Work Alienation in Predicting Job Satisfaction among Physical Education Teachers in Turkey

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Abstract: The aim of the study is to determine what effect the variables of work alienation (powerlessness, meaningfulness, isolation and school alienation) have on predicting job satisfaction. In the study, relational survey model was used. In accordance with this model, the effect of the level of work alienation among physical education teachers on predicting job satisfaction was investigated. The study group of this research consisted of a total of 338 physical education teachers, 95 of which were females (28.1%) and 243 (71.9%) were males, working in 178 primary and 160 secondary schools affiliated to the Ministry of National Education which are located in central districts of Ankara (Akyurt, Altındağ, Çankaya, Çubuk, Etimessat, Gölbasi, Kazan, Keçiören, Mamak, Pursaklar, Sincan, Yenimahalle) during 2009-2010 education year. In the study, Job Satisfaction Scale and Work Alienation Scale were used to collect data. Pearson's Product Moment Correlation Coefficient and Multiple Regression Analysis were used for the analysis of the data collected from the study. The results of the study found a significant negative relationship between job satisfaction among physical education teachers and their levels of powerlessness, meaningfulness, isolation and school alienation which are sub-dimensions of work alienation.

Key words: Alienation • Work alienation • Job satisfaction • Physical education teachers

INTRODUCTION

Today, alienation is one of the most socio-psychological problems of the human being, and it has lots of negative effects on workers. When it is thought on the organization basis, a different concepts “Work Alienation” occurs [1]. People spend most of their times at work. This situation may cause that people think themselves integrated to their work [2]. But it is observed that after a while people may be alienated to their work moreover they do not feel happy and comfortable at work.

According to the researches about “burn out” and “job satisfaction”, workers who have high level job satisfaction are also emotionally steady. Emotional disorder may cause dissatisfaction in every step of life. One of the important factors of dissatisfaction is work alienation. Workers who are less alienated to their work have high level job satisfaction [3]. Satisfaction level of workers who spend a considerable part of their lives at work would somehow affect their health and living. It is a generally well accepted insight that high level job satisfaction contributes to happiness of workers. In other words, low level job satisfaction causes work alienation. Correspondingly lack of interest and inconsistency occurs [4].

As an important type of educational alienation, teacher alienation can be evaluated with in this scope. When the literature is reviewed, it is observed that bureaucratic and centralized form of school administration has an important influence on teacher alienation [5]. Especially, there is an important relation between centralized decision making and teachers’ alienation to their work. According to Vavrus [6], undemocratic school environment breeds alienated teachers. Vavrus [6] claims that taking part in school administration, teachers can remove the work conditions causing alienation. According to Knoop [7] low level job satisfaction is an important factor for teacher alienation. It is obvious that
school conditions are determinant on low level job satisfaction. These conditions are "teaching difficulties, communication disorder among the teachers, heavy work load, crowded classes, intensive curriculum and stress.

When the literature is reviewed, it is observed that there is a limited number of researches on alienation in Turkey but the number of researches have been increased in recent years. It is determined that most of these researches concentrate on public and private sector enterprises. So these researches haven't been taken account in this research. Only the researches [1,8-12], which concentrate on alienation in educational organizations, have been examined. In these researches, generally, the level of teachers' alienation and its relation with the independent variables such as gender, age, marital status, etc. are viewed. But the researches in Turkey don't contain the dependent variables such as job satisfaction, burnout, life satisfaction etc. When the foreign literature is reviewed, lots of important researches [5,6,13-24] are found.

Physical education (PE) teachers have lots of difficulties in Turkey, because they have lots of different responsibilities such as coaching the school football, volleyball and handball teams. Although the PE teachers have an enacted role, School administrators have different expectations from the PE teachers in Turkey. They are supposed to be a coach for the school teams, guide for the school journeys and a leader for the celebrations. These various expectations may cause a role and responsibility conflict. Furthermore, they have a different status in the eyes of students. According to Melville and Maddalozzo, students take the PE teachers as a model in terms of health. So PE teachers should be a model for the students with their behaviors and life style [25]. While the other lessons are performed in classrooms, PE lessons are performed in different places such as school gardens, sports hall, etc. This situation causes some discipline and student safety problems [26]. Furthermore, in Turkey, the number of the schools which has a sport complex is limited, so most of the PE lessons are performed in unsuitable places such as school gardens. During the lessons, PE teachers are in sight of all school. In addition to this, the lessons are performed under different weather conditions. These situations may cause high level stress and burn out for the PE teachers and reveal heavy work load, emotional breakdown and heavy responsibilities.

