

AN ALTERNATIVE HIGH SCHOOL ENGLISH
CURRICULUM AND ITS RELATIONSHIP
TO STUDENT ALIENATION AND
PUPIL CONTROL IDEOLOGY

By

CHARLES B. DODSON

Bachelor of Science
Oklahoma State University
Stillwater, Oklahoma
1956

Master of Science
Oklahoma State University
Stillwater, Oklahoma
1962

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of the Oklahoma State University
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Thesis Adviser:

Kenneth H. Clair

Thesis Adviser

Bill F. Elsom

Ivan Chapman

Russell D. B.

Norman A. Neuhart

Dean of the Graduate College

1064651

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CHAPTER I

INTRODUCTION TO PROBLEM AND RATIONALE

Silberman (1970) described American high schools as "mindless" institutions preoccupied with the discipline and control of students. "It's all a question of what teachers want to produce, not what students want to become" Silberman (1970, p. 21) concluded, in charging the schools with failing to provide an education which gives meaning and direction to teenage youth in their search for personal identities. The level of student alienation in some schools, both in the slums and in suburbia has produced an atmosphere of commonplace violence for teachers and students, the Senate Sub-committee on Juvenile Delinquency (1975) reports. Consider that in 1973 and again in 1974 secondary school principals rated poor attendance, a behavioral expression of alienation, as their "most perplexing student problem." "Today, absence rates of 10 to 15 percent are not uncommon. In some urban schools, the rate exceeds 30 percent" (N.A.S.S.P., 1975a, p. 1).

While the foregoing reports serve to dramatize the level of student alienation in high schools, to be fair one must recognize the awesome task at hand. Schools of today are charged with the responsibility of serving the low, middle and upper incomes, all minorities, the gifted, the not so gifted, the able and the disabled. Enrollment of virtually all youth in the secondary schools has thus modified the school population. "In 1950, 76 of 100 youth age 14-17 were enrolled

in private or public secondary schools and by 1972, a broader group attended so that 93 of every 100 in the 14-17 age bracket were enrolled" (N.A.S.S.P., 1975b, p. 2). Both the increased numbers of students and diversified types of students attending high school along with the social developments focusing on the rate of change in society and the demands for more personal choices and freedom have impacted the high school organization. Student control and student alienation are not new school problems, but old problems not situated in a more complex environment.

In spite of the apparent challenges, the National Association of Secondary School Principals Task Force on Secondary Schools (1975) points to the history of adaptability of the American high school. The N.A.S.S.P. (1975b, p. 3) explains the high school's life has now exceeded 100 years: "As society has moved through the decades, the high schools have adjusted to new demands."

Some recent studies and reports suggest "alternativeness" for high schools, which means providing students with a choice of several different curriculums. By so doing, schools may offer educational experiences which are more congruent with the values and life styles of the diversified "new breed." The prestigious Kettering report, The Reform of Secondary Education (Brown, 1973) called for alternative programs within the present school structure as well as a recognition for out-of-school learning experiences.

Secondary educators should carefully consider the concept of 'alternativeness'--the development of a wide-ranging system of alternative programs to give a meaningful freedom of educational choice to every student. Every adolescent should, with proper guidance, be able to select those forms of schooling and learning most congenial to his basic learning style, philosophical orientation and taste (p. 14).

It is the opinion of this researcher that a more relevant curriculum within the present school structure which would increase students' satisfactions may also subsequently reduce student alienation.

The general purpose of this study will be to determine if a relationship exists between two types of high school English programs, Multi-Phase Elective and Traditional and Student Alienation and Pupil Control Ideology. Multi-Phase Elective English is thought to be a program which provides alternativeness within the school curriculum.

Statement of the Problem

The old problem of student alienation continues to plague the public schools. The diversified social and cultural makeup of today's public school students has situated the problem of student alienation in a more complex environment. The need to respond to the new challenges with appropriate programs is evident. It is this researcher's opinion that Multi-Phase Elective English is an innovation which presents the alternativeness in subject content to match the diversified interests and aptitudes of present day students.

Specifically, the problem investigated in this study involves the measuring of alienation among selected Oklahoma high school students who study the two types of English, Multi-Phase Elective and Traditional. The English teachers of these students will be asked to complete the Pupil Control Ideology form. The P.C.I. has been found in other research to be related to student alienation.

The primary questions will be ones of relationship:

1. Does alienation decrease for students studying high school English in a Multi-Phase Elective Program?

2. Is the Pupil Control Ideology of English teachers in high schools offering Multi-Phase Elective English programs more humanistic?

Only by examining the Pupil Control Ideology of the English teachers and the degree of alienation in their students in both those schools using Traditional English and Multi-Phase Elective English can an attempt be made to verify or reject the above two questions. Multi-Phase Elective English and Traditional English will be treated as the predictor variables with Pupil Control Ideology and student alienation serving as criterion variables.

Limitations of the Study

This study was concerned with a relationship between Multi-Phase Elective English and two variables, (a) Pupil Control Ideology among Oklahoma English teachers, and (b) the degree of alienation among their students.

1. Although Multi-Phase Elective English and Traditional English were treated as predictor variables and Pupil Control Ideology and student alienation as criterion variables, a cause-effect relationship cannot be implied.
2. The predictive validity on the meaninglessness variant on the P.A.Q. has been questioned by several researchers. It has been predetermined to omit the meaninglessness scores from statistical analysis in advance.
3. Other generalizations from this study should be limited to the schools sampled or used cautiously to other high school organizations similar to those in the sample.

4. It is assumed in this study that Traditional English and Multi-Phase Elective English represent variables which are a genuine dichotomy, therefore, the point biserial correlation was selected as the analytical tool.

Significance of the Study

The primary significance of the study lies in the relationship of Multi-Phase Elective English program to the following two dependent variables:

1. Pupil Control Ideology of high school English teachers and
2. The degree of alienation among their students.

If a relationship is correlated at a significant level of confidence with one or more of the two dependent variables in a positive direction, namely, more humanistic Pupil Control Ideology and/or a lower degree of student alienation, then some consideration should be given to the following.

1. High schools using traditional English should study the advantages of converting to a Multi-Phase Elective English program or a similar program which offers "alternativeness."
2. Administrators should consider the advantages of "alternativeness" for other high school subjects such as social studies, physical education, industrial arts and science.

Definition of Terms

Multi-Phase Elective English--This is a high school English program which allows the students to select their required English class from a variety of English electives, either at semester or nine week intervals,

and to also be able to choose from several different teachers at each scheduling interval. In a typical Multi-Phase Elective program, the courses, both in literature, composition and grammar, are usually arranged in a hierarchy based on the reading ability for the courses, ranging from a low reading ability to a high reading ability.

Traditional English-- This is a high school English program which mandates that students schedule their required English course for two semesters (year course) with the same teacher. The course content is predetermined and the student has no choice in content to be studied.

The following terms are related to the Kolesars Pupil Attitude Questionnaire (PAQ) (Kolesar, 1967) which will be used to measure student alienation.

Student Powerlessness--Refers to the student's sense of a lack of personal control over his state of affairs in school. He believes that he is being manipulated by teachers and administrators, "The System," and that there is little he personally can do to influence his future in school.

Student Normlessness--Refers to the belief that socially unapproved behaviors are required to achieve school goals. The technically most effective course of action, legitimate or not, becomes preferred to the formally prescribed conduct of the school. This type of alienated student is prone to tell teachers what they want to hear; he "plays the game." Furthermore, the violation of school rules and regulations to the normless student is appropriate, provided he does not get caught.

The Isolated Student--Refers to a student who does not accept the goals of the school as his own. He has a different set of priorities.

He is neither concerned about completing school nor achieving in school. He is detached from the goals of the school and, in a word, he rejects school and all that it represents.

The Self-Estranged Student--Refers to the student who is unable to find school activities which are self-rewarding. He must find a reward outside the activity in which he participates; hence, a school activity is never pursued simply for its own sake. He engages in school activities for some anticipated future reward.

These four variants of alienation served as the conceptual basis for the study of alienation in this research.

The following terms are related to the Pupil Control Ideology Form (P.C.I.) (Willower, Jones, and Eidell, 1967) which will be used to measure humanism among teachers.

Pupil Control Ideology--Refers to the orientation of the professional personnel of the school toward the control of pupils. This orientation is conceptualized along a continuum ranging from "custodial" at one extreme to "humanistic" at the other. The pupil control ideology of a school is a composite of the ideologies expressed by the teachers in the school.

Custodial--The prototype of the custodial orientation is the school which provides a rigid and highly controlled setting concerned primarily with the maintenance of order. Students are stereotyped in terms of their appearance, behavior, and parents' social status. Teachers who hold a custodial orientation perceive the school as an autocratic organization with a rigid pupil-teacher status hierarchy; the flow of power and communication is unilaterally downward. Students must accept the decisions of their teachers without question.

