

ALIENATION AND COERCION IN SELECTED
SECONDARY SCHOOLS: A STUDY
OF RELATIONSHIPS

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Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
DOCTOR OF EDUCATION
May, 1972

AUG 10 1973

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ACKNOWLEDGMENTS

The heading of this page indicates a routineness of verbage to follow. Words, however, cannot characterize nor capture the sincerity with which this page is inked. Convention dictates acknowledging those people directly involved and deservedly so. What can be added? The author extends gratefulness to those many individuals who had kind words; appreciation to those others who offered encouragement, sympathy, and a "swift kick" with the wisdom of knowing when each was needed.

To several who have given a particular part of their being to this study, may the following be extended:

To Dr. Richard Jungers, advisory committee chairman, thanks for judicious decision making;

To Dr. James Appleberry, thanks for critical evaluation;

To Dr. John Hampton, thanks for honesty, sincerity, and purpose;

To Dr. Larry Perkins, thanks for inspiration;

To Dr. J. Kenneth St. Clair, thanks for being you.

Thanks. Appreciation. Gratefulness. These terms and others sound hollow when attempting to convey full meaning toward family. Joyce, you are beautiful. Boys, Jonathan and Eric, you are long-suffering. This study would not have been possible without total familial cooperation, patience, understanding, but most of all love.

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CHAPTER I

THE RESEARCH PROBLEM

Introduction

Students are not content sitting in class listening to a lecturer expound. Student unrest, protest marches, sit-ins, and other demonstrations point to difficulties encountered by public school pupils in their search for identity. Involvement in the process of education has become the battle-cry of public school age citizens demanding a voice in educational decisions. Students from Maryland to Oregon have expressed dissatisfaction with the status quo of the public schools and are attempting to gain understanding and assistance in initiating change (Gross and Osterman, 1971). Theodore Roszak believes schools are "machine tooling the young to the needs of our various baroque bureaucracies" (Roszak, 1970, p. 16). Jerry Farber (1970) charges that the fault lies in the role prescribed for students by the institution which denies them a chance at being real, live persons in the pursuit of education.

Educators face formidable tasks in attempting to provide educational settings which will enable the learning process to reach its maximum potential. In a continued search for relevancy and in an attempt to examine the unrest itself, the organization structure in which public schools function undergoes careful scrutiny not only by

educators, but also by politicians, patrons, interested citizens, and the students themselves.

Amitai Etzioni (1961) addresses a portion of the problem of student involvement in his analysis of compliance typology in formal organizations. He categorizes organizations, and therefore schools, as to the type of power applied within the organization. The additional classification of the type of lower participant involvement in the organization presents further amplification of the compliance relationship. Power is defined as the ability of an individual to induce or influence another actor to carry out his directives. The kind of power which allocates symbolic rewards is called normative power (Etzioni, 1961). Remunerative power is based on material resource allocation, and coercive power rests primarily on the allocation of force.

Most frequently, according to Etzioni, the application of a particular kind of power tends to engender a particular kind of involvement. The application of normative, remunerative, or coercive power would be expected to be congruent with the individual participant's morally committed involvement, calculative involvement, or alienative involvement respectively. The theoretical relationship of the congruence of the application of coercive power by those in power positions and of alienative involvement on the part of the lower participants provides the basis for this study.

The Problem

Formal organizations exhibit patterns of sociological interaction which assist in characterizing the relationship in which participants behave according to directives issued by other members (Etzioni, 1961).

This pattern, or compliance typology, is dual in nature in the public schools. Normative power, with congruent moral commitment, is primary. Coercion and alienation exist as a secondary pattern. However, Etzioni points out that increased coercion produces increased alienation. The lower participants' perception of coercion existing in the school is vital. The amount of alienation expressed should vary with the amount of coercion exercised in the organization. The students, as the lower participants, are a major focus of control attempts in the public schools. The problem investigated in this study involves measuring alienation and coercion in the public schools as perceived by the students themselves. The primary question becomes one of relationship: Does the amount of students' alienation increase as the amount of coercion utilized in school increases?

Only by examining those who are alienated and who are the recipients of the power applied can there be an attempt to verify or reject the theory as posited by Etzioni.

