



## **Development and Validation of Alienation Scale for Secondary School Teachers to Find out Gender Differences in Alienation**

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Alienation is a psychological state in which a teacher feels and develops relatively loss of relationship with others. First and foremost, in the present study, it was found that the standardized Alienation Scale by Hardeo Ojha constructed in the year 2010 was appropriate in measuring alienation in general social context for adults above twenty one years of age and it required a few modifications to cater specifically in terms of secondary school teachers context which led to further developing and validating alienation scale on secondary school teachers. The psychometric properties of alienation of secondary school teachers were explored. The study assessed the level of alienation dimension-wise of two hundred secondary school teachers teaching in Punjab (India). The scale was made reliable and valid using Content validity, Exploratory Factor Analysis, Confirmatory Factor Analysis, Cronbach's alpha, Average Variance Extracted, Composite Reliability. The reliability statistics using Cronbach's alpha is greater than 0.80 of overall alienation scale ( $\alpha=0.878$ ), social isolation ( $\alpha=0.892$ ), work alienation ( $\alpha=0.869$ ) and cultural estrangement ( $\alpha=0.875$ ) with average variance extracted greater than 0.40 and composite reliability greater than 0.70 for all the factors. Therefore, validity and reliability analysis showed that the scale possesses adequate homogeneity and internal consistency. Thus, the alienation scale can be considered appropriate to measure level of alienation of secondary school teachers. Secondly, for field testing the applicability of the developed and validated scale of alienation, it was administered on 500 secondary school teachers. The objective was to conduct comparative analysis of alienation and its dimensions with respect to gender. The findings revealed no significant difference with respect to gender in alienation, social isolation and cultural estrangement. Significant differences were found in case of work alienation wherein the female secondary school teachers were on the higher end in comparison to the male secondary school teachers.

Keywords: alienation, social isolation, work alienation, cultural estrangement, teachers

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## INTRODUCTION

Explanation and definition of alienation has been presented from various viewpoints by many researchers. Alienation is the separation among parts and whole of significant aspects of experience and personality (Lang, 1964). Someone feels alienation when there is a feeling of form of disconnection from oneself at the personal level, work as well as from social environment at conscious level and unconscious level (Tolan, 1981). The feeling of distrustfulness felt by someone towards others and society is alienation (Mann, 2001). Also, being disconnected in a desired relationship or expected relationship is alienation (Case, 2008). For ascertaining the alienation level of secondary school teachers, the tool entitled, 'Alienation Scale' by Hardeo Ojha constructed in the year 2010 was modified in the present study due to unavailability of standardized tool for measuring the alienation level of secondary school teachers in Indian context. This scale is applicable on adults above twenty one years of age. It measures alienation in general social context with measurement assessment of only overall alienation of individuals and not dimension-wise so it needed few modifications for contextualising specifically in terms of secondary school teachers on overall and each domain of alienation which led in developing and validating alienation scale on secondary school teachers. It is a five-point rating scale with each positive item rated on five sequential points, (5=Strongly agree to 1= Strongly disagree) and each negative item rated on five sequential points, (1=Strongly agree to 5=Strongly disagree). This scale is based on three dimensions having six items for social isolation, eight items for work alienation and four items for cultural estrangement. Social isolation refers to the detachment for social values (Ojha, 2010). Work alienation refers to being powerless meaning exclusion from decision-making, absence of effective guidelines for behaviour thereby becoming normless, lack of clarity of being meaningless and being estranged from self thereby having loss of intrinsically meaningful activity (Ojha, 2010). Cultural estrangement refers to value isolation, i.e. individual's rejection of commonly held cultural values in the society (Ojha, 2010). Hence, the first objective of the study is, (a) Development and validation of alienation scale for secondary school teachers.

