

The Perspectives of Academicians on Academic Jealousy

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Abstract

The aim of this research is to determine the reasons for academic jealousy experienced in universities and to reveal possible solutions to reduce academic jealousy. This research has been carried out in the framework of the qualitative research approach. The study group of this research consists of 8 academicians working at xxx University for the 2020-2021 education year. A semi-structured interview form has been used as a data collection tool in the research. Academicians' perceptions of academic jealousy are defined under two headings as individual jealousy and institutional jealousy. The participants' thoughts on the causes of academic jealousy are incompetence, inner failure, competition, and personal reasons. To reduce academic jealousy, the participants have offered the following solutions: policy-science culture, encouragement-cooperation, primary school education, competence, and sanction. The researchers have concluded that unless academic jealousy ends up or reduce, universities will lose high-quality academicians as time goes by.

Keywords: Academic jealousy, Causes of academic jealousy, Solutions.

Introduction

There are emotions and actions that have been going on since the first day of humanity. One of them is undoubtedly jealousy. Although jealousy is perceived as distrust and a psychological disorder, evolutionary psychologists have suggested that jealousy has a structure obtained over time and preserves love (Demirtas, 2002). According to the Turkish Language Association (TDK, 2011), jealousy is defined as a "negative attitude when someone shows superiority or thought that a loved one is interested in someone else, envy, annoyance."

The terms "jealousy" and "envy" in Turkish are generally thought to have the same meaning. However, these two concepts are used for different purposes. According to the Turkish Language Association (2011), envy is more often used and expressed as not standing. Envy is mostly defined as the desire for something in the hands of another individual but not in the person's hands and the deprivation of the person who has that thing. Jealousy is expressed as the fear of losing something that exists (Özdemir, 2018).

Jealousy at work is defined as the integrity of emotions and behavior caused by the fact that a person sees himself in inadequate and inferior positions due to a comparison related to their work. This employee's ongoing jealousy may also arise from the anxiety of losing some positive (position, authority) situations in the workplace. Anxiety and feelings of loss also bring about a competitive situation in the workplace. A person sees the person they are jealous of as a direct or imaginary threat to his opponent who works with another expression (Vecchio, 2000).

Academic jealousy is an important issue frequently encountered in universities that benefit society and undertake science duties such as information loaders. The abundance of elements (rival, ambition, promotion, authority, career, etc.) that can constitute the foundation of jealousy explains the importance of jealousy in academic organizations. This emotion, which causes destructive consequences, is seen in the individual's own life and business. However, although there has been a striking increase in the number of studies on the psychological dimensions of organizations in recent years, it is observed that there are not enough studies on jealousy (Özdemir & Erdem, 2020).

The concept of jealousy is one of the study topics of psychology, sociology, and theology. Jealousy, which brings a mixed state of emotions and thoughts, is located on both individual and social negativity. The concept of jealousy is one of the emotions that have the potential to consume the individual. This situation also brings negativity with it in daily life (Özdemir, 2018). Taştan and Küçük (2019) express that one of the factors affecting productivity is jealousy in their scientific writings explaining work behaviors contrary to productivity, state social comparison, especially between individuals, reveals the feeling of envy and stimulates the feeling of inadequacy in the individual.

The feeling of jealousy that persists in institutions from the past to the present, especially the competition combined with the component, emerges. This feeling brought about by social comparisons reveals that increases the individual's anxiety to continue their success, fear of emerging behaviors that the institution regards positively and desire the upper position and the status concern (Üçok, 2019).

The concept of romantic jealousy, one of the varieties of jealousy, is included in life with examples. For example, according to a report reflected in the media, at a school in Antalya, the feeling of jealousy between two teachers saying 'You looked at my husband' resulted in advanced classroom distress, such as shouting and yelling, ultimately resulting in a fight. As a result of the physical intervention of the two parties to each other, the incident was closed with solving the problem by was caused by the Provincial Director of National Education (www.memurlar.net).

Another type of jealousy is sibling jealousy. For example, he was reflected in the national media, according to a report, an older sibling, one of the two children of the family living in Antalya, citing that they are more interested in his younger brother and confessed that he willingly killed his 8-year-old brother. They know well said that his father did not care for his older brother and did not love him. The boy who killed his brother has admitted without offering another sentence, adding that his father loved his younger brother very much (www.sabah.com.tr).