Definition of Terms

Alienation.--Alienation has been globally defined by Etzioni (1961) as an intense negative orientation toward the application of power. Further refinement of the definition indicates the negative orientation will be toward those who apply the power and/or the school as an organization for sanctioning the power. For use in this study, alienation will be further delineated by the following terms: (1) isolation, (2) meaninglessness, (3) powerlessness, and (4) self-estrangement. These dimensions will be measured by Kolesar's Pupil Attitude Questionnaire (Kolesar, 1967).

Isolation.--The assignment of "low reward value to goals or beliefs that are typically highly valued in the given society." (Seeman, 1959, p. 789)

Meaninglessness.--A "low expectancy that satisfactory predictions about future outcomes of behavior can be made." (Seeman, 1959, p. 786)

Powerlessness.--"The expectancy or probability held by an individual that his own behavior cannot determine the occurrence of the outcomes, or reinforcements, he seeks." (Seeman, 1959, p. 784)

Self-estrangement.--"The degree of dependence of the given behavior upon anticipated future rewards." (Seeman, 1959, p. 790)

Normlessness.--"High expectancy that socially unapproved behaviors are required to achieve given goals." (Seeman, 1959, p. 788)

Coercion.--Coercion (coercive power) will be defined as:

. . . the application, or threat of application, of physical sanctions such as infliction of pain, deformity, or death; generation of frustration through restriction of movement; or controlling through force the satisfaction of needs such as those for food, sex, comfort, and the like. (Etzioni, 1961, p. 5)

These dimensions of coercive power will be measured by the students' responses to the Semantic Differential as they apply to persons or objects which the students view as power applicants.

Lower Participants.--The broad definition of lower participants includes those persons in an organization who are not in power positions (Etzioni, 1961). For the purposes of this study, lower participants are the students of the secondary public schools enrolled in grades ten through twelve. This term is used interchangeably with the term "students."

Assumptions

It was assumed that the responses to the Kolesar Pupil Attitude Questionnaire were representative of the students' actual feelings when the responses were given. It was further assumed that the Semantic Differential likewise measured actual students' feelings at the time the instrument was administered.

Limitations of the Study

The scope of the study is limited to the school districts which hold membership in the Oklahoma Public School Research Council. The Council, consisting of forty-six school districts throughout Oklahoma, includes districts ranging in size from small rural school systems to the large urban school district of Oklahoma City. Generalization of the findings of this study beyond the Council, however, would not be statistically justifiable.

The cultural and societal norms bearing on the students' total alienation factor which may lie outside those factors in the school itself were not differentiated. Because the nature of the questionnaire applies to the school setting, extra-school variables which may affect student perceptions within the school such as socio-economic level, home life, religious background and training, and minority grouping did not receive separate analysis. Any positive contributions which alienation may bring to the individual were not considered as a part of this study.

No causation can be established as a result of the findings of this study.

Significance of the Study

The primary significance of the study lies in the relationship of alienation to coercion as posited by Etzioni. The empirical validation of the theoretical framework of this aspect of compliance and compliance typology may generate further investigation. If this relationship is exhibited as positively correlated, an analysis of those coercive methodologies employed in public schools should receive close attention.

Clark (1959, p. 850) suggests:

A more rewarding approach to the problem of measuring alienation might be the single unit approach, selecting for study only those whom we can establish to be involved in a single, well-defined unit, for instance, a social system.

Practically, the school as a social system offers an opportunity to provide analyses in an attempt to alleviate situations which point to disruptions of the learning process within the school. Careful consideration of the roles of the principals and teachers within the high school should point to elimination of those coercive acts which exist.

Summary

Amitai Etzioni (1961) posits a relationship between the amount of coercion and the amount of alienation existing in a formal organization. This study examines this relationship in selected secondary public schools in the Oklahoma Public School Research Council, a research oriented organization of public school districts in the State of Oklahoma. The basic question asked is as follows: Does the amount of alienation vary directly with the amount of coercion?

Measures of alienation and coercion were selected to elicit responses from secondary school students in grades ten through twelve and who were enrolled in the selected high schools.

It was assumed that the students' responses to the Pupil Attitude Questionnaire and the Semantic Differential were reflective of their true feelings at the time the instruments were administered. No causation can be established as a result of this study.

