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Teachers' Educational Work Evaluation and Alienation. A Marxist perspective.

Giavrimis Panagiotis [iD]

Professor, Department of Sociology, University of the Aegean.

ABSTRACT	ARTICLE INFO
The teacher's alienation is mediated by an educational policy on evaluation, which is perceived as impersonal and bureaucratic. Teacher evaluation is a crucial institution for determining the effectiveness of educational practices. For some social scientists, evaluation is a mechanism for harmonising teachers and legitimising social reproduction. Teachers' professional identity is structured within a framework of international and national imperatives that delineate the orientations of educational practice, set the criteria of effectiveness, and simultaneously alienate the very nature of its existence. Through educational accountability systems, responsibilities are placed on the teacher, reproducing, with political intentionality, both the dominant ideology and the social hierarchy. The teacher is alienated because the evaluative processes and inflexibility of educational policies often fail to account for the cultural changes that are taking place in many cases. Moreover, alienation is expressed in the contradictions reflected in the rhetoric of a democratic climate and respect for diversity within the educational system, as well as in the policies of evaluation, accountability, and effectiveness of educational practices.	

1. Introduction

In Marxist theory, educational systems are linked at a macro level to social and economic structures, contributing to the perpetuation of the dominant ideology. Education perpetuates social practices of inequality and imposition through social control and legitimises the ideology of equal opportunity through ostensibly meritocratic educational processes (Bowles & Gintis, 1976; Craib, 2000; Giavrimis, 2020). Althusser (1979) states that the dominant ideology is established through the ideological mechanisms of the state, such as education. Ideology is linked to power and knowledge (Petmezidou, 1996), and Foucault (1987) analyses how the subject who possesses knowledge, the objects of knowledge, as well as the various modes of knowledge, are the result of fundamental power-knowledge interdependencies and their historical transformations.

Moreover, in the current rapidly transforming context (Bauman, 2002. Robins & Webster, 2002), teachers are confronted both with the imperatives of an educational field that has expanded and is not limited, as traditionally, to the four classroom walls, the growing demand for the elimination of educational inequalities, which are reproduced through the usage of new cognitive tools, and also with processes such as the efficiency of educational practices, accountability and transparency, which are the premises

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[1] Corresponding author's address: Giavrimis Panagiotis
Telephone: =302251036554
e-mail: giavrimis@soc.aegean.gr

of the latest social and educational environment. To achieve the above, evaluation is a reinforcing and enforcement mechanism. Teacher evaluation is a crucial institution for determining the effectiveness of educational practices. It is considered the judgment formed on the qualitative elements of a project or work (Yildiz et al., 2021) or as the result of comparing or determining the value with predetermined criteria or standards (Dimitropoulos, 1999; Eurydice, 2015; Kassotakis, 1992).

Moreover, for some educators, the evaluation of educational work aims to provide feedback and improvement to the educational system and the teacher through processes that involve the collection of data on the educational field, the teaching practice and the educational worker in general (Tuma et al., 2018), while for some social scientists, evaluation is a mechanism for harmonising teachers and legitimising social reproduction (Mavrogiorgos, 2002).

This paper aims to analyse teacher alienation by regarding teacher evaluation systems as ideological tools of social structure. In particular, it strives to outline how evaluation mechanisms incorporated into broader educational policies contribute to teachers' alienation, viewed through a Marxist theoretical perspective, and to highlight teachers' negative experiences in capitalist policies characterised by accountability and efficiency.

This paper contributes to the literature by systematically applying Marxist concepts of alienation to the contemporary context of teacher evaluation policies. While current literature has examined teacher alienation and evaluation as separate issues, this paper seeks to articulate the mechanisms through which contemporary evaluation settings, governed by neoliberal and administrative principles, become agents of alienation. Moving beyond a strictly descriptive narrative, it provides a theoretically grounded critique that unveils the power structures and ideological underpinnings embedded in such systems. Additionally, it contributes to a critical discourse against educational policies that overlook the individual's social and psychological needs in a field where the teacher's alienation has not been sufficiently researched, especially in Greece.

