Research Article

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Exploring the relationship between alienation from academic profession and organizational deviance: The mediation role of job satisfaction

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ARTICLE INFO	ABSTRACT
	This study aimed to examine the effect of alienation from the academic profession (AAP) on organizational deviance (OD) and the mediating role of job satisfaction (JS) in this relationship. A quantitative correlational design was employed. Structural equation modeling was used to analyze the data gathered from 257 academics in Turkey. The results show that AAP, directly and indirectly, affected OD. This research indicates that AAP is important in OD. Results also highlighted the direct effect of alienation from academic profession on JS and JS on OD. In addition, JS had a mediator effect between AAP and OD. Consequently, to prevent academics from displaying deviant behaviors, it is important to increase their JS by avoiding the perception of alienation. **Keywords:** alienation, deviance, deviant behavior, job satisfaction, academic, academic profession

INTRODUCTION

With globalization, a change in an organization shows its effect intensely. This change has formed the basis of new regulations in terms of organizations. Globalization and information technologies create new organizational challenges, such as local/global dilemmas, competition, and adapting quickly to change. Universities lead the way in overcoming these difficulties, as they are the center of producing different, creative, and original ideas. In recent years, researchers (Moscardini et al., 2020) have focused on how universities' roles should be changed to overcome these challenges and develop proactive responses to the emerging new form of society. Marginson (2000) argues that globalization increases the daily pressures of academic life and creates a faster and more complex formation in universities.

Competition forces universities to reduce staff working conditions, including new workload regulations, and increase teaching, research, and management oversight (Hall, 2018). The pioneers at universities are selected from academic staff. Academics are a crucial resource in universities and therefore have an essential role in achieving the goals of higher education institutions (Kiziltepe, 2020; Machado-Taylor et al., 2014). However, academics may encounter some problems while fulfilling their roles. Houston et al. (2006) argue that academics motivated by core academic and study fields are challenged by increased accountability and workload. Kesen (2016), on the other hand, emphasizes that this workload may cause academics to become alienated from their profession over time. Therefore, it is inevitable that this increased workload will lead to different problems for academics. It can be argued that one of these problems is alienation. Alienation is an important problem because it has negative consequences for organizations.

Marx stated that employees alienated from work experience negative emotions because they are less likely to get inspired. Therefore, they may have a sense of misery, physical exhaustion, and mental deterioration (Petrović, 1963). Educational organizations with an open and social system (Hoy & Miskel, 2010) differ by constantly interacting with their environment. However, studies on the negative effects of alienation on academics in higher education institutions (e.g., Civilidag, 2015) are limited. Understanding the negative consequences of the alienation of academics from their profession and taking measures can help establish a more effective, efficient, and high-quality higher education system. Providing a holistic understanding of the adverse effects of alienation by academics can improve educational practices for policymakers at the university and the national levels. On the other hand, it can enable academics to fulfill their roles effectively in scientific research, teaching, and social contribution. Studies on alienation in higher education institutions mainly focus on students' perceptions (e.g., Celik, 2020; Gravett & Winstone, 2020; Kacire, 2015; Mann, 2010). For all that, research on academics has focused on determining the factors that cause academics to become alienated from their profession (Coban et al., 2019; Karatepe et al., 2021).

This study embarked on two important rationales. First, alienation has harmful consequences in organizations. Therefore, we think there is a need for systematic studies at universities to understand the effects of alienation from the academic profession (AAP). Considering that the research on the negative consequences of AAP is limited, this research will fill a gap in the relevant field. Therefore, identifying the consequences of AAP in universities can expand the knowledge of practitioners, educational management, and leadership (EDML) researchers, and policymakers. Second, revealing the variables through which alienation affects academics' perceptions can strengthen related theories. However, no research findings were found in the literature regarding the mediating effect of job satisfaction (JS) on the impact of AAP on OD. For this reason, this study aims to reveal the importance of the perceptions of alienation and JS in reducing academics' perceptions of OD. Therefore, in this study, we tried to find answers to the following research questions:

1. **RQ1:** Does AAP predict JS and OD?
2. **RQ2:** Does JS mediate the effect of AAP on OD?

Study's Context: Higher Education System in Turkey

Most developed and developing countries have boards that link central governments and universities. In the Turkish higher education system, this task is carried out by the Council of Higher Education (CoHE). Although CoHE focuses on being responsible for strategic planning, inter-university coordination, and, most importantly, quality assurance mechanisms in higher education (CoHE, 2019). It has been held accountable for higher education institutions' management, supervision, and coordination. CoHE has made essential reforms in the last ten years. The "Research-Oriented Mission Differentiation and Specialization" reform aims at the research-oriented specialization of universities in specific fields in line with Turkey's needs and objectives. The purpose of "Regional Development-Oriented Mission Differentiation and Specialization," another reform, is to direct the regional socio-economic development. In addition to these reforms, CoHE has also carried out important studies on the accreditation of universities related to improving quality. However, despite the reforms, CoHE is frequently criticized in the Turkish public and scientific research (Celik & Gur, 2014) because it has a bureaucratic centralist understanding and restricts the autonomy of universities.