Various educational organisations seek ways to empower their teachers, yet in some cases, hurdles arise owing to a repressive workplace atmosphere. So, unless the teacher labour circumstances that are bending them backwards are handled and addressed, the creative and liberal-progressive exercises adopted by the teachers, who are presumably the steering units in bringing education forward, would be ineffective. The oppressive features of the teaching sector that result in a sense of disconnection referred to as "alienation" in teachers, impairing their efficacy and their gender differences, are the focus of this study. It has been found that there exists significant correlation between alienation and teacher effectiveness among teachers. High effective teachers have significantly lower degree of alienation as compared to low effective teachers who had higher degree of alienation (Prasad, 1996). Prolonged experience of types of alienation may lead to decrease in teaching commitment of teachers (Dworkin et al., 2003). The rate of high teacher attrition and its consequences lead to many unresolved problems of teacher alienation (Smith, 2003). Alienation in teachers is heightened due to various types of school reforms and then this intensifies leading the teachers to often leave the

teaching profession or to be disengaged at work (Hughes et al., 2008). In severe cases, teachers may feel and regard teaching only as a source of earning and living rather than as an intrinsically rewarding job, thereby resulting in their alienation (Wang, 2013). The teachers suffer from alienation due to teaching experience. Alienation may differ between low and high experienced teachers (Tsang, 2018). Studies on Indian school teachers have revealed that there is no significant difference in alienation of male teachers and female teachers (Kumar, 2006; Kumari, 2006). So, the second objective of the study is, (b) “To find the difference in alienation with respect to gender”, since when it comes to specially focussing on the secondary school teachers of Punjab region (India), scarce work has been done on the alienation and its related factors in secondary school teachers context so it is important to further study it to find out their status quo so that the results of the present study may give direction to future studies for intervention. A significant negative relationship of alienation with self-efficacy as well as emotional intelligence was found in prospective teachers in Ludhiana district of Punjab (India) (Singh, 2015). There seemed to be no significant differentiation in alienation between male and female prospective teachers of Moga district of Punjab (India) (Kaur, 2017). Alienation is both negatively and significantly associated to self-esteem and job satisfaction in private school teachers of Gurdaspur district of Punjab (India) (Dhillon, 2019). Alienation and values have a significant and negative relationship in teachers of Gurdaspur district, Punjab (India) (Dhillon, 2020). A literature review based research to investigate the idea of work alienation discovered potential predictors or causes of work alienation, as well as its potential implications by researchers in Guru Nanak Dev University Amritsar, Punjab (India) (Singh & Randhawa, 2018). This points out to the fact that it is relevant to conduct a thorough research in this direction in Punjab (India) on teachers for the same due to few researches done in this direction in Punjab, India especially at a time when primary focus on mental health of teachers is utmost important for their effectiveness leading to better success of their students in academics and other related essential fields. Therefore, the present study was carried out with the above issues and research gaps in mind. The current study identifies factors of alienation in secondary school teachers and develops a tool for assessing the same as well as assesses gender differences about the status of alienation in the secondary school teachers, which will aid future decision-makers in educational policy procedures to improve general working conditions that affect teachers’ well-being, teacher empowerment, teacher effectiveness etc.

- **Objective one:** Development and validation of alienation scale for secondary school teachers.

## **METHOD**

### **Sample**

The sample consists of secondary school teachers of Punjab (India). In this state of India, sparse research work has been done on the alienation and its factors. There’s insignificant differentiation in alienation on the basis of gender in prospective teachers of Moga district of Punjab (India) (Kaur, 2017). Alienation is negatively and not insignificantly related to job satisfaction and self-esteem in the private school teachers

of Gurdaspur district of Punjab (India) (Dhillon, 2019). Alienation and values have a significant and negative relationship in teachers of Gurdaspur district, Punjab (India) (Dhillon, 2020). Lack of diversity in culture of school, intolerance, discouraging teamwork, teachers not being part of school decision-making process, workplace harassment, workplace politics, favouritism etc. aloof the teachers leading to teacher alienation with the lack of sense of inclusivity and belongingness at school as well as in society which is utmost important in the cut-throat competitive era to be an effective teacher. So, it becomes more important to study the status quo of teachers in relation to their sense of alienation at school. Therefore, to further explore these research gaps to find the status quo of the study sample, two districts from Majha region viz. Amritsar, Gurdaspur; two districts from Doaba region viz. Jalandhar, Hoshiarpur and two districts from Malwa region viz. Patiala, Ludhiana of Punjab were selected as per the purposive sampling technique. The factors considered for selection of the districts from each region were highest population, highest number of schools, highest number of teachers with an additional constraint of literacy rate above 75% which constitutes fifty percent (49.9%; n= 84,281) of Punjab's secondary school teacher population (Government of Punjab official census data, 2015-2016). The teacher selection from the selected districts was done by convenience due to hesitation of some teachers to fill the data. The researcher can decide and choose the sample at their own convenience because many respondents don't cooperate, many refuse to respond and some either don't return the questionnaire or return an incomplete filled questionnaire (Panneerselvan, 2011).