CHAPTER II

REVIEW OF SELECTED LITERATURE, RATIONALE AND HYPOTHESES

Introduction

The literature review is divided into three primary sections. An initial discussion of organizational control and individual behavior precedes the section concerning coercion and its application in the public schools. Analysis of alienation, including isolation, meaninglessness, powerlessness, and self-estrangement, follows. Rationale in support of five stated hypotheses is included as an integral part of this review. A summary concludes the chapter.

Organizational Control and Individual Behavior

The individual engages in a wide variety of different activities and becomes involved in social relationships with a large number of different people whose relations to him vary greatly. One of the primary functions of institutionalization is to help order these different activities and relationships. . . . (Parsons, 1951, p. 301)

Parsons further suggests that mechanistic social control exists within the framework and interaction of any "institutionally integrated social system" (Parsons, 1951, p. 301). That the school exists as an institutional structure within our society is axiomatic. Waller (1932) viewed the school not only as a formal organization but as a small society with distinct parts which operates in an attempt to buffer the

organizational control factor from the actors within. The organization, Waller states, in an attempt to maintain discipline utilizes dominance and subordination. Discipline, he goes on, "is a social arrangement whereby one person is able consistently to exert control over the actions of others" (Waller, 1932, p. 197).

That organizational control exists in any form within school is founded on the assumption that school is a bureaucracy (Bidwell, 1965). As a formal organization the schools' exercise of control through legitimated channels is justified through the definition of the goals. All participants within any organization are expected to adhere to the rules and regulations of the institution so that the institutional goals might be achieved.

The definition of administration proffered by Daniel Griffiths alludes to the inherent control exercised by an organization over its membership. "The term administration is used to designate the process engaged in by all the members of the formal organization to direct and control the activities of the members of the organization" (Griffiths, 1969, p. 369). Other authors refer to control as being an integral part of formal organization. "In such an organization there is integrated a series of offices, of hierarchized statuses in which inhere a number of obligations and privileges closely defined by limited and specific rules" (Merton, 1969, p. 47). "In fact, rigid adherence to hierarchical principles has been stressed to the point that failure to adhere to recognized lines of authority is viewed as the epitome of immoral organizational behavior" (Abbott, 1969, p. 45).

By becoming a member of any organization, an individual submits himself to various control factors. The question then becomes one of

individual reaction. Chris Argyris (1969), commenting on an empirical study of the individual in a formal organization, concludes that any individual's participation in an organization may be essential for that individual's survival. His contention is that "it is precisely because human survival and health are crucial that organization effectiveness is emphasized" (Argyris, 1969, p. 197).

The difficulty presents itself when attempting to discuss a dichotomy which exists within public schools: that is, the voluntary versus the non-voluntary aspect of the different groups within the organization. Teachers and administrators are voluntary affiliates of the public schools, while the students, all too often, are not (Carlson, 1964). Carlson theorizes that because the organization does not have initial control over the selection of the clients the organization establishes mechanistic devices whereby the unselected individuals may be controlled. He offers the interpretation that the "teachers see education as the goal with middle- and upper-class children, but substitute discipline as the goal with lower-class children" (Carlson, 1965, p. 270). The school may be a unique organization in the application of control to its participants insofar as its client group is mixed regarding the voluntary versus nonvoluntary dimension.

Miriam Goldberg (1970) points to individual variations of member perceptions as providing a sense of control. By understanding and internalizing alternative outcomes to various personal behaviors, the individual may outwardly appear to accept the constraints placed on him by the organization.

March and Simon (1968) deal with this phenomenon by defining two further concepts: inducements and contributions. On the one hand the

organization offers inducements to the participant in return for which the participant contributes to the organization. The individual himself assesses the worth of both his contributions and the inducements offered by the organization. This continual process of re-evaluating the personal utility value of both the individual's contributions and the organization's inducements theoretically provides the decision point for continued participation on the part of the individual. The participant will continue in the organization as long as the inducements offered to him are equal to or greater than his contributions to that organization.

In joining the organization he accepts an authority relation; he agrees that within some limits he will accept as the premises of his behavior orders and instruction supplied to him by the organization. (March and Simon, 1968, p. 107)

Coercive Control and the Public Schools

In pure type coercive organizations, force becomes the primary power base whereby the lower participants are controlled. Typical coercive organizations are custodial mental institutions, prisoner-of-war camps, and most corrective institutions (Etzioni, 1961). Although Etzioni contends that the lower participants in schools are not primarily controlled through coercion, his contention that the public schools have a dual compliance structure recognizes the existence of coercive measures. Coercion, as defined by Etzioni (1961, p. 5) and operationalized in this study, is the "application of . . . physical sanctions." He further states that coercion includes the "generation of frustration through restriction of movement; or controlling through force, the satisfaction of needs." This definition affords the opportunity to

examine coercion in light of the three stated factors: (1) physical sanctions, (2) restriction of movement, and (3) control of needs' satisfaction.

