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Family Relationships of Married Female Academics, Organizational Alienation and Organizational Ostracism

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Abstract

This study employed phenomenological design to analyze the family life, organizational alienation, and organizational ostracization of married female academics. The research, using one of the qualitative research methods, collected data from 12 married women working as academics in public universities utilizing purposeful sampling. The content analysis method was used to analyze the data. The study revealed that married woman academics experience career stagnation, more stressful work-life, more personal sacrifice, and the need for supportive factors such as spousal support and family support in their professional lives due to their family responsibilities. The study has concluded that married female academics exhibit certain negative perceptions of alienation. Specifically, they feel disempowered and isolated, while finding some sense of meaning and freedom in their work. The implications of these findings are discussed in light of the relevant literature, and recommendations are provided to aid further research in this area.

Keywords: Female academics, family relations, organizational alienation, organizational ostracization



Introduction

Academics is not a job that depends on working hours (Baruch & Hall, 2004; Elmas Atay & Gercek, 2021; Gornall & Salisbury, 2012; Kotecha, Ukpere, & Geldenhuys, 2014). They must constantly produce, keep abreast of developments in their field, and stay active. This situation may cause women to experience anxiety about problems in both work and marital relationships, not being able to allocate the necessary quality time for themselves, their children, and their spouses, and experiencing more stress due to disruption of their home responsibilities (Erzeybek & Gokcearslan-Ciftci, 2019). It is essential to recognize and address these challenges to ensure that female academics can advance in their careers and achieve their full potential.

Female academics often identify themselves as individuals with multiple responsibilities and duties (Basarir & Sari, 2015). The challenges that female academics face in their careers frequently coalesce around the issue of conflict between their work and family roles (Ozkanlı & Korkmaz, 2008). To achieve this balance, women academics seek various solutions, with sacrificing personal time being the most commonly preferred method (Caglayan, 2015; Dikmen & Maden, 2012; Forster, 2001). For instance, some female academics acquire skills in goal-oriented work and time management to balance work and family life (Belkis, 2016; Kucuksen & Kaya, 2016). One of the primary reasons for this is that domestic responsibilities are primarily delegated to women. Becoming a mother can also lead to additional career stagnation or regression for female academics. As a result, marriage and motherhood are viewed as significant obstacles to women's careers (Belkis, 2016; Karakus 2016; King, Botsford, & Huffman, 2009; Wolf-Wendel & Ward, 2006). With motherhood, the unpredictability of attending to constant demands can also lead to emotional difficulties for female academics (Toffoletti & Starr, 2016). The career paths of female academics differ from those of their male counterparts, and this inequality is disadvantageous to women (Orucu, Kilic, & Kilic, 2007). Female academics may be less productive (Aytac et al., 2001; Acker & Armenti 2004; Basurto-Barcia & Ricaurte-Quijano, 2017; Neale & Ozkanlı, 2010) and more prone to stress (Hablemitoglu, Gonen, & Ozmete, 2004) and emotional difficulties, such as depression or anxiety, due to conflicts between their work and family responsibilities (Mihciokur & Aykut, 2009). Despite spousal support, such as the division of labor and understanding household responsibilities and increasing marital adjustment, the effects of the patriarchal system remains the primary determinant in family environments (Cakir & Arslan, 2018; Dikmen & Maden, 2012; Erzeybek & Gokcearslan-Ciftci, 2019).

Tasks traditionally associated with women, such as cooking, dishwashing, ironing, and house cleaning, are being undertaken by women who are academics (Ergol, Koc, Eroglu, & Taskin, 2012; Er, 2008). This phenomenon is generally accepted by most women (Dikmen & Maden, 2012; Irey, 2011; Kahraman et al., 2014; Savigny, 2014). However, the increased responsibility of women academics due to their failure to fulfill their responsibilities at home was found to cause negative communication within marriage and is among the reasons that trigger divorce (Ugur, 2014). Social roles are influenced by gender, and the focus of social role theory is about comparing behavior patterns that are specific to men and women. According to Eagly, Wood, and Diekman (2000), although

differences resulting from this comparison have been scientifically proven, they are not due to natural causes, but are related to the social perspective. Despite the above, women academics face several challenges in the institutions where they work. Among these challenges, the dimensions of "organizational alienation and ostracization," which are addressed in this study, are particularly noteworthy.

