

STUDY OF CORRELATION BETWEEN JOB SATISFACTION AND JOB ALIENATION OF BTC TEACHERS

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Abstract

The purpose of the present study is to find out the relationship between Job Satisfaction and Job Alienation of BTC Teachers. Sample of 250 BTC teachers was selected from various primary schools affiliated to Basic Shiksha Parishad through random sampling technique from three districts of Bareilly division of Uttar Pradesh. Job Satisfaction Scale (JSS) developed by Meera Dixit (1993) and Work Alienation Scale (WAS) developed by Dr. Madhu Asthana and Kiran Bala Verma (1994) have been employed to collect data. The finding reveals that job satisfaction of BTC Teachers has significant and negative relationship with job alienation. It referred that as the degree of intrinsic aspect of the job, institutional plans & policies, satisfaction with authorities, satisfaction with social status family welfare, relationship with co-workers, rapport with students and overall job satisfaction of BTC teachers increased, the degree of job alienation decreased. The teachers having high alienation were less satisfied in their work.

Introduction

The job of primary school teacher is of complex nature. The important duties expected and performed by the primary teachers include e.g. telling pupils about their mistakes, telling parents about pupils absence from the class, writing report of pupils, organizational jobs, instructional jobs, co-curricular jobs, guidance work, Library work, register work, fee collection, admission work, demonstration, home assignment, Mid-day meal distribution according to menu, preparing school time-table, preparation of school reports, dealing with emotionally disturbed pupils, election duty, scholarship distribution, participation in different meetings in every month, preparation of ration card and voter list, census etc. These complex duties make them responsible for job dissatisfaction and alienation.

Job satisfaction of teacher leads their attitude towards teaching. Without going into sensitive issue of cause and effect relationship between job satisfaction and attitude towards teaching, it is very well reasonable to agree that job satisfaction and attitude towards teaching should be positively related to each other. We can not have positive attitude towards a job if we

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are not satisfied and vice versa. The more the degree of satisfaction more the attitude will be strong. Satisfaction manifests itself in the teacher's behavior within the classroom, while teaching the students and out of the classroom when he is busy in his domestic affairs or any other activity. Satisfaction in fact is a mental concept which is enjoyed by the individual. Dissatisfaction of the individual leads to mental disorder, which distracts the teacher who is also a social being. According to Katzell (1984) - "Job satisfaction is the verbal expression of an incumbent's evaluation of his job. The verbal evaluation is made operational by some form of attitude questionnaire or scale by means of which the incumbent rates his job on a continuum of 'like - dislikes', or approximate synonyms, such as 'satisfied - dissatisfied'. According to Gilmer (1966) - "Job satisfaction or dissatisfaction is the result of various attitudes, the person holds toward his job, toward related factors and toward life in general".

A number of writers Fromm (1961), Grordzins (1956), Josephson (1962), Kahler (1977), Pappenheim (1959), and Dean (1961) have considered alienation as an essential trait of human personality. That considered that alienation is a pervasive quality of human life and that every individual suffers, in some amount from the feeling of alienation. Nettler (1957), Clark (1959), and Seeman, (1959) have considered alienation as some free floating human condition they have discussed alienation as an independent condition of human. It is not difficult to perceive the linkage between the institutional effectiveness and teacher's alienation. Logically means drifting away from work. When teachers are alienated from their teaching work they can not be expected to teach well. In the absence of effective teaching, no educational institution can be effective. To conclude, the status of alienation at present is that it is considered to be a phenomenon which is the product of socio-economic, technological, materialistic and secular conditions of the society. The focus of alienation is seen either in behavioural or cultural norms. Behavioural norms are common cordial expectations about the kind of behaviour that was proper, appropriate and legal in any society. Alienation in teachers is defined as the negative attitude towards teaching. Alienated teachers do not have effective interaction with students. He/she can never be a successful teacher. A teacher can never be motivational unless he/she is satisfied with the job.

Most of the teachers' today experience, aggressiveness, teaching apathy, lack of responsibility, lack of job satisfaction and job involvement. They also have poor interaction with the students.

Review of the Related Literature

Review of the evidences in this aspect clearly shows that very few researchers, especially in India have tried to see the alienation among teachers and its relationship with other variables. Joshi (1984) showed that as the employees more satisfied with their job were found to be less alienated and employees less satisfied were more alienated from their work. Similar finding was found by Rigling in (1979). In another study Knop (1981) established negative correlation between alienation and job satisfaction. Further O' Nell (1976) and Rani (1996) revealed that the male teachers were found again more alienated than female teachers. Allen (1971), and Kaushik (1993) found the similar results, they reported that unfavourable college climate was linked with high, teacher's alienation while favourable climate was associated with low level of teacher's alienation. A significant negative relationship was found between teachers perception of 'Person - oriented' leadership behaviour and alienation from work, Raith (1971), Blazavasky (1978).