Teachers do not attempt to understand student behavior, but instead view misbehavior as a personal affront. Students are perceived as irresponsible and undisciplined persons who must be controlled through punitive situations. Impersonality, pessimism, and watchful mistrust pervade the atmosphere of the custodial school.

Humanistic--The prototype of the humanistic orientation conceives of the school as an educational community in which students learn through cooperative interaction and experience. Learning and behavior are viewed in psychological and sociological terms, not moralistic terms. Self-discipline is substituted for strict teacher control. Humanistic orientations lead teachers to desire a democratic atmosphere with open channels of two-way communication between pupils and teachers, and increased self-determination. In brief, a humanistic orientation stresses the importance of the individuality of each student and the creation of an atmosphere to meet the wide range of student needs.

Summary

In Chapter I, the problem of student alienation has been described as an old problem situated in today's more complex social and cultural environment. The case for more curriculum alternatives for the diversified new breed to meet their different interests and aptitudes has been discussed. Multi-Phase Elective English has been introduced as an innovation which provides the required alternativeness needed to cope with the problem of student alienation. To test alienation, students from selected secondary schools studying the two types of English, Traditional and Multi-Phase Elective, will complete the

P.A.Q. Their English teachers will respond to the P.C.I., an indirect measure of student alienation. The primary significance for the study lies in the relationship between alternativeness in curriculum development and student alienation.

In Chapter II, a review of literature pertinent to the main variables of student alienation, teacher Pupil Control Ideology and Multi-Phase Elective English will be presented in a manner to build a rationale for the two main hypotheses.

CHAPTER II

REVIEW OF SELECTED LITERATURE, RATIONALE AND HYPOTHESES

The review of the literature chapter contains three sections. Literature is presented and analyzed which is pertinent to Multi-Phase Elective English programs, alienation of public school students and Pupil Control Ideology of teachers. The review of the literature is presented in a manner to provide a rationale for the two major hypotheses which are included.

Alienation and the Public Schools

The term alienation has a very prominent place in sociological studies. However, one of the difficulties encountered in studying alienation is the complexity of the term. Etzioni (1961, p. 5) in a global definition, defines alienation as "an intense negative cathartic evaluative orientation toward an object." Alienative involvement in public schools denotes the negative orientation directed toward the school itself or toward the applicant of the perceived coercive measure.

Past studies of alienation of high school students have focused on the relationships between student alienation and variants such as compulsory attendance, sex, race, socio-economic status, amount of coercion in the openness of school climate, societal attitudes, and

the bureaucratic nature of the school, to name a few. These studies have shed some light on a complex problem of student alienation, but much still remains to be discovered, if it is really possible to reduce alienation in schools.

An appropriate beginning point in reviewing past research might be to examine Kennison's (1965) intensive three-year study of alienation among selected college students, which has implications for explaining some of the general alienation among today's high school age students. Kennison's findings and conclusions point to the ways in which affluence, accelerated rates of social change, lack of creativity in work, and a decline in Utopian ideas have probably contributed to the apathy and withdrawal of youth. He explains that this "new alienation" has few roots in poverty or lack of opportunity. He maintains the roots of alienation in America lie in a new kind of society. . .

and in such a society alienation characteristically takes the new form of rebellion without cause, of rejection without a program, of refusal of what is without a vision of what it should be (p. 6).

Hoy (1972) after analyzing Kennison's study, concluded that:

Since the public schools represent the primary point of contact between social institutions and the young, it seems logical that norms, values and authority structure of the school may become the focus of rejection among alienated students (p. 40).

Furthermore, Hoy (1972, p. 241) supports Kennison's finding by reporting variants of alienation in some instances were greater in nonurban New Jersey high schools, in schools with a smaller percentage of minority students and in schools located in wealthier districts. He suggests that identification with intellectual values, a general

disenchantment with society, and the concomitant disillusionment may produce in white middle class students a general alienative predisposition toward school.

In an earlier study, Carlson (1964) concluded that student alienation in the public schools was virtually inevitable due to the compulsory attendance requirement. Carlson described schools, along with prisons and some mental hospitals, as examples of service organizations in which the clients have no choice concerning participation in the organization and the organization no control in selection of its clients. Waller (1934) in the early 1930's studied the high school as a small society. He, at that time, readily recognized the "we" feeling of the students in opposition to the faculty. It could be inferred from these studies that a significant proportion of high school students would choose not to be at school, if in fact they had a viable choice.

The concept of alienation which appears most frequently in the literature is classified by Seeman as powerlessness or "the expectancy or probability held by the individual that his own behavior cannot determine the occurrence of the outcomes or reinforcement he seeks (Seeman, 1959, p. 784). This phenomenon in the public schools is expressed by McCreary (1967). For a variety of reasons, many youngsters have trouble in school, whether it be academically or socially. The expression of such feeling comes in various forms, but the powerlessness which the students have convinced themselves exists results because they believe themselves to be "helpless pawns in a heartless game in which they are sacrificed" (McCreary, 1967, p. 139).

Some theorists have found evidence that alienation in public high schools can possibly be reduced. Hoy (1972), studying 45 high schools in New Jersey, found that the "more open high school climates" significantly reduced student feelings of "normlessness" and "powerlessness." He suggested that "authentic" communication relationships among teachers and between teachers and administrators might be encouraged at other high school campuses in hopes of further reduction of student alienation.

Anderson (1970) concluded that rules and regulations themselves in a school may not be the main criteria for assessing student alienation. He states that the "important factor may be the way the organization develops the expectations of the student or the reason the rules and regulations were developed" (p. 77).

Clark (1972) found that student alienation would increase as the amount of coercion utilized in school increased. If Clark is correct, it seems that as the amount of coercion utilized in a school decreases, student alienation will also decrease.

Coleman et al. (1966), in their study of the American high school, reported that a question dealing with students' feelings of power and control was one of the most potent predictions of achievement: those students who felt powerful were also high achievers.

Roof (1974) made a study of the alienated students in a suburban high school. He provided a general description of the alienated suburban high school student as follows:

He is male with an I.Q. of 107 and a grade average of C-, who is either a junior or senior. He is employed, one of four or five children, he is the 2nd or 3rd child in the family, and is not involved in extra-curricular activities nor has he ever been. He has a low concept

of himself and is viewed by his teachers as one who seldom participates (p. 3406).

Conflicting studies on race and alienation in high schools have been reported. Allen (1974) reported both black males and females to be significantly more alienated than their white grade peers. Beneke (1970) on the other hand, reported no significant difference in level of alienation for high school black and whites. Variants other than race seem to be involved in causation of alienation in high schools, although race seems to be a factor in some schools.

Low socio-economic status has also been linked with alienation among high school students. Cooper (1973) studying Kentucky high school students found low socio-economic status was linked with higher alienation from country and peer groups and with lower self acceptance and self perceptions.

Obviously, alienation does exist among high school students. It is likewise multi-dimensional in scope and its causations varied. More research needs to be done to ascertain, if possible, the causes of alienation among high school students. The idea of furnishing students with several choices in both English courses and English teachers may provide students with the alternatives to study English content which is more congruent with their interests and aptitudes. The purpose of this research is to examine the concepts of alienation among high school students to determine if a relationship exists in alienation among students studying English in Multi-Phase Elective programs or Traditional programs.

H-1: There will be a significant correlation between the type of English program, Multi-Phase Elective and

Traditional, and student alienation on the composite score on the Pupil Attitude Questionnaire and the following four variants:

- . powerlessness
- . normlessness
- . isolation
- . self estrangement

Pupil Control

The salience of the pupil control problem in the school setting has been reported by several researchers. Norms enjoining strictness toward students and the maintenance of social distance appear to be typical of the teacher subculture.

That pupil control should be a major concern of teachers should not be surprising. In Becker's (1952) study of Chicago teachers, one of the respondents expressed this concern:

But there's that tension all the time. Between you and the students. It's hard on your nerves. Teaching is fun, if you enjoy your subject, but it's the discipline that keeps your nerves on edge, you know what I mean? There's always that tension. Sometimes people say, 'Oh, you teach school. That's an easy job, just sitting around all day long.' They don't know what it's really like. It's hard on your nerves (p. 10).

In their study of a junior high school in Pennsylvania, Willower and Jones (1963) reported that the integrating theme of the high school was clearly that of pupil control. The proposition that pupil control plays a central part in the school fits the Carlson (1964) analysis of the school as an organizational type. He noted that some service-type organizations control the selection of clients, while others do not.

In some cases, clients can refuse to participate in the organization, while in others, they cannot. Public schools, along with prisons and public mental hospitals, fall into that category in which the organization has no control over client selection and clients have no choice concerning their participation. That control should be identified as central in such organizations seems reasonable.