Organizational Alienation

Organizational alienation, which is accepted as one of the consequences of modern social life (Shajiei, 1983), is defined as "emotional or intellectual distancing from someone or something" (Collins Cobuild New Students Dictionary, 1997). Seeman (1983) states that organizational alienation has the dimensions of "powerlessness, meaninglessness, normlessness and isolation". Powerlessness is the lack of control over the results of tools used in the production process and the products produced by the individual (Seeman, 1959). In other words, powerlessness is the feeling that the employee has no control over the way things are done at work (McKinlay & Marceau, 2011). Powerlessness stems from a bad mood in which individuals cannot carry out organizational activities or make decisions on their own (Eryilmaz & Burgaz, 2011). Meaninglessness is a situation in which the employee knows their own job but does not know how their work will contribute to the organization due to the fact that their colleagues do not know their work (Shepard, 1972). Employee perceptions that their work is not important or valuable is also explained by meaninglessness (Suárez-Mendoza & Zoghbi-Manrique-de-Lara, 2008). Normlessness is the increase in the frequency of individuals exhibiting self-interested and self-serving behaviors due to the loss of social standards (Seeman, 1967). Isolation is experienced as a result of organizational members feeling alienated from their environment or feeling that they do not belong to any group (Elma, 2003).

In the literature, there are relationships between organizational alienation and job performance, turnover intention, organizational commitment and organizational burnout (Sookoo, 2014). In addition, research about organizational alienation shows that gender roles affect women's perception of organizational alienation (Inandi, et al, 2018). In addition, there are studies stating that as the level of employees' perception of organizational ostracization increases, the level of organizational alienation perception also increases (Abasli, 2018).

Organizational Ostracism

Organizational ostracism, which together with organizational alienation significantly affects employees' organizational behaviors such as withdrawal from work, aggression, interpersonal conflict and performance (Chung & Yang, 2017: 255; O'Reilly & Robinson, 2009), is defined as being ignored in the workplace (Gkorezis & Bellou, 2016: 700). People who are the target of ostracism in organizations feel that they are ignored, overlooked or ostracized by other employees or groups (Williams, 1997). The process of intentional or unintentional ostracism is seen as a type of punishment that causes the ostracized victims to feel pain and threat (Williams, 2009). Abasli and Özdemir (2019) emphasized the sub-dimensions of organizational ostracism, namely "slight" and "isolate," through the measurement tool they developed to determine the perceptions of organizational ostracism of employees. The behaviors

included in the ignorance dimension generally include behaviors such as an employee being ignored by other employees and not being included in social activities. The isolation dimension includes behaviors such as leaving the environment or not greeting other employees when an employee arrives.

Organizational ostracism can have positive or negative consequences for the victims. The negative consequences of organizational ostracism can be considered to be decreased organizational commitment (Ferris et. Al, 2008), loss of organizational trust (Birch, 1998), burnout, depression, decreased job satisfaction (Liu & Xia, 2016), increased psychological pressure (Yaakobi & Williams, 2016), aggressive or withdrawn behavior (Tutar, Ozturk, Baspinar, & Guler, 2021), and reinforced thoughts about leaving the job (Fiset et. Al, 2017). Positive outcomes can be considered to include becoming better equipped by using skills more and exhibiting more rational behaviors (Tutar, Ozturk Baspinar & Guler, 2021).

Research on the organizational ostracism process of female employees shows that gender roles have an impact on the organizational ostracism process. In the studies, women who are subjected to psychological or physical violence from their spouses exhibit organizational ostracism behavior towards other female employees and women are exposed to organizational ostracism more than men (Choi, 2021). It was also emphasized that women who are subjected to bullying in higher education institutions exhibit ostracism behavior towards other women (Allen & Flood, 2018; Sherratt, 2021). However, ostracizing behaviors in higher education institutions are generally exhibited in the form of "cronyism, intimidation, malicious gossip, exclusionary strategies and ignoring contributions" (Bilal et al., 2021; Sherrat, 2021). Higher education institutions have organizational dynamics where inclusiveness, interpersonal bonds and norms of cooperation are highly valued and their absence can lead to negative consequences. Accordingly, the issue of organizational ostracism in higher education institutions should be carefully examined (Bashir & Khalil, 2017; Bilal et al, 2021; Nasir et al, 2017). Also, the OECD's 2020 report titled "The Gender Pay Gap and Gender Inequality in Higher Education" underscores the disparity in salaries between female academics and their male counterparts, as well as the limited opportunities for career advancement available to women in academia. The report particularly highlights the underrepresentation of women in STEM (Science, Technology, Engineering, and Mathematics) disciplines. Additionally, the UNESCO 2020 Global Education Monitoring Report reveals that female academics, particularly those in the early stages of their careers, often do not have access to essential support systems, which hinders their professional development. In the context of global comparisons, it is evident that female academics in Turkey face greater disadvantages than their male peers in securing research funding and participating in international academic collaborations. Moreover, the World Economic Forum's 2022 Global Gender Gap Report indicates that Turkey performs poorly in terms of gender equality among female academics. The report identifies several significant barriers that female academics confront in Turkey, including challenges related to work-life balance, childcare responsibilities, and the pervasive effects of gender stereotypes.