As a result, jealousy, which is not only experienced in everyday life romantically or between siblings, is also a reality that is frequently encountered in workplaces. In this context, although jealousy experience has been gained in almost every environment, it is important to do the relevant work on this subject to address a subject that is not mentioned much in the field of educational science and especially higher education.

Literature Review

When the related literature is examined, the types of jealousy are listed as romantic jealousy, sibling jealousy, and workplace jealousy. In addition to the types of jealousy, academic jealousy is also discussed in the literature review (Özdemir, 2018; Özdemir & Erdem, 2020).

Romantic Jealousy

Romantic jealousy emerges by creating a threat approach to a relationship and generates hatred and the desire to harm. Romantic jealousy is an irregular reaction that occurs in romantic and hand-held relationships against negative attitudes made or predicted for this relationship (Pines, 2003).

When jealousy is examined internally, the person's thoughts sustain and grow in their inner world, revealing themselves either in small sentences or physically. Internal thoughts may include feelings that they grow in his/her inner world, such as self-blame, comparison with others, self-pity. Physical negativities arise due to the growth and inability of these emotions to be expressed within the individual. These negativities; rashes, excessive sweating, itching, tremor attacks, rapid heartbeat, and blackout of the eyes (Silva, 1997).

Sibling Jealousy

From the moment children are born, they feel the love they receive from their parents, with a sense of belonging. When a new member joins the family, the first feeling felt is a wave of intense anger. In addition to anger, there are feelings of pity and sadness. Until the sibling is born, the young child shows indifference towards the mother and alienation. These feelings give rise to the idea that with a newborn brother's arrival, the mother will be deprived of her love. The younger sibling does not share family members until he reaches his age, and jealousy grows (Thompson, 2004). The older sibling, who feels special, begins to lose the feeling of being special. The child here wants to reflect their negative feelings towards their family to their sibling. However, they are not aware that these feelings are against their family. As a result of sibling jealousy, negative consequences such as aggressive attitudes towards siblings, beating or harassing siblings, harming other objects, drinking drinks from the baby's bottle, and wetting the bed occur (Karataş, 2009). If the family wants to see a doctor with their children due to jealousy, jealousy is not discussed. Due to the haphazard development of these negative behavior times, what the older sibling will do is not predicted. In some cases, the family's failure to help the elder sibling on these issues causes permanent psychological damage in childhood and adversely affects their development. It is suggested that the best way is to explain the family life about the family's obsession with the elder sibling and to create a healthy environment by instilling the awareness of brotherhood (Dağcıoğlu, 2018).

Workplace Jealousy (Organizational Jealousy)

Emotions that directly affect feelings in life, make a person human, and exist with a person in all aspects of life are also encountered naturally at work. In recent years, the sense of jealousy involved in research has opened new areas, bringing the curiosity about how jealousy at work affects the organizational structure and what it leads (Özkalp, 2013).

While positive emotions increase performance and efficiency, negative emotions come with their failure to bear the burden of responsibility, which negatively affect the organization, and it causes them

to disappear into negative emotions. It is thought that there are negative emotions that the individual is in or that take over the individual, as the building block of thoughts, organizational conflicts, occupational burnout, psychological depression, etc. It is crucial for the efficiency of the institution that individuals focus on their work. Although negative emotions affect all these factors, they are more common in business life than competition. For this reason, it is more common in recent studies on negative emotions in the workplace (Töremen & Çankaya, 2008).

Competition, which causes the concept of jealousy, also leads to a state of comparison. A person tries to identify himself by comparing himself with another person. A jealous person either tends to eliminate the comparison by starting to work more or resort to ways such as blocking an individual's work, digging a well, or slander (Özdemir, 2018).

In institutions, feelings that are felt internally or stored in dual relations have been kept secret. As a result of these dual emotions or internal reckoning, stress occurs in individuals. Individuals who strive to adapt, develop, and increase negative emotions between individuals get into a sense of competition (Üçok, 2019).

One of the factors that should be considered in workplace jealousy is the stress factor. Expenditure concerns arise in institutions where institutional resources are insufficient, and the rules of the promotion system as a title are not obvious. As an effect of this situation, employee status concerns begin. By improving the self of an employee who is below the title, its progress evokes the idea that the status and authority of individuals with high titles within the institution will be endangered. As a result, this competition is perceived as a 'threat' in individuals' jealousy leads to inhibition of collaborative work (Dogan & Vecchio, 2001).