The status problems of teachers seem to be grounded in the nature of the school as an organization and in the requirements for the teacher role. These status problems present themselves, in part at least, because the public school is an organization which has unselected clients and these unselected clients in some cases are antagonistic and require extensive controlling. In addition, the collective or "we" feeling of students should be kept in mind. Waller (1932) noted that student values are apt to be in conflict with those of teachers and other school personnel and that the student subculture exerts an important influence on its membership. Waller reasons that the teachers and the pupils confront each other with an original conflict of desires, each with his own definition of the situation. "It is part of the job of the teacher . . . to impose his definition of the situation upon the class quickly, before any alternatives have had an opportunity to be considered" (p. 197).

The institutional theme of student control led Willower, Jones, Hoy and Eidell (1967) to develop an instrument, the Pupil Control Inventory (P.C.I.), to measure the pupil control ideology of professional public school staff. The P.C.I. conceptualized the pupil control ideology of a school's staff along a humanistic-custodial continuum. A custodial pupil control ideology stresses the maintenance of order,

distrust of students and a punitive, moralistic approach to student control. A humanistic ideology emphasizes an accepting trustful view of pupils, and optimism concerning their ability to be self-disciplining and responsible. These prototypes of custodial and humanistic are Weberian "pure types" not necessarily found in such forms in real experience. Willower (1969) points to the imperfections of the prototypes by illustrating the lack of a scheme for describing the very strict but scrupulously fair and nonpunitive teacher. However, the prototypes are useful for research purposes, while not perfect for describing all teachers.

In developing the P.C.I. form, Willower (1969) reported that: teachers were more custodial in pupil control ideology than were principals or counselors; elementary teachers and principals were less custodial in pupil control ideology than their counterparts at the secondary school level; teachers with more than five years experience were more custodial in ideology than were teachers with five years or less experience. Close-minded teachers or principals, whatever the level, were more custodial in pupil control ideology than open-minded teachers or principals.

In their study of the Pennsylvania junior high, Willower et al. (1969) noted that the older teachers dominate the informal faculty structure and were quick to criticize younger or newer faculty members whom they thought were lax about maintaining sufficient social distance with regard to students. They observed that newer teachers tried to win approval by talking or acting tough with students, but these attempts met with mixed success. One teacher reported that, "No matter how strict you are, they still think you are soft" (p. 112-

113). The message for teacher socialization is quite clear: the more experienced teachers indoctrinate the newer teachers into the custodial teacher subculture.

Further research by Hoy (1967) confirmed Willower et al. findings on teacher socialization. Hoy reports that student teachers at both the secondary and elementary level were more custodial after the first year of teaching experience. In a follow-up of these student teachers Hoy reports those teaching the subsequent year became significantly more custodial while those who did not teach remained the same in pupil control ideology.

School size may be a factor in determining the pupil control ideology of secondary teachers. Mitchell (1974) reported that teachers in small schools were significantly more humanistic in their pupil control than were their large school counterparts. The same study found junior high school teachers were significantly more humanistic than senior high teachers.

Hedberg (1973) supports Mitchell's finding on school size. In studying Michigan junior high schools and middle schools, he reports schools with 800 or more students were more custodial than schools in the 400 to 600 range. He also found schools with a 7-9 organizational plan to be more custodial than those schools with a 6-8 structure.

Brenneman (1974) studied the level of teacher acceptance of others, acceptance of self and pupil control ideology. There was not a significant relationship between high self-acceptance and a humanistic pupil control ideology but he found a significant relationship between teacher acceptance of others and a humanistic P.C.I. Further analysis

of data found female teachers more humanistic in pupil control ideology and more accepting of others than male teachers.

The Pupil Control Ideology of teachers may be a key factor in determining the relative humanistic environment of a school. A number of researchers believe that pupil control is the integrating theme in the organizational structure of secondary schools. The relationship between the Pupil Control Ideology and student alienation has been established by other research. Schools with more humanistic Pupil Control Ideologies tend to have lower student alienation levels. This research will investigate the relationship between the Pupil Control Ideology of teachers in the two types of English, Multi-Phase Elective and Traditional.

H-2: There will be a significant correlation between the types of English, Multi-Phase Elective and Traditional, and the mean teacher scores on the Pupil Control Inventory.

Review of Selected Literature Relating to Phase Elective English

Multi-Phase Elective English is defined as a program at one or more grade levels which allows students to choose from a wide variety of offerings, usually offered on a nine-week or eighteen-week system. In a nine-week program, a student would select four different English courses during one academic year and in an eighteen-week program select two different courses. Compared to Traditional English courses which are typically thirty-six weeks in length, students in Multi-Phase Elective English may select from a wider variety of courses.

In choosing English courses using electives, the students also have some selection of teachers. Since the reputations of teachers travel fast on the "peer network," it is assumed that a considerable number of students may select a teacher with whom they can relate, rather than selecting their first choice in subject content. The resulting teacher-student relationship may well be more congenial than the alternative which is random appointment of a teacher for each student under the traditional plan.

Although multi-phase elective programs seem to dominate secondary school English curriculum reform, very few research studies are available on these programs. An exception are the two studies by Hillocks (1972), involving over one hundred schools in thirty-seven states. In the first study he examined rationales, designs of programs and individual course offerings. Also analyzed were the method and results used for evaluation. In responding to a request to evaluate their programs' "over-all effectiveness," all but two supervisors and department chairpersons reported their surveys indicated noticeable improvement in student and teacher attitudes, increased enrollments in English, higher grades and fewer discipline problems.

Hillocks found scant evidence of systematic evaluation in these programs. About 67 percent used no evaluation or limited evaluation. He concluded that elective programs show no improvement over traditional curriculum in measuring cognitive outcomes. While deploring the lack of systematic evaluation, Hillocks pointed out that traditional programs were equally at fault.

One frequent criticism of elective programs is the lack of coherence or continuity in the English studies program. In the electives,

if the sequencing of the courses is not carefully arranged, a student may concentrate on one area while neglecting others. For example, the student oriented to reading American Literature may sacrifice by not selecting courses in British Literature, World Literature or composition. The student could thus have a less balanced English education, critics argue.

To prevent so-called "gaps" from developing in English background, some schools are requiring courses in key areas, while providing a selection within general areas. In Oklahoma, most phase elective programs require either a nine-week or semester course in grammar and composition each year. Other programs go a step further and require some literature electives. However, even in required literature, the student is usually provided with a choice of more than one course which will meet the requirement.

Some phase elective programs exclusively offer courses which are nine-weeks in length, others provide semester-long courses only, and still other programs offer a mixture of nine-week and semester courses. Advocates of the nine-week programs point to a greater variety of courses under this plan; they usually believe this variety increases both student and teacher interest. Parker (1975), Oklahoma Department of Education Specialist for English, favors semester-length courses over nine-week courses. She believes nine weeks is too short a time for a proper teacher-pupil relationship to develop.

When arranging English electives, frequent meetings among English staff are necessary. English being a broad field of study, the teachers must select the courses and the order or continuity to be offered. These selections can spark lively interaction among the teachers on

such issues as what content is most important and which teachers will be assigned to select courses. In the electives program, since students take more courses, more scheduling is necessary. This scheduling is usually supervised by the English teachers, which increases the amount of interaction between students and teachers.

In summary, the mechanics of the Phase Elective English programs require more interaction among the teachers and more interaction between the teachers and students. Critics of elective English believe the extra teacher meetings are a burden and not worth the effort expended. Proponents argue that the frequent meetings enhance communication, not only among teachers but between teachers and students, and provide an informal evaluation of the English content.

By electing certain preferred courses over others, students are providing an on-going evaluation of not only English content but teacher presentation, so argue advocates of the elective program. Those favoring the more traditional program forward the argument that the students tend to select the easy courses and easy teachers.

This research is to investigate and determine if a relationship exists between the two types of English programs and humanism as measured by the Pupil Control Ideology of the teachers and to determine if a relationship in alienation among their students is evident.

CHAPTER III

RESEARCH DESIGN AND PROCEDURES

Introduction

A description of the research design is included in this chapter. The sampling procedures, questionnaire administration procedures, a typical Multi-Phase Elective English program, a typical Traditional English program, questionnaire selection and the statistical treatment to be applied to the data are presented. The chapter concludes with a brief summary of the research design.

The Sampling and Administration Procedures

In order to test the hypothesis, students from eight high schools were asked to respond to the Pupil Attitude Questionnaire (P.A.Q.) and their English teachers were asked to complete the Pupil Control Inventory (P.C.I.). The eight schools were evenly divided between the two types of English, with four schools offering Multi-Phase Elective English and four schools having Traditional English programs.

In selecting the sample of schools to be surveyed for the study, consideration was given to such variables as: socio-economic and racial mix of the student body, geographic location, grade level of the students. A random mix of students was selected from each school of the eight participating schools. Four of the participating schools

offered multi-phase elective programs and four offered traditional programs.

