

Level of Alienation of Teachers

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Abstract: Teacher alienation is the alienation of teachers from their work, school and colleagues. Alienation, which can occur in educational organizations like other organizations, can reduce teachers' commitment to their jobs, students, each other or their institutions and cause professional dissatisfaction. Alienation in teachers can often be associated with factors such as workload, performance pressure, relations with management, student behavior and communication problems. The possibility of experiencing the feeling of alienation may increase, especially for teachers who have just started and have been in the profession for a long time. It is very important to investigate the alienation levels of teachers because the problems caused by alienation in educational organizations negatively affect the effectiveness of the organization, productivity, teachers' work and private life, institutional commitment, working relations and communication styles.

The aim of this study is to investigate the alienation levels of teachers working in different public schools to the institution, work and communication. The study group consists of 162 teachers working in Aydın province Efeler district. The 'Teachers Alienation Scale' developed by the researchers (2022) was used to obtain the data. Since the data showed a normal distribution in the analysis of the data, the t-test, which is one of the parametric tests, was used for differences according to gender, and the Kruskal Wallis Test, which is one of the non-parametric tests, was used in differences according to professional seniority, age, type of school, and working time in the same school, since the number of any of the groups was below 30. The level of alienation and sub-dimensions of "work alienation", "institutional alienation" and "communication alienation" of teachers working at different levels is "low" with the arithmetic average.

Keywords: Alienation, Alienation from Institution, Alienation from Work, Teacher

Introduction

The changes and transformations that emerged with industrialization have affected the social structures, organizations, lifestyles and value systems in the society. These changes and transformations have alienated the individual from his profession, from himself, from his values and by making him passive. In other words, alienation is defined as the alienation of the individual from himself, his labor and all kinds of environment (Yılmaz & Sarpkaya, 2009). According to Seeman (1959), an individual experiencing alienation cannot participate effectively in the decisions to be made, has difficulty in making sense of his actions, focuses only on external satisfaction and does not value social norms. In addition, the behavior of the alienated individual and their expectations do not match with each other.

The effects of alienation are felt in educational organizations as well as in all social organizations. Alienation can affect the performances, motivations, career advancements, relationships with students and the effectiveness of the education system in general. The alienation of the teacher from the institution and communication can lead to negative consequences such as professional dissatisfaction, burnout and job dissatisfaction.

The hierarchical structure in the school, the density of the curriculum, the necessity of completing it on time, the excess of course hours or the obligation to attend classes in different schools, fair and undemocratic administrative practices, the determination of educational practices and decisions by the external and political environment, teachers have less involvement in the management of schools and education policies. Having a voice, experiencing problems in participating in the management and decision(s), or incompatibility of school policies, low wages can cause teacher(s) alienation. In addition, the teacher(s) think that they are legally left alone, the constant changes made in the education system, the frequently changing management staff in educational institutions, the different expectations of external factors from the teacher(s), the emphasis on quantity rather than quality in education, appointments without considering merit, Factors such as sharing the advantages of positional power only with their supporters, and the arbitrary application of the reward and punishment system by the administrators make it difficult for teachers to progress in their jobs, and may cause the teacher(s) to become alienated from their profession, the school they work in, their environment and moreover. In addition, teachers' emotional fatigue caused by various reasons in business life, professional dissatisfaction, classroom management problems, administrators' ignorance of teachers' needs and failure to take appropriate decision(s) are other causes of alienation. Alienation in teacher(s) can cause depersonalization

towards students' problems, success or activities, decrease in their commitment to the institution and their work, feeling inadequate about their profession or contribution to their students, getting tired of dealing with students' problems, etc. It can occur in the form of the teacher's ordinaryization of his profession, the loss of meaning and value of teaching activities, and the teacher's difficulty in expressing himself and conveying his thoughts (Elma, 2003). The size of the school, the management model adopted by the school principal, the injustice in the distribution of the duties and programs to be undertaken at the school, the lack of equal opportunities to participate in the decisions to be taken and benefit from the institutional opportunities may cause alienation for the teacher(s) from the work and the institution. The inability to create a balanced division of labor among colleagues, the problems of dialogue between the administrator-teacher or teacher-teacher, the inability to establish positive relations and the conflicts experienced bring about alienation from communication in the teacher(s). The alienation of the teacher(s) from their job, institution and communication can affect their professional work and their relations with the environment and change their perspective towards life and work in a negative way.

Appreciating the work of the teacher(s), rewarding them fairly in line with the opportunities available, encouraging the professional development of teachers, providing coaching, mentoring or consultancy services when necessary, creating an environment and opportunities where they can show their competencies and skills and express themselves, developing a culture of support Taking decisions by taking teachers' needs into consideration, developing a sense of belonging by organizing joint activities and making a balanced division of labor, solving conflict or communication problems by acting impartially with common sense, and creating a sincere and respectful workspace can reduce alienation. Revealing the 'alienation level' of the teacher(s) is of great importance in terms of increasing the productivity and quality of education services and making teaching meaningful.