Academic Jealousy

The concept of academic jealousy, which emerged as one of the concepts that lead to emotional problems, emerges from both the increase of individuals in institutions depending on the increasing population and the integration of jealousy by reflecting the competition in these institutions' business environments. However, it indirectly reveals

the diversity of variables or variables contained in many definitions and concepts. Looking directly at the concept of academic jealousy, that is realized that a real measurement tool is not possible. As a result of a lack of clear measurement, this understanding is seen as a lack of necessary attention and research (Cabra, Talbot & Joniak, 2007).

One of the benefits of measuring the concept of jealousy alone is to determine some points that need to be related to the subject in research or measurement extensions for this concept, and it is desired to contribute to the formation of competent research addressing these points. It is thought that the determination of this level of jealousy in the individual can serve to research to enlighten many issues such as the individual's education, institution, organizational structure, relationship with peers and colleagues, etc. Considering all these concepts and their relationships, it is thought that the academic jealousy measurement tool, which their levels can make, is applicable from students at the lowest level to institution administrators (Koçak, 2019).

Purpose of the Research

The purpose of this research is to examine why the concept of academic jealousy exists in universities, which are centers of scientific studies, and what can be done to prevent academic jealousy. In this direction, the answers to the following research questions were sought to reach the relevant purpose:

1. What is the definition of academic jealousy?
2. What are the causes of academic jealousy?
3. What should be done to reduce academic jealousy?

Method

Under this heading, the research method, the design of the research, the study group, the researchers' roles, and the collection and analysis of the data were included, respectively.

Research Method

This research has been carried out around the qualitative research method. The qualitative research method is the method that emphasizes the examination of perceptions and actions in their natural environment and understanding in a realistic perspective. It provides advantages such as presenting ideas as they are and allowing the researcher flexibility (Yıldırım & Şimşek, 2018). Although it is an action that places the observer at the center, it consists of various materials and interpretative practices by making life problems visible (Mertens, 2010).

Research Pattern

This research has been organized by using phenomenology design, one of the qualitative research designs. Phenomenology design is a process that progresses to make meaningful events that we encounter in daily life but cannot fully grasp (Creswell, 2018). Also, the phenomenology pattern provides a basis for studying problems encountered in daily life but cannot be fully understood (Yıldırım & Şimşek, 2018).

Study Group

The study group was determined using the simulated sampling technique within the purposeful sampling method's framework. With this technique, it is to define a subgroup to create a small, similar sample (Yıldırım & Şimşek, 2013). In studies conducted within the phenomenology pattern, data sources are selected from individuals and groups who have experienced the study subject (Büyüköztürk, Akgün, Karadeniz, Demirel, & Çakmak, 2018; Creswell, 2018). Considering these situations, the study group consists of 8 people belonging to the same profession, determined by the "Analogous Sampling" technique within the framework of a purposeful sampling method. The demographic information of the participants is shown in Table 1.

Table 1: Demographic Information of Participants

	Education Level	Title	Field of Science	Year of Seniority
Participant 1	PhD	Assoc. Prof. Dr	Social Sciences	11-15
Participant 2	PhD	Assoc. Prof. Dr	Health Sciences	16-20
Participant 3	PhD	Assoc. Prof. Dr	Social Sciences	16-20

Participant 4	PhD	Ass. Prof. Dr.	Social Sciences	20+
Participant 5	PhD	Ass. Prof. Dr.	Social Sciences	6-10
Participant 6	PhD	Research Assistant	Social Sciences	6-10
Participant 7	PhD	Ass. Prof. Dr.	Science	20+
Participant 8	PhD	Ass. Prof. Dr.	Social Sciences	6-10

Researchers' Roles

The first researcher has worked for four years in institutions affiliated with the Ministry of National Education. Later, he transferred to the university and worked as an academician for more than seven years. The researcher witnessed some incidents of academic jealousy in both institutions. For this reason, he felt the need to work on academic jealousy.

The second researcher started his graduate education after graduating from xxx University Classroom Teaching Department and concluded that academic jealousy was observed in his environment and school environment both in his undergraduate and graduate education. In this context, he has examined some studies in the literature about academic jealousy and causes academic jealousy. As a result, the researcher decided to do this study to reveal the reasons for academic jealousy and solutions to academic jealousy.

