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An Analysis of Teachers' Perceptions of Alienation in terms of Gender Variable: A Meta-Analysis Study[1]

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ABSTRACT: The main purpose of this study is to determine the effect of gender on teachers' perceptions of alienation. Within the scope of the study, 21 studies were included in accordance with the inclusion criteria among the research articles, master's and doctoral theses on the alienation perceptions of teachers working in schools in Türkiye, and a sample of 9,879 people was reached. In this study, the meta-analysis method was used to synthesize the research results. As a result of the study, a statistically low effect size was determined according to the random effects model (d=-0.146). In addition, in terms of the effect sizes of the studies, it was seen that the alienation perceptions are high in favor of male teachers. As a result of the tests conducted for publication bias, it was determined that the probability of publication bias was low.

Keywords - Alienation, gender, meta-analysis, teacher.

I.   INTRODUCTION

It is difficult for people to achieve their goals individually. In this case, the desire of people to come together and join forces to achieve their common goals gives rise to the organization. The main purpose of organizations is to maintain their existence. Therefore, in order to achieve the determined goals, it is necessary to make and implement decisions to use all available resources efficiently and effectively. However, the rapidly developing and changing world affects the current structure of organizations, social relations within the organization and the values formed as a result of interactions. Even though the organization wants to focus on the same goal, individuals with different characteristics and motivations can make this difficult. Therefore, organizations can remain dynamic and maintain their existence thanks to people who have adopted their profession and are highly motivated.

Looking specifically at educational organizations, the main purpose of schools is to educate students socially, culturally and cognitively. Teachers undoubtedly play a major role in achieving this goal. Therefore, it is of great importance for teachers, one of the most important building blocks of educational organizations, to unite around the school's goals and feel like they belong to the school in the social development process. However, teachers' problems in bilateral relations with other colleagues or superiors, the emergence of groupings in the work environment and cold behavior towards each other may lead to some dissatisfaction in teachers' personal and professional lives. Şimşek et al. (2006) also state that being dissatisfied with the work done in the organization, not being productive, constantly complaining, being exposed to arbitrary behavior and encountering harsh attitudes from managers can cause alienation. As a result of such dissatisfaction, it is possible for teachers to become alienated from their work and thus disconnect from the school's goals.

As a result of employees feeling alienated from their organization, it is inevitable that their performance at work and many other social and psychological factors will be negatively affected (Kahveci & Demirtaş, 2014). Therefore, administrators and legislators have important duties to ensure that teachers do not become cognitively, affectively, or behaviorally distant from the education-training processes and that these processes do not seem meaningless to teachers. Erjem (2005) concludes in his study that good communication and dialogue are the most important resources for teachers to feel like they belong to the school. Vavrus (1987) also states that undemocratic school administrations that do not include teachers in decision-making

mechanisms contribute to the alienation of teachers. In this regard, teachers' participation in decision-making mechanisms and their opinions being received by administrators are considered important for them to feel valued.

The concept of alienation, derived from the words "alloiosis" in Greek and "alienation" in Latin, means that a person moves away from his essence, gives up on himself, and breaks away from society and values (Yadav & Nagle, 2012). It is stated that the famous thinker Hegel was the first to scientificize the concept of alienation and bring it to philosophy, Rousseau gave alienation a political meaning, and Marx embodied the concept (Yıldız & Alıcı, 2019). According to Hegel, alienation means the inability of man to think about himself and to feel himself as an entity. According to Marx, the essence of self-alienation is that man alienates something from himself and himself from something at the same time. In other words, it means alienation from oneself (Petrovic, 1963).

Seeman (1959) highlighted powerlessness, meaninglessness, normlessness, isolation and self-estrangement as the dimensions of alienation. The individual's alienation from society, his profession, his environment, and himself usually occurs with the dissatisfaction and unhappiness that arise as a result of the negative experiences he experiences. According to Seaman (1959), the concept of alienation can be expressed as a phenomenon that includes all emotions and situations such as loss of essence, powerlessness, being indifferent and apathetic, self-isolation and loneliness, loss of meaning, and dissatisfaction. However, it can be said that education is one of the areas most affected by alienation. In research on alienation in the field of education, the general focus seems to be on students and teachers. In this study, teachers are focused on the concept of alienation.

This study is thought to be important in terms of examining the effect of the perception of alienation on behavior from a more comprehensive perspective and revealing the general trend. Additionally, when the literature was examined, it was seen that there was no study examining teachers' views on alienation using the meta-analysis method in terms of the gender variable. In this context, this study, which focuses on alienation from a broad perspective, is considered academically important and will fill a gap in terms of synthesizing research. The problem of the study is to determine whether teachers' gender is effective in their perception of alienation. In this context, it was aimed to reveal the effect size of gender on alienation.