The aim of this study is to investigate the level of alienation of teachers according to the opinions of teachers. In this direction, answers to the following questions were sought.

- i. What is the level of teachers' alienation and alienation from sub-dimensions to the institution, alienation from work, alienation from communication?
- ii. Do teachers' alienation and alienation from the sub-dimensions, alienation from the institution, work alienation, alienation from communication differ significantly according to gender, professional seniority, age, type of school, and working time in the same school?

Methodology

In the study, a survey design, one of the quantitative research designs, was used to determine the level of alienation of teachers. The screening model is a research model that describes the actual and existing situation, in which the cases cannot be controlled and a new variable cannot be added. Due to the large number of elements in the universe, reaching a judgment is possible by scanning the entire universe or a group (Karasar, 2014; Sönmez & Alacapınar, 2019).

Universe and sample

The study population of the research consists of teachers working in public kindergartens, primary schools, secondary schools and high schools in Aydın province Efeler district. Since it is not possible to reach all of the teachers in the study universe in terms of time, effort and money, the sample was taken. Sampling was taken from 162 teachers with simple random sampling method. The demographic information of the teachers in the sample is shown in Table 1.

Table.1 Distribution of Teachers by Demographic Variables

Variable	Property	n	%
Gender	Female	112	69.51
	Male	50	30.48
Professional Seniority	5-10 years	18	10.97
	11-20 years	70	42.68
	21-30 years	60	37.8
	31 years and above	14	8.53
Age	25-35 years	17	10.36
	36-45 years	86	53.65
	46 years and above	59	29.87
Type of School Studied	Kindergarten	14	8.53

	Primary school	48	25.6
	Middle school	56	40.24
	High school	44	25.6
Working Time in the Same School	2-5 years	63	39.02
	6-10 years	52	31.7
	11-15 years	32	19.51
	16 years and above	15	9.75

Frequency and percentage values of different demographic variables of teachers are shown in the table above. Of the teachers participating in the research, 112 were female and 50 were male; 18 teachers have 5-10 years, 70 teachers have 11-20 years, 60 teachers have 21-30 years, 14 teachers have 31 years and more professional seniority. Of the participants, 14 kindergarten teachers, 48 classroom teachers, 56 secondary school teachers and 44 high school teachers. In addition, 63 people with a working period of 2-5 years, 52 people with a working period of 6-10 years, 32 people with a working period of 11-15 years, and 15 people with a working period of 16 years and above, in the same school, when the age ranges are considered, are 25-35 years old. There are 17 people in the range of 36-45 people, 86 people in the range of 36-45, and 59 people over 46.

Data collection tool

The "Teachers Alienation Scale" developed by the researchers (2022) was used to collect the data in the study. In the development process of the "Teachers Alienation Scale", first of all, a literature review was made and an item pool consisting of 65 items was created, and the studies and scales made in the field were also used in the creation of this pool (Kıhri, 2013, Elma, 2003, Eryearmaz & Burgaz, 2011). For 41 items related to teacher alienation in the created item pool, the views of 10 experts from the field of Educational Sciences were consulted with a triple rating including the statements ("appropriate", "corrected" and "not appropriate"). For construct validity, exploratory and confirmatory factor analysis was applied first, and for reliability, Cronbach Alpha reliability analyzes were applied. The answers given were evaluated and the items below 0.50 were removed from the scale and the scale was transformed into 18 items and the scale was finalized.

The "Teachers Alienation Scale" developed by the researchers (2022) consists of the sub-dimensions of alienation from the institution, alienation from work and alienation from communication. In the "Teachers Alienation Scale", the options were arranged in accordance with a five-point Likert-type rating scale. Item options in the scale; "Strongly agree", "Agree", "Partly agree", "Disagree" and "Strongly disagree".

The items of the validity and tested scale have factor weights between 0.50 and 0.95. Among the sub-dimensions of the scale, alienation from the institution explains 53.3% of the variance, 9.2% of the alienation from work sub-dimension, and 8% of the alienation from communication sub-dimension. Cronbach Alpha internal consistency coefficient calculated for the reliability of the scale; 0.92 in the alienation sub-dimension, 0.92 in the work alienation sub-dimension, 0.83 in the communication sub-dimension and 0.94 in the overall scale. It can be seen from the obtained values that the "Teachers Alienation Scale" is a reliable scale. In order to determine the internal consistency of the scale, Pearson Product Moments Correlation Coefficient was applied additionally, first the whole scale and then the item-total test correlation of each sub-dimension constituting the scale was performed.

