Feeling of Alienation: A study of Teachers in Relation to Gender and Work

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Abstract

Alienation can be seen as an individual’s inability to establish contact with the personal dimension, so that interaction with the world remains guided by biological needs and social norms, rather than by the individual’s personal values and aspirations. The present research is undertaken to study the feeling of alienation among male and female working and retired teachers. The main aim of the present study is to find out the level of feeling of alienation and also whether there exist any significant difference among working and retired teachers with regard to the feeling of alienation. The sample comprises of 50 working teachers and 50 retired teachers. Alienation Scale by Hardeo Ojha is used to measure the feeling of alienation among working and retired teachers. The results of the present study are that there exists a significant difference with regard to the feeling of alienation among working and retired teachers. Also with regard to the feeling of alienation, there exist significant differences among male and female working as well as retired teachers.

Introduction

Human alienation is not restricted to past, present and future, it has been alongside human being since the beginning of his creation; of course, the type and amount of alienation change with respect to social and historical conditions (Bakhti, 2009). Although, “alienation” as an anti social phenomenon, has increasing growth for human societies along with industrialization of Western societies, but it was not a new phenomenon which has been emerged unexpectedly (Agha Hosseini and Robbani, 2005). The construct of alienation has evolved over the centuries through Christian doctrine, philosophical thought, contemporary sociology, and social psychology (Trusty & Dooley-Dickey, 1993). Within psychology, the notion of alienation was at the peak of its popularity during the 1960s and the 1970s. Alienation can be seen as an individual’s inability to establish contact with the personal dimension, so that interaction with the world remains guided by biological needs and social norms, rather than by the individual’s personal values and aspirations. Alienation was first introduced by Hegel and Marx (Banifatemeh and Rasouli, 2011) and with the pass of time, the concept of alienation has comprised a variety rang of concepts (Banai & Weisberg, 2000). Numerous empirical instruments (Seeman, 1991) were devised to measure different aspects of alienation, such as powerlessness, normlessness (anomic), social and cultural alienation, meaninglessness, social distrust, and a wide range of empirical studies were undertaken. It refers to a sense of social estrangement, an absence of social support or meaningful social connection (Mau, 1992). To be alienated is to lack a sense of belonging, to feel cut off from family and friends (Bronfenbrenner, 1986).

Alienation and its dimensions like hopelessness, purposelessness, normlessness, itinerant and social estrangement, are one of the social phenomenon which in the most of cultures is known as damage, crisis or a social problem in a vast range of issues, like
theology, philosophy, sociology, psychology and psychiatry. Social isolation, according to Dean (1961), is the feeling of loneliness, even when in the company of others, due to a perceived lack of meaningful, intimate relationships with peers, family, and the wider community. With exception of separation of oneself, alienation always refer to the relation between one subject and some concrete or abstract aspects of another issues, like environment, essence, God, work, work outputs, production means, colleagues, different social structures, processes and organizations (Geyer, 1994, p202). In Oxford Dictionary, alienation is defined as the state of isolation. Alienation as an experience in which the person consider himself as an alien creature, or in other word he hates himself. Horowitz (1966) has described three meaning for alienation: first, alienation as intense separation from world; second, alienation as separation from people; and third, alienation as separation from others’ ideas toward the world. Work, especially away from domestic environments, provides variety to workers, enabling them to interact with people with whom they can broaden and develop voluntary ties of affection not necessarily based on agnatic relations. Hence, there is great need to check teacher’s attitude towards alienation.

Statement of the Study
Feeling of Alienation: A Study of Teachers In Relation To Gender and Work

Objectives of the study
1. To compare the feeling of alienation among working teachers and retired teachers.
2. To compare the feeling of alienation among male and female working teachers.
3. To compare the feeling of alienation among male and female retired teachers.
4. To compare the feeling of alienation among male working teachers and retired teachers.
5. To compare the feeling of alienation among female working teachers and retired teachers.

Hypotheses
1. Working and retired teachers do not differ significantly regarding the feeling of alienation.
2. Working male and female teachers do not differ significantly regarding the feeling of alienation.
3. Retired male and female teachers do not differ significantly regarding the feeling of alienation.
4. Working male and retired male teachers do not differ significantly regarding the feeling of alienation.
5. Working female and retired female teachers do not differ significantly regarding the feeling of alienation.

Research Methodology
Keeping in view the nature of the present study, descriptive survey method was used.

Sample
In the present study the sample was randomly selected from different schools of Sonipat, district which includes 50 working teachers (25 males and 25 females) and 50 retired teachers (25 males and 25 females). The mean age of working teachers is 37 yrs and for retired teachers it is 64 yrs.
Tools Used

In the present study Alienation Scale by Hardeo Ojha was used to access the feeling of alienation among working and retired teachers.

Statistical Tools Used

To analyze the data and interpret the data, the investigator will use the mean, standard deviation and T-test as statistical techniques.