The subsequent sections will provide a comprehensive analysis of the role of evaluation in the contemporary educational setting, explore the Marxist notion of alienation in depth, and finally combine these discussions to analyse evaluation as a mechanism of teacher alienation in various dimensions. This thorough approach ensures a comprehensive understanding of the topic.

2. The role of evaluating the teacher's work in the modern environment

Government education policies are based on the basic principles of the post-modern era, promoting transparency, accountability and efficiency. The concept of outcome has been established as the logical premise in educational processes in a postmodern era of positivist norms, contributing to the competitiveness of structures and emphasising the diversity of individual capabilities within the individual-centred, egocentric, and ideological context of the late modern era. Thus, for example, policies on the quality and effectiveness of education are being introduced in European and Global Education based on criteria established by international organisations (e.g., OECD, World Bank). The OECD's PISA rankings have a significant impact on national education policies and often drive reforms centred on standardised tests and metrics, directly influencing how educators' performance is perceived and evaluated (Giavrimis, 2022). In the Greek education system, recently implemented policies introduced compulsory evaluation rubrics with little input from practising teachers. School teachers reported feeling invisible and mechanised as they were required to deliver teaching reports aligned with administrative requirements rather than actual classroom dynamics (Papanonstantinou & Kolympari, 2019).

Political state associations play an essential role, while national education systems and their components are incorporated into international assessments and classifications. Competitiveness in the market economy is evident in the rankings of university institutions, their tuition fees, various study programmes, and the employment of graduates with degrees in the labour market. The participation of national education policies in international organisations (e.g., OECD, EU) and the interconnection with

the division of labour, pressure on productivity and growth, privatisation policies, and the centralisation of policies all lead to initiatives for harmonised policies. The efficiency indicators and evaluation criteria established private competitors to the public education system and capitalised on the connection of education to labour market integration, transforming the concept of education (Giavrimis, 2022).

The developed field of educational policy at the international level aims at practices of harmonisation and uniformity in the international precepts of the contemporary and dynamically changing social and educational reality. In the educational policies implemented, harmonisation and uniformity are reflected in the state's administrative, pedagogical, legislative and economic practices. Harmonisation follows the general lines of globalised education policies. States adapt their national policies according to their specificities, thereby participating in international rankings and a competitive field of education where commercialisation and accountability practices prevail.

Educational systems are moving from centralisation to regionalisation through evaluations, categorisations and exclusions of structures and individuals. Competition between public education systems and the private sector in globalised societies is intensifying (Zmas, 2007), while educational parity regarding accessibility to knowledge still seems utopian (Whitty, 2007). The orientation is performance-oriented, and the stigmatisation of schools is emerging as an inescapable reality. Self-interest, factual data and performance emerge as values (Ball & Youdell, 2007). Regulations are normative, inputs are controlled, and the outputs of education systems are also shaped by performance technologies, which in turn form the new social contract.

Evaluating educational work and classifying teachers and their educational positions are fundamental functional elements of educational systems. Thus, in the Greek educational system, officials are typically selected every four school years to occupy positions within the hierarchical structure. At the same time, the operation of the educational system is based on laws, presidential decrees, and circulars established by the Ministry of Education, which regulate both the administrative organisation of the educational system and, in many cases, the methodology and teaching practices followed in educational practice. Through the rules and regulations applied in the school context, individuals are aware of the roles they are expected to perform and the rights they are assigned through their participation in society. The education system appears to be impersonal and neutral towards teachers. Responsibility is shifted to the teachers through the division of specialities. In contrast, teachers are treated similarly according to the obligations and rights that derive from the normative and regulatory framework. Teacher evaluations, the selective processes of education, and the accountability of their members function as a rational operational framework that rejects sentimentality and integrates education into an objective, technological operation process.

