

AN ANALYSIS OF ALIENATION AND ATTRITION
OF TECHNICAL JUNIOR COLLEGE STUDENTS

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TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION.	1
A. Statement of the Problem	1
B. Definition of Terms.	2
C. Purpose of the Study	3
D. Research Questions	4
E. Assumptions.	4
II. REVIEW OF THE LITERATURE.	5
A. Origin of Alienation	5
B. Classification and Measurement of Alienation.	5
C. Attrition Studies Listing Alienation as a Cause.	7
D. Studies Linking Alienation and Attrition.	9
E. Summary.	10
III. METHODOLOGY	12
A. The Measurement Instrument	12
B. Hypotheses	14
C. Selection of Subjects.	15
D. Collection of the Data	16
E. Analysis of the Data	16
IV. PRESENTATION OF FINDINGS.	18
A. Rate of Return	18
B. Description of the Population.	18
C. Summary of the Data.	21
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	27
A. Summary.	27
B. Conclusions.	28
C. Recommendations.	29
SELECTED BIBLIOGRAPHY.	31

Chapter	Page
APPENDIXES	34
APPENDIX A - DEAN ALIENATION SCALE.	35
APPENDIX B - SCATTERGRAMS	38
APPENDIX C - MEAN ALIENATION SCORES OF SELECTED SAMPLES, 1955-1971 (COMPILED BY DEAN)	41
APPENDIX D - SELECTED LITERATURE USING THE DEAN SCALE, 1963-1971 (COMPILED BY DEAN)	43

LIST OF TABLES

Table	Page
I. Racial Composition of Students.	20
II. Mean Scores (Alienation Scale).	22
III. Analysis of Variance Between Student Persisters and Nonpersisters.	24

LIST OF FIGURES

Figure	Page
1. Student Population: Persistence vs. Nonpersistence.	19
2. Correlation of Age and Alienation	39
3. Correlation of Age and Social Isolation	40

CHAPTER I

INTRODUCTION

The retention of college students is a problem whose resolution is not yet in sight. Colleges and universities are concerned with attrition, not only because they have committed their educational and financial resources to the recruitment and enrollment of students, but because the reduced pool of students in higher education makes information concerning dropouts of prime importance to all involved.

Although researchers of college attrition are still trying to solve the retention puzzle, recent studies agree on the importance of early identification of the potential dropout so that preventive counseling can be focused on students who can profit most (Noel, 1985; Rounds, 1984; Forrest, 1982). This study was an attempt to provide a tool for early identification of students who may drop out.

A. Statement of the Problem

Because of the recommended emphasis on early identification of potential dropouts, educators at a small

technical junior college located in a medium-sized city in the Southwest had been looking for an effective way to identify potential dropouts. The entire staff at this institution had worked for over a year toward improving student retention but was frustrated because the attrition rate had not decreased in proportion to their efforts. Frequently when faculty or staff identified a student as a potential dropout and arranged for a conference, it was too late to be of assistance because the student had already decided to drop out of college! This study, concerned with the problem of early identification of potential nonpersisters, was designed to address the needs of this junior college.

B. Definition of Terms

The following operational definitions were developed by the researcher to help clarify terms used in this study. They may differ from definitions of these terms found in other literature.

Beginning or new student--a student enrolled for the first time at the college in this study

Dean Alienation Scale--the scale developed by Dean to measure alienation

Instrument--the Dean Alienation Scale

Nonpersister or dropout--a student who is not in attendance after the fifth week of the second trimester

Persister--a student who completes the first trimester and is enrolled the fifth week of the second trimester

Public Opinion Questionnaire--title of the instrument created by Dean for his study of alienation

Technical junior college--a college granting only Associate of Technology degrees

C. Purpose of the Study

The purpose of this study was to determine whether an alienation test, administered in the first few weeks of a student's college experience, could predict student persistence at a technical junior college.

The focus on alienation results from responses to questions asked of counselors, teachers, and established students at the college described above. They were asked to state reasons why students drop out of college. Interviewees often made such comments as "he seemed to be so negative," "she doesn't seem to have any friends," "he felt he was powerless to control the situation," "she doesn't know what she wants," or "he was so withdrawn, no one noticed him." These reasons generally describe a concept known as "alienation" (cf. Dean, 1961; Putnam, 1978; Seeman, 1959).

Furthermore, when educators at this small college began searching retention literature to find early identification methods for potential dropouts, they found that these dropouts were often described as alienated (Dollar,

1983; Dunston, 1983; Heath, 1973; Noel, 1985; Rounds, 1984; Suen, 1983).

D. Research Questions

To accomplish the purpose of this study, the following research questions must be answered:

Is alienation a statistically significant factor in predicting persistence of new students at a technical junior college?

Is social isolation a statistically significant factor in predicting persistence of new students at a technical junior college?

Is powerlessness a statistically significant factor in predicting persistence of new students at a technical junior college?

Is normlessness a statistically significant factor in predicting persistence of new students at a technical junior college?

E. Assumptions

For the purpose of this study, the following assumptions were made by the researcher:

1) New students involved in this study are representative of future enrollees.

