

Altruism among Teacher

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Abstract

Altruism is an important aspect in a teacher. Altruism is an attitude to pay attention on other's well-being without concerning the self (Batson, 1987). Teachers need to pay more attention on their students' well-being rather than their personal well-being. Altruism, based on Batson (1987) consider motivations for benefiting others, altruism is a way that includes benefiting another as a means to benefit oneself, as long as the self-benefits are internally rather than externally administered. This research is aimed at obtaining teachers altruism in Jakarta associated with the teachers' attitude toward their students in education. Connectedness is measured based on a) duration of relationships, b) frequency of interaction, c) knowledge of the other person's goal, d) sense of intimacy, e) self-disclosure to others, f) familiarity to others (Starzyk et al, 2006). The result reflects altruism and connectedness in teachers' attitude in education in Jakarta. Discussions include considerations on educational program.

Keyword: altruism, teachers, connectedness, education

The development quality of a nation depends on the quality of human resources of its people, and the human resource quality depends on the quality of education

The objectives of educating and developing the nation quality are the mission and responsibility to be accomplished from every professional teacher in Indonesia (Dimiyati, 2002). There are various problem found in Indonesia's education, such as the declining of students moral (juvenile delinquency, school fighting), less unequal learning opportunities, low internal efficiency of the education system, status of educational institutions in Indonesia are not applying, educational management in line with national development, and unprofessional human resources engaged in education (Nurhadi, 2004). Thus, the impact of which can be observed is the result of unsatisfactory and poor education.

The Indonesian education facts are need to be concerned (Stevanus & Mulat, 2005). With these reasons, Jakarta Education Government conducts a symposium for Jakarta's area teacher, with the Education With Heart topic. It aim is to improve the conditions of teachers to be more professional in teaching and using the "conscience". Thus, the phenomenon of declining morals learners can overcome after the teachers get the new knowledge about educate with heart & awareness. The second aim is to make a descriptive research about the psychological altruism motivation of their own, because as the heart of education, teacher supposed to have the altruism quality, as caring is one of the factors to increase the student's school connectedness.

Teacher is a profession that has its job description to be an inspiratory, motivator, organizer, initiators and facilitator (Djamarah, 1997). To be a teacher as a professional job, need an intense motivation. There are two motivations in teacher, the extrinsic and intrinsic motivation. The extrinsic motivation rewards are as seen in public, external attraction of occupation, such as money, prestige, and power. The intrinsic motivation rewards are internal psychic and spiritual satisfaction from one's work, such as personal sense of accomplishment or an enjoyment of the work itself (Parkay, 2013).

One of the most important reasons one's choosing a teacher profession is to have a desire to serve. Parkay (2013) said that a teacher wants their life's work to have meaning, to be more than just a job. Teacher profesion characteristic is a job that motivated by the need to help others, instead of the financial needs (Stinnett, 1968). Altruistic is one of the characters to be desire in a teacher.

Scott and Dinham (1999) stated that the strongest motivational factors for teachers are altruism, commitment and personal improvement. Altruism is a concept used for identifying individuals who are self-sacrificing and directing their concern toward others. According to some theoreticians, altruism is helping others without an external award (Macaulay & Berkowitz, 1970). Mayers (1993) defined altruism as helping others without any expectations and concerning others. Altruism as caring for no obvious reward other than the belief that someone else will benefit or avoid harm (Fung, 1988). Altruism represents an amalgamation of intrinsic and extrinsic factors which either permit or coerce individuals to take responsibility for or care for another and to sacrifice things dearly held. Traditionally the caring professions have been characterized by a self-professed altruism, that is, a selfless service on behalf of or for others (Thompson et.al, 1994).

Altruism is also acting morally. It is a specific set of helpful acts-those that meet some standard of goodness or morality. The link between altruism and morality appears to be based on the juxtaposition of each to self-interest, as helping in order to gain internal rather than external rewards. Altruism, based on Batson (1987) consider motivations for benefiting others, altruism is a way that includes benefiting another as a means to benefit oneself, as long as the self-benefits are internally rather than externally administered.