Within schools, the emphasis in recent years has been away from coercive measures of control. In those schools where coercion exists, the tendency, Etzioni states (1961), lies toward its application by individuals or institutions outside the structure of the public schools. In those cases, however, the organizational elites relegate the role of power applicant to those outside the actual institutional structure of the school. Because the public schools are not voluntary organizations, "parents, truant officers, police departments, and others coerce children to attend schools" (Etzioni, 1961, p. 47). This externalization of coercion, however, may be associated with the school in the students' perception of the school even though these methods lie outside the schools' basic organizational framework. The application of coercive methods of control within the schools' power structure is normally not imposed exclusively by the teacher, but primarily by the principal or assistant principal.

Due to the structure of the schools and the students' status, however, students perceive the potential application of disciplinary measures as being imposed at any time from any member of the high school staff whether or not the student is specifically enrolled in a class with the disciplining teacher. The common organizational structure of public schools allows any staff member in most instances to discipline any member of the student body at any time (Fink and Cullers, 1970). Fink believes that this type of echelon "anxiety" control produces difficulties in maintaining consistent student awareness of the

consequences concerning the results of breaking school rules.

Others echo Fink's concern regarding disciplinary measures as they exist in public schools. Although many schools have attempted to work out compatible and workable behavioral concepts for coping with school discipline, far too many staffs rely on traditional coercive methods for maintaining control (Parody, 1965). Parody further suggests that school administrators and teachers are too steeped in control of students to release themselves to examine the real problem of education, that is, the facilitation of the learning process.

Cutts and Mosely (1957, p. 34) argue that from their research, "where corporal punishment is regularly used, it is accepted as routine and is no more a deterrent than any other punishment." The utilization of a dunce's cap, having a student crouching under a desk, or placing tape on a student's mouth stand as "relics of the Dark Ages" and have no place in public schools. Yet these types of punishment continue to exist throughout schools nationwide (Cutts and Mosely, 1957).

Addicott (1958, p. 2) points to:

The relatively simple, direct methods of classroom control which were successful then /1800's/ do not produce the results the modern teacher is seeking, for they were conceived and developed under quite different conditions from those of the contemporary social scene as it is reflected in today's classroom.

The establishment of pupil-teacher rapport may be more difficult when coercive methods are employed. Amsterdam admonishes teachers and educators to avoid corporal punishment in any form. She categorizes any type of punishment that is harsh or unnatural as corporal. "The greatest resentment a teacher can build up in a child is that caused by physical abuse" (Amsterdam, 1957, p. 83). Some teachers, she continues, attempt to avoid this difficulty by sending the deviant to the

principal for the administration of punishment. In practice, students probably solidify their perception of the principal as the holder of the power position through this practice.

Garinger studied the disciplinary techniques of 312 high schools looking expressly for corporal punishment techniques. Calling this method a coercive application of authority, he discovered that the principals of the schools studied used either corporal punishment or detention (restriction of movement in this present study's definition) in 22 per cent of the disciplinary cases in which the principal became involved (Garinger, 1936). According to Etzioni's theory of compliance, such methods of control--physical sanctions, movement restrictions, control of needs' satisfactions--are coincident to the increased alienation of the students.

Alienation and the Public Schools

Alienation has become a central focal point in many sociological studies. Various attempts at definition include such categories as apathy, anomie, impersonalization, prejudice, and others. There is no denial that alienation in society exists, albeit in various forms. Etzioni (1961) in a global definition, defines alienation as an intense negative cathectic-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 coercive measures. The alienation of students deserves a careful analysis.

In terms of alienation and education, Schaffer (1970, p. 121) says:

Our contention is that alienation is an unavoidable consequence of social existence and therefore it can never

be eliminated in its entirety. The process of encountering and transcending alienation from moment to moment we shall call 'education.'