The experiences of married women academics in reconciling their roles in both family and work environments can be comprehensively understood by examining the context of "marriage and family life and situations related to organizational structure". Such an investigation will also contribute to preventive studies in related fields such as marriage and family counseling and career counseling. Thus, the purpose of this study is to conduct an in-depth analysis of the experiences of married women academics in relation to their work-family life, organizational alienation, and organizational ostracization. To accomplish this, the study aimed to answer the following research questions:

1. *What are the experiences of married women academics in balancing their work and family life?*
2. *How do married women academics experience organizational alienation?*
3. *What are the experiences of married women academics with regard to organizational ostracization?*

By examining the experiences of married women academics through these questions, the study intends to contribute to the existing literature about work-family balance and organizational structure. This study is expected to provide valuable insights for organizations, academic institutions, and individuals seeking to better understand and support the work-family balance of married women academics.

Methodology

Research Group

The present study utilized the purposive sampling method with a phenomenological design. A total of 12 married women, who were academics and faculty members in public universities, participated in the study in 2022. Participants' ages ranged between 36 and 41 years, with an average age of 36.25 years. Their professional experience ranged from six to 20 years, and they had been working in their respective institutions for one to 20 years. Participants had a minimum teaching load of 15 to 40 hours per week and worked from home outside of their working hours. While eight participants could allocate time for academic work on weekends, four participants were unable to do so. Regarding the motivation for pursuing an academic career, five participants chose the path independently, four were guided by their undergraduate faculty members, and three were advised by their families. One participant had an arranged marriage, while 11 of them met their spouses through dating. The spouses' educational attainment levels were five undergraduate and seven postgraduate degrees. The average monthly income of the participants was 17,500 TL. Eight of the participants had children, and three did not. One participant was pregnant at the time of the study. The ages of the children ranged from one to 11 years. Seven of the participants lived in the same city as their family of origin, while five of them did not. The level of support received from the family of origin varied among the participants, with three participants reporting no support, while nine participants indicated moderate to very high levels of support.

Data Collection Tool

In the present study, the researchers employed a semi-structured interview form as a method for data collection. To prepare the interview form, the researchers examined factors related to the professional and

family lives of married woman academics, such as the work environment and having children, alongside institutional factors such as organizational alienation and organizational ostracization. Open-ended interview questions were created, with reference to the Organizational Ostracism Scale developed by Abasli and Ozdemir (2019) and the dimensions of organizational alienation specified by Seeman (1967) when creating the institutional factors section. To ensure the suitability of the prepared questions for the study's purpose, expert opinions were sought from a faculty member in the field of Guidance and Psychological Counseling and a faculty member in the field of Educational Administration. Following feedback from the experts, minor revisions were made, and the semi-structured interview form was finalized. A pilot study was conducted with two married woman academics to assess the comprehensibility of the questions, and it was found that the questions were easily understandable.

Data Collection Process

To conduct the study, the researchers obtained permission from the university where they are affiliated. The participants were informed about the study's purpose before the interviews, with their consent obtained prior to the interviews. Participants were informed that they could withdraw from the study at any time without any obligation, their identity information would be kept confidential, and the results would be used only for scientific purposes. Data were shared via WhatsApp with an information text explaining the subject and purpose of the research. Agreement about an appropriate day and time for online interviews was made with married woman academics who volunteered to take part in the study. The researchers conducted the interviews using the Zoom online platform, with interviews lasting approximately 45 minutes. With the participants' permission, the interviews were recorded, and these recordings were transferred to a computer after the interviews.