For empirical testing of the tool by pilot study for tool validation, the criteria of number of items in the scale was considered and hence reasonable sample of 216 respondents were personally approached by the investigator and the final collected data after excluding sixteen respondents after data cleaning process and removal of incomplete forms as recommended by Hair et al. (2010) remained 200 teachers having 100 female and 100 male secondary school teachers. 60 teachers had teaching experience of less than five years, 84 teachers had teaching experience between five to ten years and 56 teachers had experience of teaching more than ten years in school. The sample size for the field testing to find out the gender differences in alienation after pilot study was then calculated using a 95% confidence level and a 5% margin of error with the available data of total number of secondary school teachers' population of 1,68,914. The resultant valid size of the sample came out to be 384, which was suitable for representing the population of Punjab secondary school teachers of India. Therefore, 604 respondent secondary school teachers were contacted in-person which was greater in adequacy than the calculated sample size to compensate to the issue of further reduction in sample size due to data cleaning process, incomplete responses etc. So, final collected data after the data cleaning and removal of incomplete forms as recommended by Hair et al. (2010) remained 500 teachers wherein the female teachers were 250 and male teachers were 250. This sample was then subject to data analysis by quantitative research method using ANOVA to find out the significant differences in alienation and its dimensions of secondary school teachers with respect to gender classified into "female and male" secondary school teachers. Out of the 500 teachers, 207 teachers had teaching experience of less than five years, 189 teachers had teaching

experience between five to ten years and 104 teachers had an experience of teaching more than ten years in school.

**Validity and Reliability of the Tool**

**Content Validity**

After preparing the statements for the scale, the content validity was done qualitatively and quantitatively with the helping contribution of fifteen experts who hold doctorates in the field of education, social sciences, management and psychology. For qualitative analysis, complete package of items was submitted to content experts to improve the overall quality of the scale. For quantitative analysis, experts were asked to rate the essentiality of items by putting tick mark against each item wherein marking under ‘1’, ‘2’ and ‘3’ implies being not essential, being not essential but useful and being essential respectively. All the assessment tools were then combined as one assessment tool for assessing that how many times all expert approved each possible option of the statements of items. Then, calculation of CVR for each item was done. Minimum value of CVR according to expert opinion number (Veneziano & Hooper, 1997) for fifteen experts is 0.49. The retained twenty items of the alienation scale have content validity rates value at or above 0.87.

**Exploratory Factor Analysis**

In order to test the factorial validity of the alienation scale, it was applied to two hundred secondary school teachers. The Kaiser-Meyer Olkin (KMO) coefficient was applied to determine whether the size of the sample was appropriate for factorization and the Barlett Test of Sphericity was applied to determine that whether the data was from the multivariate normal distribution. The analysis of the data was done using IBM SPSS statistical software version-23. The EFA procedure used principal components analysis (PCA) with varimax method. Numerous iterative series of exploratory factor analysis were performed on the data set. Components with low and dual factor loadings were deleted viz. item1 and item 8 with the aim of improving the factor structure to get a matrix with much clear loadings. The Kaiser-Meyer-Olkin (KMO) value was found to be 0.893 (minimum acceptable coefficient value is .60; Tabachnick & Fidell, 1996) and the Bartlett’s test of sphericity was significant (Sig=.000,  $p < 0.01$ ). Both of these suggest adequacy of the participants for EFA. Since the obtained values fit basic hypotheses at a good level so further factor analysis can be conducted (Kothari & Garg, 2014).