The current structure of CoHE has also been the subject of criticism in the eighth, ninth and tenth development plans. It has been stated that the centralized structure of the higher education system negatively affects the quality of higher education and cannot meet the needs of society. The centralized higher education structure in Turkey negatively affects the autonomy of universities (Celik & Gur, 2014; Mizikaci, 2003). In a study conducted in Turkish universities, a non-facilitating organizational structure negatively affected the attitudes and behaviours of academics (Zincirli & Turhan, 2021). In addition, research finding by Uslu (2017) showed that the organizational flexibility of state universities in Turkey is not high. In the same study, it is stated that low organizational flexibility will negatively affect university autonomy. Bellamy et al. (2003) suggested that flexibility and autonomy are important factors for the academic profession. Studies (Akien & Hage, 1966; Sarros et al., 2003) show that employees in highly centralized organizations with little autonomy and involvement in organization-wide decisions experience high levels of work alienation. Accordingly, Vanderstukken and Caniel's (2021) research finding showed that autonomy also negatively affects alienation. In this context, the effects of alienation on academics will be examined in Turkey, which has a centralized, hierarchical, and strict higher education system that makes this research important.

Conceptual Framework

This section examines the theoretical foundations of the mediating effect of JS in the relationship between AAP and OD.

Organizational deviance

Deviant behavior expressed in different terms such as counterproductive work behavior (Gruys & Sacket, 2003) and misbehavior (Vardi & Weiner, 1996). Deviant behavior is performed voluntarily in organizations, and the purpose of this behavior is to harm the organization (Bennett & Robinson, 2000). OD's most common theoretical background can be based on the *deviant workplace behaviors* approach (Robinson & Bennett, 1995). In this approach, OD is defined as "voluntary behavior that violates significant organizational norms and threatens the well-being of an organization, its members, or both (p. 556)". We adopted this definition in the current study to interpret the results.

Robinson and Bennett (1995) discussed workplace deviance in two dimensions: *interpersonal deviance* consisting of political deviance and personal aggression, and *organizational deviance* (OD) consisting of property deviance and production deviance. In addition, production deviance and political deviance are of lower importance than other types of deviance, considering the severity of the deviance. This research conceptualized OD around four factors (Turkkas Anasiz & Iliman-Puskulluoglu, 2018). Although the factor names are different, the factors discussed in this study are based on the theoretical framework of Robinson and Bennett (1995). *Deviance behaviors related to organizational relations* are carried out within the university to gain personal benefit. The second one, *deviance behaviors related to organizational processes,* defines the deviant behaviors that deliberately disrupt the university's operation. The third factor, *deviance behaviors related to educational activities,* is defined as the academics not fulfilling their responsibilities in educational activities, such as not paying attention to lesson or exam hours and teaching lessons with outdated information. The last factor, *deviance behaviors related to research and publishing,* includes unethical behaviors such as academics ignoring the quality of their study and producing publications from unrealistic data.

Job satisfaction

There are many definitions in the literature on JS. In a commonly used definition, JS is defined as "the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs (Spector, 1997, p. 2)". Another standard definition adopted this study, as in organizational psychology, argues that JS "is the pleasurable state resulting from the appraisal emotional of one's job as

achieving or facilitating the achievement of one's job values" (Locke, 1976, p. 1342). The theoretical framework of JS is based on two basic approaches: "scope" and "process" (Smither, 1998). Process theories that examine the process from the emergence of employee behavior to its completion consist of "Vroom's expectancy theory" and "Adams' equivalence theory." Scope theories that focus on the needs of employees consist of "Maslow's hierarchy of needs theory," "Herzberg's two-factor theory," "Adams's equivalence theory," and "Alderfer's ERG (existence, relation, growth) theory." Since this study is related to organizational psychology, the theoretical framework of JS is based on "Herzberg's two-factor theory." Herzberg aimed to determine the factors that cause motivation with this theory. Herzberg suggested a systematic relationship between employee attitudes and behaviors (Saal & Knight, 1988).

Being productive at work depends on creating conditions that will ensure constant motivation. According to the theory, factors are divided into hygiene and motivation. There should be motivating factors and hygiene factors for the individual's motivation. Herzberg's theory suggests that JS and dissatisfaction are not opposites. When employees feel pessimistic about their jobs, they relate to working conditions, namely hygiene needs. The circumstances when they feel good about their job are related to the job itself, that is, to motivating needs (George & Jones, 2001). Hygiene factors include administration, interpersonal relations, physical working conditions, salary, corporate policies, administrative practices, and job security, while motivating factors are listed as the job itself, responsibility, opportunities for advancement, status, achievement, and recognition (Herzberg et al., 1959). Hygiene issues such as salary and supervision reduce team member dissatisfaction with the working environment. Motivators such as recognition and success make employees more productive, creative, and determined. While motivating factors are called "internal factors" because of their connection with basic psychological needs, hygiene factors can also be called "external factors" because they arise from environmental factors outside the job rather than the job itself. In this context, in the present study, JS is conceptualized around two main factors: internal and external satisfaction.

Workplace deviance affects each human resource unit's interactions, which causes organizational failure. One of the main factors that increase the productivity and success of employees in the workplace is JS (Crossman & Abou-Zaki, 2003). However, dissatisfied employees may engage in deviant behavior to regain control in the workplace (Bennett & Robinson, 2003). Robbins and Judge (2008) argue that anything the organization can do to make a better workplace for its employees has the potential to reduce deviant behavior by increasing JS. Research findings also found negative relationships between JS and deviant behaviors in the workplace (e.g., Abbasi et al., 2020; De Roeck & Maon, 2018; Judge et al., 2006; Mahyarni, 2019; Wahyono et al., 2020; Wang et al., 2020). In this context, JS may predict OD negatively and significantly.