Collection and Analysis of Data

The research data has been collected by semi-structured interview method with academicians who have different sections in October-November 2020. The researchers have been decided to use this method together first-hand the perspectives and experiences of the academics involved in the study. In semi-structured interviews, some questions are shaped according to the interview, while some questions are prepared in advance (Patton, 2010).

A semi-structured interview has been carried out within the framework of the interview form prepared in advance. To ensure the validity of the interview questions, the opinions of two expert academics working at the university have been applied. Also, preliminary interviews have been conducted with two academics to determine the interview questions' intelligibility before the relevant interviews have been conducted. At the end of the process, the final version of the interview questions has been obtained. Before the interview, it has been contacted with the

academics, the academics have been visited, and information about the subject has been made. Each participant has been given an interview form, given a few days to think about the questions. At the end of this period, they were again about the future given information of the researchers. Meeting with academics at the agreed time, day and place have been arranged, and the names of the participants confidential are coded in the form of the participants P1, P2, P3, etc...

Before the interview has been started, some demographic information has been obtained from the participants. Besides, questions related to the research for academics and additional questions included getting more detailed information by making the participant talk more, provided that they do not go beyond the purpose of the study that will help elaborate these questions. Yıldırım and Şimşek (2018) stated that the probes obtained during the interview made the data more detailed and enriching.

The interviews have been conducted face to face, and the researchers interviewed by paying attention to the points suggested by Kvale (1996) to increase the quality of the interview. These issues can be listed as taking care that the answers do not deviate from the purpose of the research during the interview, taking voice recording and notes during the interview, paying attention to the longer and more detailed answers compared to the questions, obtaining rich and deep answers, and not making any intervention in the answers given by the individuals involved in the study.

To avoid any data loss in the interviews, the interviews were recorded with the participants' consent. Each interview lasted between 20-45 minutes. These recorded data are numbered and converted into text.

A descriptive analysis technique has been used to analyze the data. The reason why this technique is used in the research is that the descriptive analysis technique allows it to be summarized and interpreted

according to previously determined themes in the analysis of the obtained data (Yıldırım & Şimşek, 2018). In this context, the data obtained have been analyzed in four steps. These are;

1. First, a framework for data analysis has been created by considering the interview questions. It has been determined which themes the data obtained according to this framework will be planned and put forward.
2. The data have been arranged according to the framework created, and some of the data obtained has been excluded from the study because they were acted accordingly.
3. The edited data has been supported by direct descriptions. Attention has been paid to the comprehensibility of the data.

4. Finally, by explaining the identified findings, the cause and effect relationships between them have been explained.

Findings

The obtained findings have been analyzed sequentially according to the research questions under the purpose of the research.

Perception of Jealousy Academic

The study's first research question is "What is the definition of the concept of academic jealousy?" and participants' answers to this question have been analyzed. Accordingly, the participant academicians have perceived it as individual jealousy and institutional jealousy. These are shown in Table 2.

Table 2: Definition of the Concept of Academic Jealousy

Jealousy	f	%	Sample Sentences
Individual Jealousy	8	53	"...In other words, if the person is not at peace with herself/himself, does not accept herself/himself as she/he is if she/he is aware of her/his shortcomings, the feeling of jealousy also arises automatically. ..." (P1)
Institutional Jealousy	7	47	"...It is a negative situation that a person's academic qualities are on the opposite side, which arouses the desire to have himself/herself. Of course, it is a little more than jealousy. As far as I understand, academic jealousy can be harmful to a person...." (P2)
Total	15	100	

Considering Table 2, academicians' definition of the concept of academic jealousy, it is observed that 53% defined it as individual jealousy and 47% as institutional jealousy.

Individual Jealousy

Regarding the meaning of the word academic jealousy, the question has been asked: "What is the definition of the concept of academic jealousy?" to the participants. Accordingly, the participants used the concept of academic jealousy as inability, mental illness, weakness, envy, and ambition.

One of the academicians explains academic jealousy with the definition of a human character inadequacy, weakness, and deficiency perception by the following statement:

"It is a state of emotion that you do not have but think you have in someone else and that the absence of you creates sadness, pain, and sorrow

in you. In other words, as people generally do not look at what they own and what they have, as they see the possibilities of people who have more opportunities than themselves because I do not have them but someone else, I can define their deficiency as the emotional state that emerges in the face of excess in others ..." (P1).