As it is mentioned above, PE teachers have highly different roles and responsibilities according to other branches. So the results of the researches on alienation and job satisfaction in educational organizations may not reflect the PE teachers' job satisfaction and alienation level correctly. Determining the job satisfaction and work alienation level of the PE teachers may contribute to coping with the problems that they encounter during the lessons.

MATERIALS AND METHODS

General survey model is used in this research. The existence and degree of variables according to this model are tried to present [27]. The regression power of PE teachers' job satisfaction levels on work alienation is investigated.

The study group of this research consisted of a total of 338 physical education teachers, 95 of which were females (28.1%) and 243 (71.9%) were males, working in 178 primary and 160 secondary schools affiliated to the Ministry of National Education which are located in central districts of Ankara (Akyurt, Altındağ, Çankaya, Çubuk, Etimesgut, Gölbaşı, Kazan, Keçiören, Mamak, Pursaklar, Sincan, Yenimahalle) during 2009-2010 education year in Turkey.

Data Collection Instruments

Job Satisfaction Scale (JSS): A self-report scale that is developed by Hackman and Oldham [28] in order to determine the level of satisfaction that individuals gain from their jobs, it consists from unfinished positive statements, 14 items with 5 options. The individual's job satisfaction is calculated by adding the points given to the items on the scale. Since all the items that consist the scale are positive, it can be scaled from 1 to 5. The highest score that can be received from the scale is 70, the lowest score is 14 and the range width is 56. High scores indicate high level of job satisfaction whereas low grades indicate lower job satisfaction. The scores received from the scale between 14 and 32 indicate lower job satisfaction whereas the scores between 33 and 52 indicate intermediate level of job satisfaction and scores between 53 and 70 indicate higher job satisfaction.

The reliability of scale is carried out by Hackman and Oldham [28] by test-retest method, the average score of the first application is 34.27 and the average score of the second application is 34.71. The closeness of these two average score is accepted as an indicator of reliability [29]. Gödelek [30] in the study for the validity of the scale in Turkey, determined that correlations of the items in the scale show significant relations with the total of items. Same situation is obtained after test-retest application [31]. Studies for the Turkish form are carried out by Gödelek [30] and Güler [29]. The scale reliability in these studies is found as an acceptable level.
Work Alienation Scale (WAS): In the research "Work alienation Scale" which is developed by Elma [1] by taking recalled school alienation primarily to determine the PE teachers' work alienation levels, powerlessness, meaningfulness, isolatedness concepts that Seeman [32] conceptualized is used. Scale is a tool which consists of 38 components and a five-likert scale; ranging from 'always' (5), to 'never' (1). Components are classified as (1-11) powerlessness, (12-22) meaningfulness, (23-31) isolation (32-38) school alienation. Powerlessness, meaningfulness and isolation are negative statements. However school alienation components are positive statements. Components are pointed according to being positive or negative. In currency work, with factor analysis, it is calculated that 1 factor (powerlessness) factor burdens are between 45.75 and explain the 12.6 of variance; 2 factor (meaningfulness) factor burdens are between 41.49 and explain the 11.7 of variance; 3 factor (isolation) factor burdens are between 34.61 explain the 10.7 of variance; and 4 factor (school alienation) factor burdens are between 21.42 and explain the 7.4 of variance. In work of scale reliability it is calculated that; first factor alfa coefficient is 0.86, second factor is 0.84, third is factor 0.80 and forth factor is 0.62.

Data Analysis: For data analysis, Pearson's Product Moment Correlation Coefficient is used in order to see the relations between variables and Multiple Linear Regression Technique is used to determine in which turn the variables that predict life satisfaction make contribution, by using SPSS 15.0 package program.

RESULTS

The average and maximum-minimum scores and standard deviation results that PE teachers who participated to the study, obtain from each measuring instruments, are shown in the Table 1.

When Table 1 is taken into consideration, physical education teachers have respectively: for job satisfaction scale 41.17 (SS=9.17), for work alienation scale powerlessness 2.42 (SS=0.88), for meaningfulness 1.99 (SS=1.03), for isolation 2.07 (SS=0.92) and for school alienation 2.83 (0.82) average points.

In the research, correlations about relationships between job satisfaction and subscales of work alienation emotions (powerlessness, meaningfulness, isolation and school alienation) are shown in Table 2.

When Table 2 we can see that there is a middle leveled, negative and meaningful relations among PE teachers' points of job satisfaction scale and points of one of the subscales of work alienation, powerlessness (r=-0.555, p<0.01), points of meaningfulness scale (r=-0.348, p<0.01), points of isolation scale (r=-0.357, p<0.01) and points of school alienation scale (r=-0.360, p<0.01).