H₁: Increase in JS will reduce OD.

Alienation

The concept of alienation, which the scientific world first met with Marx's theory of alienation (Petrović, 1963), expressed the loss of control that workers experienced over their labor's nature, process, and products. Alienation results from being a mechanical part of a social class and thus dehumanizes people (Mottaz, 1981). Alienation, which has been examined in fields such as philosophy, psychology, and sociology, has also begun to be examined in the organizational field in recent years.

It can be stated that the interest in organizational alienation, which can be defined as the alienation of the individual in an organizational environment, has increased significantly with the research of Seeman (1959). Seeman (1959) conceptualized organizational alienation in five dimensions; "self-alienation, meaninglessness, normlessness, isolation, and powerlessness." In this research, the theoretical structure developed by Seeman (1959) and created by Yildiz and Alici (2019) was used because it is related to the alienation of academics. AAP has been considered a theoretical structure in the corresponding study consisting of five components: self-alienation, alienation from scientific research, alienation from teaching, isolation, and weakness. Self-alienation arises due to the mismatch of the behaviors exhibited by the academic with their future goals. Alienation from scientific research is the unwillingness of the academic to conduct scientific research with internal motivation. Alienation from teaching is related to the academics' reluctance to attend classes. Isolation is the disconnection of the academics from their colleagues or the one they produce due to the monotony and lack of communication in the production process. On the other hand, weakness occurs due to the academics losing their influence on the production process and making efforts for purposes that do not belong to them.

Alienation has negative consequences for employees. Studies have shown that alienation negatively affects performance, organizational commitment, organizational citizenship, well-being, and work effort (Shantz et al., 2015; Tummers et al., 2015; Tummers & den Dulk, 2013). In addition, a positive relationship was found between alienation and negative variables such as emotional exhaustion (Shantz et al., 2012) and intention to leave (Tummers et al., 2015). Therefore, the JS of employees who perceive alienation may decrease. However, studies (Fedi et al., 2016; Korkmazer & Ekingen, 2017; Sirin et al., 2011; Siron et al., 2015, 2016) found negative relationships between alienation and JS. In this context, AAP may predict JS negatively and significantly.

H₂: Increase in AAP will reduce JS.

Alienation and deviance are related to a hostile work environment. Employees who perceive alienation in the workplace may negatively affect the organization by not adapting to their work and not seeing themselves as a part of the organization. The team member alienated from their job feels unhappy and perceives their work as an obligation (Petrović, 1963). It also tends to resist any change in its structure, norms, and values. Therefore, alienation, anomie, withdrawal, intergroup hostility, and a sense of powerlessness may occur (Seeman, 1967). Some research findings (Shantz et al., 2015; Yildiz & Alpkan, 2015) also confirm that employees who experience alienation may exhibit some behaviors that deviate from the organization's goals. In this context, alienation may predict OD positively and significantly.

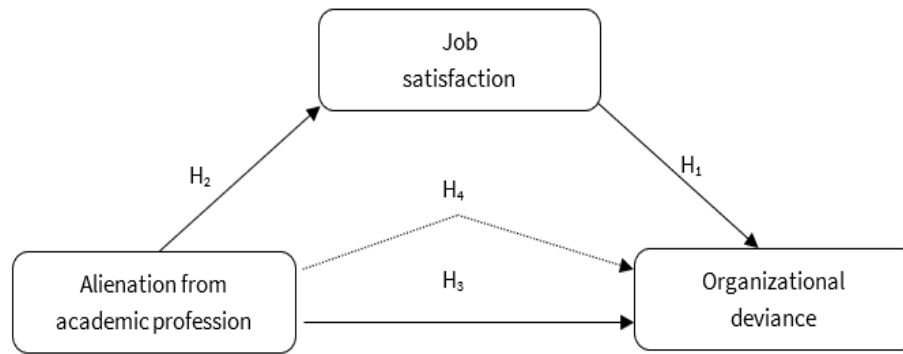**H₃:** Increase in AAP will increase OD.

Figure 1. Conceptual model

Some studies in the literature have focused on the relationship between alienation and OD (Shantz et al., 2015; Yildiz & Alpkan, 2015), JS and OD (Abbasi et al., 2020; De Roeck & Maon, 2018; Judge et al., 2006; Mahyarni, 2019; Wahyono et al., 2020; Wang et al., 2020) and alienation and JS (Fedi et al., 2016; Korkmazer & Ekingen, 2017; Sirin et al., 2011; Siron et al., 2015, 2016). In this context, JS is associated with alienation and OD, increasing the possibility of mediating between alienation and OD. Dissatisfied individuals may engage in behavior that harms the organization, other employees, or vice versa.

Nair and Vohra (2010) state that individuals who experience alienation are not satisfied and see their work only as a tool. Also, individuals with reduced JS may engage in deviant behaviors to regain control in the workplace (Bennett & Robinson, 2003). Deviant behavior is an important threat to organizations because it is common and high cost (Bennet & Robinson, 2000). Therefore, JS may mediate between AAP and OD.

H₄: JS mediates the prediction of AAP on OD.