In a similar vein, another academician refers to the weakness in the feeling of jealousy by saying:

"To me, jealousy is the feeling of being unhappy with someone else accessing something that is beyond one's own. You see a person achieves something, and you want to achieve it, but you fail. When you fail, you cannot support yourself, "How can he succeed?" It's a kind of feeling about self-contempt for me. And I think it's also a weakness. In other words, an emotional state that indicates that a person is weak, I think jealousy..." (P8).

One of the participants uses the following description as jealousy "... Inability to tolerate material and spiritual elements that someone else has..." (P2). Similarly, another one took attention to not being able to tolerate the following sentences:

"... When a person sees in someone else what he wants to achieve in himself but cannot get it, he cannot attract it. He wants to get it but cannot get it. Maybe not trying, not working. But he says, without doing anything, "Why does this not exist for me?" But he doesn't know how he got it ... " (P4).

Institutional Jealousy

Regarding the meaning of the word academic jealousy, the question has been asked: "What is the definition of the concept of academic jealousy?" to the participants. Accordingly, the participants have defined academic jealousy as gossip, competition, frustration, and negative attitude. For instance, an academic emphasizes dent in academic jealousy by the following statement:

"...Academic jealousy begins as soon as people who have entered the Academy become aware of their academic inadequacy. In other words, if they see someone better than themselves, it is an expression of their losers in their lives or their weaknesses in this academic sense that they have experienced. Along with academic jealousy, a person in an Academy fights more with himself

than with outsiders. I think an academic who experiences academic jealousy suffers more in his inner world. Because maybe he can insult you, criticizes you because he's jealous of you, but he won't talk to you, but when he's alone with himself, he's doing more deep-tracked fights with himself in his world than he's fighting with you. Therefore, people who experience academic jealousy are unhappy individuals..." (P1).

Another participant expresses their thoughts as followingly:

"... It has a positive side if it does not harm the other party within certain limits or if it does not cause a problem in society's social environment, but in academic jealousy, this is reflected in the working environment. There is an attack of the person against the person. There are negative attitudes. A process such as cornering the person with academic jealousy is being implemented ... " (P2).

Causes of Academic Jealousy

As the second research question of the study, the participants have been asked, "What are the causes of academic jealousy?". Accordingly, the academicians participating in the study have stated that they perceive the reasons for academic jealousy as 1. Incompetence, 2. Inner failure, 3. Competition, and 4. Personal reasons.

Table 3: The Reasons for Academic Jealousy

	Cod	f	%	Sample Sentence
1	Incompetence	8	33	"...To be clear, weakness of human feelings ... " (P4)
2	Inner failure	8	33	"...I think one of the biggest reasons is that a person has one or more inner incompleteness ... " (P7)
3	Competition	4	17	"...The desire, anxiety, not to lag behind the people he sees as rivals. I think things like this can lead to academic jealousy ... " (P6)
4	Personal Reasons	4	17	"...I think there are personal reasons. My opinion is that such people are not at peace with life and themselves. For example, another observation of mine is that these people are not happy in their family life either..." (P2)
	Total	24	100	

Considering Table 3, 33% of the academicians listed the reason for academic jealousy as inadequacy, 33% as an inner failure, 17% as competition, and 17% as personal reasons.

Incompetence

Almost all participants emphasize that an individual's inadequacy has an important place in academic jealousy. For example, one of the academicians expresses this situation with the

following words:

“... Inadequacy, inability to suffer, lack of human qualities, lack of spirituality, inner failure, inner unhappiness, inner unmotivation, seeing beautiful things that are not in oneself but someone else and embarking on negative feelings. Therefore, jealousy emphasizes other factors besides the inadequacy of academic jealousy with the words “The efforts to discredit the person with whom he lives...” (P1).

Another academic who supports the above participants by the following words:

“... Not being able to produce, not to do, not to obtain. If you want an academic title but can't get it, whatever you do, you feel jealous. If you cannot produce what you produce, you will feel jealous. You can envy; this will lead you to success. It is not possible to get rid of this feeling where there are people...” (P4).

