	Language Score	n	\bar{x}	ss	Homogeneity	f	p	Tukey
Alienation to Teaching	0-69(a)	123	1,85	,62	,742	1,32	,266	
	70-79(b)	155	1,72	,62				
	80-89(c)	81	1,68	,75				

	90+(d)	24	1,75	,65				
Weakness	0-69(a)	123	1,70	,56	,791	4,94	,002	a<c
	70-79(b)	155	1,57	,56				
	80-89(c)	81	1,40	,51				
	90+(d)	24	1,49	,56				

The results of the ANOVA test, as presented in the table 9, indicate that there was no statistically significant difference in the alienation from teaching sub-dimension ($p > .05$). Conversely, a statistically significant difference was identified for the powerlessness sub-dimension ($p < .05$) as a consequence of the analysis of the levels of alienation from academics according to the foreign language grade variable. The results indicated that the weakness sub-dimension was more prevalent among academicians with a foreign language score between 0 and 69 points compared to those with a score in the range of 80 to 89 points.

For the sub-dimensions exhibiting non-homogeneous distribution, the results of the Kruskal–Wallis–H test, conducted to ascertain whether the alienation levels of the academicians differ according to the foreign language grade variable, are presented in the table 9.

Table 10. Kruskal Wallis-H Test Results Based on Foreign Language Grade Variable of Academic Staff Alienation

Dimension	F.Language	N	S.O.	sd	X ²	p	Tamhane's T2
Self Alienation	0-69(a)	65	228,02	3	39,554	,000	c<a
	70-79(b)	32	189,49				c<b
	80-89(c)	63	131,88				c<d
	90+(d)	119	226,50				b<a
Alienation from Scientific Research	0-69(a)	65	218,83	3	17,147	,001	c<a
	70-79(b)	32	188,69				c<b
	80-89(c)	63	155,60				b<a
	90+(d)	119	198,67				
Isolation	0-69(a)	65	214,49	3	13,854	,003	c<a
	70-79(b)	32	190,54				
	80-89(c)	63	157,13				
	90+(d)	119	203,85				

The Kruskal-Wallis-H test revealed a statistically significant difference in the sub-dimensions of self-alienation, alienation from scientific research and isolation ($p < .05$) when analysing the levels of alienation from academics according to the foreign language grade variable ($p < .05$). The sub-dimension of self-alienation was observed to be less pronounced in academics with foreign language grades within the range of 80-89 points, in comparison to those with foreign language grades within the ranges of 0-69, 70-79 and 90+ points. Conversely, the academicians with 70-79 points exhibited a lower level of self-alienation than those with 0-69 points. The sub-dimension of alienation to scientific research was found to be lower in academicians with foreign language grades in the range of 80-89 points compared to those with foreign language grades in the range of 0-69, 70-79 and 90+ points. The sub-dimension of isolation was found to be lower in academicians with a foreign language grade in the range of 80–89 points compared to those with a foreign language grade in the range of 0–69 points.

Findings of the Analysis of Academic Performance Perceptions of Academic Staff According to Some Demographic Variables

This section of the research presents the findings regarding the differences in academic performance perception levels among academics according to the variables of academic title, benefit from academic incentives and foreign language grade.

Findings of the Analysis of Academic Performance Perceptions According to the Variable of Academic Title

The results of the analysis, which sought to ascertain whether there were differences in the academic performance perception levels of the academicians according to the academic title variable, are presented below.