2) Students responding to the instrument answered truthfully.

CHAPTER II

REVIEW OF THE LITERATURE

A. Origin of Alienation

According to Putnam (1978), alienation has been a topic of significant discussion in many disciplines over the ages. He contends that the origins of alienation can be traced to Aristotelian logic but reports that according to Murchland, alienation as it is known today emerged with Augustinian Christianity and its doctrine of delayed hope, denial of human instincts, and institutionalized guilt.

Nettler (1957) states that Hegel first used alienation to describe man becoming detached from nature, including his own nature, while Seeman (1959) credits the development of the original concept of alienation to Marx, Weber, and Durkheim.

B. Classification and Measurement of Alienation

Baird (1969) states that the categorization of alienation types developed by scholars such as Clark (1969), Seeman (1959), Nettler (1957), and Srole (1956) was the most significant progress in the development of

alienation as a research tool. All of these researchers supported the multidimensionality of alienation. Although Dean gave credit to Seeman for bringing structure to the concept of alienation when Seeman classified alienation's five dimensions, Dean further narrowed the classification into three dimensions: Powerlessness, Normlessness and Social Isolation (Dean, 1961).

The first element, Powerlessness, refers to the fact that individuals have no way to control or influence events which affect them (Dean, 1961). When this dimension is examined regarding the feeling of powerlessness in students, we find students who believe that some person or agency other than themselves will determine whether or not they have success in college (Ascher, 1982).

In the second element, Normlessness, Dean describes two subtypes. One was described as "the absence of values that might give purpose or direction to life" or purposelessness. The second subtype was described as a conflict of norms, such as a person might face when an established value system does not appear to fit a new situation (Dean, 1961).

The third element, Social Isolation, is best described as a feeling of separation from the group (Dean, 1961). It is not uncommon for those researching college attrition to recommend that colleges make certain that students are involved in activities which help them

form relationships with other students, even before classes begin (Noel, 1985; Suen, 1983; Dunston, 1983; Heath, 1973). In order to allow the concept of alienation to be measured as a whole, as well as having the ability to measure each separate element described above, Dean constructed a set of scales. There were nine (9) items on the Powerlessness subscale, six (6) items on the Normlessness subscale, and nine (9) items on the Social Isolation subscale. The three scales were combined to make an alienation scale containing twenty-four (24) items.

C. Attrition Studies Listing

Alienation as a Cause

Extensive research has been conducted relating to attrition, but because there are no firm answers as to why students drop out of college, further research is needed. However, it should be noted that over the years, alienation is one factor that continues to appear on the lists of reasons students drop out of college.

Keene (1968) conducted a follow-up study of a registered nursing program and concluded that those who dropped out of the program in 1967 did so because of dissatisfaction or alienation.

In 1974 an exit questionnaire was administered to withdrawing students at two institutions--a small teachers' college and a large state university. The

results of the questionnaire at the small college indicated that the largest single reason given for students leaving school was broadly termed "Academic." However, one of the individual reasons listed under "Academic" was "Saw it all as pointless." This reason was chosen by 27% of the small-college respondents. Additionally, 24% of those withdrawing from the small college chose the response, "Felt lonely and isolated," which was listed under the category of School Environment (Brooks & Emery, 1974). While both of these responses relate to the description of alienation forged by Dean (1961) and Seeman (1959), no responses from the larger university which could be related to alienation were found.

Smith (1981) conducted a study of seven predominantly white universities to study persistence of Black students. The conclusion was that alienation and loneliness were the most common factor in Black student attrition.

In a review of the literature of Black student retention in higher education, Dunston (1983) found that although the level of prior academic preparation is a central determinant of Black student persistence, alienation and group identification are also key influences on attrition.

In a study done to reduce attrition in the College of Education at the University of Missouri, Dollar (1983)

determined that dropouts had more alienation and hostility than persisters.

D. Studies Linking Alienation and Attrition

As indicated in this survey, there is no shortage of research on the reasons for college student attrition, nor is there a lack of material regarding the concept of alienation and how to measure it. However, it was not until Burbach and Thompson (1973) used the Dean Alienation Scale to investigate the relationship between college student attrition and alienation that an attempt was made to link alienation and attrition.

Although Burbach and Thompson (1973) found no significant statistical relationship between alienation and college student attrition, more recent observers (Astin, 1973; Cortina, 1980; Goodrich, 1980; Peterson, 1978; and Rodriguez, 1978) have found that alienation and attrition are related.

The most recent study linking alienation and attrition was done by Suen (1983). Using Burbach's (1972) University Alienation Scale, which was designed to measure alienation of students from a university environment, Suen found that the correlations between alienation and attrition were higher among Black students than they were among white students. Attrition was directly related to

all alienation scores among Black students; however, among white students, alienation scores were not significantly related to attrition.

E. Summary

Although alienation has been a topic of significant discussion over the ages, only in the past century has it been developed as a sociological concept.

During the last thirty years, several scholars have categorized alienation so that different components can be measured, thus developing alienation as a research tool. Dean's (1961) classification has three dimensions: Powerlessness, Normlessness and Social Isolation. He constructed a set of scales with the ability to measure each separate element as well as measuring alienation as a whole.