Conflict theorists state that the conceptualisation and constitution of social reality through education are not neutral. However, they are informed by the ideological-philosophical approach to educational policy and the pressures of dominant groups to impose particular cultural and ideological norms (Bowles & Gintis, 1976). The dominant groups or pressure groups shape the conditions of conceptualisation of social phenomena and the functioning of the educational system, exercising their power in shaping the visual analysis, interpretation and synthesis of the context. Evaluation in this social space, historically and politically shaped, is a mechanism of governance for educators and is linked to policies and powers, which have the ultimate purpose of forming a mechanism for the reproduction and legitimation of the existing social structure, as well as practices of adaptation of social subjects to systems of social hierarchy and accessibility to social resources (Althusser, 1971).

The meritocratic processes, which lead to evaluations based on objective criteria for the implementation and accountability of applied educational and teaching practices, are ideologically oriented towards the dominant social classes and give rise to processes of exploiting labour power by them. Through the evaluation of educational work, the ideological and cultural framework of the dominant groups is legitimised, and arbitrary values, ideas and perceptions, shaped with a class bias, are internalised,

which subjugate individuals and determine their social path, defined by the dominant classes. Bourdieu (1995) refers to the symbolic violence exercised by the privileged that aims to establish and legitimise an objective reality, that of the dominant group, a cultural arbitrariness that accelerates the mechanism of differentiation and subordination of social subjects to the legitimised arbitrary values, attitudes and perceptions.

Knowledge is ideologically determined. Foucault (1977) stresses that there are no relations of power without the relevant field of knowledge. However, no knowledge implies no power relations. Groups that possess knowledge and can manage elements of the cultural environment that are considered necessary also manage the cultural perspectives that must be communicated and internalised by the new social subjects (Mead, 1938, in Young, 2008). Individuals' beliefs, modes of thought, and behaviour are shaped through cultural, historical, and social structures, which are reflected in mediating tools such as the curriculum (Lasky, 2005). Through this process, new social subjects who enter the educational system with diverse cultural and social values, knowledge, and norms are subject to transformations in the values, perceptions, knowledge, and ideas they bring to school. The educational system manages to achieve these transformations in students' cultural and human capital through processes related to the evaluation and, by extension, the selection and specialisation of the individuals who are part of it. Assessment, then, as a mechanism of symbolic violence, legitimises the crystallisation of the dominant culture with an ideological orientation while excluding any other culture that differentiates or opposes it. The above findings refer to panoptic systems, which enable total control over the individual by creating mechanisms that foster self-surveillance and self-control. Individuals experience social reality as a field of social control, as school practices are evaluated, classified, and subjected to the consequences of these evaluations.

3. Evaluation as a mechanism of teacher alienation

The following subsections apply this theoretical insight of alienation to the practical implementation of teacher evaluation.

The preceding discussion has demonstrated evaluation's diffuse and often ideologically charged role in contemporary education. This section now shifts from this general framework to a specific philosophical exploration of alienation, providing the basis for analysing how evaluation promotes teacher alienation.

Alienation as a concept has different meanings in various fields of science, and in most cases, it is conceptualised as an individual's separation from something or someone (Aksakalli, 2024; Geyer & Schweitzer, 1976; Wendling, 2009). At the same time, alienation is approached not only in terms of an individual's emotional state towards what they experience or what they come into contact with, or even the weakness, which they feel, towards the collectives or the power of a social structure, but also encloses a multitude of facts, as they emerge, e.g. e.g. in the context of capitalism and reflect the differentiations of the processes of socialisation, but also the interconnectedness of the institutions and sectors of the superstructure with the base (Aksakalli, 2024).