Keniston (1965), drawing from studies he conducted, points to the alienation of youth in terms of four concepts. First, youngsters are alienated from something, whether it be themselves or society in general. Secondly, alienation, in the general sense, does not indicate specificity, only that a positive feeling has ceased or never existed. Thirdly, alienation is observable only in the behavior exhibited by the individual. Finally, due to the complexity of the human being, causation of alienation stems from many sources. Singular causation is difficult, if not impossible, to ascertain.

Because of the various meanings attached to the general term alienation, references to the concept have, in the past, been more implicit than explicit (Dean, 1961). Dean points out that although the concept of alienation in the literature has existed for many years, social scientists have only recently attempted to develop instruments to measure it. Dean (1961, p. 754) credits Seeman with bringing "order out of this chaos" with the classification of alienation into five reasonably well defined categories.

Seeman (1959, p. 783) states that "a concept that is so central in sociological work, and so clearly laden with value implications, demands special clarity." He classifies alienation into five categories: (1) isolation, (2) meaninglessness, (3) powerlessness, (4) self-estrangement, and (5) normlessness. Kolesar (1967) examined the five categories of alienation in terms of public school students and developed instrumentation to measure the concept as it existed within students. Alienation, the sum total of all negative feelings, or lack of

positive feelings, is represented by the total score on his instrument.

An exploratory study of Sanders (1969) established a relationship between power and involvement in the public schools. His hypothesis that "student commitment will vary inversely with the degree of coerciveness of the school's control pattern" (Sanders, 1969, p. 5) was examined by measuring student alienation and teacher perceptions of control applied in the school. Sanders suggests that while the relationship that he found is not particularly strong, studies which examine the perception of both alienation and control in terms of the students may prove beneficial.

Baird (1969) in reporting alienation of students in schools planning desegregation, discovered alienation was highest in inner city schools. He suggests that high alienation may be directly related to the organizational structure in which the students in the school function. This includes the methodology of control exercised in the school. The school, acting as an umbrella concept housing all perceptions affiliated with the organization, may be the recipient of the negative orientation. By sanctioning the application of physical punishment, the restriction of movement, or the control of needs' satisfaction, the high school itself could act as the object toward which the students are alienated.

The utilization of coercion as a type of control technique in public schools may correlate highly with the amount of alienation on the part of the students. In order to test this statement in the public schools, the following primary hypothesis was generated:

- H. 1. Students' alienation will increase as the amount of coercion utilized in school increases.

Isolation

"The alienated," according to Seeman (1959, p. 788), "in the isolation sense are those who, like the intellectual assign low reward value to goals or beliefs that are typically highly valued in the given society." Seeman refines the concept further by explaining that isolation does not refer only to the lack of social adjustment, but that it becomes a referent in the individual's terms of reward values.

Nettler also identifies this aspect of alienation and discusses its measurement in terms of apartness from society or a specific social system. Measuring the individual's degree of commitment to a popular culture determines the amount of alienation when compared to norms of society. Although Nettler refers to the measure as a look at the concept of sociological estrangement, he concludes that the consequences of feeling isolated are relatively unknown. The causes of being isolated become difficult to pinpoint when dealing with the isolated in such a global context as being apart from society in general. Specific studies must look at being isolated in a situational social context (Nettler, 1957). The school as a social system offers the opportunity to examine this dimension of alienation.

To a degree, environmental conditions dictate the amount of isolation an individual may feel in specific situations (Lane, 1967). According to Lane, limitations imposed on individuals by structural organizations through arbitrary dicta tend to promote the feelings of being alone. External individual characteristics of the student may themselves be barriers which exist within the schools promoting isolation. Language difficulty, lack of proper clothes, and lack of self-confidence may all be evident in many of those lower participants who

believe themselves isolated. While these may be underlying variables, acts of force in which the students become the objects of the application of punitive measures may serve as wedges widening the gap between the students and the organization.

As Simon, Gagnon, and Carns (1969, p. 69) point out, "isolation . . . is a relational concept describing a painful relation between individuals and their surrounding social structure." By looking at schools specifically, the co-authors maintain that, if the student feels himself to be isolated in the school context, he likewise will experience a sense of cultural and sociological desertion.