Data Analyze

The present study employed the content analysis method to analyze the data collected. Initially, the interview records were transcribed and prepared for analysis. To code the data, inductive analysis was used, which entails coding according to the concepts that are extracted from the data. Next, the related codes were grouped together to create themes (Yildirim & Simsek, 2018). To ensure the accuracy of the coding process, a separate code list was created by two researchers working in parallel. Subsequently, the codes obtained were compared and the themes were determined by integrating the results. Any discrepancies between the coders were discussed and resolved by reaching a consensus. Finally, the codes and themes were finalized. In research studies involving multiple researchers, inter-coder reliability is a crucial aspect that needs to be taken into account. It is recommended that inter-coder reliability should be at least 70% in research (Yıldırım & Simsek, 2018). In this study, the inter-coder reliability was calculated using Miles and Huberman's (1994) formula (reliability = number of agreements / (number of agreements + number of disagreements) * 100). The coder reliability between the two researchers was calculated as 95%.

Validity and Reliability Measures

In order to ensure the quality of qualitative research, certain strategies are recommended, such as conducting validity and reliability studies

(Yildirim& Simsek, 2018). Credibility, a fundamental component of qualitative research, refers to the consistency, confirmability, and clarity of the research process and the results. For this study, experts in related fields were consulted to ensure credibility while preparing the interview questions. Direct quotations were also incorporated into the findings. The transferability of research results to similar settings is essential to create an understanding of similar phenomena and processes. To ensure transferability, the method was explained in detail, the purposive sampling method was used, and the data were described comprehensively. Consistency, the ability to look at qualitative research from an outside perspective and the researcher's consistent treatment of research activities throughout the research process, is critical. Similar processes were followed in the interviews with the participants to ensure consistency in this study. Furthermore, inter-coder reliability was calculated during the analysis process. Confirmability is another crucial component of qualitative research. It involves consistently confirming the results reached in qualitative research with the data collected. Meaningful explanations should be presented to the reader within this framework. To ensure confirmability, the interview records were transcribed, codings made by the coders during the analysis phase were recorded, and the notes and inferences created in the reporting were kept by the researchers.

Findings

This study investigated the relationship between the family life, organizational alienation, and organizational ostracism of married woman academics. The data obtained is presented in themes and codes for each question in the text, with three distinct sections to maintain contextual integrity. The first section explores the family life of married woman academics, while the second section examines organizational alienation. The third section covers organizational ostracism.

Part I

This section presents tabulated data about the relationship between the marriage and family lives of married woman academics and their work lives. The data is explained in detail, with a focus on the impact of family life on the work lives of married woman academics. The findings of this study suggest that understanding the family dynamics of married woman academics is crucial to their professional development and success see

Table 1. Findings about the Relationship between Marriage-Family Lives and Work Lives of Married Women Academics'

Theme	Subtheme	Code
Professional Lives of Married Female Academics	Facilitators	Planned work, time management
	Challenging	Physical difficulty of living in different cities with a

		spouse, increased stress, efforts to reduce workload
Academic Life	Positive Development	Career advancement
	Negative Development	Career stagnation and career decline
Working Life with Children	Impact	Increased work stress, difficulty in time management, transition to planned life, increased anxiety about work life
	No impact	No change
Academic Life with Children	Positive Development	Preventive measures
	Negative Development	Career stagnation
Impact of Family Life on Work Life	Child-based Situations	Child getting sick, school, etc.
	Co-Based Situations	
	Root Family Based Situations Subjects Depending on the Situation	Positive and negative
Impact of Family Life on Academic Life	Root Family Based Challenges	
	Peer-based Challenges	
	Supporting Situations	
	Situation Based Challenges	
Academic Women's Work-Family Life Balance	Personal Characteristics	Personal sacrifice
	Preventive Measures	Time management
	Social-Environmental Support	Family support
	Economic Conditions	Receiving support in line with financial conditions
How Academic Women Establish Balance between Work-Family Life of the Women Around Them	Support Resources	Spousal support, family support
	Personal Characteristics	Experience, gender
	Preventive Measures	Planning, making sacrifices, saying no, being result-oriented

This study focuses on married female academics and their marriages. Upon examination of their work lives, sub-themes of facilitating and complicating effects were identified. The former included planned work and effective time management, while the latter included physical difficulty caused by living in different cities from their spouses, increased stress, and efforts to reduce workloads. However, certain participants maintained that marriage was not a factor in their professional lives.

Participant 6 stated, "Following my nuptials, I was compelled to alter my occupational sphere multiple times on account of residing in separate cities from my spouse. This transition was arduous, resulting in a period of prolonged uncertainty spanning approximately three years."

b) After analyzing the academic lives of the participants, they assessed their career progression based on the sub-dimensions of career regression, career stagnation, and career progression. However, this transition was accompanied by stress in their academic pursuits.