Conceptual Model

The conceptual model used in this study is based on previous research findings (Abbasi et al., 2020; Fedi et al., 2016). The present study assumes that AAP may, directly and indirectly, affect OD, and JS may play a potential mediating role in this relationship. In **Figure 1**, the conceptual (hypothesis) model tested in the research is presented. It is aimed to reveal the predictive power of AAP and JS, which are the independent variables of the current research on OD. Finally, we tested the indirect predictive power of AAP on OD through JS. It is thought that JS has an important mediating role between AAP and OD. The results to determine the mediating role of JS in the relationship between AAP and OD can make essential contributions to the literature. In line with the theoretical framework, the model in **Figure 1** was created.

METHOD

Model

This research is a quantitative correlational study examining the relationship between AAP, OD, and JS. Structural equation modelling (SEM), one of the methods used in correlational research, was used to determine the relationships between variables (Kline, 2010). In this study, AAP with five sub-dimensions, external latent variables, OD with four sub-dimensions, and JS with two sub-dimensions were included in the model as internal latent variables.

Participants

The sample of this research includes 257 academics working at a state university in Turkey. We used the convenience sampling method in selecting the university as the suitability was related to its geographical proximity (Fraenkel et al., 2012). We did not use any sampling method for the participants, and we aimed to reach the entire population. Information about the participants is presented in **Table 1**. Of academics, 28.4% work at vocational junior colleges, 13.2% work at colleges, and 58.4% work at faculties. Among academics, 24.1% were women, 75.9% were men, 75.5% were married, and 24.5% were single. More than half of the participants are lecturers and assistant professors (60.4%). Of the participants, 77.4% have professional seniority between 1-10 years.

Instruments

In this research, "the alienation to academicianship scale (AAS)," developed by Yildiz and Alici (2018), was used. The scale has 21 items and consists of self-alienation, alienation from scientific research, alienation from teaching, isolation, and weakness. AAS is rated from 1 (strongly disagree) to 5 (strongly agree) and a 5-point Likert scale. On the scale, there are items such as "doing scientific research wears me out" and "I would not attend classes if it was not compulsory." The fit indices (x^2=356.48, df=182, x^2/df=1.95, GFI=.92, CFI=.94, RMSEA=.06) obtained for the confirmatory factor analysis (CFA) performed in this study showed that the scale was compatible with its original structure. Cronbach's alpha coefficients were found between .61 and .87. These findings show that the scale is valid and reliable.

Table 1. Information about the participants

Characteristics		f	%
Academic title	Research assistant	63	24.5
	Lecturer	78	30.4
	Assistant Professor	77	30
	Associate Professor	23	8.9
	Profesor	16	6.2
Professional seniority	1-5 years	98	38.1
	6-10 years	101	39.3
	11-15 years	21	8.2
	16-20 years	20	7.8
	21 years and above	17	6.6
Gender	Female	62	24.1
	Male	195	75.9
Marital status	Married	194	75.5
	Single	63	24.5
Academic unit	Vocational junior college	73	28.4
	College	34	13.2
	Faculty	150	58.4
Total		257	100

We employed the "perceived organizational deviance behavior scale (PODBS)" developed by Turkkas-Anasiz and Iliman-Puskulluoglu (2018). This 5-point Likert-type PODBS consisting of 26 items was answered on a rating scale from 1 (never) to 5 (always). The scale consists of four dimensions (deviance behaviors related to organizational relations, organizational processes, educational activities, research, and publishing). "Not paying attention to class hours" and "publishing their studies in slices" can be given as examples of scale items. In this study, it was observed that the structure obtained as a result of CFA for PODBS was compatible with the four-factor structure of the scale (χ^2=780.33, df=294, χ^2/df=2.65, GFI=.81, CFI=.91, RMSEA=.08). The obtained validity values and Cronbach's alpha coefficients (range .86-.96) show that the scale is valid and reliable.

In this study, the "job satisfaction scale for academicians (JSSA)" developed by Kelecioglu et al. (2007) was employed. Consisting of 25 items, this 5-point Likert-type JSSA was answered on a rating scale from 1 ("strongly disagree") to 5 ("strongly agree"). JSSA consists of the dimensions of internal and external satisfaction. Examples of scale items are "my job makes me feel a sense of accomplishment" and "my job is meaningful and valuable." In this study, the fit indices of CFA for JSSA (χ^2=796.31, df=270, χ^2/df=2.94, GFI=.90, CFI=.92, RMSEA=.08) showed that the two-dimensional structure of the scale was preserved. The Cronbach's alpha was found to be .89 for the internal satisfaction dimension, .93 for the external satisfaction dimension, and .94 for the whole scale. These findings show that valid and reliable values were obtained for the scale.

Procedure and Data Analysis

The university ethics committee provided the ethical approval for the study, with research permission granted by the university. We had one-on-one interviews with the majority of the participants about the scope of the research. We communicated via e-mail with academics who could not be interviewed. We asked the participants to fill out the scale form on paper. Participation was voluntary. We used SPSS software to calculate central tendency and distribution measures (frequency, percentage, and mean) for descriptive statistics and demographic variables in the study. We examined the relationship between the variables using the Pearson product-moment correlation coefficient. We used SEM to test the relationships between dependent, independent, and mediator variables in the same model. We performed CFA of the measurement tools used in the research and analyzed structural equation modeling with AMOS software.