According Batson theory (1987) altruism is a helping behavior which have two basic motivation. First is an empathic concern, the motivation of reducing the difficulties of others and sympathy for the troubles of others. Second, personal distress is a concern for any inconvenience oneself in the face of difficulties of others and motivation to reduce tension or discomfort.

In school setting as a teacher there's no day without altruistic behavior needed. Altruism and its motives seem to permeate the teaching profession itself. Mateur (1993) said that in everyday teaching profession there are countless work such as reports and stories about teachers working after-school hours tutoring struggled students, providing advice or even comfort to students in challenging situations, and willing to do these things despite a low standard wage. Teachers were overwhelmingly concerned with the needs of their students, and they were willing to address these needs, being focused on intrinsic rewards, not material extrinsic rewards.

Connectedness appears to be related to one's opinion of self in relation to other people. In particular the scale focuses on the emotional distance or connectedness between the self and other people, both friends and society, taps those aspects of belongingness that Kohut (1984) describes as an "intense and pervasive sense of security" and the sense of being "human among humans. A sense of teacher's connectedness is one of the most important factors in promoting socio-emotional well-being and positive youth development (Stracuzzi & Mills, 2010).

Strong scientific evidence demonstrates that increased student connection to school decreases absenteeism, fighting, bullying and vandalism while promoting educational motivation, classroom engagement, academic performance, and school attendance and completion rates. In order to succeed, students need to feel they "belong" in their school (Stracuzzi & Mills, 2010). In the value of connections theory, school connection is the belief by students that adults in the school care about their learning and about them as individuals. Students are more likely to succeed when they feel connected to school. Individual students who perceive their teachers and school administrators as creating a caring, well - structured learning environment in which expectations are high, clear and fair are more likely to be connected to school. Increasing the number of students connected to school is likely to improve critical accountability measures (Blum, 2004).

There are seven qualities that influence students' positive attachment to school: having a sense of belonging and being part of a school, liking school, perceiving that teachers are supportive and caring, having good friends within school, being engaged in their own current and future academic progress, believing that discipline is fair and effective, participating in extracurricular activities (Blum, 2004).

While each has its own nuance, school connectedness is influenced through the interaction of three dynamic concepts and relationships; first, Individuals (students

and school staff), second thing is Environment (School climate and school bonding), third thing culture: social needs and school learning priorities. Relationships formed between students and school staff members are at the heart of school connectedness (Blum, 2004).

This research is aimed at obtaining teachers altruism in Jakarta associated with the teachers' attitude toward their students in education. Connectedness is measured based on a) duration of relationships, b) frequency of interaction, c) knowledge of the other person's goal, d) sense of intimacy, e) self-disclosure to others, f) familiarity to others (Starzyk et al, 2006).

Measurements

Respondents/Participants characteristic and research methods

The research respondents are the Jakarta teachers (preschool to high-school teacher) who attend a national symposium in Jakarta on November 29th 2012. The symposium is held by the corporation Jakarta Education Government and KataHati Institute, with the theme of 'The awareness to educate with heart'. 714 questionnaires are to be filled by the teachers who attend to the symposium. The research design is quasi experiment (non-experimental) with convenience sampling. The reasons, that the research samples are accordance to the existing research on the current symposium.

Results

The research results are analyzed with the SPSS Statistic Programs. From 714 respondents, the altruism among teacher are above average. The empiric mean is higher than the hypothec mean (hypothec mean = 3, with Likert scale 1-5). The empiric mean is 3,1491, with the specific of emphatic concern dimension is high (4,0373) and personal distress dimension is low (2,2609).