Participant 11, noted a decline in their academic life after tying the knot. The responsibility of starting a new family demanded that they allocate more time to their spouse and the household, leading to a de-prioritization of their academic goals. Consequently, they had to delay the completion of their doctoral thesis by a couple of years.

c) By analyzing the effects of having children on the work lives of participants, their views were divided into two sub-themes: being affected and not being affected. Those who reported being affected expressed that they experienced increased work stress, difficulty managing their time, transitioned to a more structured routine, and had heightened anxiety concerning work. It is worth noting that 4 of the participants did not have children.

One individual reported that they experienced a period of brief interruption in their academic productivity following childbirth. This was due to the need to prioritize the demands of pregnancy and early child-rearing. Furthermore, the individual noted that their productivity was further impeded by a lack of available lecturers at their academic institution, necessitating a heavier workload.

d) During the examination of the impact that having children had on the academic lives of participants, two distinct sub-themes emerged: career stagnation and a need for caution when transitioning to a more structured lifestyle. However, a few participants also reported an increase in stress levels. Notably, four participants were not included in this evaluation as they did not have children.

Participant 2 reported that our plans for overseas projects were postponed, and attending conferences with their child restricted their access to sessions. As a result, they reduced the frequency of attending scientific meetings.

e) Analyzing the impact of family life on work life, the study sheds light on various sub-themes, including child-based situations, spouse-based difficulties, situations related to the family of origin, and issues that vary according to each participant's unique circumstances. Additionally, some participants believe that family life has no bearing on their work.

One of the participants, Participant 4, shared that they adjust their class hours according to their child's school schedule, cannot extend lessons, and must schedule student interviews during lunch breaks instead of after class.

f) An investigation into the relationship between family life and academic performance reveals several sub-themes, including root family-based difficulties, supportive situations, spouse-based difficulties, and situation-based difficulties. However, some participants argue that family life has no discernible impact on academic performance.

Participant 5: 'My family is supportive of my academic pursuits. Nonetheless, when my husband and I face difficulties, it becomes increasingly hard to concentrate on my studies. During these periods, I may become irritable and struggle to teach with enthusiasm.'

g) This text examines the sub-themes of personal sacrifice, preventive measures, social-environmental support, and economic conditions in relation to how academic women achieve work-life balance.

Participant 8 shared her personal experience of increasing her work performance through disciplined and systematic work, which resulted in reduced sleep and leisure hours and limited social interactions.

h) The present study aimed to investigate academic women’s’ perceptions regarding the work-life balance of women around them. The findings reveal various sub-themes, including sources of support, personal characteristics and preventive measures. While some participants reported observing a balance in their peers' work and family life, others mentioned the struggle to maintain equilibrium between these two domains. Specifically, the challenge of balancing children, home, housework, spouse's family, and school was highlighted as one of the main issues. For instance, participants who lived in the same city as their spouses reported having a more balanced and calm home life. However, even for those who lived close to their spouses, maintaining a work-life balance was still a challenging task.

Participant 10 noted that while academic women who lived closer to their spouses had a better work-life balance, they still faced difficulties in managing their responsibilities. The study highlights the importance of having a support system, personal characteristics, and preventive measures to maintain a balance between work and family life.

Part II

In this section of the study, data regarding the organizational experiences of married female academics are tabulated and explained, see Table 2.

Table 2. Findings Regarding the Organizational Ostracism Experiences of Married Female Academics.

Theme	Sub Theme	Codes
Communication with Colleagues (Isolation)	Academic Communication	Executive-oriented, professional, cautious, contingent, limited, collaborative
	Social Communication	Social interaction in small groups, protection of personal boundaries, preferential solitude, limited social communication and organizational culture-based sociability
Perception of Threat or Danger (Slight)	Perception of Threat or Danger	Threat to academic promotions Mobbing Slander
	No Perception of Threat or Danger	
	Recognizing Potential Forces	Not wanting to be noticed Partially exhibiting potential Performing below potential

In order to examine the organizational ostracization status (perceptions) of married women academics, their communication and socialization status with their colleagues in the workplace, their perception of danger and recognition of their potential power by their institutions were evaluated.

a) When the communication process with colleagues in the workplace on academic issues is analyzed, the communication codes were manager-oriented, professional, cautious, conditional, limited and collaborative.