Before analyzing the data in SEM, *missing data*, *outliers*, *linearity*, *multivariate normality*, and *multicollinearity* were examined (Byrne, 2010). Missing data in the data set were determined, the value assignment method was not applied, and six participant forms with missing data were removed from the data set. Outlier analysis was performed for the data set. The data of nine participants were outliers. After the data forms with these extreme values were removed from the data set, 259 people remained in the data set. Then, the linearity relationship between the variables was examined with the scatterplot method, and the linearity assumption was provided. Univariate and multivariate normal distribution controls of the data set were performed. In reviewing the univariate normality assumption for the data set, the assumptions that the skewness and kurtosis values are between +1 and -1 and that the z-scores are between +3 and -3 are based (Byrne, 2010). After the analysis, the data of two participants who did not compensate for these assumptions were eliminated and the analysis continued on the data of 257 participants. In determining the multivariate normality, the kurtosis coefficient of Mardia (Arbuckle, 2007) was calculated. In the model in which the number of observed variables was 72, it was determined that the data set provided the assumption of multivariate normality since the value of 72*(72+2)=5,328, determined by the formula p*(p+2) was greater than the calculated Mardia kurtosis value (608,942). While deciding on the estimation method, the multivariate normal distribution of the data set was taken as a basis. It was decided to use the maximum likelihood method, which is commonly used (Kline, 2010) when the data set has a multivariate normal distribution in the literature. Bivariate correlations were calculated for all measured variables to test for multicollinearity. Very low correlation values indicate low inter-item commitment. Correlation results in multivariate analyzes are required to be between +/- 0.3-0.9 values. As a result of the correlation analysis, it was observed that there was no multicollinearity between the variables (**Table 2**).

Table 2. Descriptive statistics, reliability values, and correlations

Dim	M	SD	α	CR	1	2	3	4	5	6	7	8	9	10	11	12	13	14
OR (1)	2.45	1.14	.94	.94	-	.80*	.71**	.68*	.91*	.13*	-.03	.09	.17*	.05	.11	-.26*	-.51*	-.43*
OP (2)	1.74	.82	.86	.87		-	.72**	.66*	.87*	.11	.04	.14*	.22*	.08	.15*	-.30*	-.48*	-.43*
EA (3)	2.09	.91	.93	.93			-	.76*	.90*	.14*	.02	.10	.18*	.09	.14*	-.25*	-.45*	-.39*
RP (4)	1.91	.86	.91	.91				-	.87*	.18*	.01	.13*	.21*	.08	.16*	-.23*	-.42*	-.36*
OD (5)	2.07	.84	.96	.96					-	.16**	.00	.13*	.21*	.08	.16*	-.29*	-.52*	-.45*
SA (6)	2.23	.58	.84	.84						-	.37*	.33*	.35*	.53*	.80**	-.37*	-.24*	-.34*
ASC (7)	1.73	.64	.78	.74							-	.29*	.35*	.37**	.71*	-.16*	-.04	-.11
AT (8)	2.09	.82	.66	.68								-	.35*	.42*	.64*	-.30*	-.25*	-.30*
IS (9)	1.79	.53	.61	.62									-	.48*	.62*	-.25*	-.30*	-.31*
WE (10)	1.67	.52	.65	.65										-	.72**	-.24*	-.16*	-.22*
AAP (11)	1.94	.44	.87	.87											-	-.38**	-.27*	-.36*
IN (12)	3.75	.65	.89	.90												-	.64*	.90*
EX (13)	3.31	.88	.93	.93													-	.91*
JS (14)	3.55	.68	.94	.93														-

Note. *p<.01; OR: Organizational relations; OP: Organizational processes; EA: Educational activities; RP: Research & publishing; OD: Organizational deviance; SA: Self-alienation; ASC: Alienation to scientific research; AT: Alienation to teaching; IS: Isolation; WE: Weakness; AAP: Alienation from academic profession; IN: Internal; EX: External; JS: Job satisfaction; SD: Standard deviation; CR: Composite reliability; & M: mean
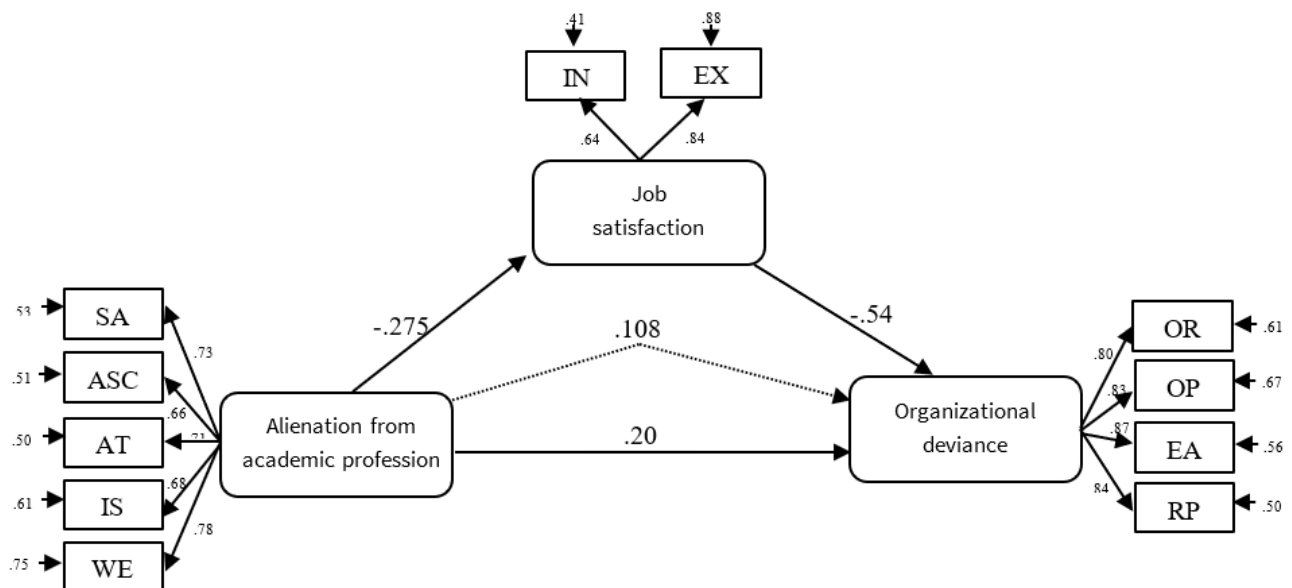
Figure 2. SEM results