Data analysis and interpretation of findings

In the analysis of the data on the alienation of teachers working in different schools and determining the level of alienation from sub-dimensions to the institution, work and communication, first of all, the normality distribution of the data was examined. In the normality tests, skewness and kurtosis values between +1.96 and -1.96 were taken as criteria and it was observed that the data set was normally distributed as a result of the analysis performed (Table 2).

Table 2 The skewness and kurtosis values of the "Teachers Alienation Scale" and its sub-dimensions

Teachers' alienation Scale" and its sub-dimensions	n	Ss	Skewness	Kurtosis
Teachers' alienation	162	14.47	0.58	0.29
Alienation from institution	162	6.84	0.77	0.71
Alienation from work	162	6.39	0.62	0.74
Alienation from communication	162	2.72	0.94	0.83

Since the data showed a normal distribution, the t-test and professional seniority, age, type of school, and working time in the same school were used to determine whether there was a significant difference between the levels of alienation and alienation of teachers from the sub-dimensions to the institution, work and communication according to gender. Kruskal Wallis Test and Mann-Whitney U test were used to determine if any of the groups to be compared was less than 30 despite the normal distribution. In the analysis of the data, the significance level of $p < 0.5$ was taken as the basis. In order to interpret the findings, the discontinuous data in the scales were turned into continuous data by dividing the number of intervals by the number of options. For this purpose, the four interval numbers on the scales are divided into five alternative numbers. The result obtained was added from the lowest value of 1.00 and new values were obtained. Findings of the "Teacher Alienation Scale" show that 0.80, which is obtained by dividing the number of four intervals in the scale by the number of five options, is added as of 1.00 and the range of 1.00-1.80 is "very low", the range 1.81-2.60 "low", the range 2.61-3.40 "medium". The range of 3.41-4.20 was interpreted as "high", the range of 4.21-5.00 as "very high".

Results

The findings regarding the alienation level of teachers were arranged according to the sub-problems addressed.

Findings related to the first sub-problem

The findings regarding the alienation of teachers and the level of alienation from sub-dimensions such as alienation from the institution, alienation from work, alienation from communication are given in Table 3.

Table.3 Level of alienation of teachers and sub-dimensions of alienation from the institution, alienation from work, alienation from communication

Teachers' alienation and its sub-dimensions	n	\bar{x}	Ss	Meaning
Teachers' alienation	162	2.07	2.66	Low
Alienation from work	162	2.16	0.91	Low
Alienation from institution	162	2.05	0.85	Low
Alienation from communication	162	2.00	0.90	Low

Teachers' alienation and its sub-dimensions of "work alienation", "institutional alienation" and "communication alienation" are "low".

Findings related to the second sub-problem

The findings regarding whether the level of alienation and alienation of teachers from sub-dimensions such as alienation from the institution, alienation from work, alienation from communication differ significantly according to gender, seniority, age, type of school, and working time in the same school were discussed separately for each variable.

Table 4 Differences in the level of alienation of teachers from sub-dimensions such as alienation from the institution, alienation from work, alienation from communication by gender (t-test)

Teachers' alienation and its sub-dimensions	Gender	n	\bar{x}	Ss	Sd	t	p	Meaning
Teachers' alienation	Female	113	2,05	0,81	161	-0,681	0,49	No differences
	Male	49	2,15	0,78				
Alienation from the institution	Female	113	2.01	0.86	161	-0,66	0.50	No differences
	Male	49	2.11	0.83				
Alienation from work	Female	113	2.10	0.92	161	-1.14	0.25	No differences

	Male	49	2.27	0.88				
Alienation from communication	Female	113	2.02	0.91	161	0.47	0.63	No differences
	Male	49	1.95	0.88				

Teachers' alienation by gender [$t=-0.681$, $p<0.05$] and sub-dimensions alienation from the institution [$t=-0.66$, $p<0.05$], alienation from work [$t=-1.14$, $p<0.05$], alienation from communication [$t= 0.47$, $p<0.05$] level, there is no significant difference.

Professional Seniority

The difference in the level of alienation and alienation from the sub-dimensions of the teachers to the institution, work alienation, communication alienation according to professional seniority Table. It is given in 5 Table.

Table 5 Differences in the level of alienation and alienation from sub-dimensions of teachers to the institution, work alienation, communication alienation according to professional seniority (Kruskal Wallis Test)

Teachers' alienation and its sub-dimensions	Professional Seniority	n	Mean Rank	Sd	X ²	p	Meaning
Teachers' alienation	5-10 years (1)	18	102.42	3	16.63	0.00	There is a difference
	11-20 years (2)	68	85.58				
	21-30 years (3)	62	82.30				
	31 years and above(4)	14	36.79				
Alienation from the institution	5-10 years (1)	18	101.33	3	10.93	0.01*	There is a difference
	11-20 years (2)	68	85.42				
	21-30 years (3)	62	80.29				
	31 years and above(4)	14	47.86				
Alienation from work	5-10 years (1)	18	100.53	3	13.39	0.00*	There is a difference
	11-20 years (2)	68	84.51				
	21-30 years (3)	62	82.98				
	31 years and above(4)	14	41.46				
Alienation from communication	5-10 years (1)	18	90.89	3	13.87	0.00*	There is a difference
	11-20 years (2)	68	82.88				
	21-30 years (3)	62	88.22				
	31 years and above(4)	14	38.71				