Participant 2: ‘The number of friends I can work with is small. In this case, I prefer to establish professional relationships with the people I have social

relationships with, otherwise I withdraw, I don't want to do business together.'

b) When the socialization processes are examined, sociability codes based on social interaction in small groups, protection of personal boundaries, preferential solitude, limited social communication and organizational culture emerged.

Participant 3: 'I don't socialize at all. I don't see anyone except for my three close friends, I spare time for my partner and myself. I prefer to be alone.'

c) When the perception of threat or danger is analyzed, there were sub-themes of perceiving threat or danger and not perceiving threat or danger. The lecturers who perceived threat or danger stated that they experienced a perception of danger especially in academic promotion processes, and were subjected to mobbing and slander. In this process, they stated that they exhibited attitudes such as having a distant attitude, being cautious, preferring open communication and seeking their rights.

Participant 1: 'It happens, sometimes it happens often. There was some effort to look for a loophole. Sometimes this can also be personal. There are times when I have difficulty expressing myself. There are cases of injustice, there are conversations about the conditions of promotion from behind.'

d) When the situations of realizing their potential power are examined, the codes were displaying potential, partially revealing potential and performing below potential.

Participant 8: 'They notice it, but from time to time they try to suppress it and pretend it does not exist, they can ignore it. There are also people who appreciate it.'

Part III

In this part of the study, the data about the organizational alienation experiences of married female academics are tabulated and explained, see Table 3.

Table 3. Findings Regarding the Organizational Alienation Experiences of Married Female Academics.

Theme	Sub Theme	Codes
Participation in Decision Making (Powerlessness)	Participation	Democratic processes
	Non-Participation	Centralized decision-making process
	Partial Participation	
Finding the Work Meaningful (Meaninglessness)	Finding Meaning	Student interaction
	Not Finding Meaning	Teaching
		Career development

Professional Satisfaction (Meaninglessness)	Intrinsic Motivation	Academic productivity, Scientific research, Projects, Personal development, Qualified teacher training Getting support, Being appreciated, Collaboration with colleagues,
	Extrinsic Motivation	Financial support, Student motivation, Corporate culture, Positive feedback from students, Teaching
Compliance with Rules (Normlessness)	Common Harmony Democratic attitude	
Feelings about the Communication Process (Isolation)	Trust	Sincerity Respect Professionalism Prejudice Hopeless, Not understood, Resentment, Exclusion, Being distant, Official communication, Selective loneliness
	Lack of trust	

In order to examine the organizational alienation status of married female academics, participation in decision-making processes, finding the work meaningful and professional satisfaction, compliance with the rules and feelings about the communication process were evaluated.

a) When their participation in the decision-making process is analyzed, the sub-themes were participation, non-participation, and partial participation. The lecturers who participated in the decision-making process stated that the process proceeded in a democratic way, while the lecturers who did not participate in the decision-making process stated that the decisions were made in a centralized manner.

Participant 2: 'I cannot say that I am involved in the general decision-making processes of the faculty because the dean and his deputies actively manage this process themselves. Unfortunately, I have problems in my department in terms of participating in decisions. Seniority can also be effective, but I think they would be more hesitant if I were a man.'

b) When the situation of finding the work meaningful is analyzed, there were sub-themes of finding it meaningful and not finding it meaningful.

Participant 3: 'I find it meaningful, even if there are very few students, it feels very good to be able to touch their hearts and help them. The academic side is also enjoyable, but it doesn't feel meaningful, because we don't do anything extraordinary.'

c) When the professional satisfaction processes are examined, the sub-themes were intrinsic motivation (academic production, academic

productivity, conducting scientific research, projects, personal development, training qualified teachers) and extrinsic motivation (receiving support, being appreciated, cooperation with colleagues, financial support, motivation of students, institutional culture, positive feedback from students, teaching).

Participant 2: "Producing academic products can lead to professional satisfaction, I feel like I have climbed a few more steps. When I meet with administrators or students through various activities, being involved in their processes can provide satisfaction, I can obtain professional satisfaction."

d) When their compliance with the rules is analyzed, the sub-themes of mutual compliance and democratic attitude emerged.

Participant 3: 'It is independent of me, I have never participated in the process of creating these rules, the decisions are made. There are no systematic rules.'

e) When the emotions they felt during the communication process are examined, the sub-themes were trust and mistrust (prejudice, hopelessness, not understood, anger, exclusion, being distant, cold communication, selective loneliness).

Participant 9: 'In general, it is a distant, formal, and cold communication, and the feeling I feel is doubt and, I think, anxiety.'