Finding several schools with all of the specified requirements was not an easy task. In order to gain some control over the demographic factors, original consideration was given to limiting participation in the study to schools in the two urban areas of Oklahoma, Tulsa and Oklahoma City. After conferring with several principals, a decision was reached to eliminate the public schools from Tulsa and Oklahoma City and to concentrate on the suburban schools of those two cities. The suburban schools seemed to meet more of the stated criteria and represented a more homogeneous sample. After telephoning the principals of the nine largest suburban Tulsa schools, it was discovered that four of the schools offered Multi-Phase Elective English programs and five offered Traditional English programs. The demographic advantages in sampling by using Tulsa suburban schools only was weighed against having only eight schools for the study as compared to the planned ten. It was decided the demographic advantages were of more significance. The final sample included eight of the schools in the large school classification (3A or 4A) in suburban Tulsa. Schools with 3A or 4A designation in Oklahoma must enroll more than 600 students in grades 10-11-12. Of these eight schools surveyed, four the schools, Jenks, Claremore, Union and Sapulpa, offered Multi-Phase Elective English programs. The remaining four schools, Broken Arrow, Owasso, Sand Springs and Bixby, all offered Traditional English programs and were so designated in the study. One other school, Catoosa, agreed to participate but was not used since another school to balance their participation was not available.

The four multi-phase elective schools were paired with the four traditional schools as evenly as possible on school enrollment, socio-economic level and racial makeup. A positive factor on the pairing occurred when each of the principals from the eight sample schools agreed that the school with which his school was paired was a school with approximately a similar student population. The final pairings are listed in Table I.

TABLE I
THE PAIRED SCHOOLS

Multi-Phase Elective English		Traditional English	
School	Enrollment	School	Enrollment
Sapulpa	1,100	Sand Springs	1,100
Jenks	1,100	Broken Arrow	1,400
Claremore	800	Bixby	600
Union	800	Owasso	700

Administration Procedures

The procedures for administering the questionnaires to both the teachers and students were determined in advance and care was taken to standardize the procedures. The persons selected and trained to administer the questionnaires were the three secondary assistant

principals from Sapulpa. All questionnaires were completed during the month of May, 1976.

The actual administration procedure included the following steps:

1. The principals of all eight participating schools were telephoned in advance by the researcher who explained the project and asked for permission to administer the Pupil Control Inventory (P.C.I.) to all English teachers and the Pupil Attitude Questionnaire (P.A.Q.) to fifty randomly selected seniors. All eight principals agreed to participate, some after conferring with their English teachers.
2. Prior to arriving at a participating school, the administrator telephoned the principal and asked him to select an approximate random mix of fifty students with consideration given to balancing sex, race, college-bound and noncollege-bound. Only students who were seniors were included in the sample group.
3. After arriving at each school, the administrator with the principal's assistance assembled the fifty selected students in a single room. The administrator handed each student a copy of the instructions, "Questionnaire Administration Procedure for High School Students," which included a copy of the P.A.Q. (Appendix B) and read the instructions one time. No time limit was imposed on the students, but most of them completed the questionnaire in less than 25 minutes. When finished, the students were permitted to leave the room.

4. The English teachers were assembled in one group either before or after school and given a copy of the "Questionnaire Administration for English Teachers," which included a copy of the P.C.I. (Appendix A). The same procedure used for students was followed for the teachers.

A total of 400 students completed the P.A.Q., 200 from the multi-phase elective schools and 200 from the Traditional English schools. Since the theoretical base did not differentiate as to the sex, age, or other characteristics, the student sample receives no biographical analysis.

Fifty-two English teachers completed the P.C.I., with 26 of the total from multi-phase elective schools and 26 from traditional schools. Biographical data from the teachers was recorded on sex, marital status, age, years of experience as a teacher, educational level, and type of English taught. Because of the similarity of the schools surveyed, there is no difference in the demographic qualities between teachers in the Traditional English programs and teachers in the Multi-Phase Elective English programs.

Since a size difference exists between the four 3A schools which average 725 students and the four 4A schools which average 1,175 students, the classification of the school was included for statistical analysis.

Typical Multi-Phase Elective English Program

In the review of the literature section, Multi-Phase Elective English was defined as a program at one or more grade levels which

allows students to choose from a wide variety of offerings, usually on a nine-week or eighteen-week system. This definition could be expanded to include that the electives are usually classified as to reading level of difficulty in literature and a skills hierarchy in composition and grammar.

While there are obviously a variety of different course offerings among those schools having Multi-Phase Elective English programs, four basic components are usually evident in all programs:

1. The grammar and composition courses are clearly separated from literature courses.
2. There is a greater selection of different courses offered in grammar, composition and literature as compared to traditional English.
3. There is a scheme for classifying the electives according to level of difficulty in reading.
4. With more course offerings, students and teachers are more involved in the scheduling process.

With these four basic components in mind, to illustrate the difference between Traditional English and Multi-Phase Elective English, a typical phase elective English program has been included in this chapter. The typical program listed is the actual English program of one of the schools participating in the study.

While in high school (grades 10-11-12), each student must yearly complete with a passing grade eighteen weeks of grammar and composition and eighteen weeks of literature. Grammar and composition are basically offered first semester (eighteen weeks) and literature electives second semester (eighteen weeks). This scheduling procedure for a

few courses is reversed, i.e.: Grammar and composition for second semester to accommodate students who have failed English. First and second semester scheduling is depicted in Tables II and III.

TABLE II
TYPICAL MULTI-PHASE ELECTIVE ENGLISH PROGRAM
FIRST SEMESTER SCHEDULING

Step	Course
1	Remedial Reading
2	Grammar and Composition I
3	Grammar and Composition II
4	Grammar and Composition III Practical English
5	Basic Composition
6	Critical Analysis

1. The courses are arranged in a hierarchy from the lowest achievement level, Remedial Reading, to highest achievement level, Critical Analysis.
2. Initial placement for the hierarchy is made on the basis of a grammar and composition test. Incoming tenth graders may, if they score high enough, test out of Grammar and Composition I and II and begin as high as Grammar and Composition III. Placement is made solely on the basis of

the test score with all three grade levels (10, 11, and 12) mixed in most all classes.

3. After initial placement a student advances upward one step each year, provided the course content for the current step is mastered at a satisfactory level. Students who do not master the course content at a satisfactory level may receive credit, but are required to repeat that level.
4. By grade twelve, students who have not advanced to the level of Grammar and Composition III may elect to enroll in Practical English which is vocationally oriented in content.

TABLE III

TYPICAL MULTI-PHASE ELECTIVE ENGLISH PROGRAM
SECOND SEMESTER SCHEDULING

Teacher	First Hour 8:30-9:30	Second Hour 9:30-10:30	Third Hour 10:30-11:30
	(Morning Only)		
#1	<u>Shakespeare</u> British Novel (1)	Mythology (1)	<u>Shakespeare</u> British Novel (1)
#2	<u>Chivalry</u> American West (2)	<u>Sleuths</u> Horrible (2)	<u>Chivalry</u> American West (2)
#3	<u>Short Story</u> American Dream (2)	<u>Short Story</u> American Dream (2)	<u>Sleuths</u> American Dream (3)
#4	X	World Literature (2)	Basic Composition (1)
#5	American Literature (2)	American Literature (2)	Mythology (1)

TABLE III (Continued)

Teacher	First Hour 8:30-9:30		Second Hour 9:30-10:30		Third Hour 10:30-11:30
#6	X		British Literature	(1)	British Literature (1)
#7	X		Critical Literature	(3)	<u>Bible</u> Love/Hero (2)
#8	Remedial Reading	(4)	X		Remedial Reading (4)
	Fourth Hour 12:00-1:00		Fifth Hour 1:00-2:00		Sixth Hour 2:00-3:00
(Afternoon Only)					
#1	Mythology	(1)	American Literature	(2)	X
#2	X		<u>Chivalry</u> American West	(2)	<u>Sleuths</u> Horrible (3)
#3	<u>Sleuths</u> American Dream	(3)	<u>Sleuths</u> American Dream	(3)	X
#4	World Literature	(2)	World Literature	(2)	World Literature (2)
#5	American Literature	(2)	X		Mythology (1)
#6	Critical Literature	(3)	<u>Shakespeare</u> British Novel	(1)	Critical Literature (3)
#7	<u>Bible</u> Love/Hero	(2)	British Literature	(1)	British Literature (1)
#8	Remedial Reading	(4)	Remedial Reading	(4)	Remedial Reading (4)

1. When two courses appear together separated by a line, these are nine-week courses, and the student will be required to complete both courses listed. The eighteen-week courses are listed separately.
2. The reading level is designated for each course as follows: (1) Above average reading, (2) Average reading, (3) Below average reading, and (4) Slow reader. Each literature course listed in the schedule for second semester has been assigned the proper number.
3. The students are scheduled into literature courses by their first semester Grammar and Composition teacher. While they are counseled about the reading level of each course, enrollment is basically left to student choice.