A number of studies conducted so far in this area are not sufficient to arrive at some authentic statement and moreover very little work has been done in India in the field of alienation especially among teachers, thus more studies are required in this field. So researcher has made efforts to study job satisfaction, and job alienation of BTC teachers.

Objective

1. To study the relationship between job satisfaction and job alienation of BTC teachers.

Hypothesis

1. There will be no significant relationship between job satisfaction and job alienation of BTC teachers.

Design of the Study

Sample

Sample for the present study was selected through random sampling technique. Three districts were selected randomly out of four districts of Bareilly mandal of Uttar Pradesh. 250 BTC teachers were

selected randomly from various primary schools affiliated to Basic Shiksha Parishad, giving proper presentation to sex and locality.

Tool

Job Satisfaction Scale (JSS) developed by Meera Dixit (1993) and Work Alienation Scale (WAS) developed by Dr. Madhu Asthana and Kiran Bala Verma (1994) have been employed to collect data.

Results and Discussion

Table-1

Coefficient of correlation between components of job alienation and dimensions of job satisfaction of BTC teachers

Components of Job Alienation	Dimensions of Job Satisfaction								
	A	B	C	D	E	F	G	H	JS
	Intrinsic Aspect of the job	Salary, Promotional avenues and service conditions	Physical facilities	Institutional Plans and policies	Satisfaction with authorities	Satisfaction with social status and family welfare	Rapport with students	Relationship with co-worker	Job Satisfaction
Belonging- less ness (B)	-0.214**	0.001	0.100	-0.080	-0.180**	-0.234**	-0.230**	-0.287**	-0.253**
Norm- less ness (N)	-0.123	0.027	-0.074	-0.089	-0.063	-0.080	-0.119	-0.124	-0.126*
Meaning- less ness (M)	-0.154*	-0.137*	-0.097	-0.112	-0.230**	-0.152*	-0.209**	-0.178**	-0.252**
Power- less ness (P)	-0.260**	-0.195**	-0.121	-0.230**	-0.163**	-0.118	-0.112	-0.155*	0.272**
Instrumental Work Orientation (I.O.)	-0.187**	0.047	-0.023	-0.052	-0.207**	-0.175**	-0.169**	-0.279**	-0.194**
Isolation (I)	-0.165**	0.035	0.004	0.008	-0.184**	-0.150*	-0.219**	-0.290**	-0.176**
Self Estrange- ment (S.E.)	-0.164**	-0.167**	-0.033	-0.159*	-0.175**	-0.142*	-0.248**	-0.287**	-0.268**
Job Alienation (Total)	-0.318**	-0.088	-0.110	-0.173**	-0.303**	-0.269**	-0.333**	-0.408**	-0.387**

* 0.05 level of significance

** 0.01 level of significance

The table 1 reflects that correlation value between score of job satisfaction and total score on job alienation is found significant at 0.01 levels but in negative direction, hence above mentioned hypothesis is rejected. It can be extracted from this analysis that the pattern of job satisfaction exerts its influence on the level of job alienation of BTC teachers in negative direction. It can be analysed that as the level of job satisfaction enhances, the job alienation of BTC teacher's deceases. Somewhat similar findings were found in the study conducted in abroad by Herman and Lynne Ann (1996) on Clak Country School District Counselor. The results showed that as the job satisfaction of counselor increased, the amount of role conflict decreased. Observation of correlation values of job satisfaction with seven components of job alienation exhibits that the six components of job alienation (B, M, P, IO, I & S.E.) are negatively correlated with job satisfaction but statistically significant at 0.01 level. Only normlessness is significant at 0.05 level in negative direction. This negative relationship reveals that as the level of overall job satisfaction increases the belongingness, meaninglessness, powerlessness, instrumental work orientation, isolation, self-estrangement and normlessness of BTC teachers decrease.

Correlation value between the intrinsic aspect of job and total job alienation shows that this is negatively significant at 0.01 level, hence it can be inferred that as the level of intrinsic aspect of job enhanced, the job alienation of BTC teachers decreases. It is reflected by the above table that correlation values between dimension A of job satisfaction and six components of job alienation are found negatively significant. Out of these five components i.e. Belongingness, Powerlessness, Instrumental work orientation, Isolation and self estrangement are found significant at 0.01 level and remaining one component i.e. Meaninglessness is found significant at 0.05 level

The correlation value between dimension 'B' of job satisfaction and two components of job alienation i.e. powerlessness (p) and self estrangement (S.E.) are found negatively significant at 0.01 level. Meaninglessness (M) is also found significantly correlated with salary, promotional avenues and service conditions of BTC teachers at 0.05 level of confidence in negative way.

It can be observed from the table1 that a physical facility (dimension 'C' of job satisfaction) has no relation with job alienation of BTC teachers.