Table 11. ANOVA Test Results Based on the Variable of Academic Performance Perceptions of Faculty Members

Dimension	Academic Title	n	\bar{x}	ss	Homogeneity	f	p	Tukey
Foreign Language Self-Efficacy	Professor (a)	79	4,27	,63	,118	5,82	,000	a>b a>c a>d
	Asst.Professor (b)	64	3,84	,79				
	Doctoral Lecturer(c)	134	3,87	,79				
	Lecturer(d)	60	3,85	,70				
	Research Assistant(e)	46	4,18	,71				
APPS	Professor (a)	79	4,36	,46	,176	6,83	,000	a>c a>d e>d
	Asst.Professor (b)	64	4,17	,48				
	Doctoral Lecturer(c)	134	4,11	,58				
	Lecturer(d)	60	3,94	,54				
	Research Assistant(e)	46	4,30	,45				

The results of the ANOVA test, as presented in the table 11, indicate the existence of a statistically significant difference with regard to the overall academic performance scale and the foreign language self-efficacy sub-dimension. This is a consequence of the analysis of academic performance perceptions according to the academic title variable ($p < .05$). The results indicated that academic performance perceptions were higher among professors compared to those of associate professors, doctoral lecturers and lecturers. The foreign language self-efficacy sub-dimension was found to be higher than that reported by research assistant lecturers. Furthermore, the foreign language self-efficacy perceptions of professors were also found to be higher than those reported by doctoral lecturers and lecturers.

The results of the Kruskal–Wallis–H test, which was conducted to determine whether there were differences in academic performance perceptions according to academic title, are presented in the table 12 for the sub-dimensions with non-homogeneous distributions.

Table 12. Kruskal Wallis-H Test Results of Academic Performance Perceptions of Academic Staff According to Academic Title Variable

Dimension	Academic Title	N	S.O.	sd	X^2	p	Tamhane's T2
Scientific Research Self-Efficacy	Professor (a)	79	224,09	4	36,298	,000	d<a d<b d<c d<e c<a c<b
	Asst.Professor (b)	64	218,15				
	Doctoral Lecturer(c)	134	182,48				
	Lecturer(d)	60	123,40				
	Research Assistant(e)	46	212,08				
Technology Self-efficacy	Professor (a)	79	206,30	4	13,896	,008	d<a d<b
	Asst.Professor (b)	64	209,31				
	Doctoral Lecturer(c)	134	197,67				
	Lecturer(d)	60	146,04				

	Research Assistant(e)	46	186,78				
Effective Lecture	Professor (a)	79	200,96				
	Asst.Professor (b)	64	192,52				
	Doctoral Lecturer(c)	134	209,77	4	13,325	,010	d<c
	Lecturer(d)	60	153,04				
	Research Assistant(e)	46	174,95				
Self-Efficacy Against External Factors	Professor (a)	79	224,80				d<a
	Asst.Professor (b)	64	202,47				d<b
	Doctoral Lecturer(c)	134	181,99	4	22,225	,000	d<e
	Lecturer(d)	60	143,78				c<a
	Research Assistant(e)	46	213,17				

The Kruskal-Wallis-H test results in the table 12 demonstrate that, with regard to the variable of academic title, there was a statistically significant difference for the sub-dimensions of scientific research self-efficacy, technology self-efficacy, effective lecture and self-efficacy against external factors ($p < .05$). The sub-dimension of scientific research self-efficacy was observed to be less pronounced in the case of lecturers in comparison to all other lecturers. Furthermore, the data revealed that physician faculty members exhibited lower levels of self-efficacy than professors and associate professors. The technology self-efficacy sub-dimension was found to be lower among lecturers than professors and associate professors. The effective teaching sub-dimension was found to be lower in lecturers compared to doctoral lecturers. In the context of external factors, the sub-dimension of self-efficacy was found to be lower in lecturers compared to professors, associate professors and research assistants, while it was found to be lower in physician faculty members than professors.

Findings of the Analysis of Academic Performance Perceptions According to Academic Incentive Variable

For the sub-dimensions with homogeneous distribution, the results of the independent groups T-test, conducted to determine whether the academic performance perception levels of the academicians differ according to the academic title variable, are presented in the table 13.