Typical Traditional English Program

Traditional English was earlier defined as a program in which students are scheduled with the same teacher for the length of the school year, usually thirty-six weeks. This definition could be expanded to include that most traditional programs have devised some scheme for grouping according to achievement levels. In many Traditional English programs, there is a separation of the different achievement levels by scheduling two or more grouping levels. An example of a two grouping levels program would include a general section for the noncollege bound and an honors section for the college bound. While grouping is a common practice, three of the four Traditional English programs in this study utilized a single grouping

for all students at each grade level. Any grouping for achievement levels in these programs was done by the teacher within the classroom.

A typical Traditional English program in this study then, would include these five components:

1. The students are scheduled with the same teacher for the entire school year.
2. The course content is not clearly separated, but integrated as the teacher switches back and forth from grammar to literature.
3. The student is usually scheduled into English by a counselor with the student and teacher not involved in the scheduling process.
4. The grade levels are not mixed. Sophomores, juniors, and seniors are separated by grade level.
5. There is not a choice in curriculum. Only grade level English is offered for the respective grade levels.

With these five components in mind, the actual English program of one of the traditional schools is presented in Table IV.

Pupil Attitude Questionnaire

Because of the complexity of today's school society, it was deemed mandatory to utilize an instrument which measures the diverse characteristics of the alienation concept discussed in Chapter II.

The instrument selected for use to measure the amount of student alienation was the Pupil Attitude Questionnaire, developed by Kolesar (1967) for the express purpose of measuring the level of student alienation in secondary schools as characterized by powerlessness,

meaninglessness, isolation, normlessness, and self-estrangement. The dimensions measured are congruent with the analysis of alienation presented in this study.

TABLE IV
TYPICAL TRADITIONAL ENGLISH PROGRAM

Level		Weeks
Sophomore English (36 weeks)	World Literature	18
	Grammar	18
	(Spelling and vocabulary are integrated with the literature and grammar units)	
	Book reports are required	
Junior English (36 weeks)	American Literature	18
	Grammar	18
	(Spelling and vocabulary are integrated with literature and grammar units)	
	Book reports are required	
Senior English (36 weeks)	English Literature	18
	Grammar	9
	Composition	9
	Book reports are required	

Kolesar's instrument contains 60 statements which require responses expressing the level of agreement or disagreement with the statement.

The responses are divided into five categories ranging from strongly agree to strongly disagree. The responses to the instrument can be categorized according to Seeman's dimensions of alienation which are: powerlessness, meaninglessness, isolation, self-estrangement, and normlessness.

The original questionnaire was developed by Kolesar from a bank of 167 statements. Kolesar submitted the items to a panel of judges for evaluation. The pilot instrument of the resultant 164 items was administered to 163 students in a large urban high school. The application of criteria for discriminative ability reduced the items to 145. Pearson r coefficients of correlation between items and subscale totals allowed further reduction of the items. Factor analysis isolated a total of 98 items. Each remaining item was categorized into one of five dimensions of alienation which are powerlessness, meaninglessness, isolation, self-estrangement, and normlessness. Random selection in approximately equal numbers provided the final scale of sixty items.

Kolesar reported the subscale correlation coefficients for internal reliability and stability as .73, .74, .71, .63, and .66 for powerlessness, self-estrangement, normlessness, meaninglessness, and isolation respectively. All coefficients are significant at the .05 level of significance and are acceptable for the present study. A copy of the Pupil Attitude Questionnaire including response sheet and scoring directions may be found in Appendix B.

Pupil Control Ideology (P.C.I.)

The decision to use the Pupil Control Ideology Form (P.C.I.) as

a measure of teacher humanism was made because of the instrument's widespread acceptance in research.

The P.C.I. was developed by Willower, Jones, Hoy, and Eidell (1967) to measure the pupil control ideology of professional public school staff. The P.C.I. conceptualized the pupil control ideology of a school's staff along a humanistic-custodial continuum. A custodial pupil control ideology stresses the maintenance of order, distrust of students and a punitive, moralistic approach to student control. A humanistic ideology emphasizes an accepting, trustful view of pupils, and optimism concerning their ability to be self-disciplining and resourceful.

The original form of the P.C.I. contained 38 items. An item analysis to determine the discriminating power of each statement was completed using biserial correlation techniques.

As a result of this analysis, 20 of the 38 items were retained in the final form. The sample group included 170 usable returns from two secondary schools and five elementary schools. The biserial coefficient of correlation for each of the twenty items retained was greater than .325.

A split-half reliability coefficient was calculated by correlating even item subscores with odd item subscores. The resulting Pearson product-moment coefficient was .91; application of the Spearman Brown formula yielded a corrected coefficient of .95.

The primary procedure used in validating the P.C.I. was based upon principals' judgments concerning the pupil control ideology of certain of their teachers. A test of the difference of the means of two independent samples was applied to test the prediction that

teachers judged to hold a custodial ideology would differ in mean P.C.I. from scores of teachers judged to have a humanistic ideology. Using a one-tailed test, the calculated t value was 2.639 indicating a difference in the expected direction, significant at the .01 level.

A copy of the P.C.I. including response sheet and scoring directions appears in Appendix A.

Scoring and Data Processing

The responses to the Pupil Control Inventory were punched on data cards, verified to be correct, and computer scored at the Oklahoma State University Computer Center. A mean score and standard deviation was provided for each type of English program.

The responses to the Pupil Attitude Questionnaire were punched on data cards, verified to be correct, and computer scored at the Oklahoma State University Computer Center. Mean scores and standard deviations were provided for each type of English on the composite score and subscores for the dimensions of powerlessness, isolation, normlessness and self-estrangement.

Statistical Treatment of Data

The responses to the demographic data on all English teachers were punched on data cards, verified to be correct, and computer scored at the Oklahoma State University Computer Center. Total scores were provided in the five categories of sex, marital status, age, years experience as a teacher and type of college degree.

The main hypothesis, each subhypothesis and size of school were examined by means of an S.A.S. Institute Analysis biserial correlation

program. The program provided correlation coefficients and t-tests for each of the hypotheses under investigation for significance at the .05 level of confidence.

Summary

Eight schools from the suburban Tulsa area were selected to participate in the study, with four schools offering Multi-Phase Elective English programs and four schools offering Traditional English programs. Within each school 50 twelfth grade students were randomly selected to respond to the Pupil Attitude Questionnaire and all of their English teachers completed the Pupil Control Ideology Form. The P.A.Q. was administered to elicit responses to measure student alienation and the P.C.I. to measure teachers' Pupil Control Ideology.

Biserial coefficients of correlation were computed to test the two main hypotheses, the four subhypotheses, and additional information on school site.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

In this chapter the presentation of the data will begin with a summary of the demographic data from the English teachers who participated in the study. The remaining data on alienation and Pupil Control Ideology will be reported and analyzed as they related to the two major stated hypotheses. This chapter will conclude with some additional data which includes a report on school size as it relates to student alienation and Pupil Control Ideology of teachers. Since a common statistical practice is to accept those hypotheses supported at the .05 level of significance, the researcher adopted this level of acceptance for the hypotheses in this study. The demographic data were taken from the 52 English teachers in study, with 26 teachers included in each type of English.

Demographic Data

A summary of the demographic information indicates an approximate similarity in the categories on sex and marital status. In the categories dealing with age, teaching experience and educational levels, several differences were reported. For the traditional teachers the modal age category was ages 20-29 with 15 teachers

included and the multi-phase elective modal age category was ages 30-39 with 16 teachers included. On teaching experience the modal category for traditional was 0-5 years including 14 teachers, while the mode for multi-phase elective was 10-15 years with 11 teachers. Ten of the phase elective teachers who had completed a Masters Degree compared to only three traditional teachers who had completed a Masters Degree.

Data pertinent to the demographic data are summarized in Table V.

Main Hypothesis One

H-1: There will be a significant correlation between the types of English programs, Multi-Phase Elective and Traditional, and student alienation on the composite score on the P.A.Q. and each of the following four variants:

- . powerlessness
- . normlessness
- . isolation
- . self estrangement

A point-biserial correlation coefficient was calculated to determine the relationship between the types of English, Multi-Phase Elective and Traditional, and student alienation. The calculated r_{pb} 's were: composite, $-.055$; powerlessness, $-.044$; normlessness, $-.087$; isolation, $-.032$; self estrangement, $-.023$. The conversion to a t value for determining significance resulted in obtained t scores as follows: composite, -1.072 ; powerlessness, -0.852 ; normlessness, -1.686 ; isolation, -0.629 ; self estrangement, -0.495 . With 366 degrees of freedom for both

the composite and the four variants, a t value of -1.968 was needed for significance at the .05 level. Therefore, the hypothesis were rejected. Data pertinent to these hypotheses are summarized in Table VI.