Table 1  
KMO and bartlett’s test of sphericity

Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO)	Bartlett's Test of Sphericity	
	Approx Chi-Square	Sig.
0.893	2732.276	.000

Note: KMO value is above 0.60 and p-value of Barlett’s Sphercity test is less than 0.01. So, further factor analysis can be carried out (Kothari & Garg, 2014)

Exploratory factor analysis revealed a three-facet structure, explaining 69.23% of the

variance (acceptance value of variance is 50%; Streiner, 1994) and all items had factor loadings above 0.40 (Hair et al., 2010). The first component contained of items associated to the social isolation (06 items), second factor consisted of items associated to the work alienation (08 items) and third component comprised of the items associated to cultural estrangement (04 items). The results of the factor analysis and origin of items of alienation are displayed in Table 2.

Table 2  
Results of the exploratory factor analysis of the alienation scale

Social Isolation		Work Alienation		Cultural Estrangement	
Factor 1 Items	Factor Loadings	Factor 2 Items	Factor Loadings	Factor 3 Items	Factor Loadings
Item 2	.821	Item 4	.649	Item 16	.656
Item 3	.917	Item 5	.707	Item 18	.759
Item 6	.900	Item 10	.810	Item 19	.865
Item 7	.916	Item 11	.693	Item 20	.778
Item 9	.908	Item 13	.729		
Item 12	.688	Item 14	.710		
		Item 15	.780		
		Item 17	.677		

### Confirmatory factor analysis

The confirmatory factor analysis was applied using IBM-SPSS Amos 23-version to three factors extracted in exploratory factor analysis. The structure of the alienation scale, which consisted of items having three factors, was tested by using the confirmatory factor analysis. Consequently, a sequence of improved run of confirmatory factor analysis was carried on, the outcomes of statistics for fit indices is displayed in the table 3. Few of the values of result are less than the value of 0.9 which is also suggested before by Bentler and Bonett (1980), Bentler (1990), Segars and Grovers (1993), Hatcher (1994), Chau (1997). Also, Hair et al. (2010) have given explanation that if three to four model indices are passing the minimum requirements then the said model can be viewed as fit. Schumacker and Lomax (2016) said that if majority of fit indices are above the value of threshold then, it can be deduced that the data supports the theoretical model. It has been reported by Ralph et al. (2020) that factor loadings exceeding more than 1 doesn't indicate a problem since they are regression coefficients, not correlations (Jöreskog, 1999). Hence, all the standard fit indices are showing that the factor structure of the present model is fit to be approved. Figure 1 shows a holistic view of the confirmatory factor analysis model of alienation scale. Table 3 displays the measurement model goodness of fit of alienation scale.

Table 3  
Measurement model goodness of fit of alienation scale

Measure Fit	Fit indices	Measure Standard
Root Mean Square Error of Approximation	0.091	Values from .05 to .10 suggest “acceptable” fit (Browne & Cudeck, 1992; MacCallum et al., 1996). Same range reported by (Fryer et al., 2014; Kashdan et al., 2014; Sellbom et al., 2014; Tran et al., 2014; Kim & Shute, 2015; Fabio & Gori, 2016; Lloyd et al., 2017).
Goodness of Fit Index (GFI)	0.828	The value is acceptable if above 0.8 (Doll et al., 1994; Baumgartner & Homburg, 1995). Reported by (Cheng, 2011; Kim et al., 2016; Wong & Carlbäck, 2018).
Comparative Fit Index (CFI)	0.903	Ranging from 0.85 and over 0.9 is a good fit (Hair et al., 2010; Kline, 2015; Schumacker & Lomax, 2016).
Normed Fit Index (NFI)	0.900	The values above 0.90 indicates good fit (Kline, 2015).
Tucker- Lewis Index (TLI)	0.900	TLI has ranges from 0.85 and over 0.9 being a good fit (Bentler & Bonett, 1980; Sharma et al., 2005; Kline, 2015).