The literature reflects that many factors are involved in college attrition but that alienation is one factor that continues to appear on lists of reasons students drop out of college. However, it was not until 1973 when the Dean Alienation Scale was used to investigate the relationship between college student attrition and alienation that an attempt was made to link alienation and attrition.

Because research directly linking alienation and college attrition is sparse, and much of it deals with

minorities, it is hoped that the information gained from this study will be helpful to similar institutions that are searching for ways to make faster and easier the early identification of the nonpersisters.

CHAPTER III

METHODOLOGY

The purpose of this study was to determine whether an alienation test, administered in the first few weeks of a student's college experience, can predict persistence at a technical junior college. The initial problems were to identify the students to be studied, find or design an acceptable instrument for measuring alienation, and devise a way to administer the instrument so that there would be a high rate of return. Additionally, responses to the instrument had to be scored to determine the alienation level for each student in the study and the results statistically analyzed.

A. The Measurement Instrument

The researcher selected the Dean Alienation Scale (see Appendix), which is a composite scale of twenty-four (24) statements to which subjects respond on a Likert-type scale. In order to measure the degree of alienation of the selected subjects, three separate characteristics were examined and each item keyed to a subscale measuring Powerlessness, Normlessness and Social Isolation. Each

statement was given a weight of 1 to 5, with five indicating the highest rate of alienation. A researcher may determine a total alienation score by either summing all the items or by arriving at subscale totals and summing them. The total alienation score is also referred to as the "Total Alienation Scale" in this study.

The reliability of the Dean Alienation Scale was determined in two ways. Initially, each of the subscales was tested using the "split-half" technique and correcting it by the Spearman-Brown prophecy formula. The reliability of Powerlessness was 0.78, Normlessness was 0.73, and Social Isolation was 0.84. The Total Alienation Scale had a corrected reliability of 0.78. Additionally, correlation coefficients between the subscales and alienation were determined and were considerably above the 0.01 level of significance. Therefore, the subscales may be considered as belonging to the same concept or, since there is enough independence among the subscales, they may be treated as independent variables (Dean, 1961).

The Dean Alienation Scale was selected to measure student alienation for several reasons. First, data are available on the validity and reliability of the scale because it is standardized; second, Blane (1968), Burbach and Thompson (1971, 1973) and Harris (1971) have used the scale successfully with college students and Blane (1968) used it for high school students; third, Dean's scale

allows the researcher flexibility by allowing examination of individual characteristics of alienation or examination of the total concept; and fourth, the brevity of the instrument made it practical to administer to an entire entering population at the small college studied.

In the initial phase of the project, some consideration was given to using Burbach's University Alienation Scale, which is designed to measure alienation of college students from a university environment. However, the Dean Alienation Scale was chosen because it is designed to measure alienation from society, a factor which is of importance if the scale is to be administered at the beginning of a student's affiliation with a college.

B. Hypotheses

The null hypotheses tested in this study were:

There is no significant difference in the alienation level of persisting and nonpersisting students at a technical junior college.

There is no significant difference in the social isolation level of persisting and nonpersisting students at a technical junior college.

There is no significant difference in the powerlessness level of persisting and nonpersisting students at a technical junior college.

There is no significant difference in the normlessness level of persisting and nonpersisting students at a technical junior college.

C. Selection of Subjects

History and statistics indicate that the annual dropout rate of students enrolling in the small college in this study is approximately 45%. It is estimated that 85 to 90% of these students drop out during the first trimester, fail to enroll the second trimester, or enroll but drop out before the fifth week of the second trimester. Based on these records and the fact that many researchers (e.g. Noel, 1985; Rounds, 1984; Forrest, 1982) believe that early identification of dropouts is of prime importance in reducing attrition, this study sample comprises new students at the college. Not only would this study be very valuable to this college in working with new students starting in future trimesters, but perhaps it could be of some assistance to educators in other institutions who are wrestling with the problem of early identification of dropouts.

The subjects in this study were limited to beginning students enrolled in Motivational Psychology during the Fall Trimester, 1985 (hereafter referred to as the "first trimester"). This class was chosen because it is required of all new students.

D. Collection of Data

First-trimester students enrolled in Motivational Psychology were asked if they would participate in an educational research project. The participants were given the Public Opinion Questionnaire, which is referred to in this study as the "Dean Alienation Scale." The participants' answers provided the raw data for this study.

The instrument was administered to these students at the beginning of the third week of classes during the Fall Trimester, 1985. The third week was chosen because a school policy prohibits new students from entering a class after the second week of the trimester.

E. Analysis of Data

In the fifth week of the second trimester, official enrollment records of the college were examined to determine which students responding to the educational research project were still enrolled. The fifth week was chosen because the vast majority of students who drop out in the first year do so prior to the fifth week of their second trimester.

The mean alienation scores of the persisters were compared with those of the nonpersisters. The same procedure was followed with the mean scores on each of the subscales of Powerlessness, Normlessness and Social Isola-

tion. Items numbered 1, 3, 5, 8, 11, 14, 17, 22 and 24 on the questionnaire were keyed to Social Isolation; items numbered 2, 6, 9, 13, 15, 18, 20, 21 and 23 were keyed to Powerlessness; and items numbered 4, 7, 10, 12, 16 and 19 were keyed to Normlessness. A keyed copy of the instrument can be found in the Appendix.