$p<0.5$

There is a statistically significant difference between teachers' levels of "alienation" and sub-dimensions "alienation from the institution", "alienation from work" and "alienation from communication" according to professional seniority. The Mann Whitney U Test was conducted in order to determine between which professional seniority groups the difference between the level of "alienation" of the teachers was. The results obtained in the analysis of the test are given in Table 6 below.

Table 6 Mann Whitney U Test Results showing the difference between the "alienation" level of the teachers

according to the "professional seniority"							
Professional seniority	n	Mean rank	Total rank	U	p	Difference	Groups with Difference
5-10 years (1)	18	50.97	917.50	495.500	0.18	No differences	
11-20 years (2)	68	42.18	2910.50				
5-10 years (1)	18	48.53	873.50	413.500	0.09	No differences	
21-30 years (3)	62	38.17	2366.50				
5-10 years (1)	18	21.92	394.50	28.500	0.00	There is a difference	1-4
31 years and above (4)	14	9.54	133.50				
11-20 years (2)	68	67.34	4646.50	2046.500	0.67	No differences	
21-30 years (3)	62	64.51	3999.50				
11-20 years (2)	68	46.06	3178.00	203.000	0.00	There is a difference	2-4
31 years and above (4)	14	22.00	308.00				
21-30 years (3)	62	42.62	2642.50	178.500	0.00	There is a difference	3-4
31 years and above (4)	14	20.25	283.50				

p<0.5

The Mann Whitney U Test was conducted in order to determine between which professional seniority groups the difference between the level of "alienation from the institution" of the teachers was. The results obtained in the analysis of the test are given in Table 7 below.

Table 7 Mann Whitney U Test Results showing the difference between teachers' level of "alienation from the institution" according to "professional seniority"

Professional seniority	n	Mean rank	Total rank	U	p	Difference	Groups with Difference
5-10 years (1)	18	50.61	911.00	502.00	0.21	No differences	
11-20 years (2)	68	42.28	291.700				
5-10 years (1)	18	48.69	876.50	410.500	0.08	No differences	
21-30 years (3)	62	38.12	236.350				
5-10 years (1)	18	21.03	378.50	44.500	0.002	There is a difference	1-4
31 years and above (4)	14	10.63	149.50				
11-20 years (2)	68	68.02	4693.50	1999.500	0.51	No differences	
21-30 years (3)	62	63.75	3952.50				
11-20 years (2)	68	45.12	3113.50	267.500	0.008	There is a difference	2-4
31 years and above (4)	14	26.61	372.50				
21-30 years (3)	62	41.42	2568.00	253.000	0.01	There is a difference	3-4
31 years and above (4)	14	25.57	358.00				

p<0.5

According to the Mann Whitney U Test results, there is a significant difference between the level of "alienation from the institution" of teachers according to the variable of professional seniority. The group of teachers with the highest level of "alienation from the institution" according to professional seniority is teachers with 11-20 years of professional seniority. The Mann Whitney U Test was conducted in order to determine between which professional seniority groups the difference between the level of 'work alienation' of teachers was. The results obtained as a result of the test are shown in Table 8.

Table 8 The Mann Whitney U Test Results showing the difference between the "Work Alienation" level of the teachers according to the "seniority"

Professional seniority	n	Mean rank	Total rank	U	p	Difference	Groups with Difference
5-10 years (1)	18	50.33	906.00	507.000	0.23	No differences	
11-20 years (2)	68	42.35	2922.00				
5-10 years (1)	18	47.81	860.50	426.500	0.12	No differences	
21-30 years (3)	62	38.38	2379.50				
5-10 years (1)	18	21.39	385.00	38.000	0.001	There is a difference	1-4
31 years and above(4)	14	10.21	143.00				
11-20 years (2)	68	66.63	4597.50	2095.500	0.84	No differences	
21-30 years (3)	62	65.30	4048.50				
11-20 years (2)	68	45.53	3141.50	239.500	0.003	There is a difference	2-4
31 years and above(4)	14	24.61	344.50				
21-30 years (3)	62	42.31	2623.00	198.000	0.001	There is a difference	3-4
31 years and above(4)	14	21.64	303.00				

p<0.5

According to the Mann Whitney U Test results, there is a significant difference between the level of "work alienation" of teachers according to the variable of professional seniority. The group of teachers with the highest level of "work alienation" according to professional seniority is teachers with 11-20 years of professional seniority. The findings obtained as a result of the Mann Whitney U Test, which was conducted to determine between which professional seniority groups the difference between the level of 'alienation from communication' of teachers is, is shown in Table 9.