Table 13. T-Test Results for Independent Groups According to Academic Incentive Variable of Academic Performance Perceptions of Faculty Members

Dimension	Academic Incentive	N	\bar{X}	ss	t	p
Foreign Language Self-Efficacy	Yes	148	4,24	,75	5,60	,000
	No	235	3,82	,71		
Technology Self-efficacy	Yes	148	4,57	,45	8,03	,000
	No	235	4,16	,50		
Effective Lecture	Yes	148	4,59	,53	4,55	,000
	No	235	4,36	,44		

The table 13 presents the results of the academic performance perceptions of the academic staff according to the academic incentive variable. It was determined that there was a notable discrepancy in the sub-dimensions of foreign language self-efficacy, technology self-efficacy, and effective teaching in accordance with the academic incentive variable ($p < .05$). The foreign language self-efficacy, technology self-efficacy and effective teaching perceptions of the academicians who benefited from academic incentives were found to be higher than those who did not. The results of the Mann-Whitney U test for the sub-dimensions with inhomogeneous distributions of variances are provided in the table 14.

Table 14. Mann-Whitney U Test Results According to Academic Incentive Variable of Academic Staff Alienation

Dimension	Academic Incentive	N	S.O	S.T	U	p
Scientific Research Self-Efficacy	Yes	148	258,74	38293,00	7365,000	,000
	No	235	148,97	34860,00		
Self-Efficacy Against External Factors	Yes	148	247,08	36567,50	9238,500	,000
	No	235	157,31	36968,50		

The results of the Mann-Whitney U test are presented in the table 14 according to the academic incentive variable and the academic performance perceptions of the academicians. It was determined that there was a notable discrepancy in the sub-dimensions of the academic performance perception scale, scientific research self-efficacy, and self-efficacy in the face of external factors, contingent on the academic incentive variable ($p < .05$). The self-efficacy of the academicians who were the beneficiaries of academic incentives was observed to be superior in the context of scientific research and external factors when compared to those who were not.

Findings of the Analysis of Academic Performance Perceptions According to the Variable of Foreign Language Grade

Given that the data did not display a normal distribution, non-parametric analysis was conducted. The results of the Kruskal–Wallis–H test, which was performed to determine whether there were differences in the academic performance perception levels of the academics according to the foreign language grade variable, are presented in the table 14.

Table 15. Kruskal Wallis-H Test Results of Academic Performance Perceptions of Academic Staff According to Foreign Language Grade Variable

Dimension	Language Score	N	S.O.	sd	X ²	p	Tamhane's T2
Foreign Language Self-Efficacy	0-69(a)	123	145,89	3	57,141	,000	a<b
	70-79(b)	155	185,56				a<c
	80-89(c)	81	259,89				a<d
	90+(d)	24	240,77				b<c
Scientific Research Self-Efficacy	0-69(a)	123	150,20	3	41,957	,000	a<b
	70-79(b)	155	192,41				a<c
	80-89(c)	81	251,41				b<c
	90+(d)	24	195,13				
Technology Self-efficacy	0-69(a)	123	156,48	3	45,882	,000	a<c
	70-79(b)	155	183,69				b<c
	80-89(c)	81	261,16				
	90+(d)	24	194,31				
Effective Lecture	0-69(a)	123	168,70	3	23,573	,000	a<c
	70-79(b)	155	182,23				b<c
	80-89(c)	81	238,01				
	90+(d)	24	219,27				
Self-Efficacy Against External Factors	0-69(a)	123	156,27	3	26,190	,000	a<b
	70-79(b)	155	199,88				a<c
	80-89(c)	81	234,15				b<c
	90+(d)	24	181,98				
APPS	0-69(a)	123	142,92	3	61,817	,000	a<b
	70-79(b)	155	188,26				a<c
	80-89(c)	81	265,85				b<c
	90+(d)	24	218,44				