CHAPTER IV

PRESENTATION OF FINDINGS

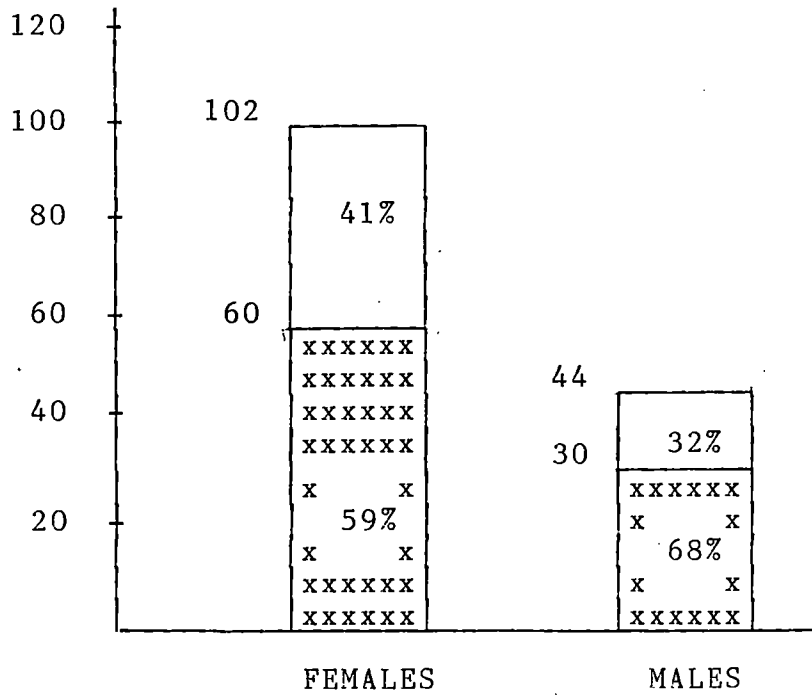
A. Rate of Return

The Dean Alienation Scale was initially administered to 146 students. Fifteen (15) questionnaires were discarded either because the respondents did not complete the questionnaire or because the identification number was illegible or omitted. Without this number, there was no way to determine dependent variability. Thirty-one (31) students were absent when the scale was initially administered. Sixteen (16) of these were subsequently contacted and agreed to participate. Therefore, a total of 147 usable questionnaires were the basis for the analysis of data.

B. Description of the Population

One hundred forty-seven (147) new students at a small technical junior college participated in this study. So that this research might be helpful to similar colleges, the following descriptive statistics are presented. As shown in Figure 1, 44 males and 102 females, with a mean age of 24.82 years, participated in this study.

NUMBER OF STUDENTS



Persisters = xxx

Nonpersisters =

Figure 1. Student Population: Persistence vs. Nonpersistence

When the new students studied were in the fifth week of their second trimester, the persisters and the non-persisters were identified. At that time, ninety (90) students, or 61%, were still enrolled in college. Of those enrolled, 60 (66%) were female and 30 (33%) were male. Proportionately, more males than females were persisters; 68% of the males who were new students in this study were still enrolled in college and only 59% of the females were enrolled.

Table I shows the racial composition of the participants, as well as the persistence levels by racial group.

TABLE I
RACIAL COMPOSITION OF STUDENTS

	Number	% of Total Participants	Number of Persisters	% of Persisters
White	94	63.9	58	61.7
Oriental	2	1.4	2	100.0
American Indian	7	4.8	7	100.0
Black	40	27.2	21	52.5
Other	4	2.7	2	50.0
Total Population Studied	147	100.0	90	61.2

C. Summary of the Data

In order to differentiate the data for analysis it was necessary to determine which of the students were persisters and which were nonpersisters. To ensure confidentiality, students were asked to provide their social security number rather than their name. The social security number was then used to retrieve the appropriate enrollment status from each student's file at the junior college. Persisters were those students participating in the project at the beginning of the first trimester who were still enrolled in college in the fifth week of the second trimester. The computer was also programmed to enable the researcher to determine a total score for the alienation scale and each of three subscales.

Subscale scores were determined to be dependent variables and were computed by summing the values of each keyed response on the subscale. Dean (1961) assigned a weight of 1 to 5 to each possible response on the Likert-type scale, with 5 being the highest value measured by the item. The total alienation score was derived by summing all the items.

Table II presents the mean scores of each group on each subscale. In examining the mean scores of each group on each of the subscores and the total scale, there

appears to be minimal variability between the means of the persisters and nonpersisters.

TABLE II
MEAN SCORES (ALIENATION SCALE)

	Persisting Students	Nonpersisting Students
Social Isolation	29.2778	29.2456
Powerlessness	28.3000	29.2281
Normlessness	18.8889	18.5263
Total Alienation Scale	75.7556	73.6667

Originally, the researcher intended to use a t-test to analyze persistence and nonpersistence. As there appeared to be minimal variability between the means of the persisters and nonpersisters, she decided to use an F-test (analysis of variance) to determine whether there are one or more significant differences anywhere among the samples. The F-test is based on a number of assumptions (Jaccard, 1983): homogeneity of within-group variances, normal distributions and random and independent selection

of subjects. Each of these conditions is met by the group of students participating in the study.

