

Alienation among School Teachers In Relation To Job Satisfaction and Self-Esteem

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Abstract: *This study is conducted to study the alienation among teachers in relation to job satisfaction and self-esteem. A sample of 100 with nearly an equal number of male and female teachers is selected at random from private schools. For studying alienation among school teachers in relation to job satisfaction and self-esteem it is proposed to use descriptive statistics mainly mean, median, mode and standard deviation is applied, Relevant statistical techniques such as t-test and analysis of variance is used where two or more groups are to be compared.*

Keywords: *Alienation, Job satisfaction, Self-esteem*

I. Introduction

Alienation is a state of being cut off or separation from a person or group of people. The Latin word for alien is *alienus* which means belonging to another". The idea of not belonging, or not fitting in, gave rise to the Latin verb "alienare" meaning "estrangle", which alienation comes from.

According to Seeman (1959), the feelings of normlessness, powerlessness, self-estrangement, meaninglessness, and isolation and their consequences as a result of social, institutional and relational problems result in the development of alienation.

Powerlessness describes the conditions, under which the individual lacks any control over not only their own product, but also over the outputs of the instruments they have used in this process.

Normlessness means to disapprove of the necessity of the behaviors, which are required to achieve one's objectives.

Isolation, describes either the lack of any bond of friendship, or participation in an organizational environment at the lowest level. Isolation may be experienced due to either the individual's departure from the society, or due to the individual's exclusion from its community.

Meaninglessness, describes the individual's failure in understanding their own activities, a failure in building a bridge between the present and the future.

Self-estrangement can be defined as the psychological state in which person deny one's own interests – of activities giving extrinsic satisfaction, rather than activities giving intrinsic satisfaction. A person becomes stranger to oneself, or to some parts of oneself or has a problem of self-knowledge or authenticity.

II. Alienation

Alienation is a concept that refers to both a psychological condition found in individuals and to a social condition that underlies and promotes it.

Teachers affect the schools both quantitatively and qualitatively as they are responsible for maintaining social, political, and economic functions of the schools. Alienation to work averts teachers to be creative and to work for the improvement of vocational qualifications of the students, to make contribution in the development of the society, to make learning more effective and to cooperate with management and other teachers.

Types of alienation found in teachers are:

1. The alienation of the Teacher from their work.
2. The alienation from teaching itself where teaching becomes meaningless and mundane.
3. The alienation of the teacher from themselves as a social agent.
4. The alienation of the teacher from other students and teachers.

Teachers feel that they are controlled by economic forces, political forces and the social forces i.e. the force of negative public discourse. The professional views of the teachers have always been excluded from the

process of decision making and it is very frustrating. They feel useless and worthless as they have no real say in shaping their work lives. For those teaching is worship, it becomes difficult to accept that they are mere workers who have to follow the commands of the management, even in most of the cases the management really does not know anything about teaching.

III. Job satisfaction

It is a feeling when an individual is satisfied from his job. This feeling is mainly based on an individual's profundity of satisfaction. Job satisfaction can be influenced by a person's ability to complete required tasks, the level of communication in an organization, and the way management treats employees.

Numerous definitions of job satisfaction have been given. According to some, job satisfaction simply defines that whether a person is happy from one's job and the working environment. But according to others it is more complex as multidimensional psychological responses are there.

The factor of job satisfaction has a great impact on the performance of the teachers. If the teacher is satisfied with the working conditions at the school, opportunity for advancement exists. respect from colleagues and students is there, relationship with authorities is cordial, financial reward like honorarium compensation for extra work are there, workload is also bearable, then the teacher in all livelihood will be satisfied with their job and this will result into the lower level of alienation, alienation is one of the by-products of dissatisfaction in job.

IV. Self-esteem

Self-esteem reflects a person's overall subjective emotional evaluation of one's own worth. It is, how do a person feel about oneself, whether the feeling of pride or shame, triumph or despair towards oneself. Self-esteem depends upon various factors like happiness, achievement in academics, satisfaction from job, marriage and relationships, etc.