As the student perceives his environment being controlled through coercive measures in an attempt to limit the individual in trying to become an integral part of the school and productive individual within the school, a feeling of isolation from the organization may increase. This environmental control has prompted high school students to question the type of power application--indeed, to ask for legitimation of the use of any type of power (Gross, 1970). Students who perceive their schools' environmental climate as coercive, may develop a high sense of individual isolation. To test this statement within the framework of the public schools, the following sub-hypothesis was generated:

H.1a. Students' sense of isolation will increase as the amount of coercion utilized in school increases.

Meaninglessness

Seeman (1959, p. 786) discusses meaninglessness in terms of the individual's "sense of understanding the events in which he is engaged." Meaninglessness as a component of alienation is represented by

the feeling of the individual that a clarity of what should be believed does not exist for him as an individual. As a result, he is in a situation which makes it impossible for him to act on a given belief and to be able to satisfactorily determine the probable consequences of such action. "The essential problem of the alienated group is that they have not found a satisfactory avenue or channel of growth toward adult competence" (Havighurst and Stiles, 1961, p. 284).

Meaninglessness, as a sub-classification of alienation, has been represented as the search for alternative behavior. Stinchcombe (1964, p. 5) states that "high school rebellion and expressive alienation occur when future status is not clearly related to past performances." He goes on to add that the student's perceptions of the classroom, the attendance office, or even of student activities, direct the measure of alienation in terms of what the individual can base his judgments upon. The school, then, as an institution, affects the conceptual formulation of student beliefs. Stinchcombe's observations prompt the conclusion that effective pupil control and student understanding of that control in terms of meaningfulness are directly related to the arbitrariness of the application of rule.

Anderson (1970) concludes that rules and regulations themselves in a school may not be the main criteria for assessing student alienation. He states (p. 77) 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." Explanations as to the intent of the utilization of various control techniques may offer more meaning to the individual student than demands of sheer obedience or threats reeking of coercion. If students are unable to clearly assess the alternative

behavioral outcomes due to the application of a variety of coercive techniques, meaninglessness may result (Cutts and Mosely, 1957).

"Students who become alienated, do so because of a lack of understanding of others' views" (Philips and Szurek, 1970, p. 464).

The application of coercive techniques in a school environment may result in student inability to obtain personal meaning within that institutional framework. In order to examine this statement in the context of the public schools, the following sub-hypothesis was generated:

- H. 1b. Students' sense of meaninglessness will increase as the amount of coercion utilized in school increases.

Powerlessness

The concept of alienation which appears most frequently in the literature is classified by Seeman as powerlessness. Powerlessness is not merely a term to describe individual personality adjustment. Rather, it implies "the expectancy or probability held by the individual that his own behavior cannot determine the occurrence of the outcomes or reinforcements 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 a feeling comes in various forms, but the powerlessness which the lower participants have convinced themselves exists results because they believe themselves to be "helpless pawns in a heartless game in which they are to be sacrificed" (McCreary, 1967, p. 139).

According to Eisner (1969, p. 85) the primary institution which enforces middle class conformity is the school. Success in school is essential to maintain those middle class norms. Students caught in this "web of necessity" find themselves powerless to control what should or should not be done in terms of their own behavior. Students recognize this as a major problem, but feel as if they cannot cope with the situation because of their positional status.

This singular concept of powerlessness can be considered the locus of all other attempts at defining alienation. Clark (1959, p. 849) states that "alienation is the degree to which a man feels powerless to achieve the role he has determined to be rightfully his in specific situations." Any other measure of alienation, such as isolation, meaninglessness, self-estrangement, would be changed by the individual if he were in a power position to do so. Powerlessness has been equated with a feeling of helplessness within a given role by Dean (1961). The bureaucratic rules and regulations of a school demand unilateral compliance with specific instances and places and may discriminate against the students by not accepting their input.

Reaction to stimuli rather than individual initiative in the schools' setting becomes the norm under a sense of powerlessness. Students react and believe that whatever success they gain is exacted by the continual production demands of the schools which are reinforced by the parents as well as the community structure. One possible result of these demands is alienation due to a sense of helplessness in which the student seeks to attain an immediate, definable goal (Philips and Szurek, 1970).

As the preceding environmental stimuli converge on the individual student, the authoritarian institution, which the student perceives as coercive, arbitrarily controls his movements, his curricula, even his acquaintances. The outward manifestation of this phenomenon is evidenced in one form by corporal punishment; in another by disallowing physical movement; still other dictatorial regimens are perceived by students as coercive (Gross, 1970). The increased complexity of the educational process adds further impetus to the students' sense of powerlessness. Arbitrary decisions on the part of those who retain their power positions solidify the students' sense of being caught in a helpless situation (Heath, 1970).