We used the bootstrapping method (Preacher & Hayes, 2008) to analyze the mediation variable. In this method, we examined the indirect effects between the variables by selecting 2,000 samples, and we interpreted the findings related to confidence intervals being entirely above zero.

RESULTS

The study's results consist of two main divisions. In the first division, besides descriptive statistics, we examined the reliability of the variables in the SEM model and the correlations between the variables. Cronbach's alpha coefficient values for the variables examined in the study exceeded the minimum desired level (>.70). In the three dimensions of alienation, the items in the dimension were below .70 because the items in the dimension were very few. This is at an acceptable level (George & Mallery, 2003). In addition, composite reliability (CR) factor loads (>.70) were above the normal values (**Table 1**) (Hair et al., 2013). Academics' perceptions of OD (M=2.07, SD=.84) and alienation (M=1.94, SD=.44) were low, while their perceptions of JS (M=3.55, SD=.68) were moderate. Among the variables examined, there was a low and positive correlation between OD and alienation (r=.16; p<.05); we found moderate and negative correlations between JS and OD (r=-.455; p<.01) and JS and alienation (r=-.36; p<.01).

The second division of the results included SEM to predict the relationships between variables in the model and the mediating role of JS in the relationship between alienation and OD. The results indicated that the model fitted well (χ^2/df=1.83 [<3], RMSEA=.057 [<.08], CFI=.939 [>.90], GFI=.87 [>.80]). This reveals that alienation and JS are effective variables in explaining the change in OD (**Figure 2**).

Table 3. Bootstrapping results

| Construct | Product of coefficient | | 95% bootstrap CI | | | |
	Estimate	SE	Lower	Upper	R^2	Two-tailed (p)
Standardized total effects						
AAP→OD	.30	.141	.61	.12	.426	.00
Standardized direct effects						
AAP→JS	-.275	.074	-.52	-.05	.04	.00
JS→OD	-.54	.081	-.663	-.352	-	.00
AAP→OD	.20	.119	.054	.338	-	.00
Standardized indirect effects						
AAP→JS→OD	.108	.034	.182	.027	-	.00

Note. AAP: Alienation from academic profession; JS: Job satisfaction; OD: Organizational deviance; CI: Confidence interval; & Standardized indirect effects=95% CI does not include zero, based on 2,000 bootstrapped samples

We used the bootstrap approach to explore the mediation role of JS (**Table 3**). The bootstrap indicates the direct, indirect, and total effects of alienation on OD. The results of the bootstrap analysis first revealed that JS had a significant and negative effect on OD (β=-.54, p<.01), and hypothesis 1 was confirmed. Second, alienation has a significant and low effect on JS (β=-.27, p<.01). Alienation explains 4% of the variance change in JS (hypothesis 2). This shows that as academics become alienated, their JS will decrease. Third, alienation has a significant and minor effect on OD (β=.20, p<.01). This finding shows that the increase in the alienation perceptions of the academics increases OD. Hypothesis 3 was also confirmed. According to the total effect, alienation has a significant, negative, and moderate (β=.30, p<.01) effect on OD and explains 42% of the variance in OD. Finally, the indirect effect of JS on OD was weak but significant (β=.10, p<.01), through 95% confidence (.182, .027). This finding indicates that hypothesis 4 was confirmed. Thus, JS partially mediated the effect of alienation on OD.

DISCUSSION

In this study, we developed a conceptual model for exploring the variables that explain the OD perceptions of academics. The proposed model constructed AAP as an independent variable, JS as an independent and mediator variable, and OD as a dependent variable. Then, we tested the model by performing path analysis on the variables observed in the conceptual model. The research results showed significant negative relationships between independent variables and OD, and AAP is a crucial variable that explains OD and JS. However, we determined that JS explains OD and partially mediates the relationship between alienation and OD. The research results show that the hypothesis model established for explaining OD reveals good fit values and is confirmed. In this context, in the current section, we discussed the results and the context of the relevant literature. In addition, we mentioned some of the study's limitations and presented some implications based on the research findings.

The study's first hypothesis was that JS negatively affects OD. The high JS of academics reduces their perception of OD. Research results show that JS is an important variable explaining OD (hypothesis 1 confirmed). In other words, JS perceptions of academics reduce their perceptions of OD. According to this, the high JS of the academics shows that they violate the norms of the university and behave in a way that harms the university and university staff less. Studies (Abbasi et al., 2020; De Roeck & Maon, 2018; Mahyarni, 2019; Wahyono et al., 2020; Wang et al., 2020) are in line with the findings of the current study. In related studies, it has been reported that high JS negatively affects employees' perceptions of OD. One of the essential things that can be done for the organization's employees to exhibit less deviant behavior is to increase the employees' JS (Robbins & Judge, 2008). Employees who are satisfied with their jobs exhibit positive behaviors in the workplace. JS is vital in motivating team members and keeping their enthusiasm alive. Capelleras (2005) argues that highly motivated academics can build an international reputation in publishing if they are supported.