II.   METHODOLOGY

In this study, the meta-analysis method, one of the research synthesis methods, was used to determine the effect of teachers' gender on work alienation.

2.1 Research Design

The meta-analysis method is a method of systematically analyzing and synthesizing data obtained from independently conducted quantitative studies on the same subject. In other words, meta-analysis aims to achieve the most accuracy in quantitative terms by combining the findings of independent studies conducted at different times and in different places (Cumming, 2012). The group comparison method, one of the meta-analysis types, was used to analyze the data in this study. In group comparison meta-analysis, the effect size is calculated and the average difference between groups is shown. In a meta-analysis study, single and independent quantitative studies on the same research question and topic are selected according to the inclusion criteria, and the data obtained from these studies are synthesized with advanced statistical methods, and effect sizes are determined and interpreted (Dinçer, 2014).

2.2 Data collection

The population of the research consists of studies on the phenomenon of alienation. The number of studies accessible is 64. The sample of the research consists of 21 studies that meet the inclusion criteria out of these 64 studies. In this context, a sample of 9,879 people was reached.

Master's and doctoral theses, and research articles containing research on teacher alienation conducted in Türkiye between 2018 and 2022 constitute the main data source and scope of this study. To access relevant research, search from Higher Education Council (YÖK) National Thesis Center, National Academic Network and Information Center (ULAKBİM), Education Resources Information Center (ERIC), EBSCOhost and Google Scholar databases using the keywords "alienation/yabancılaşma", "work alienation/işe yabancılaşma", "organizational alienation/örgütsel yabancılaşma" both in English and Turkish has been made. After the screening, it was determined that 21 studies out of 64 studies met the inclusion criteria on the research topic. The following criteria were taken as the basis for the selection of studies included in the research:
• The sample group of the research only includes teachers working in Türkiye.
• Including published or unpublished resources: Articles, master's, and doctoral theses were taken from published or unpublished study sources. In studies published both as a thesis and an article, the thesis was preferred.

• Having relevant research method: In order to reach the effect size in meta-analysis studies, it was taken into account that the included studies were quantitative studies and used gender as an independent variable.

• Including enough numerical data: For teacher groups in the context of gender variables, in order to calculate the effect sizes required for the meta-analysis study; sample size, mean, standard deviation, F value, t value, X^2 value, Kruskal Wallis value and p-value were taken into consideration.

2.3 Analysis of Data

In this study, Statistical Package Program CMA v3.0 (Comprehensive Meta-Analysis) was used for meta-analysis. In the study, the heterogeneity of real effect sizes was evaluated with Q statistics and I^2 index. Q statistics test the hypothesis that the distribution of effect sizes is homogeneous. Results that are not statistically significant are interpreted as indicating that the effect size distribution is homogeneous. The I^2 value shows the extent to which the observed variance is due to the actual difference in effect size and is not directly affected by the number of studies (Borenstein et al., 2013). According to Higgins et al. (2003), for I^2, 25% indicates low, 50% medium, and 75% high-level heterogeneity.

III.   FINDINGS

Within the scope of the study, the findings regarding the general effect size and the forest plot are first presented, followed by the findings regarding publication bias.

3.1 Findings Regarding the General Effect Size by Gender

Within the scope of the study, general effect sizes were obtained based on the standardized mean difference (Cohen's d) effect size of 21 studies. Table 1 shows the general effect sizes and heterogeneity test results of the fixed effects and random effects models.

Table 1: Effect sizes and heterogeneity test

Model	N	Average Effect Size	Z	Standard Error	95% Confidence Interval		sd	Q	p	I^2
					Lower Limit	Upper Limit				
Fixed Effect Model	21	-0,15	-6,94	0,02	-0,19	-0,11	20	47,10	0,00	57,53
Random Effect Model	21	-0,15	-4,37	0,03	-0,21	-0,08	20			

When Table 1 is examined, it is seen that the average effect size in the fixed effects and random effects model is 0,15. The Z value is found-6,94 for the fixed effects model; and -4,37 for the random effects model. The standard error of the mean effect size is found 0,02 for the fixed effects model; and 0,03 for the random effects model. When the Q statistic is examined for heterogeneity, the hypothesis that the distribution of effect sizes is homogeneous is rejected according to the Q statistic obtained for alienation studies by gender, Q(20)=47,10; p<.001. In other words, it can be said that the Q test is statistically significant, and the distribution of effect sizes is heterogeneous.