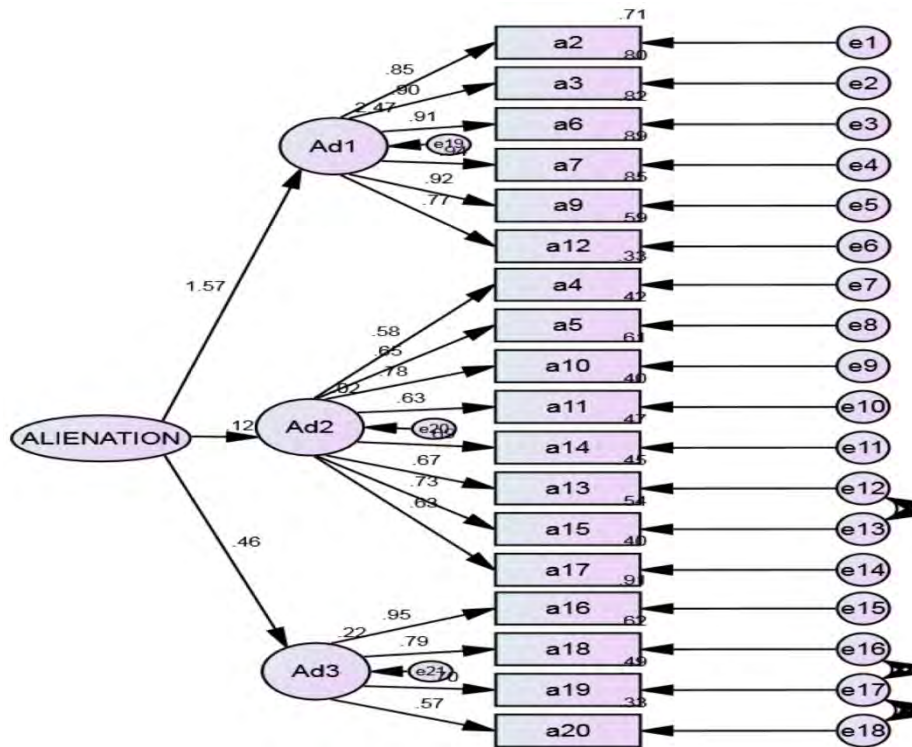


Figure 1  
Confirmatory factor analysis model of alienation scale

### Reliability analysis

The reliability was measured by value obtained from Cronbach's Alpha (Cronbach, 1951) to assess the internal consistency of the scale. The Cronbach's alpha for the final set of items of alienations scale was found out to be  $\alpha = .878$ , which is also displayed in table 4. There is a high degree of internal consistency as interpretations by Gliem and Gilem (2003). The Average Variance Extracted of all the factors of alienation is greater than 0.40. The Composite Reliability coefficient of all the factors is greater than 0.70. So, reliability analysis suggests that alienation scale is internally consistent.

Table 4  
Reliability statistics of alienation scale

Constructs	Number of Items	Cronbach's Alpha	Average Variance Extracted	Composite Reliability
Social Isolation	6	0.892	0.744	0.945
Work Alienation	8	0.869	0.520	0.896
Cultural Estrangement	4	0.875	0.590	0.851
Alienation Scale	18	0.878		

### Norms and interpretation

The final scale consists of 18 items related to alienation scale. On the basis of descriptive statistics, z-score norms have been prepared by applying formula (Raw Score-Mean/SD). The range of individual respondents score calculated from raw score on present scale on the basis of descriptive statistics, z-score norms based on responses have been prepared. For alienation, range of raw scores for very high alienation level is above the range of 75; for average alienation level, the range is between 48 to 61 and for very low alienation level, it is below the range of 34. For social isolation, range of raw scores for very high social isolation level is above the range of 21; for average social isolation level, the range is between 14 to 17 and for very low social isolation level, it is below the range of 11. For work alienation, range of raw scores for very high work alienation level is above the range of 28; for average work alienation level, the range is between 21 to 24 and for very low work alienation level, it is below the range of 17. For cultural estrangement, range of raw scores for very high cultural estrangement level is above the range of 17; for average cultural estrangement level, the range is between 11 to 14 and for very low cultural estrangement level, it is below the range of 8.

### Applicability of the Scale

The present scale sufficiently fulfils the reliability and validity coefficients. The scale is administrable on secondary school teachers to assess their level of alienation.

- **Objective two:** To find the difference in alienation with respect to gender.

### Comparative analysis of alienation and its dimensions with respect to gender

To find the dimension-wise difference in alienation of teachers with respect to gender in teachers teaching in secondary schools, the following table 6 displays the descriptive statistics.