It is argued that JS motivates employees to work for the organization's success (Puni et al., 2018). However, Bennett and Robinson (2003) argue that employees with reduced JS may engage in deviant behaviors to regain control in the workplace. Job dissatisfaction causes an employee to become dysfunctional in the workplace (Kulas et al., 2007). In different studies, it has been observed that employees with low JS show other deviant behaviors. For instance, Hollinger and Clark (1982) found that dissatisfied employees took an extended tea break, while Yperen et al. (1996) found that they continued to work less. In studies conducted at universities, it has been reported that academics with low JS experience professional burnout (Derinbay, 2012), and their life satisfaction reduces (Recepoglu & Ulker Tumlu, 2015). In the research of Ekmekci et al. (2021), academics who experienced job dissatisfaction could focus their attention on their non-work interests or neglect their work by doing nothing concerning their academic roles. In the same study, it was reported that job dissatisfaction reduces the loyalty of academics and causes them to quit their jobs. In addition, JS is an important factor in predicting turnover for academics (Seifert & Umbach, 2008). However, Santhapparaj and Alam (2005) argue that the low JS of academic staff causes them not to work in the university for a long time. They become more unproductive at work. Therefore, when the negative consequences of low JS are considered, the negative relationships between deviance and JS become more understandable.

The study's second hypothesis was that AAP negatively affects JS. The alienation of academics from their profession reduces their JS. In other words, academics' JS decreases due to the monotony and lack of communication in the knowledge production process, disconnecting from their colleagues or what they produce, losing their influence on the production process, and making efforts for purposes that do not belong to them. Therefore, the second hypothesis was also confirmed. This finding is compatible with the literature. Various research findings (Fedi et al., 2016; Korkmazer & Ekingen, 2017; Muttar et al., 2015; Sirin et al., 2011;

Siron et al., 2015, 2016) show that alienation negatively affects JS. Seeman (1959) states that alienated employees are interested in the external factors of the job and cannot get satisfaction from their work. However, employees who are alienated from their jobs may not be satisfied with their work and see their job as just a tool (Nair & Vohra, 2010). In another study (Civilidag, 2015), the alienation perceptions of the academics negatively affected their life satisfaction. As a result of alienation, the employees may feel deprived of objects which need powers other than themselves and reflects themself to these powers (Fromm, 1991). Therefore, academics may feel worthless as they become alienated. This may lead to a decrease in the JS of academics.

Academics can experience the perception of alienation in various ways. For instance, they may think that their work in scientific research, which is one of their primary areas of responsibility, is not appreciated in the academic world and does not contribute to the scientific world. Over time, this situation may turn into an obligation to conduct scientific research just to obtain an academic title. An academic who runs a study because it is compulsory may encounter a quality problem (Oyman Bozkurt, 2021). Thus, unqualified publications will damage the reputation of the academics and cause them to alienate themselves and scientific research. Academics also have responsibilities regarding teaching. As a result of alienation from teaching, academics may not want to attend classes and may not be excited to participate unless they become obligatory. Reluctance towards the course can also cause academics to experience powerlessness. Weakness can prevent academics from performing adequately in lectures. The alienation perceived by academics regarding scientific research and teaching can also be perceived in the communication they establish with the stakeholders in the university. Academics who cannot interact with their colleagues can be isolated at university. On the other hand, a bureaucratic and centralized management approach in universities, which have the characteristics of an educational organization, may weaken the cooperation and communication (Hoy & Sweetland, 2001) among academics. The isolation of academics can lead to their alienation from their profession. Therefore, the perception of alienation may negatively affect the JS of academics at university.

This study determined that AAP positively affected OD (hypothesis 3 was confirmed). Although it was conducted in non-higher education institutions, some research findings suggest that employees who experience exclusion may exhibit deviant behaviors (e.g., Shantz et al., 2015; Yildiz & Alpkan, 2015). This result is in line with the literature. Academics who perceive alienation from their profession tend to exhibit deviant behavior that violates organizational norms and threatens the well-being of the university, academic and administrative staff, and university students. Academics alienated from teaching may exhibit deviant behaviors by performing incomplete lessons and exams, carelessness, and unpreparedness over time. The mismatch between the behaviors shown by academics and their future goals may cause a loss of motivation. This situation may result in academics losing their influence on the production process and making efforts for purposes that do not belong to them. Due to the perception of alienation, academics may have a negative attitude towards the legal functioning of the university by slowing down the work, doing their job wrong, or behaving that will prevent the administration from working effectively. In other words, the perception of professional alienation may cause academics not to fulfill their responsibilities and keep their relations with the university at the lowest level. As a result of alienation, employee withdrawal and intergroup hostility may occur (Seeman, 1967). However, alienation can also be perceived concerning organizational relations in universities. In this case, academics may exhibit deviant behavior by using organizational relations to put their colleagues in a difficult situation and benefit from it.