When duo and partial correlation between predictive variables and dependent variables, it is seen that among powerlessness which is one of the sub dimensions of work alienation, there is a negative and middle leveled relation (r=-0.56). However, when the other variables are checked, the correlation between two variable is calculated r=-0.51. Among one of the sub dimensions of work alienation, meaningfulness, there is a negative and middle leveled relation (r=-0.35). However, when other variables are checked, it is calculated that that the correlation between two variables is r=-0.30. Among one of the sub dimensions of work alienation, isolation, there is a negative and middle leveled relation (r=-0.39). However, when other variables are checked, it is calculated that that the correlation between two variables is r=0.01. Among one of the sub dimensions of work alienation, school alienation, there is a negative and middle leveled relation (r=-0.36). However, when other variables are checked, it is calculated that that the correlation between two variables is r=-0.25.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Mean</th>
<th>Std Deviation</th>
<th>Min</th>
<th>Max</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Satisfaction</td>
<td>42.17</td>
<td>9.17</td>
<td>20</td>
<td>67</td>
</tr>
<tr>
<td>Powerlessness</td>
<td>2.42</td>
<td>0.88</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Meaningfulness</td>
<td>1.99</td>
<td>1.05</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Isolation</td>
<td>2.07</td>
<td>0.92</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>School Alienation</td>
<td>2.83</td>
<td>0.82</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

Table 2: Correlation of the Points Taken from Scales and Sub-scales

<table>
<thead>
<tr>
<th>Scales and Sub-scales</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Job Satisfaction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Powerlessness</td>
<td>-0.535**</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Meaningfulness</td>
<td>-0.348**</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Isolation</td>
<td>-0.357**</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>School Alienation</td>
<td>-0.360**</td>
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</tbody>
</table>

** Correlation is significant at the 0.01 level (2-tailed)
All sub dimensions of work alienation, powerlessness, meaningfulness, isolation and school alienation variables all together give a middle leveled and meaningful relation in respects of physical education teachers job satisfaction points (R= 0.664, R²=0.415, p<.001). The three variables together explain 42% of total variance on job satisfaction.

According to standardized regression coefficient (β), relative importance order of predictive variables on job satisfaction is, powerlessness, meaningfulness, school alienation and isolation. When t-test results about meaningfulness of regression coefficient are checked, it is seen that powerlessness, meaningfulness and school alienation are important predictive on job satisfaction.

According to regression analysis results, regression equity (mathematical model) about predicting satisfaction with life is like; SATISFACTIONWITHLIFE = 63.125+ 9.793 POWERLESSNESS + 4.839 MEANINGFULNESS - 0.077 ISOLATION - 2.864 SCHOOL ALIENATION

**DISCUSSION**

According to research results, a meaningful and negative relation is found between PE teachers’ work alienation sub dimensions; powerlessness, meaningfulness, isolation and school alienation levels and teachers’ job satisfaction. Moreover, powerlessness, meaningfulness, isolation and school alienation help to predict teachers’ job satisfaction in a meaningful way.

In literature, any research which describes the relation between work alienation and job satisfaction of teachers isn’t found. It is also seen that negative processes in work life effect the teachers’ the general life satisfaction negatively. In addition to the work conditions, several negative situations such as powerlessness, meaningfulness, isolation and school alienation effect the teachers work life and general life satisfaction negatively. However, work satisfaction, stress, work environment and organizational climate are generally related with inexhaustibility [33]. Inexhaustibility is defined as individuals’ developing physical exhaust, emotion of hopelessness and desperation, emotional emptiness, negative self-perception and developing negative manners to work, life and other people [34]. Exhaustibility syndrome is said to be sub dimension of work alienation. Work alienation is thought to be a signal of psychological exhaustion [35]. Whereas, the explanations mentioned point out that there is a tight relation between job satisfaction and work alienation, no theoretical frame has been found to describe this relation yet.

When the correlations of the subscales are studied, a negative relation between powerlessness sub dimensions of work alienation and job satisfaction of PE teachers is found (Table 2). This finding shows that statistically there is a meaningful negative relation between job satisfaction and powerlessness. Powerlessness occurs when an individual cannot control his own life [36]. As a result of alienation, the individual gets bored with his job and doesn’t enjoy in his social life and looses his joy of life. As a result of alienation, the individual; “perceives himself not the creator of his own powers, prosperity but an object which perceives himself bound to outer powers, a person who is lack of and who reflects his essence to these powers” [37]. So these values which are thought to be the basis of alienation may cause the individual both to feel powerlessness and loose his expectations. It’s to say, this case may effect the job satisfaction of the individual negatively. At this case, it can be said that in PE teachers’ powerlessness emotion has negative effect in general job satisfaction.

