

ABSTRACT

This thesis under the title, "Teachers' Alienation : A Study of Classroom Teachers in the Government Secondary Schools in Bangkok," is an attempt to study the sense of alienation from work of classroom teachers in the government secondary schools. The objectives of the study were :-

- 1) to study the degree of teachers' alienation.
- 2) to study the relationship between social background factors (sex, age, level of education, work tenure) and sense of alienation.
- 3) to study relationship between structural factors (participation, autonomy, formalization, routinization) and sense of alienation.
- 4) to compare the effect of each structural factor upon sense of alienation.
- 5) to suggest "alienation" to be frame of reference in the research about teachers' sense of their work.

A sample of 379 was purposively randomized from the classroom teachers in the thirteen government secondary schools in Bangkok.

In an analysis of the data to test hypotheses, the results showed that work tenure was significantly related to sense of alienation, the other social background factors were not. The four structural factors were significantly related to sense of alienation in Simple Regression Analysis. However, in Multiple Regression Analysis, "autonomy" was not significantly related to sense of

alienation. The structural factor having the strongest effect upon sense of alienation is "routinization", and "participation" the least. Interestingly enough, it was found that these three structural variables explained over 45% of variation in sense of alienation.

Conclusion, suggestion and implication of the findings were also included.