The philosophical-historical approach to alienation in Marx's writings is linked to the product of labour, the process of labour, human nature and interpersonal relations (Geyer & Schweitzer, 1976). According to the philosophical-historical approach, alienation is inherent in the production process in which both the product and the process of production are alien to the individual who produces them. Before the Industrial Revolution, individuals could produce and consume the products of their creation, which gave them satisfaction and allowed them to express their desires, knowledge, and activities. Through the product of his production, the individual was affirmed and could identify with it. The condition of social life underwent a significant transformation after the Industrial Revolution. Thus, the non-connection of the product and the process of production with the individual and his satisfaction, but also the exchange of these for a material reward, which does not derive directly from the production itself, alienates his life and his activity and identifies it with coercive mechanisms of serving 'foreign'

interests towards him. Alienation is inherent in the worker's relations with the owner or manager of the means of production. The individual cannot influence this relationship, nor can they influence the product of production, because hierarchical relations of subordination and control are inherent in disciplining, exploiting, and extracting surplus value from the production product. Through such a labour process, whose purpose is to ensure surplus value and profit for the owner of the means of production, the human and social existence of the individual is alienated (Marx, 1978). Production, identified with the meaning of life in Marxism, leads to an alienated life under capitalism. Marx regards the collective expression of individuals as a reflection of their individuality, something that cannot be realised through the capitalist economy since its conditions and context are not determined by the collectivities of individuals but by alienated market processes (Aksakalli, 2024. Bottomore, 1983; Marx, 1975; Geyer & Schweitzer, 1976).

3.1. Evaluation of educational work and alienation concerning the "product produced."

Teachers, as actors in the educational context, are often alienated from educational practices because they do not determine them; instead, they are shaped and controlled by external forces. Teaching processes, curricular goals and objectives, and the outcomes of each level of education are produced and transformed at the systemic level of state and ideological practices in the postmodern educational context. Its knowledge and methodologies are not neutral, but ideologically influenced. The practices of educational actors are shaped by hegemonic discourse either through the persuasion of rationalised reality or through the consensus of fear, ensuring and reproducing the social conditions of exploitation and inequality. The hegemonic discourse dominates consciousness and everyday practices through the narrative of equal opportunities and meritocratic education processes, legitimising the dominant ideology of the privileged (Althusser, 1971).

Knowledge is constructed as an objective reality, which is not questioned. The evaluation and control mechanisms within the educational field reproduce the dominant discourse and perpetuate positions of inequality in the social space, reflecting the social origins of individuals. The evaluation of educational work, either through persuasion or fear, creates the field of reproduction of the ideas and perceptions that dominate the ideological framework of the social structure. The interventions in the educational framework are aimed at systemic integration of the teacher, which leads to the marginalisation of the teacher's moral and inner satisfaction (Hall, 2022; Noula & Govaris, 2018).

The evaluation of educational work affords teachers a certain degree of autonomy. At the same time, their teaching practice is shaped within the structured framework of the state and epistemological imperatives of the time. The teacher finds it difficult to 'objectify' their work as an expression of their personality and professional identity. The everyday life of the school is often perceived as a place of coercion and serving purposes and goals that do not concern them. At the same time, the inadequacies of the educational system are often attributed to the teacher's responsibility, which can create stressful situations (Brunsting et al., 2014).

The neoliberal educational system shifts the exclusive responsibility for students' school failure to teachers. In contrast, centralised educational policies do not provide opportunities for teachers' creative action (Jensen, 2019). In contemporary school reality, a contradiction exists between the rhetoric of democratic education for all and the social and school realities experienced by teachers (Giavrimis, 2022).

3.2. Evaluation of educational work and alienation concerning the educational process

The evaluation of educational work not only shapes the field of alienation as the "product" of education, but also affects the educational process. In the context of education, the rationalisation of interventions and the evaluative assessment of the results of its aims and objectives can alienate the teacher from their creativity. At the same time, the division of labour and professional competition in education, which are produced as secondary evaluation consequences, further restrict teachers' actions and form the conditions of a mechanism that rationalises teaching and pedagogical practice (Aksakalli, 2024).