Self-esteem motivates people to give importance to themselves and also encourage them to work with their full potential to achieve their goals. High self-esteem act as great factor which motivate to fulfill one's dreams. On the other hand low self-esteem inculcate inferiority complex in the person, and the person is not motivated to pursue their goals.

Self-esteem is considered to be a trait reflecting an individual's characteristic affective evaluation of self, low self-esteem and low general self-efficacy led to low teachers' efficacy and consequently substandard performance in the class. On the contrary, high teachers' efficacy is a reflection of high self-esteem and high general self-efficacy. Self-esteem influenced only in decision making, perceived education self-efficacy, perceived disciplinary self-efficacy, ability to get cooperation from community, and in the development of positive school environment of teachers' efficacy. A teacher with high self-esteem is full of confidence and satisfied from inside, one perform his functions with full potential and is always ready to accept new challenges and never becomes a victim of alienation.

V. Review of Related Literature

Erbas (2014) studied the relationship between alienation levels of physical education teacher candidates and their attitudes towards the teaching profession. The sample consisted of 695 teacher candidates studying at the physical education and sports teaching departments of five different universities. In the result it was found that a moderate level of alienation exists among physical education teacher candidates towards the teaching profession.

Bazmi (2015) studied the job satisfaction in relation to teaching aptitude and personal values of teachers in the schools of the visually disabled. School probably from all four zones of Delhi and Uttar Pradesh (UP) were selected for the sample. Among these schools some were run by the government agencies while others by private agencies. Therefore, it can be said that if the influence of socio-economic status is partialled out then job-satisfaction become less inversely correlated with democratic values.

Cherabin (2014) studied on Job satisfaction, self esteem and organizational commitment among faculty members of secondary level teacher training programme in India Mysore and Iran Tehran. This was to examine as how certain demographic variables (male and female teachers, teachers of different length of experience, teachers from government and private institutions) has an impact on self esteem, job satisfaction, and organizational commitment of faculty members of secondary level teacher training colleges in India (Mysore) and Iran (Tehran). The sample consisted of total 400 participants including both from Mysore sample(186) Tehran sample(254). The result showed that some variables have significant differences based on the different demographic characteristics.

Sharma (2015) studied on self esteem, emotional intelligence and role conflict as predictors of life satisfaction among teachers. A sample of 200 married female teachers (TGT) from various government aided colleges of Shikohabad, Firozabad and Agra was selected with an age group of 25-45 years. And their salary range was from 25,000 to 40,000 per month. The results of the study showed that life satisfaction was found to be positively related to self-esteem and emotional intelligence. It is seen that the person with low level of self-esteem always avoid that problematic situation. While people high self-esteem always approach to the problem in an optimistic way. Low self-esteem person always possess negative attitude and show impulsive behaviour. They do not concentrate on solving problem and always show carelessness.

VI. Significance of the problem

Teacher is a very important part of the society and is playing a crucial role in preparing the society to attain new levels of success and fame. Teachers play a significant role in preparing young people to live successful and productive lives.

Quality of education depends upon the potential and performance of the teacher. So by identifying the factors that affects the performance of a teacher, the teaching can become more effective.

We are living in a transition phase. We are trying to adopt new values and beliefs without discarding the old ones. Under the title of modernization, we are trying to change our culture and society but still we are under the shadow of our traditional culture and beliefs. This creates a state of utter dilemma.

When the teacher is struck to the traditional methods of teaching, he would not be able to satisfy the curiosity of the students of modern age with his teachings. As the teacher would be unable to fulfil the expectations of the students, he would not get internal satisfaction, so this would give birth to alienation.

Under another condition, where the teacher is fully equipped with modern techniques and methods of teaching, but if the students are earlier being taught by traditional methods, the teacher would not be able to get a satisfying result from the students Then the teacher would lose their interest in teaching and factor of alienation would develop.

High self-esteem also plays a significant role in the performance of a teacher. Normally a person with high self-esteem is less alienated.