Additionally, the I^2 value calculated as a function of the Q statistic is 57,53, indicating a moderate level of heterogeneity. That is, 57.53% of the total observed variance is due to the actual difference in effect size. With these results and based on Cumming's (2012) suggestion that the direct random effects model should be used in the field of social and educational sciences, it was decided to use the random effects model in the study. Fig. 1 presents the forest plot showing the distribution of effect size values of the studies by gender.
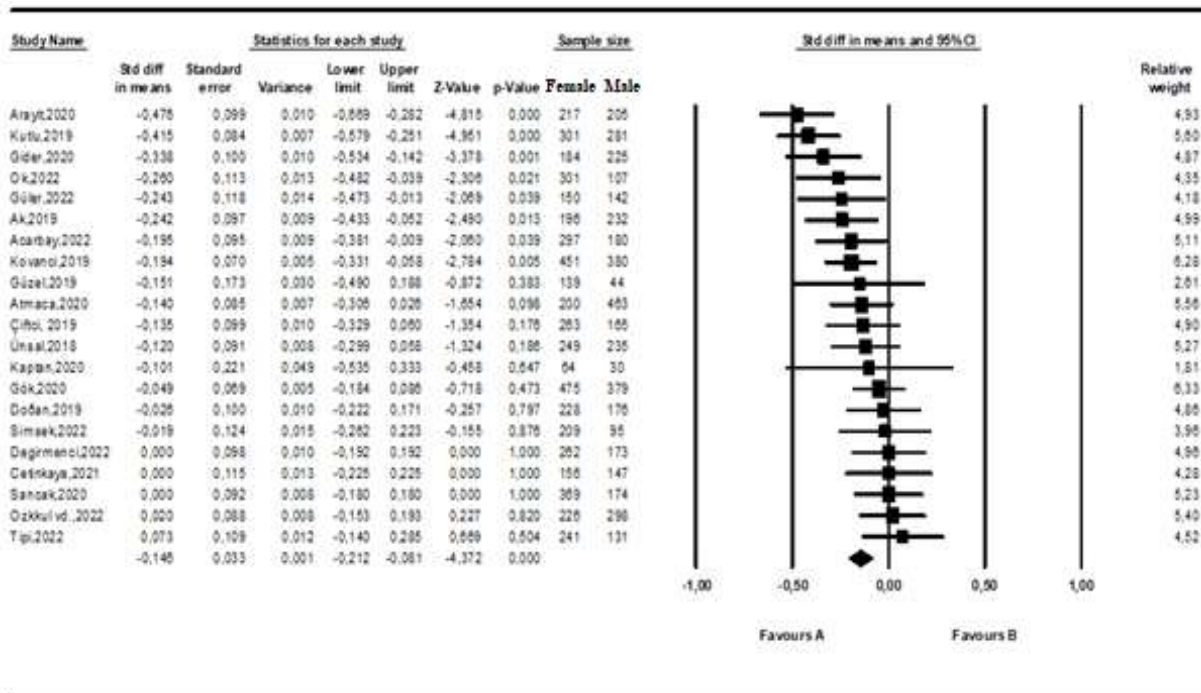
Figure 1: Forest plot of the effect size on teachers' alienation according to gender variable

When Fig. 1 is examined, the average effect size is statistically significant when the alienation situations by gender are examined in general in 21 studies (p <.001). That is, men's alienation mean scores are higher than women's. The overall average effect size obtained according to the random effects model is found to be -0,146 (SE=0,033). The lower limit of the 95% confidence interval of the effect size is obtained as -0,212 and the upper limit is -0,081. According to Cohen (1988), values lower than 0,2 are interpreted as a small effect. Accordingly, the effect size obtained from the study according to the random effects model is determined to be a small effect, which means the average difference between alienation scores according to gender is insignificant. In addition, it was also examined whether there is publication bias regarding the obtained effect size.

3.2 Publication Bias

In this study, publication bias was examined with Begg and Mazumdar rank correlation and the significance of Egger's regression intercept for funnel plot asymmetry and Classic Fail-Safe N methods. In the fail-safe N method, assuming that the main effect of the study to be added is zero, how many studies will be added so that the p-value is not significant is calculated. If several studies are needed, the effect may be considered essentially zero (Borenstein et al., 2013). Table 2 shows the Classic Fail-safe N results.

Table 2: Classic Fail-safe N results

Z-value for observed studies	**-6,71**
P-value for observed studies	0,00
α	0,05
Critical Z value for α (double tail)	1,96
Number of studies observed	21
Number of missing studies that would make the P value > α	226