TABLE V
SUMMARY OF DEMOGRAPHIC DATA FOR TEACHERS IN BOTH GROUPS

	Traditional English	Multi-Phase Elective English
<u>Sex</u>		
Males	3	5
Females	23	21
<u>Marital Status</u>		
Single	2	2
Married	21	20
Widow(er)	2	1
Separated or Divorced	1	2
<u>Age</u>		
20-29	15	7
30-39	6	16
40-49	3	2
50-59	1	1
60-69	1	0
<u>Teaching Experience</u>		
0-5 years	14	6
6-9 years	6	9
10-15 years	2	11
15 or more	4	0
<u>Education</u>		
Bachelors Degree	6	1
Bachelors +	17	15
Masters Degree	2	5
Masters +	1	5

TABLE VI
RELATIONSHIP OF TYPE OF ENGLISH
AND STUDENT ALIENATION

Variant	N	Multi-Phase		Traditional		r_{pb}	t
		M	S.D.	M	S.D.		
Composite	368	163.622	22.392	166.557	24.480	-.055	-1.072
Powerlessness	368	35.936	8.557	36.541	7.832	-.044	-0.852
Normlessness	368	36.000	6.824	37.338	6.838	-.087	-1.686
Isolation	368	34.691	9.036	35.447	9.739	-.032	-0.629
Self- Estrangement	368	24.081	3.420	24.312	3.351	-.023	-0.459

Main Hypotheses Two

H-2: There will be a significant correlation between the types of English, Multi-Phase Elective and Traditional, and the mean teacher score on the Pupil Control Ideology.

A point-biserial correlation coefficient was calculated to determine the relationship between types of English, Multi-Phase Elective and Traditional, and Pupil Control Ideology scores. The mean Pupil Control Ideology score of the 26 traditional teachers was 56.69 and the mean score for the 26 multi-phase elective teachers was 53.84. The mean score of the multi-phase elective and traditional teachers as a combined group was 55.26. The calculated r_{pb} was $-.202$. The conversion to a t value for determining significance resulted in an obtained

t of -1.463. With 50 degrees of freedom, a t value of -2.008 was needed for a significance at the .05 level. Therefore, the hypothesis on P.C.I. was rejected. Data pertinent to this hypothesis is summarized in Table VII.

TABLE VII
RELATIONSHIP OF TYPE OF ENGLISH AND
TEACHER P.C.I. SCORE

Variant	N	Multi-Phase		Traditional		r_{pb}	t
		M	S.D.	M	S.D.		
Composite	52	53.846	8.200	56.692	5.394	-.202	-1.463

Additional Data

For heuristic purposes, a biserial correlation coefficient was computed to determine the relationship between school size and student alienation. The computed r_{pb} 's between 4A schools and 3A schools were: composite, .122; powerlessness, .127; normlessness, .112; isolation, .072, and self estrangement, .115. The conversion to a t value for ascertaining significance resulted in these obtained t's: composite, 2.356, powerlessness, 2.449; normlessness, 2.160; isolation, 1.391; and self estrangement, 2.226. With 366 degrees of freedom, a t value of 1.968 was needed for significance at the .05 level. Therefore, the tests on composite alienation, powerlessness, normlessness, and self

estrangement proved significant. The test on isolation was not significant. The data related to these tests appears in Table VIII.

TABLE VIII
RELATIONSHIP OF SCHOOL SIZE AND ALIENATION

Variant	N	4A Schools		3A Schools		r_{pb}	t
		M	S.D.	M	S.D.		
Composite	368	167.872	23.469	161.837	23.614	.122	2.356
Powerlessness	368	37.345	8.382	35.123	7.829	.127	2.449
Normlessness	368	37.404	7.083	35.820	6.637	.112	2.160
Isolation	368	35.696	9.675	34.241	9.243	.072	1.391
Self Estrangement	368	24.553	3.285	23.758	3.500	.115	2.226

For additional heuristic purposes, a biserial correlation coefficient was computed to determine the relationship between school size and teacher P.C.I. score. The computed r_{pb} between 3A teachers and 4A teachers was $-.135$. The conversion to a t value for ascertaining significance resulted in an obtained t of -0.969 . With 50 degrees of freedom, a t value of -2.008 was needed for significance at .05 level. Therefore, the test was not significant. The data related to this test appears in Table IX.

TABLE IX.
RELATIONSHIP OF SCHOOL SIZE AND P.C.I.

Variant	N	4A Schools		3A Schools		r_{pb}	t
		M	S.D.	M	S.D.		
Composite	52	54.545	7.541	56.526	5.994	-.135	-0.969

CHAPTER V

SUMMARY AND DISCUSSION

Introduction

In this chapter, the results for the two main hypotheses will be presented and discussed in reference to their implications for other English programs and in reference to the need for further research in searching for means to reduce student alienation. This chapter will also include a review and discussion of the demographic data from teachers. An analysis of the additional information reported on school size as it relates to the main variables of alienation and Pupil Control Ideology will be included. Concluding sections on implications and need for further research will complete the chapter.

Summary of Problem

The two major hypotheses were generated primarily on the idea that alternativeness, or providing students with several choices in English curriculum to be studied and several choices in selecting their English teachers, should have a relationship with the level of alienation of the students and the Pupil Control Ideology of the teachers. Since Multi-Phase Elective English is a program which provides the alternativeness described in Chapter I, the major questions asked were questions of relationship:

1. Is there a relationship between the type of English studied, Multi-Phase Elective and Traditional, and student alienation?
2. Is there a relationship between the type of English studied, Multi-Phase Elective and Traditional, and Teacher Pupil Control Ideology?

Introduction to Findings

It is assumed in this study that Traditional English and Multi-Phase Elective English represent variables which are a genuine dichotomy, therefore, the point biserial r_{pb} was selected to compute the correlation coefficients. Guilford (1965) cautions, if there is little doubt that the distribution is a genuine dichotomy, r_{pb} should be computed and interpreted. But for doubtful situations r_{pb} should be interpreted as a slightly depressed correlation (p. 26). Classification of the two types of English as a genuine dichotomy is in the "gray areas." Therefore, we are accepting Guilford's advice, and correlations in this study will be interpreted as slightly depressed and actually slightly higher than the obtained r_{pb} 's.

Findings

Main Hypothesis One

The main hypothesis stated there would be a significant relationship between types of English, Multi-Phase Elective and Traditional, and student alienation on the composite score and four variant scores of powerlessness, normlessness, isolation and self estrangement. The obtained correlation coefficients were: composite, $-.055$; powerlessness, $-.044$; normlessness, $-.087$; isolation, $-.032$; and self

estrangement, $-.023$. The conversion to a t value for determining significance resulted in obtained scores of -0.072 composite, -0.852 powerlessness, -1.686 normlessness, -0.629 isolation and -0.459 self estrangement. With 366 degrees of freedom for both the composite and the four variants, a t value of -1.968 was needed for significance at the $.05$ level. Even with the assumed depression of the point biserial correlation coefficients, the relationships were still too weak to change the no significance findings.

Main Hypothesis Two

The main hypothesis two stated there would be a significant relationship between the types of English, Multi-Phase Elective and Traditional, and teachers' P.C.I. score. The obtained correlation coefficient was $-.202$. The conversion to a t value for determining significance resulted in an obtained t of -1.463 . With 50 degrees of freedom, a t value of -2.068 was needed for a significance at the $.05$ level. Therefore, a no significance finding is reported for hypothesis two.

Demographic Data

The demographic data summary presented some similarities and some differences between the teachers in the two types of English. The similarity in the sex category for the teachers was evident with 23 females and 3 males for traditional and 21 females and 5 males for multi-phase elective. The marital status of the two groups was almost identical with approximately the same numbers falling into each of the four categories.

The differences in the two groups were evident in the age categories, teaching experience categories and educational level categories. In age categories the preponderance of the traditional teachers (15 of 26) were listed in the 20-29 bracket, while by contrast, 16 of the 26 multi-phase elective teachers were in the 30-39 age bracket. In teaching experience 14 of the traditional teachers were listed in the 0-5 years, but only 6 multi-phase elective teachers were in the 0-5 category. Eight of the traditional teachers had 6-15 years of teaching experience, while 20 of the multi-phase elective teachers had taught between 6-15 years. Ten multi-phase elective teachers had Masters Degrees, while only three traditional teachers had Masters Degrees. In conclusion, the multi-phase elective teachers clearly had more years of teaching experience, more Masters Degrees and fewer very young teachers.