The Statistical Package for the Social Sciences (SPSS), subprogram Oneway, was used to analyze the data. The level of significance was set at .05 and all calculations were done by the Tulsa Junior College Computer Center.

Table III shows the analysis of variance between student persisters and nonpersisters; all three subscales and the Total Alienation Scale were analyzed. The probability of the difference in the mean score on social isolation is 0.9849. This does not warrant rejection of the null hypothesis. The calculated F value for powerlessness was 0.4341 and, therefore, failed to reject the null hypothesis. The F probability for the dependent variable, normlessness, was 0.7309, a value which failed to achieve statistical significance at the 0.05 level of acceptance. The calculated F value for the Total Alienation Scale is 0.3513, which also does not warrant rejection of the null hypothesis.

The 0.05 level of statistical significance was not achieved for any of the three dependent variables, nor was it achieved on the total scale. Therefore, any relationship could be a result of chance alone. As a result, all four hypotheses fail to be rejected, and use of the Dean Alienation Scale did not determine if alienation is a

significant factor in predicting persistence of new students at a technical junior college. Furthermore, the data indicated that none of the three subscales of the Dean Alienation Scale (Social Isolation, Powerlessness or Normlessness) were statistically significant factors in predicting persistence of new students at a technical junior college.

TABLE III
ANALYSIS OF VARIANCE BETWEEN STUDENT
PERSISTERS AND NON-PERSISTERS

	Persisting Students	Nonpersisting Students	F-Probabi- lity
Social Isolation	29.2778	29.2456	0.9849
Powerlessness	28.3000	29.2281	0.4341
Normlessness	18.8889	18.5263	0.7309
Total Alienation Scale	75.7556	73.6667	0.3513

Upon finding no statistically significant differences between the persisters and the nonpersisters as related to the Dean Alienation Scale or the three subscales, the

researcher attempted to test for significant differences between the persisters and nonpersisters in other variables in the population: program of study, gender, ethnicity and age.

Possible differences between students enrolled in the various programs of study at the college were examined for the Social Isolation, Powerlessness, and Normlessness subscales, as well as for the total score of the Public Opinion Questionnaire. Additionally, possible differences between male and female students on the three subscales and the total scale were explored as well as possible differences between students of various races. An analysis of the variance of group means showed no statistically significant differences in the group means of students enrolled in different programs of study on the Social Isolation, Powerlessness or Normlessness subscale or the total scale of the Public Opinion Questionnaire. In addition, no statistically significant differences were found between male and female students. Statistically significant differences were found to exist, however, between students' group means (by race) on the Social Isolation subscale and the total scale of the instrument. The Social Isolation scores for participants who identified themselves as Orientals were significantly higher than the scores of those who identified themselves as belonging to other races. On the Total Alienation Scale, those identi-

fyng themselves as Black ranked significantly higher than those identifying themselves as white.

Pearson Product Moment Correlation Coefficients were computed to determine possible existing relationships between the Social Isolation, Powerlessness and Normlessness and Total Alienation subscales of the Public Opinion Questionnaire. Significant relationships ($p < .01$) were found between the subscales and the total scale of the instrument, which corroborates previous efforts by Dean.

The Pearson Correlation method was also used to determine possible existing relationships between students' ages and the three subscales and the Total Alienation Scale. Statistically significant relationships ($p < .01$) were found between both students' ages and their score on the Social Isolation subscale, as well as between students' ages and their score on the total scale of the instrument. As shown in Figures 2 and 3 (in Appendix B), the findings indicate that the lower the age of the student, the higher the score on the Social Isolation subscale and the Total Alienation Scale. There were no significant relationships ($p > .05$) between student ages and their scores on either the Powerlessness or Normlessness subscales.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

A. Summary

This study was, in part, a response to the national concern regarding college dropouts in general, but was, more specifically, an attempt to clarify the attrition problem in a small technical junior college. Since the literature recommends emphasis on early identification of potential dropouts, the purpose of this study was to determine whether an alienation test, administered in the first few weeks of a student's college experience, could predict persistence.

The Dean Alienation Scale, a composite scale of twenty-four (24) statements to which subjects respond on a Likert-type scale, was chosen as the measurement instrument for this study. The Dean scale measures not only alienation but also three separate characteristics comprising alienation: social isolation, powerlessness, and normlessness.

The Dean scale was administered in the Fall Trimester, 1985, to all beginning students at a small technical

junior college. In the fifth week of the students' second trimester (Winter, 1986), students participating in the study were identified as persisters or nonpersisters. The mean alienation scores of the two groups were compared, as well as the scores on the subscales of Social Isolation, Powerlessness and Normlessness.

B. Conclusions

An analysis of variance (significance level of .05) was utilized to test for statistical significance between the persisters and nonpersisters.