When Table 2 is examined, there are a total of 21 studies in the research. According to Protected N, if 226 more studies are added to the research, it is seen that the p-value will become insignificant, that is, the effect size will change. According to these results, it can be observed that the number of studies to be included is quite high and therefore the summary effect is not significant. Funnel plot, another method of examining publication bias, is shown in Fig. 2. In the funnel plot, studies are expected to be distributed symmetrically around the summary effect size. Although studies show that the summary effect size is distributed approximately symmetrically to the right and left, this interpretation is subjective (Borenstein et al., 2013). For more objective interpretation, Begg and Mazumdar rank correlation and Egger's regression test were examined.
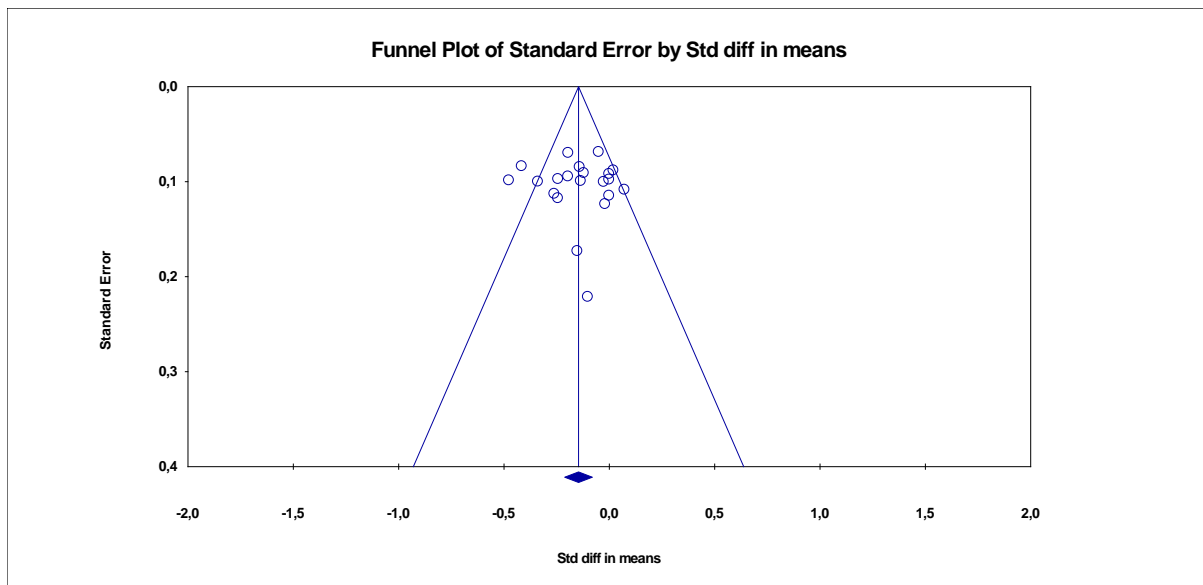
Figure 2: Scattered Funnel Plot, including size effect of studies showing differences in teachers' perceptions on alienation according to their gender

In Fig. 2, it is seen that the majority of the studies are located at the top of the figure and the graph is spread symmetrically according to the combined effect size vertical line. However, for a more objective interpretation, Begg and Mazumdar rank correlation and Egger's regression test were examined. According to Egger's regression test, the regression intercept is not statistically significant (intercept = 0.28, p = .86). That is, the hypothesis that the regression intercept does not deviate significantly from zero is accepted.   Furthermore, according to Begg and Mazumdar's rank correlation test, the Kendall tau value is not statistically significant (Kendall tau = -0.005, p = .96). Overall, statistical tests for funnel plot asymmetry do not show any evidence of publication bias. All these results indicate that publication bias is unlikely to occur.

IV.   DISCUSSION AND CONCLUSION

As a result of this study, it was seen that gender had a low impact on teachers' perceptions of alienation. Additionally, it was concluded that male teachers' perception of alienation is higher than female teachers. This result is consistent with the results of research conducted by Acarbay (2022), Ak (2019), Arayıt (2020), Gider (2020), Gök (2020), Güler (2022) and Kutlu (2019). Male teachers' higher perception of alienation may be due to female teachers' feeling more like they belong to the school and the belief that the teaching profession is a profession more suitable for women. Moreover, the reason why men suffer from alienation more than women may be that women attach more importance to social relations and can integrate with other colleagues more quickly.

Arayıt (2020) stated that male teachers think that they have little control over their profession and that they do not receive rewards for their work, and that they feel insufficient to participate in decisions in business life, which may cause them to experience alienation. According to the results of the study, the fact that male teachers' perceptions of alienation are higher than females may indicate that male teachers are more affected by the problems they encounter and have difficulty in continuing their profession for various reasons. On the other hand, as a result of his research, Çelik (2019) stated that female teachers are more alienated from school than male teachers.

As a result, it can be suggested that improvements should be made in decision-making, assignment and feedback mechanisms to reduce teachers' perceptions of alienation in schools. In this regard, it may be useful to organize inclusive and cohesive social activities at regular intervals that will increase communication with superiors and colleagues in order to prevent teachers from becoming alienated in their work environments. It has been observed that studies on alienation increase every year. In light of the results of this meta-analysis study, researchers can conduct meta-analysis studies using variables such as seniority, age, branch, school type, marital status and educational status, which are predictive of alienation, in addition to the gender variable of teachers.

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