At this point, the hyper-socialisation of knowledge through educational specialists functions as a form of educational control over the correctness and effectiveness of teachers' actions. The objectified learning framework constrains the teacher's teaching actions and education choices regarding the prerequisites and outcomes required by the broader social field. The standards of excellence in society are concealed, and nothing more than the power relations formed through ideology are concealed (Hall, 2022).

The alienation of teachers, particularly in their evaluation process, in modern educational reality, leads to increased stress and anxiety among teachers, ultimately causing burnout (Brunsting et al., 2014; Skaalvik & Skaalvik, 2017). In studies conducted in Greece, teachers show increased levels of stress and burnout. In particular, high levels of emotional exhaustion and depersonalisation are reflected on the one hand, and low levels of personal achievement, while teachers experience more intense stressful situations, shaped by the ideological-political context of globalised reality and the precepts of the new era (Aventisian-Pagoropoulou et al., 2001; Depolli Steiner, 2017; Staya & Iordanidis, 2014). This is illustrated in cases where educators feel obligated to "teach to the test" in order to meet evaluation criteria, thereby compromising pedagogical approaches that they regard as more effective or appealing to students. Such adherence to a prescribed procedure imposed by external evaluation forces can alienate them from their professional competence and creativity in the teaching process.

3.3. Evaluation of teachers' educational work and alienation towards themselves

Marx approaches work as a vital activity through which the individual objectifies the product of their creativity and forms perceptions of their efficiency, self-awareness, and overall identity. Through this vital activity, the individual makes sense of their existence and integrates the social and personal dimensions of themselves. The shaping and intervention of the context feed back into its reflective processes on its nature. Through his work, the individual finds moral satisfaction and inner competence, culminating in self-actualisation (Aksakalli, 2024).

In modern reality, however, what is vital for the teacher is not the means to serve their purpose, which their freedom and satisfaction must define, but rather the means of their survival. The evaluation of educational work alienates the teacher by nature and himself, as he surrenders his labour power to the educational division of labour managers in exchange for a "price" not directly derived from his creativity and self-expression. The teacher finds it difficult to recognise himself, his abilities and potential, but primarily his creativity, as a result of his activity in the field of education. They should surrender their cognitive potential to the system's demands and fulfil the evaluation criteria. At the same time, the "colonisation" of education by the methodological tools of the private sector is shaping new conditions for the conceptualisation of work and the self (Jensen, 2019). Neoliberal and neoconservative practices, combined with the commodification of educational institutions, transform the role of the teacher, as the value judgements introduced and the criteria used (economic, organisational, institutional) (Whitty, 2007) increase control and centralisation. Indeed, in many cases, teachers conceptualise educational reality as a space with limitations that do not support the autonomy of action and the creation of a learning space according to their needs. Researchers refer to the alienation and moral disorganisation of the teacher, the abolition of old commitments and the alteration of the notion of professionalism in the modern era (Beck & Young, 2005).

The teacher's self-development presupposes an educational policy that is supportive, rather than oppressive, towards the teacher. Through their education and experiential learning, the teacher must construct identities that are not distant from each other to have functional 'parts' of a unified self. Otherwise, difficulties arise in self-determination and self-consciousness (Giddens, 2006), as well as in the conceptualisation of school and social reality (Blumer, 1986). Giver-coercive identities are associated with significant issues regarding self-determination and the subjectification of the individual (Giavrimis, 2022). Thus, for example, educators passionate about project-based learning may experience that their identity as innovative educators is compromised when evaluation systems reward mainly memorisation and formalised performance, leading to self-doubt and a sense of unauthenticity.