Additional Information

For heuristic purposes a biserial correlation coefficient was computed to determine the relationship between school size and student alienation. The average size of the 3A schools in this survey was 725 and average size of 4A schools was 1,175. The obtained correlation coefficients were on composite alienation, .122; powerlessness, .127; normlessness, .112; and self estrangement, .115. With 366 degrees of freedom a t value of 1.968 was needed for significance at the .05 level of confidence. The composite and three variants of alienation, powerlessness, normlessness, and self estrangement were significant at the .05 level of confidence. The correlation was in favor of less alienation in the 3A or smaller schools. The 3A and

4A schools were grouped on size alone and type of English was not considered for this portion of the research.

A second point biserial correlation for heuristic purposes was calculated to determine the relationship between school size 3A or 4A and teacher P.C.I. The correlation coefficient was $-.135$ which could not be supported at the $.05$ level of confidence.

Discussion

The no significance relationship finding between the two types of English and student alienation may merit some further comments. The correlation coefficient in favor of less alienation for Multi-Phase Elective English, the program thought to provide alternative-ness, although weak, was obtained on both the composite score and the four variant scores in a positive direction. Perhaps the correlation would have been stronger if other subjects within the curriculum provided alternativeness? Since English is only one class out of six classes typically studied by students, the environment in the other five classes could have depressed the relationship between alternativeness and global alienation. Alternativeness in English alone may not be a strong enough factor to affect alienation in the overall school life of students. In retrospect, a fairer test of the relationship in English and student alienation might be a direct measure of student alienation toward English, rather than a global alienation score. It may be that student alienation is so complex that one single program cannot overcome its varied causations.

The finding of a significant relationship between smaller schools and less alienation is another example of the many different dimensions of student alienation. Students in the 3A schools averaging 725 students were less alienated than in the 4A schools averaging 1,175 students. This research is not suggesting 725 is the ideal number of students for optimum reduction of student alienation, but only that 725 seem to be less alienated than 1,175. Further research is suggested to find the ideal school size for maximum reduction of student alienation, testing several school size intervals.

In testing the P.C.I. scores of teachers in the two types of English, it was hypothesized that the increased interaction of multi-phase elective teachers along with having students in class who had chosen the teachers, may produce more humanistic scores. The resultant correlation coefficient, although in favor of more humanistic scores of multi-phase elective teachers, proved too weak to be statistically significant.

Since humanistic P.C.I. scores in other research have been positively correlated with reduced levels of student alienation, the P.C.I. scores were to be considered in this study an indirect measure of student alienation.

The no significance relationship finding may have been influenced by the rather small number of teachers, 52, participating in the study. It is recommended that this portion of the study be replicated with a larger sample of English teachers to ascertain if a relationship exists between P.C.I. scores and types of English.

The mean P.C.I. scores for the teachers in this study were 53.84 for multi-phase elective, 56.69 for traditional and 55.26 for the combined group. In the P.C.I. norming groups, secondary school mean scores were 52.8 for humanistic schools and 60.5 for all other secondary schools (Willower, 1967). By comparison, the means for teachers in this sample appear to be similar to those of previous groups tested.

The striking difference between the demographic data summary, indicating multi-phase elective teachers have more teaching experience, more Masters Degrees and fewer very young teachers was evident. Clearly, on demographic data, the multi-phase elective schools seem to be schools with more energy and thrust in staff development as compared to Traditional English programs. Further research needs to be done in areas such as student achievement to see if a relationship exists between the two types of English with quality of the teaching staff as prime variable.

Implications

1. On the basis of this study neither type of English can lay claim to reducing student alienation. If a superiority for either exists, it must be demonstrated in areas such as increased student achievement or student satisfactions.
2. Administrators and boards of education should study reducing the student population, when feasible, in large high schools in hopes of reducing student alienation.

Recommendations for Further Study

The no significance findings between the types of English and student alienation and teachers' Pupil Control Ideology leads to many unanswered questions. Because of the information produced by this study, it is recommended that these questions be considered for further study.

1. The P.C.I. should be administered to a larger group of teachers in the two types of English to obtain a more valid score.
2. On school size, how would 3A schools related to 2A schools on the concept of student alienation?
3. How would the two types of English relate to the school organizational climate for both students and teachers?
4. How would the two types of English compare on measurable achievement both in the cognitive and affective domains?
5. What do parents believe about the merits of the two types of English?
6. Which of the two types of English is the most expensive to administer and if a difference exists in expense, is it justified?
7. What are the post high school implications for the two types of English in terms of love for studying English-related subjects and respect for the educational process?

These and other questions need to be examined in the public schools. Perhaps their pursuit and analysis will help teachers and administrators solve some of the myriad of problems which beset the public schools.

The need to reduce student alienation is of particular importance and worthy of further research.

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APPENDIX A

PUPIL CONTROL INVENTORY

INFORMATION

On the following pages a number of questions about school settings are presented. Our purpose is to gather information regarding the actual attitudes of English teachers concerning these statements.

You will recognize that the statements are of such a nature that there are no correct or incorrect answers. We are interested only in your frank opinion of them.

Your responses will remain confidential, and no individual or school will be named in the report of this study.

We cannot help you read or interpret any of the questions.

You should not talk or share information with anyone else.

When you are finished with both the questionnaires you may hand them to the administrator and you are free to leave.

Your cooperation is greatly appreciated.

INSTRUCTIONS: Following are twenty statements about schools, teachers, and pupils. Please indicate your personal opinion about each statement by circling the appropriate response at the right of the statement

PUPIL CONTROL INVENTORY

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. It is desirable to require pupils to sit in assigned seats during assemblies.	SA	A	U	D	SD
2. Pupils are usually not capable of solving their problems through logical reasoning.	SA	A	U	D	SD
3. Directing sarcastic remarks toward a defiant pupil is a good disciplinary technique.	SA	A	U	D	SD
4. Beginning teachers are not likely to have strict enough control over their pupils.	SA	A	U	D	SD

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
5. Teachers should consider revision of their teaching methods if these are criticized by their pupils.	SA	A	U	D	SD
6. The best principals give unquestioning support to teachers in disciplining pupils.	SA	A	U	D	SD
7. Pupils should not be permitted to contradict the statements of a teacher in class.	SA	A	U	D	SD
8. It is justifiable to have pupils learn many facts about a subject even if they have no immediate application.	SA	A	U	D	SD
9. Too much pupil time is spent on guidance and activities and too little on academic preparation.	SA	A	U	D	SD
10. Being friendly with pupils often leads them to become too familiar.	SA	A	U	D	SD
11. It is more important for pupils to learn to obey rules than that they make their own decisions.	SA	A	U	D	SD
12. Student governments are a good "safety valve" but should not have much influence on school policy.	SA	A	U	D	SD
13. Pupils can be trusted to work together without supervision.	SA	A	U	D	SD
14. If a pupil uses obscene or profane language in school, it must be considered a moral offense.	SA	A	U	D	SD
15. If pupils are allowed to use the lavatory without getting permission, this privilege will be abused.	SA	A	U	D	SD
16. A few pupils are just young hoodlums and should be treated accordingly.	SA	A	U	D	SD

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
17. It is often necessary to remind pupils that their status in school differs from that of teachers.	SA	A	U	D	SD
18. A pupil who destroys school material or property should be serverely punished.	SA	A	U	D	SD
19. Pupils cannot perceive the difference between democracy and anarchy in the classroom.	SA	A	U	D	SD
20. Pupils often misbehave in order to make the teacher look bad.	SA	A	U	D	SD

The scoring information for the Pupil Control Ideology is as follows:

Scoring

- 5 strongly agree
- 4 agree
- 3 undecided
- 2 disagree
- 1 strongly disagree

Additional Scoring Information for P.C.I.

1. Items 5 and 13 are positive to humanistic point of view. The scoring is reversed for these two items.
2. The mean score of educators in each school is the school's P.C.I. Score. The lower the score the more humanistic.

APPENDIX B

PUPIL ATTITUDE QUESTIONNAIRE

QUESTIONNAIRE ADMINISTRATION PROCEDURES
FOR HIGH SCHOOL STUDENTS

Instructions

On the following pages a number of questions about school settings are presented. Our purpose is to gather information regarding the actual attitudes of high school students concerning these statements.

You will recognize that the statements are of such a nature that there are no correct or incorrect answers. We are interested only in your frank opinion of them.

Your responses will remain confidential, and no individual or school will be named in the report of this study.

We cannot help you read or interpret any of the questions. There is no time limit.

You should not talk or share information with anyone else.

When you are finished with the questionnaire you may hand it to the administrator and you are free to leave.

Your cooperation is greatly appreciated.