Table 9 Mann Whitney U Test Results showing the difference between teachers' "Communication Alienation" level according to "seniority"

Professional seniority	n	Mean rank	Total rank	U	p	Difference	Groups with Difference
5-10 years (1)	18	47.69	858.50	554.500	0.48	No differences	
11-20 years (2)	68	43.04	2969.50				
5-10 years (1)	18	41.56	748.00	539.000	0.82	No differences	
21-30 years (3)	62	40.19	2492.00				
5-10 years (1)	18	20.64	371.50	51.500	0.004	There is a difference	1-4

31 years and above (4)	14	11.18	156.50				
11-20 years (2)	68	63.93	4411.00	1996.000	0.50	No differences	
21-30 years (3)	62	68.31	435.00				
11-20 years (2)	68	45.91	3168.00	213.000	0.01	There is a difference	2-4
31 years and above (4)	14	22.71	318.00				
21-30 years (3)	62	42.72	2648.50	172.500	0.000	There is a difference	3-4
31 years and above (4)	14	19.82	277.50				

p<0.5

According to the results of Mann Whitney U Test, there is a significant difference between the level of "alienation from communication" of teachers according to the variable of professional seniority. According to professional seniority, the group of teachers with the highest level of "alienation from communication" is teachers with 11-20 years of professional seniority.

Age

Table 10 shows the difference in the level of alienation and alienation from the sub-dimensions of the teachers, such as alienation from the institution, alienation from work, alienation from communication, according to age.

Table 10 Differences in the level of alienation of teachers from sub-dimensions such as alienation from the institution, alienation from work, alienation from communication by age (Kruskal Wallis Test)

Teachers' alienation ve alt boyutları	Age	n	Mean Rank	Sd	X ²	p	Meaning
Teachers' alienation	25-35 age (1)	17	103.12	2	68.73	0.03	There is a difference
	36-45 age (2)	86	85.17				
	46 ve üzeri (3)	59	71.24				
Alienation from institution	25-35 age (1)	17	105.09	2	5.90	0,05	No differences
	36-45 age (2)	86	82.48				
	46 and older (3)	59	77.93				
Alienation from work	25-35 age (1)	17	93.65	2	5.05	0.08	No differences
	36-45 age (2)	86	82.48				
	46 and older (3)	59	77.93				
Alienation from communication	25-35 age (1)	17	93.65	2	1.52	0.46	No differences
	36-45 age (2)	87	82.48				
	46 and older (3)	59	77.93				

p<0.5

There is a significant difference in the alienation level of the teachers according to the age variable, and there is no significant difference in the sub-dimensions of alienation from the institution, alienation from work and alienation from communication. The Mann Whitney U Test was conducted in order to determine between which age groups the difference between the alienation level of the teachers was. The results obtained in the analysis of the test are given in Table 11 below.

Table 11 Mann Whitney U Test Results showing the difference between the "alienation" level of the teachers according to the "age"

Age	n	Mean rank	Total rank	U	p	Difference	Groups with Difference
25-35 age (1)	17	62.32	1059.50	572.500	0.14	No differences	
36-45 age (2)	86	50.58	4400.50				
25-35 age (1)	17	49.79	8460.50	309.500	0.01	There is a difference	1-3
46 age and older (3)	59	35.25	2079.50				
36-45 (2)	86	78.59	6837.50	2123.500	0.07	No differences	
46 age and older (3)	59	65.99	3893.50				

According to the Mann Whitney U Test results, there is a significant difference between the level of "alienation" of teachers according to the age variable. The group of teachers with the highest level of "alienation" by age is teachers aged 25-35.

Type of School Studied

The difference in the level of alienation and alienation from the institution, alienation from work, alienation from communication among the sub-dimensions of teachers, according to the type of school they work in is given in Table 12.

Table 12 Differences in the level of alienation and alienation of teachers from the sub-dimensions such as alienation from the institution, alienation from work, alienation from communication according to the type of school (Kruskal Wallis Test)

Teachers' alienation and its sub-dimensions	Type of School Studied	n	Mean Rank	Sd	X ²	p	Meaning
Teachers' alienation	Kindergarten (1)	14	71.46	3	9.150	0.02	There is difference
	Primary School (2)	48	74.87				
	Middle School (3)	56	95.45				
	High School (4)	44	71.26				
Alienation from institution	Kindergarten (1)	14	65.54	3	7.71	0.05	No differences
	Primary School (2)	48	74.61				
	Middle School (3)	56	93.93				
	High School (4)	44	75.99				
Alienation from work	Kindergarten (1)	14	72.04	3	11.91	0.008*	There is a difference
	Primary School (2)	48	74.24				
	Middle School (3)	56	97.24				
	High School (4)	44	68.82				
Alienation from communication	Kindergarten (1)	14	85.43	3	2.59	0.45	No differences
	Primary School (2)	48	77.86				
	Middle School (3)	56	88.34				
	High School (4)	44	74.87				

p<0.5

There is a significant difference in the level of alienation and "work alienation" from the sub-dimensions, according to the type of school the teachers work at, and there is a significant difference in the levels of "alienation from the institution" and "alienation from communication". The Mann Whitney U Test was conducted in order to determine the difference between the alienation level of the teachers between which

school type groups studied. The results obtained in the analysis of the test are given in Table 13 below.