Discussion and Conclusion

This study reveals that both facilitating factors and challenging factors impact academic women's work lives after marriage. These factors may vary depending on the participants' other conditions, such as the characteristics of the work environment, family, and personal factors. Moreover, the study found that academic women's careers experience a decline after marriage, which is supported by previous research (Belkis, 2016; Karakuş, 2016; King, Botsford, & Huffman, 2009; WolfWendel & Ward, 2006). One of the primary reasons for this is the prominence of women's roles as "wife" and then "mother" within the marriage system. Additionally, the perspective of "you are married now, focus on your home and family" can be effective both internally for a woman and from her social environment. The study also revealed that having children "significantly increases the stress of academic women, creates difficulties in time management, and therefore women have to make efforts for a planned life." This finding is supported by much research (Belkis, 2016; Karakus, 2016; King, Botsford, & Huffman, 2009; Wolf-Wendel & Ward, 2006). Especially with motherhood, academic women's "unpredictability and responding to constant demands" can bring emotional difficulties (Toffoletti & Starr, 2016). The study also found that situations related to spouse and family of origin can also lead to such outcomes. Previous research showed that spousal support, such as the division of labor and understanding about household responsibilities, increases marital adjustment. However, the effects of the "patriarchal system" are still determinant in family environments (Cakir & Arslan, 2018; Dikmen & Maden, 2012; Erzeybek & Gokcearslan-Ciftci, 2019). The study reveals that women experience familial problems, such as "traditional roles imposed on them, family problems with working hours, lack of moral support from family, psychological pressure from family and relatives, lack of empathy between

spouses who are not from the same profession, and gender discrimination" (Aybek, 2023). When it comes to establishing a balance between work and family life, personal characteristics, such as personal sacrifice, preventive measures, such as time management, social-environmental support, and receiving support in line with financial conditions, are mostly effective. Academics seek solutions to achieve this balance and often use the method of "personal sacrifice" or "sacrificing personal time." Additionally, academic women develop skills in "goal-oriented working and time management" to establish a work-life balance (Belkis, 2016; Kucuksen & Kaya, 2016). When asked how they think women around them establish the balance between work and family life, women academics' answers revolve around sources of support, such as spouse support and family support, personal characteristics, such as experience and gender, and preventive measures, such as planning, making sacrifices, being able to say no, and being result-oriented. This result indicates that both the woman academics and the women in the same profession around them have similar conditions, which can be explained by socio-economic and cultural factors. Finally, the study analyzed married woman academics' feelings regarding this issue and found positive (being safe, negative (insecurity, social role inequality, prejudice, burnout, being wronged, angry, unhappy, sad, confused), and neutral sub-themes.

When the opinions of married female academics regarding the decision-making process are examined in the study, the central management-oriented decision-making process and a sense of communication based on distrust prevail. In addition, female academics found teaching activities meaningful and demonstrated a democratic attitude in the process of complying with the rules. In this respect, female academics' perceptions of organizational alienation are negative in the powerlessness and isolation sub-dimensions. It was concluded that the scores were positive in the meaninglessness and normlessness sub-dimensions. The perception of organizational alienation among female academics is influenced not only by workplace support mechanisms but also by the support provided by spouses and family members. Research indicates that emotional and practical support from these individuals significantly alleviates feelings of loneliness and powerlessness in the professional environment (Özdemir & Yıldız, 2021). A supportive family structure serves as a vital protective factor that aids female academics in overcoming challenges within their careers and enhances their sense of belonging to the organization (Kaya & Demir, 2022). Nonetheless, it is essential to recognize that traditional gender roles often impose additional responsibilities on female academics in achieving a work-family balance, which may exacerbate their perception of organizational alienation (Arslan, 2020). Recent studies reveal that spousal and family support is intricately linked not only to emotional well-being but also to academic motivation and performance (Çelik & Aksoy, 2023). Consequently, it is imperative to acknowledge the critical role of social support networks, in conjunction with the resources of academic institutions, in mitigating organizational alienation. When the studies about organizational alienation are examined, studies in which comparisons were made based on demographic variables came to the fore. In their research with academics, Coban, Yildirim and Caz (2019) concluded that academics' perceptions of organizational alienation do not differ according to "gender". In the relevant literature, no studies were found that directly examine the organizational alienation of female