The Kruskal-Wallis-H test revealed a statistically significant difference in the perception of academic performance across all sub-dimensions, as a consequence of the analysis of academic performance perceptions according to the foreign language grade variable ($p < .05$). The foreign language self-efficacy sub-dimension was found to be lower among academics with a foreign language grade in the 0-69 point range compared to those with a foreign language grade in the higher score range. Furthermore, it was observed that faculty members with scores between 70 and 79 exhibited lower levels of performance than those with scores between 80 and 89. In light of the findings from scientific research and external factors, it was observed that the sub-dimensions of self-efficacy exhibited lower levels among academicians with foreign language scores in the range of 0-69 and 70-79, in comparison to those with scores in the range of 80-89. The scientific research self-efficacy perceptions of the academicians with a higher education level were also found to be lower than those of the academicians with a foreign language grade of 70-79. The sub-dimensions of technology self-efficacy and effective teaching were found to be lower in academics with foreign language grades in the range of 0-69 and 70-79 compared to those with a foreign language grade in the range of 80-89 points.

The Relationship Between Academic Staff Alienation and Academic Performance Perception Levels

This section of the study presents findings related to the correlation between the alienation levels of academic staff and their academic performance perception levels. The results of the correlation analysis between academicians' alienation from the academic environment and their perception of academic performance are provided in the table 16.

Table 16. Correlation Results between Academic Staff Alienation and Perceptions of Academic Performance

Variables	APPS	Foreign Language Self-Efficacy	Scientific Research Self-Efficacy	Technology Self-efficacy	Effective Lecture	Self-Efficacy Against External Factors
AAS	-.651**	-.518**	-.666**	-.484**	-.268**	-.638**
Self Alienation	-.662**	-.598**	-.570**	-.532**	-.168**	-.580**
Scientific Research Self-Efficacy	-.412**	-.233**	-.546**	-.333*	-.128**	-.536**
Alienation to Teaching	-.382**	-.275**	-.450**	-.226*	-.212**	-.410**
Isolation	-.318**	-.279**	-.300**	-.161**	-.299**	-.251**
Weakness	-.394**	-.265**	-.460**	-.285**	-.186**	-.459**

As evidenced in Table 16, a negative, moderately significant relationship was identified across all sub-dimensions of academic performance perception and alienation from academics. A moderate negative correlation was identified between foreign language self-efficacy and technology self-efficacy and self-alienation, while a low negative correlation was observed with the remaining sub-dimensions. It was concluded that there is a moderately significant negative relationship between scientific research self-efficacy and all sub-dimensions of alienation from academics. Furthermore, a negative and low-level significant relationship was found between effective teaching and all sub-dimensions of alienation from academics. Additionally, while there was a negative, low-level significant relationship between self-efficacy and isolation sub-dimensions against external factors, there was a

moderately significant negative relationship with other sub-dimensions. Since there is a significant relationship between alienation from academicianship and academic performance perception levels, regression analysis was conducted. It was concluded that alienation from academicianship is a significant predictor of academic performance perceptions of academic staff. The regression model was found to be significant ($F=76,577$, $p<.05$). Approximately 42% of the academic performance perception levels of academic staff can be explained by their alienation from academics.

Discussion and Conclusion

The objective of this study is to examine the extent of alienation experienced by academic staff and their perception of their academic performance, as well as to investigate the relationship between these two variables. A comparative analysis of the alienation levels of academic staff according to their respective titles revealed that professors exhibited the lowest level of alienation, while lecturers demonstrated the highest. In general, the alienation levels of teaching staff employed in research assistant roles and as lecturers were found to be higher than those of other academic titles. This may be attributed to the fact that these roles are populated by a greater proportion of inexperienced and younger academics, who may not yet have fully integrated into the institution. As the academic title increases, a reduction in the level of alienation can be demonstrated as evidence for this. Furthermore, the perspectives of other lecturers towards younger and less experienced lecturers may also influence the levels of alienation experienced by these lecturers. A review of the literature reveals that Halaçoğlu (2008) found that the normlessness dimension was the most prevalent among professors, indicating the highest level of alienation among this group. In contrast, Güneri (2010) found that lecturers experienced higher levels of alienation than other academic staff in his study on the intimidation and alienation of lecturers. In his study on organisational cynicism and alienation, Çivilidağ (2015) reached the conclusion that the alienation levels of research assistants are high. In contrast, Shepherd (2019) found that academic title does not affect alienation in his study on the alienation levels of lecturers.