Table 6  
Descriptive statistics of alienation with respect to gender

Gender	N	Mean & SD	An	SI	WA	CE
Female	250	M=	42.09	11.63	20.31	10.15
		SD=	8.851	2.750	2.391	2.834
Male	250	M=	40.86	11.71	18.87	10.28
		SD=	9.027	2.608	2.142	2.594
Total	500	M=	41.47	11.67	19.59	10.21
		SD=	8.952	2.676	2.302	2.715

Note: An= Alienation, SI= Social isolation, WA= Work alienation, CE= Cultural estrangement, M= Mean, SD= Standard Deviation

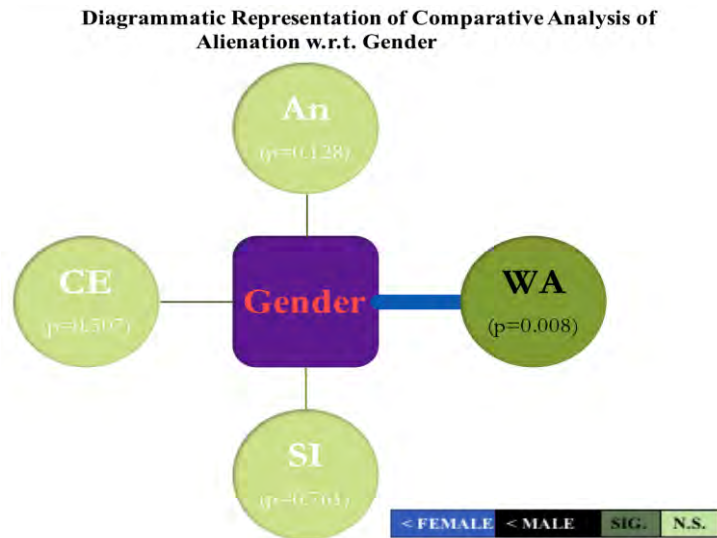
For analysing alienation of female and male teachers of secondary schools, the alienation scores obtained are subjected to ANOVA and following are the results as shown in table 7.

Table 7  
Summary of ANOVA of alienation and its dimensions with respect to gender

Source	An	SI	WA	CE
SS	177.870	1.241	260.126	2.815
Df	1	1	1	1
MS	177.870	1.241	260.126	2.815
F	2.325	0.093	7.068	0.441
Sig.	0.128	0.761	0.008	0.507
	Error= 37334.221, Df= 488; Total= 1523695, Df= 500	Error= 6535.066, Df= 488; Total= 162859.000, Df= 500	Error= 17958.931, Df= 488; Total= 298063.000, Df= 500	Error= 3116.619, Df= 488; Total= 90983.000, Df= 500

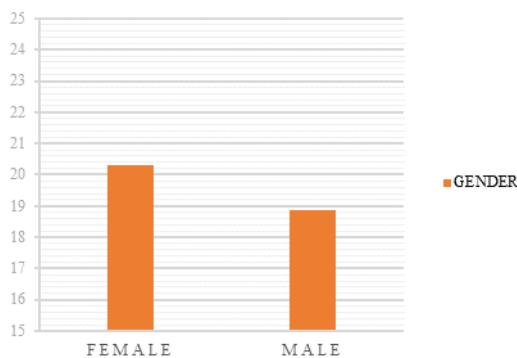
\*Significant at 0.05 level; An= Alienation, SI= Social isolation, WA= Work alienation, CE= Cultural estrangement

F-ratio for alienation and its dimensions i.e. social isolation, work alienation and cultural estrangement of teachers of secondary schools is 2.325 (p>0.5), 0.093(p>0.5), 7.068 (p<0.5) and 0.441(p>0.5) respectively (Table 7). The following figure illustrates comparative analysis of alienation on gender basis diagrammatically.