Inner Failure

Most of the academicians participating in the study stated that the person's internal failure is of great importance among academic jealousy. For example, one of the participants explains their thoughts by the following words:

“... I think it is a situation related to the self-control of the person, his belief in himself. I think an academic won't be jealous if he trusts himself, thinks he's hardworking and doesn't need others. But if an academician sees some things lacking in himself, thinks that he cannot do some things if he is not self-confident, this leads to academic jealousy...” (P6).

In a similar vein, another academic mentions as followingly:

“... Although sometimes this creates negative feelings towards that person, I usually try to take that person as a role model. By asking questions like; How did he do it? What did he pay attention to?. I try to understand these to be beneficial for my personal development. Because my focus in this business is always on myself. There is no other. You can't do much to someone else; it doesn't help me because there is always the better of the good...” (P5).

Competition

Some academicians participating in the study stated that competition is effective among the causes of academic jealousy. For example, an academician emphasizes the problems caused by competition by the following sentences:

“... The associate professorship exam is the wrong stage. Suddenly, everybody is looking down on everybody. This is what someone else has done. When he becomes an associate professor, he is a professor. When he becomes a professor, is it him or me? Is it me or him to be the Dean? This time, the battles for office begin between the title. Until he becomes an associate professor, the battles for becoming an associate professor begin. Everyone controls each other's worth. Is it true or false? Here are any other errors? Is his number score more than mine? It is always such an urge to rise, a desire to rise. Unfortunately, it leads one to envy and jealousy...” (P3).

Another academic criticizes the concept of competition by looking at it from a different perspective followingly:

“... You have to compare it this way. It should be compared in terms of the work done and the wages received. I ask this: How many international projects does your university have? How many national projects does it have? How many international publications does he have? How many international references are there? How many international books does he have? If there is none of this, is that just giving this money to teach? Then there should be no professors; everyone should be lecturer. Why is there a professor? ...” (P8).

Personal Reasons

Some academicians participating in the study emphasized that personal reasons are at the forefront in the concept of academic jealousy and that this causes the concept of academic jealousy. For example, one of the academicians expresses the situation with the following words:

“... I think there are personal reasons. So, my observation is about such people; they weren't at peace with life. They were not at peace with themselves. Such as, my other observation is that

these people were not happy in their family life either. For example, the associate professor I said was a woman and not a happy person with her husband and children. He was way ahead of me in terms of age. For instance, this person was not happy in the environment of friends. As far as I can see, they are not generally good communicators. I think that jealousy reflects both on his social environment and his own characters...” (P3).

Another academic supports the above statements by saying:

“... So how are the social aspects? There are some of them looking in front of them. He is neither greeting nor chatting. What is this man like to his students if this is to his colleagues?

So, once he is at war with himself. Therefore, mentally healthy individuals should be brought to the academy once...” (P1).

Suggestions for Solving Academic Jealousy

As the third research question of the study, the participants have been asked, “What should be done to reduce academic jealousy?”. The findings of the participants are given below. Accordingly, the solution suggestions of academicians to reduce academic jealousy are listed as 1. Policy-Science Culture, 2. Encouragement-Cooperation, 3. Childhood and Primary School Education, 4. Competence, and 5. Sanction.

Table 4: Suggestions for Solving Academic Jealousy

	Cod	f	%	Sample Sentences
1	Policy-Science Culture	6	30	“...Once it should be turned into a state policy. People enter the universities, even if they do nothing, their files are renewed every 2-3 years. This happens annually for the lecturer, and every 2 years for the doctor lecturer, previously every 3 years. It is enough for the person to make a small publication. Now, there is nothing forcing people to work...” (P1)
2	Encouragement-Cooperation	5	25	“...The inner state of the person can change the current title or incentive status. We can make improvements on these systems.” (P6)
3	Childhood and Primary School Education	4	20	“...We must teach not to be egoistic and not to act by seeing people as competitors ...” (P4)
4	Competence	3	15	“...You will not assign academic staff according to the, the union they belong to, the community they belong to, their ethnic identity, and their religious sect...” (P8)
5	Sanction	2	10	“...Secondly, there must be a sanction against those who are jealous in the academic community and exhibit harmful attitudes towards the other side. These can happen because it is not an institutional structure. A teacher in the department can harm a student. However, if that department had certain rules and a control mechanism, if there were a process that could prevent the professor's negative attitudes towards him in this way, I think that they would be overcome...” (P2)
	Total	20	100	

Considering Table 4, the participants have recommended the following suggestions for reducing academic jealousy as 30% for creating a policy-science culture, 25% for encouragement-cooperation, 20% for childhood and primary school education, 15% for competence, and 10% for sanction.