The findings of the research indicated that the level of alienation experienced by academics who had benefited from academic incentives was significantly lower in comparison to those who had not. This may be attributed to an increase in the professional satisfaction and sense of belonging of academic staff, concomitant with an expansion in their scientific and academic activities. A review of the literature reveals that Alparslan, Polatçı, and Yastioğlu (2021) found that the alienation levels of academics with high academic incentive scores were low in their studies on the alienation of academics during the pandemic period.

In light of the findings obtained from the research, it can be concluded that the alienation levels of the academicians with low foreign language scores were also found to be low, as were the alienation levels of the academicians with high foreign language scores. It can be argued that proficiency in a foreign language is an essential quality for those engaged in academic pursuits, particularly in an increasingly globalised world. The inability of academics to access foreign resources and follow global developments can be considered a factor that increases their alienation. Conversely, the level of alienation of academics with very high foreign language grades was found to be lower than those with high foreign language grades. This can be attributed to the high level of alienation among lecturers for various reasons and the high foreign language scores of the lecturers participating in the research.

The findings of the research indicated that academic performance perception levels of professors were higher than those of other academicians. This may be attributed to the superior knowledge and experience of the professors. Conversely, given that they occupy the highest academic title, it may be posited that their elevated performance levels are attributable, at least in part, to the absence of stress and promotion-related concerns. The academic performance perceptions of lecturers were found to be comparatively low in comparison to other lecturers. This may be attributed to the segregation of academic personnel with regard to their duties and responsibilities. As the majority of lecturers are responsible for delivering lectures in higher education, they may experience challenges in prioritising academic and scientific studies. A review of the literature on the relationship between academic title and academic performance reveals that Ertürk (2015) found that the self-efficacy and performance of lecturers with the title of professor are high. However, he also concluded that it was low. In contrast, Eti (2006) found that lecturers with the title of Associate Professor and Doctor Faculty demonstrated high performance levels, whereas those with other titles exhibited lower performance. Similarly, Tekbulut (2017) concluded that as the title increases, so does the academic performance.

Another finding of the research is the determination of the academic performance perception levels of the academic staff according to their utilisation of the academic incentive system. The research findings revealed that academic performance perception levels among academics who benefited from the academic incentive system were significantly higher than those among academics who did not. This can be attributed to the fact that academic staff engaged in academic and scientific studies are able to receive rewards for their efforts, which they perceive as recognition of their work. The academic incentive system may be regarded as a means of enhancing the productivity of academic staff and facilitating their professional development. It may therefore be anticipated that academic staff with high performance perception levels will also have a high rate of benefit from academic incentives.

A review of the literature reveals a diversity of perspectives on the relationship between academic encouragement and academic performance. In their study of the academic incentive system (2017), Turhan and Erol conclude that the system has a negative effect on performance. Kadi (2018) reports that lecturers have a negative attitude towards the incentive system and that there is a negative relationship between the academic incentive system and academic performance. Turan et al. (2019) conclude that the academic incentive system reduces quality and negatively affects performance. In his study on the effects of organisational culture on academic performance (Köse, 2017), the author concluded that the incentive system increased scientific studies and performance. In his study on the measurement of academic performance, Yenihan (2005) also reached the conclusion that the incentive system has a positive effect on academic performance and is in a significant relationship.

The findings of the study indicated that academic performance perceptions among academics with foreign language scores between 0 and 69 were notably lower in comparison to those with higher scores. A higher foreign language score is associated with a higher perception of academic performance.