Using the one-way between subjects ANOVA on the three subscales of Social Isolation, Powerlessness and Normlessness, as well as on the Total Alienation Scale, none of the results were significant at the .05 level. Therefore, based on these findings, the researcher failed to reject the stated null hypotheses.

The researcher also attempted to find significant differences between the persisters and nonpersisters in other variables in the study relating to the three subscales and the total scale. No significant difference was found concerning the students' sex or the program of study in which they were enrolled, but a significant difference was found to exist between races on the Social Isolation subscale and the Total Alienation Scale.

Using the Pearson Product Moment Correlation, significant relationships were found between the subscales and the total scale, a finding which corroborates previous efforts by Dean. Additionally, using the Pearson method, significant relationships were found between students' ages and both the Social Isolation subscale and the Total Alienation Scale.

C. Recommendations

A need for further study to develop a quick and easy method of identifying potential dropouts is clearly indicated in the literature. Such further study should be conducted using the Dean scale, with researchers making two important adjustments. The scale should be administered during the initial enrollment process in order to ensure that all students are included as potential participants. Later, students who did not attend any classes would be eliminated from the study. In this study the scale was administered in the third week of class because administering the scale to an entire class was the only data collection vehicle available to this researcher.

Moreover, the definition of a nonpersister should be changed. Only those students who drop from school without notifying the college in any way should be classified as nonpersisters. The rationale for making this distinction is that many students who drop out because of family

problems, illness, economic or job-related problems can be identified as potential dropouts by other means and frequently enter college again after the problem has been resolved.

The finding that Black students have significantly higher alienation levels than white students supports the findings in other studies. Certainly further study is needed to find ways to reduce alienation. Because the sample size of the Oriental population was so small in this study, further study is needed to determine whether or not Oriental students are significantly more alienated than other races.

Although this study did not determine that the Dean Alienation Scale could predict persistence in a technical junior college, this researcher believes that the results might prove otherwise if the two suggestions made above were to be implemented in a further study. Research directly linking alienation and college student attrition is sparse, so information gained from further study will be helpful to similar institutions searching for ways to make early identification of the nonpersister a reality.

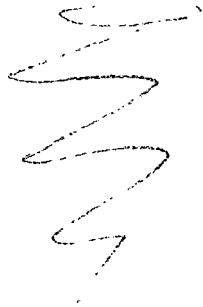
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APPENDIXES



APPENDIX A

DEAN ALIENATION SCALE

ALIENATION SCALE(S)

Below is a keyed copy of the Dean Alienation scale. The letter to the left of each item indicates whether it belongs to the Powerlessness, Normlessness or Isolation sub-scale; scores are usually reported separately. The author requests a reprint (or at least an abstract) of research utilizing this scale(s).

PUBLIC OPINION QUESTIONNAIRE*

Below are some statements regarding public issues, with which some people agree and others disagree. Please give us your own opinion about these items, i.e., whether you agree or disagree with the items as they stand.

Please check in the appropriate blank, as follows:

 A (Strongly Agree)
 a (Agree)
 U (Uncertain)
 d (Disagree)
 D (Strongly Disagree)

- I 1. Sometimes I feel all alone in the world.
 5 A 4 a 3 U 2 d 1 D*
- P 2. I worry about the future facing today's children.
 5 A a U d D
- I 3. I don't get invited out by friends as often as I'd really like.
 5 A a U d D
- N 4. The end often justifies the means.
 5 A a U d D
- I 5. Most people today seldom feel lonely.
 1 A 2 a 3 U 4 d 5 D
- P 6. Sometimes I have the feeling that other people are using me.
 5 A a U d D
- N 7. People's ideas change so much that I wonder if we'll ever have anything to depend on.
 5 A a U d D
- I 8. Real friends are as easy as ever to find.
 1 A a U d D
- P 9. It is frightening to be responsible for the development of a little child.
 5 A a U d D
- N 10. Everything is relative, and there just aren't any definite rules to live by.
 5 A a U d D

* Obviously, scores would be omitted when administered.

- I 11. One can always find friends if he shows himself friendly.
 A a U d D*
- N 12. I often wonder what the meaning of life really is.
 5 A a U d D
- P 13. There is little or nothing I can do towards preventing a major "shooting" war.
 5 A a U d D
- I 14. The world in which we live is basically a friendly place.
 1 A a U d D
- P 15. There are so many decisions that have to be made today that sometimes I could just "blow up".
 5 A a U d D
- N 16. The only thing one can be sure of today is that he can be sure of nothing.
 5 A a U d D
- I 17. There are few dependable ties between people any more.
 5 A a U d D
- P 18. There is little chance for promotion on the job unless a man gets a break.
 5 A a U d D
- N 19. With so many religions abroad, one doesn't really know which to believe.
 5 A a U d D
- P 20. We're so regimented today that there's not much room for choice even in personal matters.
 5 A a U d D
- P 21. We are just so many cogs in the machinery of life.
 5 A a U d D
- I 22. People are just naturally friendly and helpful.
 1 A a U d D
- P 23. The future looks very dismal.
 5 A a U d D
- I 24. I don't get to visit friends as often as I'd really like.
 5 A a U d D

* Obviously, scores would be omitted when administered.