Politics - Science Culture

Most of the academicians participating in the study argued that a systematic policy and science culture should be established to reduce academic jealousy. For example, a participant expresses their policy-science culture solution proposal with the following words:

“...What can we do? We can circulate. Let’s say we have to change places of the professors in the academy every ten years or in 5 years. They should be relocated, not gravel staff. If he wants, he can go earlier, but he should move to another university within ten years at most. Here, for example, you should make a choice. For example, it made ten choices, just like in National Education. The places they prefer are also included. In this way, we must change places of the teachers in the academy. We must provide circulation. Otherwise, the man says, “I’ve been here for 30 years.” What did you do to the country? They don’t do anything; I think it’s a shame... “ This expresses the applicability of a different system with his words (P1).

Another academic looking at the subject from a different perspective emphasizes that the doctorate culture should be made better quality by the below statement:

“... I believe that the entry, education process and graduation stages of the doctorate, master’s degree and especially the doctorate are very serious, heavy and high-quality difficult process, except that it someone else is a is simply a matter of teaching staff and professorship. If that happens, no one will be sure to question why professor or an associate professor. The issue is about the doctorate... “ (P3).

Encouragement-Cooperation

Most of the participants stated the need for academic encouragement and cooperation to reduce academic jealousy. For example, one of the participants emphasizes that there should be a joint study plan in universities by stating:

“... For example, if I were the rector in a private university, I do not know if this can be in a state university; I would assign each department the task of writing 3 European Union Projects in a year, regardless of whether it is rejected or accepted. I want the lecturers in the department to be grouped within themselves; if they do not want to be grouped, I will do it randomly. That way, it’s not just jealousy among people about writing articles. If they know each other and work together, if they do not want to work, they leave

the private university and move on to another university ... “ (P1).

Likewise, another academic states that there should be a cooperation process with incentives by saying:

“... Promoting publications or promoting projects. Maybe a corporate culture will be created. Everyone starts to produce. Or if teams are formed. If I am a manager, let’s talk to education faculty. Friends, this year’s theme is gifted. Do projects about gifted people. I will allocate a project budget for you, but the projects will be interdisciplinary. For example Teaching mathematics to gifted students. What will happen here? Both people who study mathematics and people who work with gifted people will have to work together... ” (P8).

Childhood and Primary Education

Some of the academicians paid attention to the importance of primary school and childhood education on jealousy. For instance, one of the academicians emphasizes the necessity of primary school education by the following statement:

“... This is a situation that comes from childhood. In other words, the success of a person, being an associate professor, professor, or success in other fields does not eliminate that jealousy. As in the previous example, he can feel such jealousy towards individuals who come after him. He may feel jealous in academic terms of a person at a very low level of himself. I think there should be individual training... ” (P2).

In support of this statement, another academic stresses the effect of education on a character by saying:

“... Therefore, I think education should be given in primary school. Because jealousy already leads to academic jealousy. If someone is jealous, they are academic jealous anyway. If someone is not jealous, he is not academically jealous either. I guess you should educate the child like that if we will think long term and produce solutions. In the future, we can give our children skills that will raise their self-esteem as much as possible and enable them to continue on their own without looking at others... ” (P6).

Competence

Some of the academicians emphasized the importance of the concept of merit in reducing academic jealousy. Regarding this, an academician made a statement as follows:

"... Merit should be considered in the employment of academics. Because when you recruit too many unqualified people, the number of competent people decreases, and those unsatisfactory are in the majority and become jealous of good people's work. Maybe this jealousy can be carried to advanced dimensions. Therefore, the only thing that can be done for this is to recruit academicians based on merit... If you make a purchase based on merit, it is worthy of that job. It works somehow. I do not think he will put this into action. Because when this job is put into action, the academician is empty and has no job to do..." (P5).

In a similar vein, another academic emphasizes the importance of merit in production and supports the above thought by the following statement:

"... Let me sit down today and do work. This is not the case. This is a virtue. This is a different way of thinking. This is how you can see the problems. It is the way to find a solution to this problem. So, this is not something everyone can do. So, you have to do it with your merit. You have to get people who can do this. If you cannot get it, you cannot produce at work..." (P8).