academics. The research conducted generally covers private sector employees or teachers. In studies conducted with teachers, it is generally seen that male teachers have a higher level of organizational alienation (Dagli & Averbek, 2017; Emir, 2012). This situation is explained by the fact that male teachers spend less time on professional collaboration and socializing with colleagues (Emir, 2012). Atmaca (2020) concluded that teachers' perceptions of alienation from the profession did not create a significant difference in terms of gender. In their research conducted with female teachers, Inandı, Tunc and Rehber (2018) concluded that family obstacles and gender stereotypes, school-environment obstacles, educational status, age, working hours, economic reasons and marital status impact the powerlessness and meaninglessness dimensions of organizational alienation. Abu Saa and Abu Samra (2019) concluded in their research that the reasons for academics' organizational alienation are "lack of appreciation for their success" and "lack of incentives offered to academics by university administrations". In the current study, the fact that female academics' perceptions of alienation are negative in the powerlessness and isolation sub-dimensions is because the processes related to these dimensions are outside the direct control of women. It is thought that the negative evaluations of female academics, especially on the sub-dimension of powerlessness, may undermine their belief in their professional competencies and create obstacles in their career development. In addition, it is predicted that the sense of isolation felt by female academics may cause them to move away from the nature of academic life that requires "cooperation, exchange of ideas and social interaction" and this situation may damage their professional identities. The positive perception of the meaninglessness and normlessness sub-dimensions can be explained by the fact that the processes related to these dimensions include processes that women can manage themselves. Additionally, this situation can also be explained by professional status. The status of female academics prevents their perception of professional alienation from being negative in the meaninglessness and normlessness sub-dimensions.

When the organizational ostracization perceptions of married female academics are examined in the study, their communication and socialization on academic issues with their colleagues at work is limited. In this regard, female academics are exposed to behaviors in the isolation dimension of organizational ostracization. In addition, female academics stated that they perceived threat or danger, especially during academic promotion processes, or that they were exposed to behaviors that could be considered in this category. In other words, female academics are exposed to behaviors in the slight dimension of organizational ostracization. This situation can be explained by the culture in universities where female academics work, the environment in which they work, their perspective on women, and the management structure of the universities. Similar to the research results, Öner and Akyol (2022) concluded that academics' perception of organizational ostracization is at a high level, but they stated that academics' perceptions of organizational ostracization do not differ according to gender, age, institution, professional seniority, education level, length of service in the institution and title. Bilal et al. (2020) concluded that faculty members who bend the rules and procedures to improve business practices in their departments and increase student satisfaction are exposed to organizational ostracization. They also

concluded that faculty members with qualified academic backgrounds cause organizational ostracization due to being viewed with jealousy by the department head and colleagues. Erdemli and Kurum (2019), Uslukaya and Demirtas (2020), and Yakut and Yakut (2018) concluded that gender is an important determinant of organizational ostracization. Zimmerman et al. (2016) concluded that academic women have a higher perception of organizational ostracization than male academics.

Limitations and Recommendations

This study focused on the perceptions of married female academics, yet it has some scientific limitations. First, the research results are confined to the perspectives expressed by the participants who were included in the research group. As the study was conducted with married women academics in different provinces, the data collection method employed online interviews. This may have contributed to participants becoming distracted and tiring more quickly than they would have in face-to-face interviews, thereby limiting the extent to which psychological data could be collected, particularly when accompanied by nonverbal cues. Moreover, despite the study's examination of organizational alienation and ostracization perceptions of female academics, there is no existing literature that has directly investigated these issues within this population. Thus, the study drew on research conducted with teachers to inform its findings. Although this study provides valuable insights into the experiences of married female academics, it is limited in its scope. Repeating this study with unmarried female academics may reveal the effects of different variables on organizational alienation and ostracization perceptions. Furthermore, future research should compare the experiences of married women with and without children in relation to family life, organizational alienation, and organizational ostracization. Given the limited research available on these issues among female academics, further studies are needed to enhance our understanding of these significant topics. Also, the findings of this study possess considerable implications for academic institutions and policymakers. The experiences of organizational alienation and ostracism reported by married female academics emphasize the urgent need for the establishment of gender-equal and inclusive policies within the workplace. It is essential for academic institutions to acknowledge the challenges encountered by female academics and to implement supportive measures that promote work-life balance, such as flexible working hours and options for remote work. Additionally, the creation of leadership programs and mentorship systems aimed at fostering gender equality is imperative. Such initiatives have the potential to strengthen the organizational commitment of female academics and mitigate feelings of ostracism. Future research should evaluate the efficacy of these measures, thus providing policymakers with critical insights for enhancing the experiences of female academics.

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