Studies have shown that academics exhibit deviant behaviors in various ways. In the research of Kiral and Nayir (2019), it was emphasized that holding grudges, which negatively affects the individual psychologically and causes problems in interpersonal relationships, is common among academics. Another study (Atabek et al., 2021) found that gossip and rumor mechanisms are common in universities, and academics have negative perceptions about these mechanisms. Academics who experience alienation may exhibit deviant behavior by gossiping about their colleagues to put them in a difficult position. On the other hand, academics who experience alienation from scientific research are likely to exhibit behaviors towards deviance in this direction. Academics may exhibit deviant behaviors regarding scientific publications. For instance, ignoring quality to publish more, publishing from unrealistic data, ghost authorship, plagiarism, and salami science are deviant behaviors exhibited as a result of a violation of academic ethics (Turkkas Anasiz & Iliman Puskulluoglu, 2018). These behaviors, which can also be expressed as scientific deception, are practices that deviate from the standards set by the scientific world during the planning, production, and explanation of the research's results (Shamoo & Resnik, 2003). Therefore, Jenkins (2004) argues that the relationships between research, teaching, and rewards should be managed at the individual and organizational level to avoid deviant behaviors.

The findings obtained in the study show that academics' perceptions of OD mediate the effect of academics' perceptions of alienation on JS (hypothesis 4 confirmed). In this context, academics who are alienated from their profession can be expected to exhibit deviant behaviors as their JS decreases. The present study revealed that JS partially mediates the relationship between academic alienation and OD. In this context, it is understood that the decrease in the perception of OD of academics with a low perception of alienation from their profession may be possible with an increase in their perceptions of JS. Some studies have been conducted on the mediation effect of JS on OD. Mahyarni (2019) found that JS has a mediating role in the impact of spiritual leadership and workplace spirituality on deviance. However, it has been reported that JS has a mediating effect on the relations between organizational justice and deviance (Abbasi et al., 2020) and hostility and deviance (Judge et al., 2006). The relationships obtained in the studies above make the mediating role of JS in the effect of AAP on OD more understandable in the current study. Many factors such as relations within the university, the harsh attitude of the administration, hierarchy, working conditions, participation in decision-making can cause the alienation of academics. This situation negatively affects the JS of academics. Therefore, it can be expected that academics who perceive professional alienation will deviate from the organization's goals by not fulfilling their responsibilities and keeping their relations with their organizations at the lowest level.

CONCLUSION AND IMPLICATIONS

This research shows that alienation from academics is an important factor in OD. However, the direct effects of alienation from academics on JS and JS on OD have been proven in the research. In addition, the finding that JS has a mediator effect between AAP and OD was considered necessary. The relationships between the variables discussed in the present study were examined in non-higher education organizations. However, this research was carried out on academics in universities. Although they have a low level of alienation, professional alienation of academics has negative consequences such as job dissatisfaction and OD that harm the organization's functioning. Therefore, to prevent academics from displaying deviant behaviors, it is vital to increase their JS by avoiding the perception of alienation.

To prevent the alienation of academics from the profession, their perceptions of alienation towards themselves and scientific research should decrease. Academics who perceive alienation may think that their scientific studies do not contribute to the field, but they may believe that their colleagues do not give them importance. For this reason, making academics' scientific research more qualified can contribute to the increase of their prestige and prevent their alienation from themselves. In this context, in addition to the individual efforts of academics, the universities should also develop the scientific research capacities of the academics. University administrations can carry out informative and encouraging studies so that academics can benefit from national and international project funding resources. Funds can be provided for academics, especially for their participation in international symposiums. For this reason, giving priority to academics who publish in indexes that are accepted as respected in the scientific world will motivate other academics. In addition, academics can be encouraged to conduct scientific research with their colleagues from different universities. Universities can develop joint projects to bring academics together and develop cooperation between them.

The alienation of academics from teaching should also be prevented. Academics who perceive alienation towards teaching may come to the university less on days when they do not have classes and may not be excited about lecturing. For this reason, reducing the course load of academics can make them less alienated from teaching. It has been criticized that the course load of academics is too high in Turkey (Akyol et al., 2018). It has even been reported that the high course load causes the alienation of academics (Aydin & Ozeren, 2019). Therefore, necessary measures should be taken by central committees and policymakers of universities to reduce the course load of academics. In this way, the perception of academics' alienation from teaching can be reduced, ensuring that they spend more time on scientific research. On the other hand, to reduce the alienation perception of academics, the perceptions of isolation and powerlessness should also be reduced. It is important to create social living spaces on university campuses and organize events where stakeholders can come together at specific periods.

This research has some limitations. First, the research data were collected from academics at a university in Turkey. In terms of generalizing the research results, participating universities in different regions of Turkey can repeat the research results. Second, we examined only the mediation effect of JS on the impact of alienation on OD. In future research, new conceptual models may be tested by examining the mediating role of variables such as organizational support, organizational trust, and ethical climate. Third, the reflection of the model tested in the study in universities is not apparent. Therefore, EDML researchers can conduct qualitative research to understand the model's results. Fourth, the current research was conducted in a country with a centralized higher education system. We could not measure how effective the system in question was on the research results. Therefore, future research can focus on the effect of centralized management on alienation. In addition, relevant research can be replicated in countries where local understanding prevails. Thus, it is possible to make comparisons between countries. Lastly, this study focused on alienation and JS variables that may cause academics to display deviant behaviors. Future research may examine the relationship between academic alienation and OD with different variables such as performance, organizational commitment, and professional burnout.

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