SA = Strongly Agree;
D = Disagree

A = Agree

U = Undecided
SD = Strongly Disagree

PUPIL ATTITUDE QUESTIONNAIRE

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. White lies are justified when they help to avoid punishment.	SA	A	U	D	SD
2. It is a good policy to tell teachers only what they want to hear.	SA	A	U	D	SD
3. In this school success is to be aimed for by any means that pupils can devise.	SA	A	U	D	SD

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
4. It is most important that right always be achieved even if it requires tremendous effort.	SA	A	U	D	SD
5. Schools are run by others and there is little that pupils can do about it.	SA	A	U	D	SD
6. I think that I can now predict what I can achieve in an occupation after graduation.	SA	A	U	D	SD
7. The school experiences of pupils are controlled by plans devised by others.	SA	A	U	D	SD
8. There really isn't much use complaining to the teachers about the school because it is impossible to influence them anyway.	SA	A	U	D	SD
9. The reason I endure some unpleasant things now is because I feel that it will benefit me later on.	SA	A	U	D	SD
10. Pupils should have most of their time free from study.	SA	A	U	D	SD
11. Sometimes it is necessary to make promises to school authorities which you don't intend to keep.	SA	A	U	D	SD
12. In order to get ahead in this schools pupils are almost forced to do some things which are not right.	SA	A	U	D	SD
13. Pupils often are given the opportunity to express their ideas about how the school ought to be run.	SA	A	U	D	SD
14. It is possible on the basis of the level of my present school achievement, to predict with a high degree of accuracy, the level of achievement I can expect in adulthood.	SA	A	U	D	SD

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
15. It is very desirable that pupils learn to be good citizens.	SA	A	U	D	SD
16. I think my teachers would have given me the same marks on the last report card no matter how well I really had done.	SA	A	U	D	SD
17. My school experiences will help me to become a good citizen.	SA	A	U	D	SD
18. It doesn't matter too much if what I am doing is right or wrong as long as it works.	SA	A	U	D	SD
19. At school we learn habits and attitudes which will guide us in the achievement of a good life.	SA	A	U	D	SD
20. I know that I will complete my high school education.	SA	A	U	D	SD
21. These days a pupil doesn't really know who he can count on.	SA	A	U	D	SD
22. I often worry about what my teachers think of me.	SA	A	U	D	SD
23. Pupils must try to develop an interest in their school subjects even when the content is dull.	SA	A	U	D	SD
24. It is more important to achieve enjoyment and personal satisfaction than to sacrifice yourself for others.	SA	A	U	D	SD
25. I study hard at school mainly because I want to get good grades.	SA	A	U	D	SD
26. I often read and study in my courses beyond what is required by my teachers.	SA	A	U	D	SD
27. Really, a pupil has done wrongly only if he gets caught.	SA	A	U	D	SD

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
28. The school principal is really interested interested in all pupils in this school.	SA	A	U	D	SD
29. In discipline cases the pupil's explanation of the circumstances is carefully weighted by the school authorities before punishment is decided upon.	SA	A	U	D	SD
30. The teachers will not listen to pupil complaints about unfair school rules.	SA	A	U	D	SD
31. Usually I would rather play hookey than come to school.	SA	A	U	D	SD
32. I would rather go to work now than go to school, but more education now will help me get a better job later.	SA	A	U	D	SD
33. What I am doing at school will assist me to do what I want to do when I graduate.	SA	A	U	D	SD
34. Pupils have adequate opportunities to protect themselves when their interests conflict with the interests of those who run the school.	SA	A	U	D	SD
35. Copying parts of essays from books is justified if this results in good marks on the essays.	SA	A	U	D	SD
36. I get more satisfaction from doing an assignment well than from the marks which I receive on the assignment.	SA	A	U	D	SD
37. What we do at school will help us to affect the world in which we live.	SA	A	U	D	SD
38. Participation in student council activities will help me in anything I try to do in the future.	SA	A	U	D	SD

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
39. As a result of my school experiences I know what I will do when I graduate.	SA	A	U	D	SD
40. Not matter how I try I don't seem to understand the content of my courses very well.	SA	A	U	D	SD
41. In this school the teachers are the rulers and the pupils are the slaves.	SA	A	U	D	SD
42. It is unlikely that in this school the pupils will achieve the goals in which they believe.	SA	A	U	D	SD
43. If homework assignments were not required I would seldom do homework.	SA	A	U	D	SD
44. I like to do extra problems in mathematics for fun.	SA	A	U	D	SD
45. I understand how decisions are made regarding what we are to study in this school.	SA	A	U	D	SD
46. My school studies will help me to make predictions about the kind of world in which I will live in the future.	SA	A	U	D	SD
47. My present school studies will help me to understand others.	SA	A	U	D	SD
48. Pupils must be very careful to make the best possible impression with their teachers.	SA	A	U	D	SD
49. If I had my way, I'd close all schools	SA	A	U	D	SD
50. Having lots of friends is more important than is getting ahead at school.	SA	A	U	D	SD
51. In this school pupils can complain to the principal and be given a fair hearing.	SA	A	U	D	SD
52. Copying another pupil's homework is justified if he agrees to let you do it.	SA	A	U	D	SD

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
53. Pupils' ideas about how the school should be run are often adopted in this school.	SA	A	U	D	SD
54. I find it easy to please my teachers.	SA	A	U	D	SD
55. I want to finish high school.	SA	A	U	D	SD
56. It is necessary to misbehave at school if you're going to have any fun.	SA	A	U	D	SD
57. Giving an answer to someone else during an examination is not really cheating.	SA	A	U	D	SD
58. Pupils must take advantage of every opportunity, fair or unfair, because good opportunities occur very infrequently at this school.	SA	A	U	D	SD
59. Pupils in this school are given considerable freedom in planning their own programs to meet their future needs.	SA	A	U	D	SD
60. Participation in student council activities will assist one to become a good citizen.	SA	A	U	D	SD

KEY TO SCORING PUPIL ATTITUDE QUESTIONNAIRE

The Pupil Attitude Questionnaire is divided into three groups. Group I includes items: 1, 2, 3, 5, 7, 8, 9, 10, 11, 12, 16, 18, 21, 22, 24, 25, 27, 30, 31, 32, 35, 40, 41, 42, 43, 48, 49, 50, 52, 56, 57, and 58. The scoring for this group is: SA = 5, A = 4, U = 3, D = 2, and SD = 1.

Group II includes items: 4, 6, 13, 15, 20, 23, 26, 28, 29, 34, 36, 44, 45, 46, 51, 53, 54, 55, and 59. The scoring for this group is: SA = 1, A = 2, U = 3, D = 4, and SD = 5.

Group III includes items: 14, 17, 19, 33, 37, 38, 39, 47, and 60. The scoring for this group is: SA = 1, A = 3, U = 5, D = 3, and SD = 1.

CATEGORIAL BREAKDOWN OF PUPIL

ATTITUDE QUESTIONNAIRE

Key to the Categorical Breakdown of the
Pupil Attitude Questionnaire

Powerlessness is measured by the items in the questionnaire which correspond to the following numbers:

5, 7, 8, 13, 28, 29, 30, 34, 41, 51, 53, and 59

Self Estrangement is measured by the items in the questionnaire which correspond to the following numbers:

10, 12, 16, 21, 26, 31, 32, 36, 40, 43, 44 and 54

Normlessness is measured by the items in the questionnaire which correspond to the following numbers:

1, 2, 3, 11, 15, 18, 24, 27, 35, 42, 52, 56, 57, and 58

Isolation is measured by the items in the questionnaire which correspond to the following numbers:

4, 9, 20, 22, 23, 25, 48, 49, 50, 55

z
VITA

Charles Belton Dodson

Candidate for the Degree of

Doctor of Education

Thesis: AN ALTERNATIVE HIGH SCHOOL ENGLISH CURRICULUM AND ITS RELATIONSHIP TO STUDENT ALIENATION AND PUPIL CONTROL IDEOLOGY

Major Field: Educational Administration

Biographical:

Personal Data: Born in Kellyville, Oklahoma, February 25, 1933, the son of Mr. and Mrs. Guy V. Dodson.

Education: Graduated from Sapulpa High School, Sapulpa, Oklahoma, in May, 1952; received Bachelor of Science degree in Social Science from Oklahoma State University in 1956; received Master of Science degree in Pupil Personnel Services from Oklahoma State University in 1962; completed requirements for the Doctor of Education degree at Oklahoma State University in May, 1980.

Professional Experience: Teacher and basketball coach at Broken Arrow High School, Broken Arrow, Oklahoma, 1956-57; teacher and basketball coach, Sapulpa High School, Sapulpa, Oklahoma, 1957-61; counselor and assistant principal, Barstow Union High School District, Barstow, California, 1962-66; assistant principal, Rialto Unified School District, Rialto, California, 1966-70; graduate assistant, Oklahoma State University Placement Services, 1970-71; principal, Sapulpa Junior High School, Sapulpa, Oklahoma, 1971-73; principal, Sapulpa High School, Sapulpa, Oklahoma, 1973-76; assistant superintendent, Sapulpa Public Schools, Sapulpa, Oklahoma, 1976-80.