Table 13 Mann Whitney U Test Results showing the difference between the "alienation" level of the teachers according to the "type of school"

Type of school studied	n	Mean Rank	Total rank	U	p	Difference	Groups with Difference
Kindergarten (1)	14	27.18	380.50	275.500	0.72	No differences	
Primary School (2)	48	28.94	1215.50				
Kindergarten (1)	14	31.11	435.50	330.500	0.09	No differences	
Middle School (3)	56	42.49	2804.50				
Kindergarten (1)	14	28.18	394.50	284.500	0.96	No differences	
High School (4)	44	27.94	1145.50				
Primary School (2)	48	46.57	1956.00	1053.000	0.03	There is a difference	2-3
Middle School (3)	56	59.55	3930.00				
Primary School (2)	48	42.36	1779.00	846.000	0.89	No differences	
High School (4)	44	41.63	1707.00				
Middle School (3)	56	60.41	3987.00	930.000	0.004	There is a difference	3-4
High School (4)	44	43.68	1791.00				

$p < 0.5$

According to the results of Mann Whitney U Test, there is a significant difference between the level of "alienation" of teachers according to the type of school they work at. According to the type of school they work at, the teacher group with the highest level of "alienation" is secondary school teachers.

The Mann-Whitney U Test, which was conducted to find out which school type the teachers worked at differs in the level of "work alienation", was conducted and the test results are shown in Table 14.

Table 14 Mann Whitney U Test Results showing the difference between the "Work Alienation" level of the teachers according to the "Type of School"

Type of school studied	n	Mean Rank	Total rank	U	p	Difference	Groups with Difference
Kindergarten (1)	14	27.82	389.50	284.500	0.85	No differences	
Primary School (2)	48	28.73	1206.50				
Kindergarten (1)	14	31.25	437.50	332.500	0.10	No differences	
Middle School (3)	56	42.46	2802.50				
Kindergarten (1)	14	27.96	391.50	286.500	0.99	No differences	
High School (4)	44	28.01	1148.50				
Primary School (2)	48	45.14	1896.00	993.000	0.01	There is a difference	2-3
Middle School (3)	56	60.45	3990.00				
Primary School (2)	48	43.37	1821.50	803.500	0.59	No differences	
High School (4)	44	40.60	1664.50				
Middle School (3)	56	45.14	1896.00	993.000	0.01	There is a difference	3-4

High School (4)	44	60.45	3990.00				
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p<0.5

According to the Mann Whitney U Test results, there is a significant difference between the level of "work alienation" of teachers according to the school type variable. According to the type of school they work at, the group of teachers with the highest level of "work alienation" is secondary school and high school teachers.

Working Time in the Same School

The difference in the level of alienation and alienation from the institution, alienation from work, alienation from communication, among the sub-dimensions of teachers, according to the length of time they have worked in the same school is given in Table 15.

Table 15 Differences in the level of alienation and alienation from the institution, alienation from work, alienation from communication among the sub-dimensions of teachers according to the length of time they have worked in the same school (Kruskal Wallis Test)

Teachers' alienation and its sub-dimensions	Working time at the same school	n	Mean Rank	Sd	X ²	p	Meaning
Teachers' alienation	2-5 years (1)	63	85.91	3	10.068	0.01	There is a difference
	6-10 years (2)	52	80.43				
	11-15 years (3)	32	93.14				
	16 years and above (4)	15	49.09				
Alienation from the institution	2-5 years (1)	63	85.44	3	5.99	0.11	No differences
	6-10 years (2)	52	78.66				
	11-15 years (3)	32	92.06				
	16 years and above (4)	15	58.78				
Alienation from work	2-5 years (1)	63	84.83	3	10.01	0.01*	There is a difference
	6-10 years (2)	52	81.88				
	11-15 years (3)	32	93.16				
	16 years and above (4)	15	48.75				
Alienation from communication	2-5 years (1)	63	82.13	3	10.94	0.01*	There is a difference
	6-10 years (2)	52	82.32				
	11-15 years (3)	32	97.20				
	16 years and above (4)	15	50.03				

p<0.5

There is a significant difference in the level of "alienation" and "alienation from work", "alienation from communication" from sub-dimensions, according to the length of time teachers have worked in the same school, there is no significant difference in the level of "alienation from the institution" from sub-dimensions. Mann Whitney U Test was conducted to determine whether The results obtained in the analysis of the test are given in Table 16 below.