Table 1

Respondents' altruistic description

Altruism	Empiric Mean	Hypothetic Mean
Altruism variable	3,1491	3,00
Emphatic Dimension	4,0373	3,00
Personal Distress Dimension	2,2609	3,00

Altruism variable analysis from various data control

In this research, with the aim to correlate with the connectedness variable, the researchers use the control data to analyze the differential measurement from the respondents. The differential testing from various measurements are to be reviewed from the altruistic level of respondents. The data control aspects are gender differences, teaching level, education level, teaching experiences, income, interactions media with students, discussion topics with students, and the frequency interaction with students. The results can be seen in the table below

Table 2
Altruism differential measurement/test from Control Data

Differential Test	Mean Difference	Test	Sig (p)	Explanation
Gender	Male (3,1697)	t = 1,200	0,230	Not significant
Education level	Primary education (3,1876)	F = 13,220	0,000*	Significant
Educational background	Doctoral (3,3460)	F = 0,991	0,435	Not significant
Teaching experience	16-20 years (3,2405)	F = 2,567	0,007*	Significant
Income	15-20 million rupiah/month (3,6255)	F = 1,825	0,122	Not significant
Interaction media	Other (3,1653)	media F = 0,092	0,912	Not significant
Discussion topic	Other (3,2154)	topics F = 1,754	0,137	Not significant
Frequency Interaction	Other (3,2297)	F = 5,846	0,001*	Not significant

The Altruism Frequencies

From the data processing results, there are 477 respondents classified to have a high altruism level (66,8%) and the 237 respondents to have low altruism level (33,2%). This classification obtain from classified the altruism mean of the respondents; >3,00 = high, 3,00 = average, <3,00 = low. The results are in the table below.

Table 3

The frequencies of altruism level classification

Altruist level	Frequency	Percent	Valid Percent	Cumulative Percent
Low	237	33.2	33.2	33.2
High	477	66.8	66.8	100.0
Total	714	100.0	100.0	

Other Analyzing Results

The last part of the questionnaire is the inquiry with open ended answer from the respondents. The answers are classified from the similarity of the responds, and then given the number code. The coding is needed by the researcher to give other description of the research results. The inquiries are; (a) What is your expectation in the future of Indonesia education?, (b) What facilities or compensation to be expected from the Indonesia government?

From 714 questionnaire, there are 172 are not filled. The first results are 257 respondents (36%) expecting a change in moral education and character and at least those who expecting the change in curriculum (moral education and character) and facilities 5 respondents (0,7%). The moral education and character for the purpose of the self-improvement students highlight include: moral, character, awareness, religion, manners, Indonesia cultures, Pancasila (Indonesia's national icon), ethics and changes in student behavior.

The second result, 714 respondents, 249 are not filled. The most answer are the need of individual teaching support, 147 respondents (20,6%) and the least are 1 respondents (0,01%) in self-development. The individual teaching support needs, are about the material supporting individuals. It includes; allowance, certifications, health care, welfare, housing, transportation, salary increases, retirement benefits, on time salary payment, school allowance.

Conclusion

From the results we conclude that the altruism among teacher in Jakarta as the capital city of Indonesia are high (3,1491). This results has the strong evidence of the mean of its two dimension of the high score in personal distress (4,0373) and low in emphatic concern (2,2609). The analysis are that teachers have high empathy because of their devotion as a teacher, not as the pressure to help the students.

Discussion

Altruistic is a characteristic to be expected in every teacher. All of this time, Indonesia's government assumed that the declining of moral in students such as bullying and school fighting are the responsibility of their own teacher at school. The background of symposium is also because Indonesia's government wants to educate the teacher to be more loving and caring, so they can be a teacher who teach with awareness from their heart, with the hope when the teacher teach, they also transferred the good communication with the students. But this research results describes that the score of teacher altruism level are high, and they have the connectedness with their students. The assumed from Indonesia's government about Jakarta's teacher does not fit.