Sanction

Some of the academicians defended the necessity of sanctions for the solution of academic jealousy. For example, an academician expresses the sanction with the following words:

"... There must be sanctions in the academic community for those who are jealous and exhibit damaging attitudes towards the other side. This can happen because it is not an institutional structure. A teacher in the department can harm a student. However, if that department had certain rules and a control mechanism, if there was a process that could prevent the professor's negative attitudes towards him in this way, I think they would be overcome..." (P2).

Another academic argues that there should be

clauses that incite people to work in the criteria sanctions by saying:

"... You bring a solid criterion there, bring a solid control mechanism, let's see what happens. Big universities do this. Ankara University has reappointment criteria. For example, the contract of the doctor lecturer is renewed every three years. He set such a criterion in the 3-year period that you have to do it, or the contract cannot be renewed..." (P8).

Discussion, Conclusion, and Recommendations

This research has been conducted with academicians working at universities affiliated with the Council of Higher Education (CHE). In the literature, there are not enough studies with academicians working at universities affiliated to CHE and including a qualitative research approach. This shows the originality of the work.

Besides, the findings of the related research are similar to some previous studies' results on academic jealousy.

1. The researchers have found that the participants have defined the concept of academic jealousy as individual jealousy and institutional jealousy. Accordingly, they express individual jealousy as inability, mental illness, weakness, envy, and ambition. Moreover, they describe institutional jealousy as gossip, competition, frustration, and a negative attitude. When looking at the Current Dictionary of the Turkish Language Association, it is defined as "envy, not being able to endure someone else's partnership or looking superior" (<https://sozluk.gov.tr>). The explanation of the definition of jealousy, it is similar to the work of Koçak (2019) with Özdemir (2018) in terms of the results of individual jealousy and institutional jealousy.
2. The researchers have found that the participants have expressed their thoughts on the causes of academic jealousy as "incompetence," "inner failure," "competition," and "personal reasons." Similar to the study's findings, Özdemir (2018); stated that the results of rumors, harming the person, glorification of the institution and the title, and the lack of group dynamics caused academic jealousy. Similarly, Üçok (2019)

mentioned the negative effect of competition on academic jealousy. Taştan and Küçük (2019) highlight a poor sense of self and personal reasons and highlight its burden on academic jealousy.

3. The researchers have also found that the participants have offered some recommendations to reduce academic jealousy in higher education. These are creating policy-science culture, encouragement-cooperation, focusing on childhood and primary school education, competence, and application of sanction. When looking at the solution suggestions for reducing academic jealousy, Özdemir and Erdem (2020) show that childhood and primary school education is an important reason for the lack of self-confidence and self-esteem in the individual. It is similar to his work in that certain beliefs, values, and behaviors cannot be transferred to live due to education. There is a similarity between the results, with Üçok (2019) showing the importance of academic jealousy, the lack of cooperation, and the insufficient merit. Arlı, Aydemir, and Çelik (2019) stated that the employees' jealousy had been formed due to the executives and the sanctions not functioning correctly.

Based on the research questions, considering the research findings to reduce academic jealousy, the following suggestions are offered by the researchers:

- It is necessary to give importance to teaching beliefs and values in primary and childhood education and to prevent negative feelings in these ages.
- The importance of the perspective on titles should be conveyed to the new generation of academics without being sanctified.
- Sufficient sanctions should be applied to prevent the competitive environment from rising above a certain level and causing consequences such as gossip and slander.
- It is necessary to understand the importance of the merit system and articles that will push academics to work in the contract renewal process to continue their academic life.
- The importance of socializing in the academic environment and creating a common

communication environment by coming together of in-house employees.

- Extra studies should be done for academicians to comprehend science culture in the working environment.
- It is suggested that the university's quality should increase with different universities' working environment policies, and there should be circulation in the university staff within certain periods.

The researchers have concluded that if jealousy in academia is not reduced or eliminated, many qualified academics in higher education will have to leave universities in a short time of period. As a result, there will be a loss of qualified workforce in higher education, which means a serious loss of capital for our country. Therefore, academic jealousy should be emphasized more, and necessary precautions should be taken as soon as possible.

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