Table 16 Mann Whitney U Test Results showing the difference between the "alienation" level of the teachers according to the "time working in the same school"

Working Time in the Same School	n	Mean rank	Total rank	U	P	Difference	Groups with difference
2-5 years (1)	63	59.66	3818.00	1526.000	0.55	No differences	
6-10 years (2)	52	55.92	2852.00				
2-5 years (1)	63	46.88	3000.00	920.000	0.41	No differences	
11-15 years (3)	32	51.75	1656.00				
2-5 years (1)	63	44.38	2840.00	264.000	0.003	There is a	1-4

						difference	
16 years and above (4)	15	25.00	400.00				
6-10 years (2)	52	39.49	2014.00	688.000	0.23	No differences	
11-15 years l(3)	32	46.00	1472.00				
6-10 years (2)	52	37.02	1888.00	254.000	0.02	There is a difference	2-4
16 years and above (4)	15	24.38	390.00				
11-15 years (3)	32	28.39	908.50	131.500	0.006	No differences	
16 years and above (4)	15	16.72	267.50				

p<0.5

According to the results of Mann Whitney U Test, there is a significant difference between the level of "alienation" of teachers according to the length of time they have worked in the same school. The group of teachers with the highest level of "alienation" according to the length of time they have worked in the same school is the teachers who have worked for 2-5 years. The findings obtained as a result of the Mann Whitney U Test, which was conducted to determine the difference in the level of 'work alienation' of teachers between the groups of working time in the same school, are shown in Table.17.

Table 17 Mann Whitney U Test Results showing the difference between teachers' "Work Alienation" level according to "time working at the same school"

Working Time in the Same School	n	Mean rank	Total rank	U	P	Difference	Groups with difference
2-5 years (1)	63	58.90	3769.50	1574.500	0.74	No differences	
6-10 years (2)	52	56.87	2900.50				
2-5 years (1)	63	46.84	2998.00	918.000	0.40	No differences	
11-15 years (3)	32	51.81	1658.00				
2-5 years (1)	63	44.09	2821.50	282.500	0.006	No differences	
16 years and above (4)	15	26.16	418.50				
6-10 years (2)	52	39.71	2025.00	699.000	0.27	No differences	
11-15 years (3)	32	45.66	1461.00				
6-10 years (2)	52	37.30	1902.50	239.500	0.01	There is a difference	2-4
16 years and above (4)	15	23.47	375.50				
11-15 years (3)	32	28.69	918.00	122.000	0.003	There is a difference	3-4
16 years and above (4)	15	16.13	258.00				

p<0.5

According to the results of Mann Whitney U Test, there is a significant difference between the level of 'work alienation' of teachers according to the variable of working time in the same school. The teacher group with the highest level of "work alienation" according to the working time in the same school is the teachers who have worked for 6-10 years. Table 18 shows the findings obtained as a result of the Mann Whitney U Test, which was conducted to determine the difference in the level of 'communication alienation' between the groups of working time in the same school.

Table 18 Mann Whitney U Test Results showing the difference between teachers' "Communication Alienation" level according to "time working in the same school"

Working Time in the Same School	n	Mean rank	Total rank	U	P	Difference	Groups with difference
2-5 years (1)	63	57.92	3707.00	1627.000	0.97	No differences	
6-10 years (2)	52	58.10	2963.00				
2-5 years (1)	63	45.49	2911.50	831.500	0.13	No differences	
11-15 years (3)	32	54.52	1744.50				
2-5 years (1)	63	43.72	2798.00	306.000	0.01	There is a difference	1-4
16 years and above (4)	15	27.63	442.00				
6-10 years (2)	52	38.98	1988.00	662.000	0.14	No differences	
11-15 years 1 (3)	32	46.81	1498.00				
6-10 years (2)	52	37.25	1899.50	242.50	0.01	There is a difference	2-4
16 years and above (4)	15	23.66	378.50				
11-15 years (3)	32	28.88	924.00	116.000	0.002	There is a difference	3-4
16 years and above (4)	15	15.75	252.00				

p<0.5

According to the results of Mann Whitney U Test, there is a significant difference between the level of "communication alienation" of teachers according to the variable of working time in the same school.

Conclusion and Recommendations

In the study, the dimensions with high levels of teachers' alienation were found to be "alienation from work", "alienation from the institution" and "alienation from communication", respectively. The fact that teachers are alienated at least in terms of communication can be associated with the necessity of communicating with students, parents and environmental factors, having the opportunity to help those around them, and being more autonomous compared to many professional groups. However, feeling the hierarchical structure more intensely in crowded schools, strict-bureaucratic practices carried out by the administration, student and parent profile, external factors affecting the school, inability to solve any problems experienced with students, administrative ineffectiveness or limited authority may increase the level of alienation of teachers. According to Eryılmaz and Burgaz (2011) the effect of alienation on teachers is quite high.