Results and Discussion

Table 1: Shows the mean, standard deviation and t-ratio for testing and comparing the feeling of alienation among working and retired teachers

<table>
<thead>
<tr>
<th>Teachers</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>S.Ed</th>
<th>t-value</th>
<th>Level of significance at 0.05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working teachers</td>
<td>50</td>
<td>51.38</td>
<td>15.13</td>
<td>3.27</td>
<td>3.64 T</td>
<td>Sig</td>
</tr>
<tr>
<td>Retired teachers</td>
<td>50</td>
<td>63.30</td>
<td>17.5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the Table 1 the inference can be derived that the mean of working teachers (51.38) which is much less than the retired teachers (63.30). It shows that the working teachers are low alienated when compared to the retired teachers. Also the value of t is significant at .05 level depicting the differences among the working and retired teachers. Thus, the first hypotheses “Working and retired teachers do not differ significantly regarding the feeling of alienation” is rejected.

Table 2: Shows the mean, standard deviation and t-ratio for testing and comparing the feeling of alienation among working male and female teachers

<table>
<thead>
<tr>
<th>Working teachers</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>S.Ed</th>
<th>t-value</th>
<th>Level of significance at 0.05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>25</td>
<td>55.84</td>
<td>16.29</td>
<td>4.13</td>
<td>2.16 T</td>
<td>Sig</td>
</tr>
<tr>
<td>Male</td>
<td>25</td>
<td>46.92</td>
<td>12.67</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The above table reveals that the mean of working female teachers (55.84) is high in comparison to the mean of male teachers (46.92). The mean of the female working teachers suggest that the female working teachers are moderately alienated. Whereas the male teachers have very low or slightly the problem of alienation. Thus, the second hypotheses “Working male and female teachers do not differ significantly regarding the feeling of alienation” is rejected stating that the working teachers differ significantly with regard to the feeling of alienation in relation to gender.

Table 3: Shows the mean, standard deviation and t-ratio for testing and comparing the feeling of alienation among retired male and female teachers

<table>
<thead>
<tr>
<th>Retired Teachers</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>S.Ed</th>
<th>t-value</th>
<th>Level of significance at 0.05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Females</td>
<td>25</td>
<td>68.2</td>
<td>15.33</td>
<td>3.28</td>
<td>2.98 T</td>
<td>Sig</td>
</tr>
</tbody>
</table>
Table 3 reveals the value of mean, (68.2 and 58.8) respectively for retired female and male teachers. From the value of mean the feeling of alienation is high in case of female retired teachers and in case of male retired teachers it is moderately alienated. The value of the t-test suggest that there exist significant differences among retired male and female teachers with regard to the feeling of alienation. Thus the hypotheses “Retired male and female teachers do not differ significantly regarding the feeling of alienation” is rejected.

Table 4: Shows the mean, standard deviation and t-ratio for testing and comparing the feeling of alienation among male working and retired teachers.

<table>
<thead>
<tr>
<th>Male teachers</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>S.Ed</th>
<th>t-test</th>
<th>Level of significance at 0.05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working</td>
<td>25</td>
<td>46.92</td>
<td>12.67</td>
<td>4.22</td>
<td>2.72</td>
<td>Sig</td>
</tr>
<tr>
<td>Retired</td>
<td>25</td>
<td>58.40</td>
<td>16.85</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4 reveals that the hypotheses “Working male and retired male teachers do not differ significantly regarding the feeling of alienation” is rejected. As the above table shows the significant difference between the working and retired male teachers as the value of t is 2.72.

Table 5: Shows the mean, standard deviation and t-ratio for testing and comparing the feeling of alienation among female working and retired teachers.

<table>
<thead>
<tr>
<th>Female teachers</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>S.Ed</th>
<th>t-test</th>
<th>Level of significance at 0.05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working</td>
<td>25</td>
<td>55.84</td>
<td>16.29</td>
<td>4.47</td>
<td>2.76</td>
<td>Sig</td>
</tr>
<tr>
<td>Retired</td>
<td>25</td>
<td>68.20</td>
<td>15.33</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The above table reveals the mean, S.D., and value of t test of working and retired female teachers. From the mean value it can be depicted that the working teachers are moderately alienated where as the retired teachers are highly alienated. Also the t-value suggest significant difference among the working and retired female teachers. Thus, the hypotheses “Working female and retired female teachers do not differ significantly regarding the feeling of alienation” is rejected.

Conclusion

Finally the findings of the present are that there is significant difference among working and retired teachers. The study also revealed that the gender effect was found with regard to the feeling of alienation among both working and retired teachers. The working female teachers are found to be moderately alienated, due to the cut throat competition in the public schools. It is the teacher who has to prove his own competency towards ones profession. The above may be one of the reason for the alienation of working female teachers where they may not be able to spend their time with their colleagues. Similarly the retired female teachers are found to be highly alienated may be
due to the fact that during their working life they were not able to cope up with their social and professional life which in turn led them to the world of alienation. Whereas the male working teachers are found to be low alienated as the stress of working is less in comparison to females. This in turn led to the fact that after their retirement from the job they are found to be just moderately alienated, as they may try to keep themselves busy in outside world.

Teachers sensitivity towards their students’ academic attitudes and achievements, and also a teacher’s impression of uselessness due to not participating in the decision making process will draw them to powerlessness. The school administrators and staff should plan certain solutions to avoid this type of alienation among working teachers. Timely administrators should notice and appreciate the teachers, end any hesitation in the teachers’ roles, resolution of conflicted roles, and alleviate any overwork in their roles. Thus, for better future of the working and retired teachers the above solutions should be followed.

References