3.4. Evaluation of educational work and alienation in human relations

The teacher's alienation towards the product of the learning process, as well as towards themselves, has, as a direct result, the formation of alienated relationships with their colleagues and the rest of the people in the social environment (Blackledge & Hunt, 2004). According to Foucault (1977), power technologies, such as teacher evaluation, create hierarchical relationships and classifications of teachers, categorise them and produce discourses that shape the boundaries of the practices implemented. These practices and the strategies that are followed normalise the governance of teachers through disciplinary practices that operate within a relational framework for the subjugation and control of individuals. Individuals operate within specific disciplines under a system of panoptic control, which influences the effectiveness and efficiency of the educational system according to the dictates of the dominant discourse (Foucault, 1977). The regulations are normative, the 'inputs' are controlled, and the 'outputs' of the educational system are also shaped by the 'technologies' of performance, thereby defining the new social contract.

At the same time, the difficulty of self-determination of one's professional and personal identity due to hetero-determination through evaluation also shapes the management boundaries of others within the educational community. Under stress, depersonalisation and the imposition of cultural differentiation by dominant groups in their educational lives can lead to teachers feeling alienated from themselves and their relationships with fellow human beings (Mesaros, 1974).

Moreover, the competition within schools for a position reduces the evaluative processes introduced in education to the extreme of capitalist society, leading to the exploitation and dehumanisation of the individual (Ball & Youdell, 2007). A case in point might be a school setting where teacher evaluations are associated with antagonistic rankings or performance-based rewards; this can reinforce confrontation rather than cooperation among colleagues, as individuals may feel competitive for resources or acknowledgement, alienating them from mutually supportive peer relationships. They form biographies of risk, alter teachers' working conditions and lifestyles, shape the perception of school reality, and focus on addressing acute problems in special education (Ball & Youdell, 2007).

4. Conclusions and Implications

Analysis highlighted a Marxist perspective on how assessment systems contribute to various forms of teacher alienation. In this concluding section, we will summarise these insights, discuss their broader implications, provide recommendations for policy and practice, and acknowledge some of this study's limitations.

Educational policies emanating from domestic and international institutions shape the agency of educational actors (Althusser, 1971; Gravaris & Papadakis, 2005; Noutsos, 1982) and, simultaneously, their personal and social identity (Giavrimis, 2023; Whitty, 2007). At the same time, teachers construct their professional identity through interaction with the specific socio-political reality, and sometimes, they understand their professional position and vulnerability within it (Lasky, 2005). Neoliberalism has shaped another framework for conceptualising the teacher, raising more pressing issues related to the teacher's autonomy and power to intervene in education, as well as their accountability (Gewirtz et al., 2009). Teacher accountability is related to increased supervision, the imposition of regulations (sometimes punitive), and the notion of the effectiveness of education systems in terms of learning outcomes and the effectiveness of the teachers themselves. Thus, teachers' professional identity is structured within a framework of international and national imperatives that delineate the orientations of educational practice, set the criteria of effectiveness, and simultaneously alienate the very nature of its existence. Evaluating educational work supports and symbolically incorporates these processes into educational reality.

The teacher is alienated because the evaluative processes and inflexibility of educational policies often fail to account for the cultural changes that are taking place in many cases. The teacher in this educational environment feels alienated regarding the work produced, the process of their work, and the meaning-making of themselves and their relationships within the school environment. The teacher's alienation is mediated by an educational policy on evaluation, which is perceived as impersonal and

bureaucratic. Teachers are treated according to normative and regulatory standards. At the same time, their evaluations serve as a rational operational framework that rejects sentimentality and integrates education into an objective technological operational process. Teachers often struggle to give meaning to the objectives of their teaching work and, simultaneously, to form a clear understanding of the dimensions of their personal and social identity.

At the same time, teachers' valuations of the alienated self and 'others' are shaped through their interactions with critical social actors within the educational community and educational policy, thereby mediating their self-image and identity as individuals, as well as their competence and autonomy (Giavrimis, 2022). In an educational policy where education, and especially teacher training, are not considered important issues (e.g., multicultural school reality) or are fragmented and voluntary, teachers' attitudes inevitably lead to an alienated self, maintaining the divisions of the past and making it difficult to adapt to new human rights projections. The alienated teacher is driven, sometimes alone, without state support, towards the responsibilities of the educational system to integrate disabled people. Through educational accountability systems, responsibilities are placed on the teacher, reproducing, with political intentionality, both the dominant ideology and the social hierarchy (Aksakalli, 2024).