**Note:** An= Alienation, SI= Social isolation, WA= Work alienation, CE= Cultural estrangement, Sig.= Significant, N.S.= Not Significant

The resultant findings are indicating that female and male teachers of secondary schools differ insignificantly at 0.05 level of significance in their alienation, social isolation and cultural estrangement. The gender differences occur significantly in work alienation. Mean analysis (Table 6) revealed that female teachers ( $\mu=20.31$ ) are on the higher end in comparison to male teachers ( $\mu=18.87$ ) in their work alienation. The following is the graphical representation of the significant gender differences in the secondary school teachers in their work alienation.



So, evidence provided by the data indicates to accept the hypothesis, “There exists no significant difference in alienation of teachers with respect to gender” for alienation and its dimensions, social isolation, cultural estrangement and reject the hypothesis for work

alienation. Similar to the present findings, few other studies on alienation have found to have insignificant differences in study respondents in their alienation (Rotter, 1966; Franklyne, 1975; Joshi, 1988; Kumar, 2006; Kumari, 2006; Jain, 2012).

## CONCLUSIONS AND DISCUSSION

Firstly, the purpose of the present study was to modify alienation scale by Ojha (2010) by developing and validating alienation scale on secondary school teachers for appropriateness of the tool in the secondary school teachers' social context. Secondly, the purpose of the present study was to use this new developed and validated scale on alienation for secondary school teachers to study alienation among teachers of secondary schools with respect to their gender since sparse studies have been done in the state of Punjab, India focusing primarily on the secondary school teachers teaching in various private and government schools. In the scale development and validation to fulfil the first objective, the psychometric properties of alienation were explored. The study assessed the level of alienation of two hundred secondary school teachers in the pilot survey. The minimum value of CVR according to expert opinion number (Veneziano & Hooper, 1997) for fifteen experts is 0.49. The items of the alienation scale possess content validity greater than or equal to 0.87. Further in the exploratory factor analysis with KMO=0.893 (minimum acceptable coefficient value is .60; Tabachnick & Fidell, 1996), a three-factor structure explaining 69.23% of variance was explored (acceptance value of variance is 50%; Streiner, 1994) and the retained items' factor loadings were more than 0.40 (Hair et al., 2010). This factor structure was confirmed using confirmatory factor analysis resulting in a good model of fit with RMSEA=0.091 (.05-.10 suggest acceptable fit; Browne & Cudeck, 1992; MacCallum et al., 1996); GFI=0.828 (Acceptable>0.8; Doll et al., 1994; Baumgartner & Homburg, 1995); CFI=0.903 (Range from 0.85 and over 0.9 is a good fit; Hair et al., 2010; Kline, 2015; Schumacker & Lomax, 2016); NFI=0.900 (greater than 0.90 is a good fit; Kline, 2015); TLI=0.900 (Range from 0.85 and over 0.9 is a good fit; Bentler & Bonett, 1980; Sharma et al., 2005; Kline, 2015). The reliability statistics showed that the items possess adequate homogeneity and internal consistency (value of Cronbach's alpha is 0.878). The Average Variance Extracted of all the factors of alienation is greater than 0.40. The Composite Reliability coefficient of all the factors is greater than 0.70. Therefore, the alienation scale is able to provide consistent and valid results. By assessing the scores on each domain and component of alienation using the scale, school authorities can examine and assess potential performance gaps in the in-service teachers. It would enable them to take tailored intervention actions by counselling each individual teacher, based on the condition of an in-service teacher who is falling behind in one or more domains of alienation. Also, it would aid them in helping during the hiring process of new teachers to decide that the teacher to be hired is a worthy candidate to be teaching in the school having better mental competency. After the scale development and validation, this scale was applied on five hundred secondary school teachers for studying the difference in alienation among them with respect to their gender. The findings reveal that the secondary school teachers differ insignificantly in their alienation and its dimensions viz. social isolation, cultural estrangement and differ