Teachers who teach the primary school (from toddler to elementary) have the highest altruism among all. To fit the job description of this level of profession requires more caring knowledge, skills and abilities, because students at this level still needs adults for their dependency supervision. Their dependency caused by their stage of development, they still in the early development stage.

The highest altruism teachers are also to those who work as teacher for 16 to 20 years. In this group, the teachers age range between 35 to 45 years. In human development, these age ranges to those who were in the late young adulthood and early middle adulthood. The issues are generativity versus stagnation. The generativity people are the caring people, their self-actualization are developing by developing their self. It can be expressed by caring its own child or grandchild, mentoring others, teaching others, productivity or creativity, re-generate them self, and still doing the activity to enhance their personal growth (Papalia, Old & Feldman, 2007).

The altruism teacher who spent others time with their students are at their highest level of altruism. These teachers are able to spend their time to the students without no frequencies boundaries and rules. Furthermore data taken from the inquiry section, generally said those teachers (altruistic teacher) asked for changes in increasing moral education section, and supporting teaching and individual material equipment. It includes benefits, training, health benefits, housing, transportation, salary increase, etc.

The altruist teacher that have the connectedness with their students can be the protective factor for students, which in resiliency theory the protective factor is the importance factor to build the resiliency in school, teacher, and self. Resiliency is an interaction process between the individual factor with the environment (Banaag, 2002). Resiliency is the capacity to adapt successfully in the face of threats or disaster. People can improve their capacity for resilience at any time of life (Grotberg, 1993).

Automatically, the teacher with altruist and connect with their students became the protective factor in students and school. Resilience (Grotberg, 1993) is a basic human capacity, nascent in all children. Parents and other care givers promote resilience in children through their words, actions, and the environment they provide. Adults who promote resilience make family and institutional supports available to children. They encourage children to become increasingly autonomous, independent, responsible, empathic, and altruistic and to approach people and situations with hope, faith, and trust. They teach them how to communicate with others, solve problems, and successfully handle negative thoughts, feelings, and behaviors. Children themselves increasingly become active in promoting their own resilience. Children need these

abilities and resources to face many common - and some not so common - crises (Grotberg, 1993).

When the altruist teachers have the connectedness with their students, they build students resilience, and its impact to the school resilience. One of the characteristic of resilience school is able to become the protective factor for their students. When teachers develop their altruist characteristic in school environment and have the connectedness with the entire school element; students, partner, school staff and parents, then the resilience school are build. With resilience school, the entire elements have the extra protective solid factor, and it will give big impacts in child development, especially children with troublesome background.

What's next after we can create the resilience students? We create the student school connectedness. When students feel their caring teacher, they feel connected with them as individuals. And after they feel connected with the individuals, they will feel connected with the institutions. So with this link, we hope we can create a better future, a world who filled with love and positive connections. Teachers are the heart of education. They are the tools to facilitate the development of a nation. They should be the role model of educating with love, compassion and caring without limits, if we want to make a better generation.

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Limitation

There are limitations of this research. It is the connectedness variable correlation with the altruism variable can only be explored from control data. For further research, the connectedness variable can be explored within its theory and the specific measurements.

Recommendations for Ministry of Education and Culture

The recommendations for Indonesia's Ministry of Education is to do a further research to explore the case of the declining moral of Indonesia's students, and it doesn't fit with the research result if the early assumed is teacher ineffectiveness communication in teaching that caused it. As the results is teacher having a high altruism characteristic, there are other evidence can be explore to find its cause.

Other recommendation is to give more attention to teacher well-being, where their well-being has a high impact and significant effect to maintain their altruism.

The increasing of well-being and benefits are not always in material, but the value of appreciation that are needed. There are training or skill enhancement needed for teachers own personal development for their self.

Recommendation for further research

The recommendation for further research is to develop a measurement with connectedness variable with the connectedness theory. Its purpose, to develop the connectedness variable exploration and its the correlation with altruism and other social elements and variable.

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