For a theoretical discussion of the concept, see Dwight G. Dean, "Alienation: Its Meaning and Measurement", American Sociological Review, 26, 5 (October, 1961, 753-758).

APPENDIX B
SCATTERGRAMS

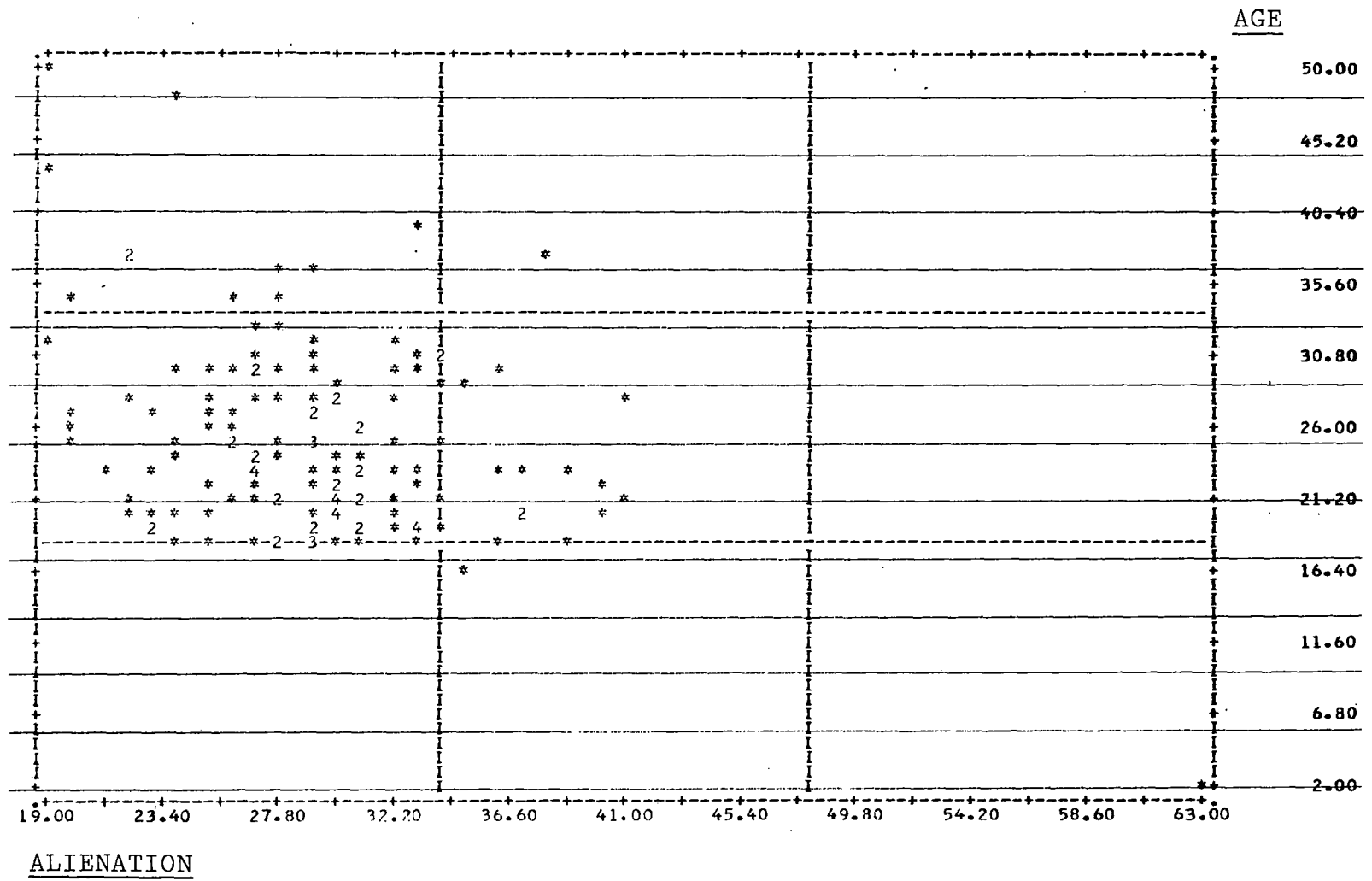


Figure 2. Correlation of Age and Alienation

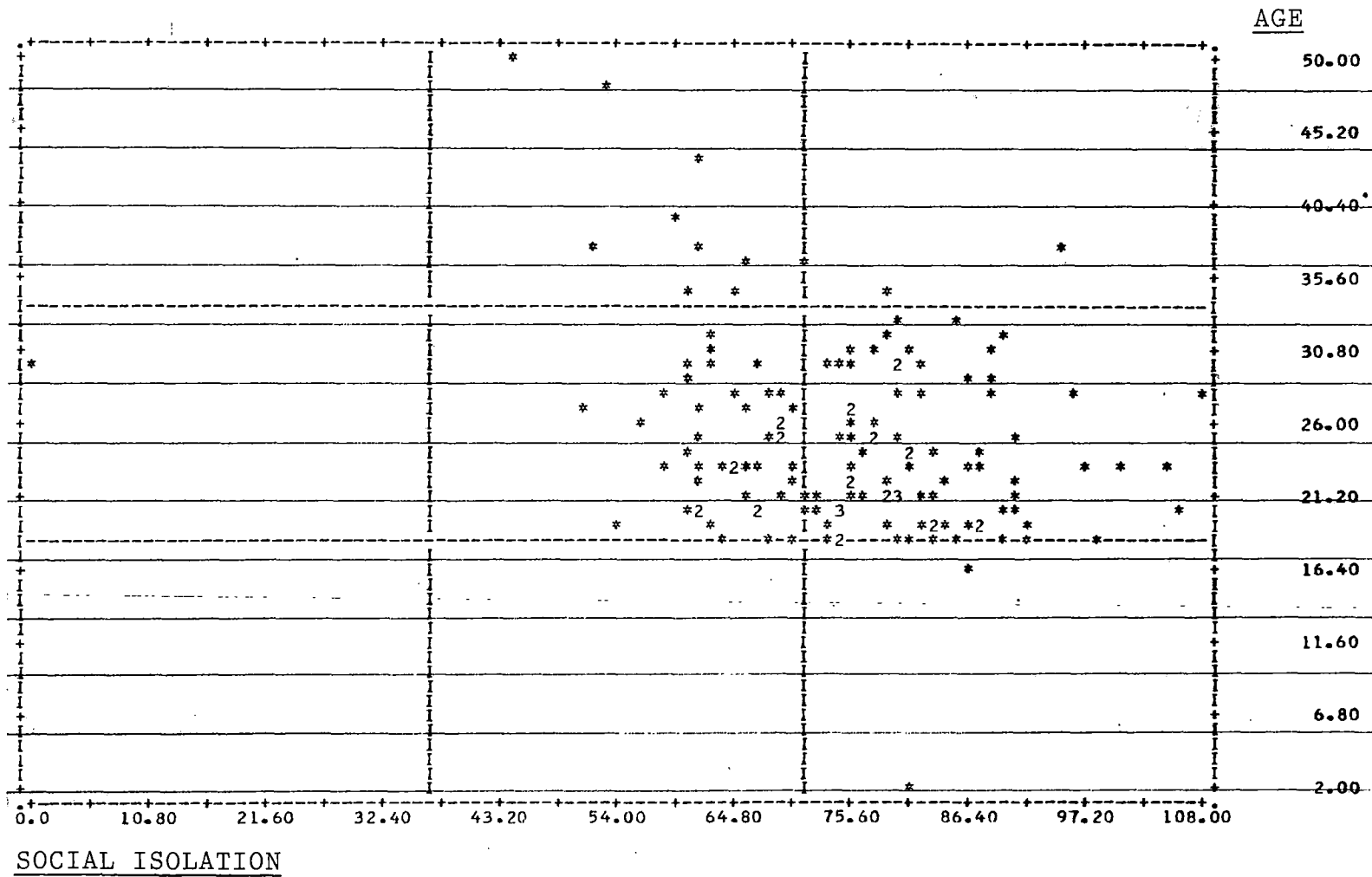


Figure 3. Correlation of Age and Social Isolation

APPENDIX C

MEAN ALIENATION SCORES OF
SELECTED SAMPLES, 1955-1971
(COMPILED BY DEAN)

Mean Alienation Scores of Selected Samples

Sample	Isolation	Powerlessness	Normlessness
1	20.76*	22.65*	13.62**
2			14.63
3			9.77
4			13.63
5			9.55
6	26.67	23.75	16.76
7	27.24	24.91	15.82
8	29.34	24.63	18.93
9	27.37	24.60	17.26

**Caution: Since the scoring has been changed from 0-4 to 1-5 to fit the computer format, mean scores probably will average one point higher per item than in earlier publications. Scores above have all been adjusted to fit the new scoring format.

- (1) Columbus, Ohio, N 384 (men), stratified sample, 1955.
- (2) Protestant Liberal Arts College, N 135 (women), random sample, 1960.
- (3) Catholic Women's College, N 121 (women), random sample, 1960.
- (4) Protestant Liberal Arts College, N 75 (women), random sample, 1955.
- (5) Catholic Women's College, N 65 (women), random sample, 1955. This and sample #3 were from the same college.
- (6) Denison University, Introductory Sociology, 1962, N 62 men.
- (7) Denison University, Introductory Sociology, 1965, N 93 women.
- (8) Iowa State University, Social Psychology, 1971, N 16 men.
- (9) Iowa State University, Social Psychology, 1971, N 24 women.

At a State University (midwest 1966) Normless scores were: Catholics 12.84, S.D. 3.51; Protestants 14.40, S.D. 3.13. Questionnaires sent to a sample of 245, about 55% return.

APPENDIX D

SELECTED LITERATURE USING
THE DEAN SCALE, 1963-1971
(COMPILED BY DEAN)

SELECTED LITERATURE USING THE DEAN SCALE

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VITA

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Professional Organizations: American Association for Adult and Continuing Education; American Society for Training and Development; Oklahoma Deans Association, Oklahoma Technical Society; Phi Kappa Phi.