



RELATIONSHIP OF JOB SATISFACTION AND JOB ALIENATION AMONG SPECIAL BTC TEACHERS

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Abstract

The present study was planned to investigate the relationship of Job Satisfaction and Job Alienation of Special BTC Teachers. A Sample of 250 special 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 significant and negative relationship was found between job satisfaction and job alienation in special BTC teachers. As the level of job alienation of special BTC teachers decrease the level of overall job satisfaction and its dimensions i.e. intrinsic aspect of the job, physical facilities, institutional plans & policies, satisfaction with authorities, satisfaction with social status & family welfare, rapport with students and relationship with co-workers increase.

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 timetable, 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.

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". 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 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.

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. A numbers of writers 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 behaviours that was proper, appropriate and legal in any society.

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. In this connection researcher has made efforts to study job satisfaction, and job alienation of special BTC teachers.

OBJECTIVE

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

HYPOTHESIS

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

Componens of Job Alienation	Dimensions of Job Satisfaction								
	A	B	C	D	E	F	G	H	JS
	Intrinsic Aspect of the job	Salary, Promoti onalavenues and service	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-lessness (B)	-0.144*	-0.023	-0.109	-0.293*	-0.216**	-0.104	-0.386**	-0.335**	-0.328**
Norm-lessness (N)	-0.218**	-0.095	0.264**	-0.224**	-0.058	-0.076	-0.165**	-0.202**	-0.280**
Meaning-lessness (M)	-0.167**	-0.016	0.009	-0.205**	-0.185**	-0.086	-0.253**	-0.212**	-0.219**
Power-lessness (P)	-0.114	-0.062	-0.035	-0.109	-0.080	-0.114	0.048	0.060	-0.084
Instrumental Work Orientation (I.O.)	-0.102	-0.023	-0.047	-0.140*	-0.117	-0.058	-0.097	-0.032	-0.126*
Isolation (I)	-0.023	0.044	-0.053	-0.036	-0.235**	-0.048	-0.281**	-0.221**	-0.172**
Self Estrange-ment (S.E.)	-0.168**	-0.078	0.013	-0.125*	-0.150*	-0.190**	-0.220**	-0.169**	-0.216**
Job Alienation(Total)	-0.230**	-0.062	-0.124*	-0.279**	-0.255**	-0.165**	-0.340**	-0.282**	-0.355**

It is evident from the table 1 that the total job alienation and total job satisfaction of special BTC teachers are negatively correlated with each other and statistically significant at 0.01 level. It is inferred that as the level of job satisfaction of special



BTC teachers increases, the job alienation decreases. Similar finding was found in the study conducted by Joshi (1984) on factors affecting alienation among employees of Kumaun University, as his result also 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. The observation of the table 1 leads towards the conclusion that B, N, M, I and S.E. dimensions of job alienation have negative correlation with job satisfaction but statistically significant at 0.01 level. The correlation value between I.O. and J.S. is significant at 0.05 level but in negative direction. It can be inferred that if the level of belongingness, normlessness, meaningfulness, isolation, self-estrangement and instrumental work orientation increase the level of overall job satisfaction of special BTC teachers decreases.

The calculated coefficient of correlation between intrinsic aspect of the job and job alienation is found negatively significant at 0.01 level. The three components of job alienation i.e. N, M & S.E. are also exhibiting the same trend i.e. negatively correlated with intrinsic aspect of the job and statistically significant at 0.01 level. Only Belongingness is negatively significant at 0.05 levels. It confirms that as the level of Belongingness, Normlessness, Meaninglessness, self estrangement and overall job alienation increase, the level of intrinsic aspect of the job of special BTC teacher's decreases.

Table1 indicates that correlation values between job alienation and job satisfaction with salary, promotional avenues and service conditions of special BTC teachers (dimension B of job satisfaction) were not found significant even at 0.05 level.

The close scrutiny of the table 1 indicates that correlation values between job alienation and physical facilities are found to be negatively significant at 0.05 level. Further, it is reflected by the above table that the coefficient of correlation between normlessness and physical facilities is negatively significant at 0.01 level. This may be concluded that as the level of physical facilities increases, the normlessness and overall job alienation of special BTC teachers decrease.

Further it is reflected by table 1 that the two components (N & M) and overall job alienation are negatively correlated with dimension 'D' (Institutional Plans and Policies) of job satisfaction but significant at 0.01 level. Dimension B, IO and S.E. of job alienation also exhibiting the same trend i.e. negatively correlated with institutional plans and policies, but statistically significant at 0.05 level.

The computed correlation values of total job alienation and its dimension B, M, I with satisfaction with authorities (E dimension of job satisfaction) indicate that these are negatively correlated with each other and is significant at 0.01 level, but coefficient of correlation between S.E. and dimension E of job satisfaction is significant at 0.05 level in negative direction. This indicates that as the level of satisfaction with authorities' increases, the level of Belongingness, Meaninglessness, Isolation, self estrangement and overall job alienation of special BTC teachers decrease.

Observation of the above table leads towards the job alienation and S.E. are negatively correlated with 'F' dimension of job satisfaction and significant at 0.01 level of confidence. By the above discussion, it can be said that as overall job alienation and self estrangement increase, the satisfaction with social status and family welfare of special B.T.C. teachers also decreases.

The close scrutiny of the above table indicates that the correlation value between overall job alienation, B, N, M, I & S.E. and 'G' dimension of job satisfaction are significant at 0.01 level but in negative direction.

Further, it is reflected by the table 1 that job alienation and five components of job alienation (B, N, M, I, & S.E.) are showing similar trend of negative correlation with 'H' dimension of job satisfaction, significant at 0.01 levels. This reveals that if relationship with coworkers increases the belongingness, normlessness, meaningfulness, isolation and self-estrangement of special BTC Teachers decrease.

FINDINGS

1. Total job satisfaction and its dimensions A, D, E, G, and H produce significant and negative effect on belongingness of special BTC Teachers.
2. Normlessness of special BTC teachers is significantly influenced by intrinsic aspect of the job, physical facilities, institutional plans & policies, rapport with students, relationship with co-workers and overall job satisfaction.
3. Overall job satisfaction and its dimensions A, D, E, G, and H produce significant and negative influence on meaningfulness. This infers that as the level of intrinsic aspect of the job, institutional plans & policies, satisfaction with authorities, rapport with students, relationship with co-workers and overall job satisfaction increase, the meaningfulness of special BTC teacher's decreases.



4. Powerlessness does not affect the job satisfaction of special BTC teachers.
5. Institutional plans & policies and total job satisfaction significantly affect instrumental work orientation in negative direction. This may be concluded that special BTC teachers of low instrumental work orientation are higher on institutional plans & policies and overall job satisfaction
6. Only three components of JS i.e. satisfaction with authorities, rapport with students, relationship with co-workers and overall job satisfaction are significantly related with isolation of special BTC teachers. These factors affect isolation in negative direction.
7. Job satisfaction dimensions A, D, E, F, G, H and overall job satisfaction significantly connect the self estrangement. Therefore it can be said that special BTC teachers of low self estrangement have more job satisfaction and vice versa.
8. As the level of job alienation of special BTC teachers decreases the level of overall job satisfaction and its dimensions i.e. intrinsic aspect of the job, physical facilities, institutional plans & policies, satisfaction with authorities, satisfaction with social status & family welfare, rapport with students and relationship with co-workers increase.

CONCLUSION AND EDUCATION IMPLICATION

The significant and negative relationship was found between job satisfaction and job alienation in special 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 special BTC teachers to minimize the job dissatisfaction. The policy planners and administrators should try to develop interest of the special 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 special BTC teachers.

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