significantly in their work alienation with respect to gender. The female teachers are on the higher end in comparison to male teachers in their work alienation. It has been reported that there exists no significant gender difference in the feelings of alienation in the study respondents (Rotter, 1966; Franklyne, 1975). Also, it has been found there is an insignificant difference in isolation with respect to gender (Klomegah, 2006; Ataş & Ayık, 2013; Çağlar, 2013; Erbas, 2014). Contrarily, it has also been disclosed that interaction of groups and gender not insignificant for social isolation (Joshi, 1988). It has been established in contrast as well that there is no insignificant difference between females and males in their alienation (Berneke, 1971; Jackson, 1974; Naik, 1978; Ju, 1983; Bhaskaran, 2011; Eryılmaz & Burgaz, 2011). No significant difference was established in work alienation with regards to gender (Jain, 2012). No significant difference in gender occurred in alienation as a whole, however no insignificant differences were established in social isolation (Calicchia & Barresi, 1975). In light of the present study findings, it has been found previously that gender differences aren't occurring in-between females and males in alienation (Joshi, 1988). Female teachers and male teachers teaching in schools are not significantly differing from one another in their alienation (Kumari, 2006). No significant difference in-between teachers of schools occur with regards to interaction effect of the gender and type of school (Kumari, 2006). Therefore, by having a diverse culture at school; higher tolerance level by the school authorities to have an open dialogue for bringing in reforms; inclusive environment for both the genders of teachers to participate in a team/group; aiding participation of both male and female teachers in school decision-making will reduce feelings of alienation and boost sentiments of inclusion and acceptance in them both the genders. Hence, both female and male teachers' organisational identity and role would be enhanced and boosted leading to their effectiveness as teachers.

#### **LIMITATIONS AND SUGGESTIONS FOR FUTURE RESEARCH**

The study employed purposive and convenient sampling technique on secondary school teachers of Punjab (India) who had willingness to be participants in the study which could lead to a problem of biasness. So, other stakeholders in school education, besides teachers, could be included in the research. Further, the study can be done on teachers of primary schools, teachers of senior secondary schools and teachers of higher education. The results of the study were analysed using quantitative methods, which were limited to the scope of the 'what' component of the status quo of the study variables, rather than the 'why' part. As a result, new additions to the assessment process could be made based on the nature of future research. In the future, interviews with alienation sufferers could be included in studies. It may also include interviews with organisational leaders to learn their perspectives on the prevalence of the same in teachers in order to obtain new insights into this phenomena in the educational setting. Demographic variable gender has been taken in the present study. The future studies may assess alienation with other demographic variables like locality etc. The present study is delimited to the different government and private schools of Malwa region (Districts: Patiala, Ludhiana); Majha region (Districts: Amritsar, Gurdaspur) and Doaba region (Districts: Jalandhar, Hoshiarpur) of Punjab. Thus, future studies may be conducted in other states of India for more generalized results.

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**ALIENATION SCALE**

Please fill the following information:      Date .....

Name.....

School.....

Type of School:    Private     Government Gender:              Female     Male Work experience: Less than five years: Five to ten years: More than ten years: **INSTRUCTIONS**

Dear teacher, the statements are given to assess alienation of a secondary school teacher. For each statement, there are five response options like **Strongly Agree (SA)**, **Agree (A)**, **Uncertain (UN)**, **Disagree (D)** and **Strongly Disagree (SD)**. Read each statement carefully and give your response by marking a tick in one of the five boxes given on the right hand side of each statement. Mark only that option which you find is most appropriate and true in your case. **Please do not leave any statement unattempted.** There is no time limit.

SNo.	STATEMENTS	SA	A	UN	D	SD
1.	At school, I am not dissatisfied with my social life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Everyone meets and talks to me with open heart at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	The people whom we work with, consider me stranger and outsider.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	It seems what we are doing today at the school is meaningless for us.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	This is wrong to say that we are neglected at our workplace and society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	I am fully satisfied with my present condition at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	In today's society, majority of teachers can get happiness and peace.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	What the people may say, the common teacher is in worse condition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Others are others, we are meaningless even for our own men.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	In today's setup, I can do whatever I like to do at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	In home, society, school or anywhere else, we are not getting affection but neglect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SNo.	STATEMENTS	SA	A	UN	D	SD
12.	The school organization has turned its head against us so much that it is difficult to say what would happen to us tomorrow.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	It is difficult to understand where the school organization we work in, is leading to.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	Human nature of teachers is basically cooperative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	It appears that whatever we are doing at school is just mechanical and is for pleasing others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	Most of the people at school can be trusted upon.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	All give me affection and trust wherever I am in at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	'We are an important part of the present school organization.' Now I feel this.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>