Objectives of the Study

- 1 To study alienation among elementary school teachers in relation to job satisfaction.
- 2 To study alienation among elementary school teachers in relation to self-esteem.

Hypotheses of the Study

The following null hypotheses have been formulated.

- 1 There is no significant relation between job satisfaction and alienation among teachers.
- 2 There is no significant relation between self-esteem and alienation among teachers.

Delimitations of the Study

The present study was delimited to:

1. The private school teachers working in private schools.
2. The district of Gurdaspur.

Operational Definitions of the terms used

1. **Alienation:** Alienation is a state of being cut off or separate from a person or group of people.
2. **Job Satisfaction:** Job satisfaction is the state of satisfaction a person feels regarding one's job.
3. **Self-esteem:** Self-esteem is a confidence in one's own worth or abilities.

Method And Procedure

For the present study, descriptive method of research was used to examine Alienation among school teachers in relation to job satisfaction and self-esteem.

Sample

A sample of 100 with nearly an equal number of male and female teachers were selected at random from private schools in the district of Gurdaspur.

Research Tools

1. Punjabi version of Alienation Scale by Hardeo Ojha (2010) was used which contains 20 items spreading over six dimensions i.e. (a) powerlessness, (b) normlessness, (c) meaninglessness, (d) social

- isolation, (e) self estrangement and (f) cultural estrangement.
- Punjabi version of Job Satisfaction Scale for Teachers by Meera Dixit was used which contains 52 items divided into eight area i.e. (a) Intrinsic aspect of job, (b) Salary, Promotional avenues and service condition, (c) Physical facilities, (d) Institutional Plans and Policies, (e) Satisfaction with authorities, (f) Satisfaction with social status and family welfare, (g) Rapport with students, (h) Relationship with co-workers.
 - Punjabi version of Self-Esteem Inventories developed by Stanley Coopersmith (1981) was used. It contains 25 items which are scored on a dichotomous scale (“like me” or “not like me”) to provide a global measure of self-esteem. Higher scores indicate higher self-esteem.

Data Analysis and Interpretation:

The purpose of the present study was to study the alienation among school teachers in relation to job satisfaction, and self-esteem. Descriptive survey research method was used, so the data was collected by using the tools from private school teachers in the district of Gurdaspur. The data was collected, organised and tabulated according the objectives of the study. The descriptive statistics i.e., mean and standard deviation were applied. T-test was conducted, followed by ANOVA.

VII. Steps of study

Step: 1

Gender differences on the variables self-esteem, job-satisfaction and alienation were studied. The results are reported in table 1

Table-1

Group Statistics				
	Gender	N	Mean	t value
Job satisfaction	Male	50	102.38	-0.968
	Female	50	104.03	
Self esteem	Male	50	10.68	-0.823
	Female	50	10.80	
Alienation	Male	50	51.37	-0.047
	Female	50	51.40	

Table.1 reveals that no significance difference on job satisfaction, self-esteem is there. Since no significant difference on job satisfaction and self-esteem was found, between the male and female samples, therefore, the male and female scores were pooled together. $M \pm \frac{1}{2} SD$ was taken as the criterion for the formation of low, average and high groups on the independent variables.

Step: 2

Cut off scores were calculated

Table: 2

Independent Variables	Mean	Std. Deviation	Mean $\pm 1/2$ SD	Lower Limit	Upper Limit	Low Group	Average Group	High Group
Self esteem	10.70	2.47	10.70 \pm 1.24	9.46	11.94	<9	9-12	>12
Job satisfaction	103.04	19.79	103.04 \pm 9.90	93.14	112.94	<93	93-113	>113

Table: 2 represents the cut off scores for low group, average group and high group of independent variables i.e., self esteem and job satisfaction.

The alienation scores of the three groups, i.e., low, average and high for the above two independent variables were analysed through one-way analysis of variance. A significant F-test was conducted.