It is reflected by the above table that correlation value between the institutional plans and policies (D dimension of job satisfaction) and job alienation is found negatively significant at 0.01 level. The correlation values between dimension 'D' and two components of job alienation, i.e. powerlessness (P) and self estrangement (S.E.) are found statistically significant at 0.01 and 0.05 level respectively in negative direction. The correlation value between dimension 'E' of job satisfaction and total job alienation found negatively significant at 0.01 level. This negative relationship reveals that as the satisfaction with authorities decrease, the overall job alienation of BTC teacher's increases. Other six components of job alienation are also exhibiting the same trend i.e. negatively correlated with job satisfaction. The correlation values for six factors i.e. Belongingness (B), Meaninglessness (M), Powerlessness (P), Instrumental work Orientation (IO), Isolation (I) and self estrangement (S.E.) with satisfaction with authorities of BTC teachers are significant at 0.01 level .

It can be observed from the above table that the score of total job alienation and satisfaction with social status and family welfare is found significant at 0.01 level in negative direction. This indicates that as the level of overall job alienation increases, the level of social status and family welfare of BTC teachers decrease. Out of seven components of job alienation, two components (B & IO), three components (M, I & S.E.) are significantly corelated with social status and family welfare of BTC teachers at 0.01 and 0.05 level respectively but in negative direction.

Further it is reflected by the table 1 that the total job alienation is showing significant and negative correlation with rapport with students (G dimension of job satisfaction) at 0.01 level. The observation of table leads towards the conclusion that the five components of job alienation (Belongingness, Meaninglessness, Instrumental work Orientation, Isolation and self estrangement are significantly correlated with rapport with students of BTC teachers at 0.01 level of significance in negative direction. It is

clear by this statistical analysis that if the level of these factors decrease, the rapport with students of BTC teachers increases.

The computed correlation value between the score of dimension 'H' of job satisfaction and score of total job alienation is found statistically significant at 0.01 level in negative direction. Out of seven, five components (B, M, IO, I & S.E.) are exhibiting negative significant correlation with relationship with co-workers at 0.01 level. Only powerlessness is statistically significant at 0.05 level. This reveals that as the level of belongingness, meaninglessness, instrumental work orientation, isolation, powerlessness and self estrangement increase, the level of relationship with co-workers decreases.

Findings

1. On belongingness dimensions A, E, F, G, H and overall job satisfaction of BTC teachers produce significant but negative influence.
2. No dimension of job satisfaction influence normlessness of BTC teachers. Only total job satisfaction influences the normlessness significantly in negative direction of BTC teachers.
3. Overall job satisfaction and its dimensions A, B, E, F, G and H significantly affect the meaninglessness in negative direction of BTC teachers. This reveals that when any one of the above dimensions of job satisfaction increases, meaninglessness of BTC teachers will automatically decrease.
4. The overall job satisfaction, intrinsic aspect of job, salary, promotional avenues & service conditions, institutional plans & policies, satisfaction with authorities and relationship with co-workers have significant and negative relationship with powerlessness of BTC teachers. It reveals that as the degree of powerlessness of BTC teacher's increases, the degree of overall job satisfaction and above dimensions decrease.
5. Overall job satisfaction and its dimensions A, E, F, G, and H significantly affect instrumental work orientation of BTC teachers. It is extracted that as the pattern of overall job satisfaction, intrinsic aspect of the job, satisfaction with authorities, satisfaction with social status of family welfare, rapport with students and relationship with co-workers increase, the level of instrumental work orientation of BTC teachers decreases.

6. Overall job satisfaction and five dimensions i.e. A, E, F, G, & H produce negative and significant influence on isolation of BTC teachers. It infers that BTC teachers of high isolation are low in degree of intrinsic aspect of the job, satisfaction with authorities, satisfaction with social status and family welfare, rapport with students and relationship with co-workers and overall job satisfaction.

7. Effect of overall job satisfaction and dimensions A, B, D, E, F, G and H on self estrangement is negatively significant. This relationship reveals that as the level of self estrangement of BTC teacher's decreases, the level of dimension A, B, D, E, F, G, H and overall job satisfaction increase.

8. The overall job satisfaction and dimension A, D, E, F, G and H have significant and negative relationship with overall job alienation. It referred that as the degree of intrinsic aspect of the job, institutional plans & policies, satisfaction with authorities, satisfaction with social status family welfare, relationship with co-workers, rapport with students and overall job satisfaction increased, the degree of job alienation decreased among BTC teachers.

Conclusion and Education Implication

The significant and negative relationship was found between job satisfaction, and job alienation in BTC teachers. The teachers having high alienation were less satisfied in their work or vice-versa. There are several implications of this finding. Satisfaction with the job is the essential condition for doing the work effectively. So efforts can be made to control the feelings of job alienation of BTC teachers to minimize the job dissatisfaction. The policy planners and administrators should try to develop interest of the BTC teachers in their work by giving certain incentives so that the teachers can develop positive attitude towards their job. Refresher courses and in-service education programmes must be organized time to time by the teacher training authorities, so that the teachers may be aware with new techniques of teaching learning process and may develop positive teaching attitude. This may result into increasing the level of job satisfaction and lowering the level of alienation of BT C teachers.

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