In the study, no significant difference was observed in the level of alienation of teachers according to gender and sub-dimensions "alienation from the institution", "alienation from work" and "alienation from communication". The research finding coincides with the research findings of Elma (2003). In the studies of Kaplan (2011), Tanrıseven (2014) and Sezen (2014) on teachers, the finding that teachers have a low level of perception of loneliness in business life overlaps with the research finding. The research finding also overlaps with the findings of Güven Sarı's (2018) academics' perceptions of organizational alienation on academics, and Eryılmaz (2010) Averbek (2016) studies to determine teachers' organizational alienation perceptions.

In the study, it was found that the level of alienation and alienation from the sub-dimensions of the teachers with professional seniority of 11-20 years, alienation from the institution, alienation from work, alienation from communication were significantly higher than those with other professional seniority. Gülören (2011), Kılçık (2011), Celep (2008) and Elma (2003) found that there is a significant difference between alienation and teachers' professional seniority in their studies. Tolerance (1997), Duru (1995) and Pars (1982) found in their studies that having to do an unloved job increases the feeling of alienation from work.

In the study, it was found that the level of "alienation" of teachers aged 25-35 was significantly higher

than those of other age groups. This finding can be interpreted as new teachers do not feel belonging to the school they work in and perceive them as foreigners. Although young teachers have high expectations regarding the administration and school, the fact that their expectations are not met (unable to meet) due to bureaucratic obstacles and problems in the supervisory structure, that they cannot (cannot) find solutions to their problems or that they are constantly postponed can be cited among the factors that cause their alienation (Erdem, 2014). In addition, it is stated that factors such as occupation, race, education, urbanization and government policies trigger alienation (Olsen, 1965). Making teachers feel that the value given to the teaching profession has decreased over time, and young teachers losing their idealistic attitudes over time due to managerial, internal or external factors can be counted among the reasons that increase the alienation of teachers. Similarly, there are studies showing that increasing the central and hierarchical structure of schools and the level of supervision increase the alienation of teachers (Isherwood & Hoy, 1973). In addition, occupation, gender, income, and the size of the society are among the reasons that increase alienation (Middleton, 1963).

In the study, it was found that the level of alienation was higher in secondary school teachers, and the level of "alienation from work" was higher in secondary and high school teachers. The research finding is in line with other research findings. In Bayındır's (2002), Kınık's (2010) studies, it is stated that job alienation is seen at the highest level in high school teachers and at the lowest level in primary school teachers, and in Korkmaz and Çevik's (2017) study, corporate culture is among the main factors causing alienation in high schools. is being done. In the studies of Şimşek et al. (2012) and Şirin (2009), it was found that alienation from work was moderately effective in the alienation of teachers, while in the studies of Kırır (2013), Kurtulmuş and Yiğit (2016), the level of alienation from work was found to be partially high. The fact that teachers do the same job all the time, their job turns into a routine and the wage is not seen as sufficient or alternatives cannot be produced, and having negative thoughts about their job are among the factors that increase work alienation (Kaya & Serçeoğlu, 2013; Şimşek, Balay & Şimşek, 2012). Work alienation results in political withdrawal, status seeking, intergroup hostility and powerlessness (Seeman, 1967).

Minimizing alienation in teachers will positively affect both the teacher's job and life satisfaction and the quality of the educational service he provides. Ensuring more effective participation of teachers in the decision process regarding their profession, creating a supportive school climate, providing fair practices and creating different opportunities for teachers are important responsibilities of school administrators in minimizing alienation. Based on the research findings, the following can be recommended to school administrators in order to minimize the alienation of teachers:

- i. In the study, the dimensions in which teachers feel most alienated are respectively "alienation from work", "alienation from the institution" and "alienation from communication". School administrators can make more efforts to solve their work-related problems in order to minimize teachers' alienation from work.
- ii. In the study, it was found that the level of alienation and alienation from the sub-dimensions of the teachers with professional seniority of 11-20 years, alienation from the institution, alienation from work, alienation from communication were higher than those with other professional seniority. School administrators can increase their active participation in management and education processes in order to reduce the alienation of teachers of 11-20 years.
- iii. In the study, it was found that teachers aged 25-35 and working in the same school for 2-5 years were the teacher groups with the highest level of "alienation". School administrators can increase orientation training and social activities in order to minimize the alienation of new teachers and can apply their opinions more to increase the quality of education and to solve the problems encountered.
- iv. In the study, it was found that the level of alienation and work alienation from the sub-dimensions of teachers working in secondary and high schools was higher than teachers working in primary and kindergarten. Middle school and high school administrators can increase teachers' active participation in educational processes in order to minimize their alienation from work.

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