Step: 3

ANOVA with Job satisfaction as independent and alienation as dependent variable

Table: 3

GROUP	N	M	SD
Low Job-satisfaction(<93)	27	49.85	10.348
Average Job-satisfaction(93-113)	46	51.89	8.274
High Job-satisfaction(>113)	27	52.04	7.546
Total	100	51.38	8.740

Table: 3 reveals Mean and SDs of Alienation scores of low, average and high job satisfaction groups.

ANOVA					
Alienation					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	872.49	2	136.250	3.450*	.003*
Within Groups	4881.33	97	25.178		
Total	5753.82	99			

*sig(p<0.05, df= 2,97)

Table: 3.1 reveals the summary of ANOVA results for Alienation scores of low, average and high job satisfaction groups

VIII. Interpretation

Since the obtained $F_{value} = 3.450$ is significant at the 0.05 level (df=2,97), therefore the null hypothesis of no significant relation between job satisfaction and alienation is rejected.

IX. Discussion

The results revealed that the teachers with low job satisfaction are more alienated than the teachers with high job satisfaction.

Many studies support this result. Pestonjee(1979) in his work on alienation, insecurity and job satisfaction found that job satisfaction and levels of alienation were related to each other. Low job satisfaction leads to alienation among workers.

Melike(2017) found the result that low job satisfaction among the employees working for a public and private companies in Istanbul, Turkey result in alienation among workers.

ANOVA with self-esteem as independent and alienation as dependent variables

Table: 4

Descriptive Alienation			
Group	N	Mean	Std. Deviation
Low Self-esteem (<9)	17	53.93	9.136
Average Self-esteem (9-12)	58	51.16	8.600
High Self-esteem (>12)	25	50.22	8.516
Total	100	51.38	8.740

Table:4 reveals Mean and SDs of Alienation scores of low, average and high self-esteem groups.

Table: 4.1

ANOVA					
Alienation					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	872.49	2	136.250	5.803*	.003*
Within Groups	4881.33	97	25.178		
Total	5753.83	99			

*sig($p < 0.05$, $df = 2, 97$)

Table: 4.1 reveals the summary of ANOVA results for Alienation scores of low, average and high self-esteem groups

X. Interpretation

The obtained $F_{\text{value}} = 5.80$ is significant at the 0.05 level ($df = 2, 97$). Therefore, the null hypothesis of no relation between job satisfaction and alienation is rejected.

XI. Discussion

It was found that teachers with low self-esteem are more alienated than the teachers with average and high self-esteem. Korsi(2016) has supported this result. He found that students with low self-esteem has high level of alienation. Chelsea(2017) found that parents with low self-esteem has high level of alienation. Low self-esteem fills person with insecurities, these insecurities leads to dissatisfaction, which results in alienation. Low self-esteem is one of the cause of lack of confidence. These are interwoven.

Testing Of Hypotheses

- 1. Job satisfaction in Relation to Alienation:** There is a significant and negative relationship between job satisfaction and alienation at the 0.05 level of significance, as job satisfaction increases alienation decreases.
- 2. Self esteem in Relation to Alienation:** There is a significant and negative relationship between self esteem and alienation at the 0.05 level of significance, as self esteem increases alienation decreases.

Major Findings of the Study

The following conclusions were drawn on the basis of the results of the study:

1. Job satisfaction is significantly and negatively related with alienation among teachers
2. Self-esteem is significantly and negatively related with alienation among teachers.

XII. Conclusion

The results of this study reveal that a significant and negative correlation is found between alienation and job satisfaction and self-esteem respectively. Teacher who is not satisfied from its job, would not do duties properly, teaching would be affected. Job satisfaction makes the person feel secure. So, it will decrease the level of alienation. Self-esteem also plays a major role. A teacher with high self-esteem would always remain active and conscious towards its duties. A teacher who is full with confidence, would put Self-esteem is a major weapon to bring motivation. The performance of the teacher is related to the self-esteem. Low self-esteem would lessen the desire to work hard among the teachers, so this will have adverse effect on teaching, so he can't expect progress among students.

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