In the context of globalisation, proficiency in a foreign language has become a prerequisite for those engaged in educational work. It is beyond dispute that the importance of foreign languages is paramount, particularly at the level of higher education, which is required to keep pace with the globalising world and events on a constant basis (Yavuzer & Göver, 2012). The significant relationship between foreign language proficiency and academic

performance perception levels among academics, coupled with the high alienation levels observed among those with low foreign language scores and the low level of performance perceptions, underscores the pivotal role of foreign language in higher education. In the university rankings published by URAP, international cooperation of universities is also taken into consideration. One of the reasons for the lack of publications on behalf of our country in journals with a high impact factor may be our foreign language problem. Therefore, one of the sources of the problem can be observed by examining the history of the foreign language requirement in appointments and promotions in higher education.

In light of the amendments to the Universities Law and the Higher Education Law, it is possible that our international performance rankings, academic publications and global university ranking may be adversely affected. Furthermore, there is a possibility that our foreign language proficiency criteria may have been unduly lowered. In order to enhance the competitiveness of Turkish universities with universities in OECD countries, it is considered essential to implement regulations regarding the foreign language requirement.

The findings of the research indicated the existence of a negative, moderate, and statistically significant relationship between the alienation levels of academicians and their academic performance perception levels. As the level of alienation experienced by lecturers increases, their perceptions of academic performance also decrease. It is anticipated that alienation, which is believed to have a detrimental impact on the commitment of lecturers to the organisation, their perception of their colleagues and the organisational climate, will have a negative relationship with academic performance. It is not anticipated that a lecturer who is alienated from the academic community will demonstrate optimal individual and organisational performance.

As no previous studies have been conducted on the relationship between alienation from academics and academic performance, similar studies have been compiled for comparison. In his study on the alienation levels of academic staff, Halaçoğlu (2008) concluded that there is a negative relationship between alienation and organisational commitment among academic staff. Siron et al. (2015) identified a negative correlation between job satisfaction and job alienation in their investigation into the relationship between job satisfaction and job alienation among academic professionals. Similarly, Parsak (2010) reached the conclusion in his research on job satisfaction and alienation that there is a negative and significant relationship between job satisfaction and alienation. In his study on the levels of cynicism and alienation of lecturers, Çivilidağ (2015) identified a negative correlation between life satisfaction and alienation. In his study on work alienation and job satisfaction (2018), Akpınar found a negative and moderate relationship between the work alienation of lecturers and their job satisfaction. A negative relationship has been observed between alienation and variables such as a negative school climate, leaving the job, and cynicism, which are thought to be closely related to alienation (Demirez, 2016; Akbulut, 2017; Kartal, 2019; Şenerkal and Çorbacioğlu, 2015; Kurtulmuş and Yiğit, 2016).

Recommendations

In light of the findings of the research, a number of recommendations can be put forth for consideration by practitioners and researchers alike. It is recommended that the following suggestions be considered by practitioners: Given that the alienation levels of lecturers from the academic community are higher than those of other lecturers and that their perception of academic performance is low, it would be beneficial to implement activities designed to

enhance the work performance of lecturers and foster a sense of belonging to the institution. The academic incentives offered to those who participated in the study were found to have a positive effect on their academic performance and a negative effect on their alienation from the academic environment. In this regard, academic meetings and seminars could be organised in which faculty members with high academic incentive scores would be invited to share their experiences. It can be reasonably deduced that lecturers who lack proficiency in foreign languages or possess only minimal proficiency are more alienated from the academic community. Therefore, it would be beneficial to implement courses and professional studies in collaboration with the Continuing Education Centre or private language courses for the enhancement of lecturers' language skills, particularly those who have limited proficiency in foreign languages. The Higher Education Council (HEC) offers scholarships for the study of foreign languages, and the provision of further scholarships could facilitate the development of language skills among a greater number of academics. This would have the additional benefit of enhancing the employability of those who have received scholarships by enabling them to meet the language proficiency requirements of higher education institutions.

Limitations: It should be noted that this research contains certain limitations. The data were collected from academics at a single university, so the results may not be generalisable. Due to the nature of quantitative research, it is not possible to examine the reasons behind the results in depth.

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