In addition to this, it is seen that there is a negative relation between job satisfaction and meaningfulness which is a sub dimension of work alienation (Table 2). This finding shows that statistically there is a meaningful negative relation between job satisfaction and meaningfulness. If there is indefiniteness in a person’s designs of future, with a sharper statement, if there are no goal which can be defined easily in the life of a person, this causes an emotional uncertainty. As a result, meaningfulness appears [38] and this time it may appear as a concept which characterizes job dissatisfaction. So, PE teachers’ experiencing meaningless results in, deterioration and toughness of working, not comprehending the whole work, monotonous works lacking of creativity and initiative, bureaucratic hindrances and hierarchy, disability of reaching the data and sources, wrapping up of the individual between things which happen and should happen and pulling him inside [1]. Teachers’ educational environment, students, families and his whole job are effected by the feeling of meaningfulness negatively. In other words, PE teachers’ job satisfaction decreases if they have higher levels of work alienation on account of experiencing meaningfulness.

It is seen that there is a negative relation between job satisfaction and isolation which is a sub dimension of work alienation (Table 2). This finding shows that statistically there is a meaningful negative relation between job satisfaction and isolation. Isolation may be defined as people’s avoiding interacting with the physical atmosphere they are in or other people or people’s
minimizing this interaction [1]. This staying away or avoidance makes people’s emotions socially isolated and alienated. The factors defining isolatedness such as an individual’s losing social interaction emotion, weakening the group ties, weakening of work and organization devotion, worsening of interaction, dominance of antisocial characteristics [39] affect the individual’s job satisfaction negatively. In other words, PE teachers whose isolation feeling is high have lower job satisfaction.

Moreover, there is a negative relation between job satisfaction and school alienation, sub dimension of work alienation, (Table 2). This finding shows that statistically there is a meaningful negative relation between job satisfaction and school alienation. Natvig et al. [40] in their research which they search the effects of psychosocial changes in adults in happiness perception, they put forward that school alienation and school stress are higher in those who have lower level of happiness. When the close relation of job satisfaction work alienation perception is considered, it is an expected situation that the effect of job satisfaction in teachers’ work alienation sub dimension, school alienation, is meaningful.

According to another result of the research, powerlessness, meaningfulness, isolation and school alienation of work alienation scale predict PE teachers’ job satisfaction in a meaningful level. It is seen that the variable that mostly contribute to predict job satisfaction is the powerlessness an individual feels (Table 3). Powerlessness in teachers’ work alienation is related with especially management process in schools, curriculum and motivation [12]. Reasons such as especially PE teachers’ organization and work relation, motivation, career planning, success evaluation role fight and indefiniteness equality of opportunity [9], nature of work with its repeat, attendance to decision, overloading in work and organization culture [41,42], relations of colleagues, prizes, lack, students’ lacking of discipline, grade press on subjects, lacking of material [43], high expectations in reaching success [44], teacher and manager support [45-47] cause PE teachers to feel that they are powerless.

Teachers who have the feeling of meaningfulness, school alienation and isolation (according to their order of importance) which negatively affect job satisfaction, are affected by the reasons such as not being illuminated about what to believe and not uniting his facts with social facts in the process of deciding, the goals’ and beliefs’ which are highly valued by the society having no importance and the individual’s being not near to his office. These reasons also affect work alienation. In this context, having the feelings of powerlessness, meaningfulness, school alienation and isolation, it is possible that PE teachers may have a decrease in their job satisfaction level. According to what Baymdr [48] says; the results of work alienation may be ordered as; work dissatisfaction, communication problem, responsibility and avoiding deciding, bureaucracy sympathy, fear of innovation, permanent complaint, perceiving close contact with people as burden. Accordingly, primary characteristics of an alienated individual may be ordered as; disappearing of creativity, mental disorders, avoiding social interaction, indifference to life, irregular life and opposition or indifference to values and norms of the society, over egoism subordination, submissiveness, accepting without questioning and fatalism. When the perception of work alienation which has a critical importance concerning work is considered as an important characteristic of work conditions, it can be said that the work alienation at schools can possibly affect job satisfaction teachers. Therefore, it can be said that the findings above support the findings of this research.

CONCLUSION

As a result, it is determined that there are negative and medium-level relations between job satisfaction and sub-dimensions of work alienation (powerlessness, meaningfulness, school alienation and isolation). Accordingly, as the PE teachers’ feelings of powerlessness, meaningfulness, school alienation and isolation increase, their job satisfaction decrease. It is determined that powerlessness sub-dimension of work alienation is the most active in predicting the job
satisfaction and respectively meaningfulness, school alienation and isolation. According to the findings there is a meaningful relation between job satisfaction and work alienation. Exhibiting this relation could contribute to the educational sciences.

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