In conclusion, the contradictions between the purported equality and democratisation of the educational system and the arbitrary policies of evaluation and control imposed on teachers in the name of efficiency and accountability create conditions of depersonalisation and alienation among teachers. This study, adopting a Marxist theoretical approach, argues that contemporary teacher evaluation systems function as ideological tools that alienate teachers from their work, its product, themselves and their co-workers.

The ramifications of these insights are extensive for the education sector. Firstly, they challenge the perceived neutrality of educational evaluation systems, suggesting that they are deeply embedded in political and economic ideologies that can undermine educators and limit the scope of educational practice. Secondly, the persistent alienation of educators, driven by such evaluation systems, can lead to decreased teacher ethics, higher rates of burnout and withdrawal, and, subsequently, an adverse impact on the quality of education delivered to learners. If evaluation systems alienate educators from creativity and professional judgment, opportunities for innovative and adaptive teaching practices that meet the diverse needs of learners are dramatically reduced. This perpetuates a vicious cycle in which education may fail to address social disparities, thereby reinforcing existing social hierarchies.

5. Suggestions and Recommendations

Several recommendations and suggestions can be made based on the results of this study. States and policy makers in education: a) must critically re-examine existing teacher evaluation frameworks, shifting away from excessively bureaucratic, punitive and narrowly-centred quantitative-based measures. Evaluation needs to be growth-oriented, supportive, and consultative, aiming to reinforce teaching practice rather than solely control it, and b) foster more autonomy for teachers in the workplace and curriculum decision-making. Evaluation systems should rely on and respect teachers' professional experience and judgement, permitting pedagogical flexibility and innovation, and incorporate the voice of teachers. Educators should be involved in designing and implementing evaluation systems. This will ensure that they are considered fair, meaningful and have a real focus on professional development, d) shift their focus from holding individual teachers accountable for systemic failures is necessary. Instead, adequate resources, continuous professional development, and supportive school leadership must be provided to ensure that teachers can succeed. For example, evaluations should incorporate peer evaluations, self-reflection, and portfolio reviews, providing a more holistic perspective of a teacher's praxis and accomplishments and e) provide further research on teachers' lived experiences within different evaluation systems should be supported, particularly using critical theoretical perspectives to explore the underpinning dynamics of power and ideological influences. Longitudinal studies examining the impact of evaluation reforms on teacher alienation and student learning achievement would also be valuable. It is necessary to transform educational policies into principles that ensure social

justice and equal access to educational and social resources for all students and teachers (Macionis, 2007). Finally, social scientists, educational community discussion and debate groups, and decision-makers in educational leadership must discuss ways to transform the role and conditions under which teachers function.

6. Limitations of the Study:

The limitations of this study are essential to acknowledge. First, as this is a theoretical and philosophical study, the paper is primarily based on interpreting Marxist theory and its application in the educational context. Although it contains indicative examples, it does not provide empirical data from specific research, which could contribute to more detailed insights into how these alienation processes unfold in particular contexts. The generalisability of the arguments may be limited by the particular theoretical lens adopted, although Marxist analysis aims for a broad and critical examination of systemic issues. Since it approaches the phenomenon of teachers' alienation with a macro-sociological theory, it fails to adequately take into account teachers' conceptualisations in the micro-field of interactions and the dynamics created in the educational context by them. In addition, while the paper criticises existing evaluation systems, it offers general, rather than specific, context-dependent alternative evaluation models, which would require further specialised research. Research in Greek education to explore at an applied level the characteristics of the Greek educational system that our theoretical analysis considers as factors shaping alienation. The focus is mainly on the alienating dimensions of evaluation. At the same time, a more holistic approach could also examine any potentially strengthening or enhancing aspects if evaluation systems were reconceptualised based on different principles.

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