The harsh or unnatural application of punishment drives an increasingly wider wedge into the gap between the school and student (Amsterdam, 1957). Punishment itself, or negative reinforcement, is perceived by students as being applied from a position of power. A way to avoid punishment is to leave the social system or to obey what is dictated from above (Herndon, 1971). By being told what to do, when to do it, where to go, what to do after one gets there, students begin to develop a sense of powerlessness (Farber, 1970).

If one thinks of authority, control, and leadership in political terms, it is clear that the classroom group, at least in its formal aspects, is about as far from democracy as one can get. Not only do the students have no control over the selection of their teacher, they normally have . . . no power of the tenure of his leadership. (Getzels and Thelen, 1960, p. 56)

This lack of participation in the process of selecting individuals who can apply punitive measures forces students to re-evaluate their own role in the structure of the schools. The application of coercive measures within the schools' organizational framework reduces the

amount of control the individual believes he retains. To examine this statement in the context of the public schools, the following sub-hypothesis was generated:

- H. 1c. Students' sense of powerlessness will increase as the amount of coercion utilized in school increases.

Self-estrangement

"To be self-alienated means to be something less than one might ideally be if the circumstances in society were otherwise" (Seeman, 1959, p. 790). This aspect of alienation is generally characterized as the loss of intrinsic meaning or pride in work. It becomes the view of the self-estranged that the individual is without the ability to find activities in which he is engaged as self-rewarding.

The concept of disassociating from oneself is implicit in self-estrangement. A student escapes not only society in general, but his own thoughts when he immerses himself in loud music. Drugs help him to blow his mind and sensitivity groups are formed to help an individual find himself (Heath, 1970). The school, according to Heath, is having to adopt more unconventional methods of instruction in order to assist in student self-identification.

This identity formation is crucial in terms of self-estrangement. Erickson (1968, p. 128) states that youth are concerned with the "establishment of an adolescent subculture with what looks like a final rather than a transitory, or, in fact, initial identity formation." It is for this reason that schools must recognize the possibility of inadvertently contributing to this force of self-estrangement of public school students. By over-emphasizing societal goals without

considering individuals, our schools may be close to having more problems from within than from without (Erickson, 1968). Punitive and restrictive techniques of coercive control methodology suppress the expression of the individual, even to the epitome of self-estrangement--neurotic behavior (Blackham, 1969). Graubard (1969) cites several instances that indicate overt physical restrictions placed on the students by the school officials elicited negative responses from the students.

Rather than meeting individual differences by incorporating them into a learning experience, schools have tended to eliminate those students who were different. Elimination of the deviant from the classroom suppresses the positive self-concept and may lead to the dual possibility of the student pulling away from himself as well as the classroom. The utilization of coercion as a type of control technique in public schools may be related to the amount of self-estrangement felt by students within the schools. To examine this statement in the context of the public schools, the following sub-hypothesis was generated:

- H. 1d. Students' sense of self-estrangement will increase as the amount of coercion utilized in school increases.

Summary

The theoretical framework of Amitai Etzioni (1961) establishes the relationships through which organizational elites exert control over lower participants within the organization. Further analysis of Etzioni's typology indicates the existence of alienative involvement when coercive means of control are utilized. Alienation can be defined

in terms of powerlessness, meaninglessness, self-estrangement, and a sense of isolation from the students' viewpoint. The application of coercive control techniques through the occupants of the power positions in the public school hierarchy may take the form of physical sanctions, restriction of movement, or the control of the needs' satisfactions of the individual.

This study begins at this point in an attempt to discover the empirical relationships between alienation and coercion in a select group of secondary schools as viewed by the students.

CHAPTER III

RESEARCH DESIGN

Introduction

Description of the research design is included in this chapter. The methodology of the sample selection, instrumentation, including development of an instrument to assess coercion, administration of the instruments and the statistical treatment to be applied to the data are described in this chapter. The chapter concludes with a brief summary of the research design.

The Sample

The base population with which the researcher worked was the membership of the Oklahoma Public School Research Council. This council, organized to methodically investigate problems mutually determined to be relevant to the member districts, consisted of forty-six school districts throughout the state of Oklahoma during the 1970-71 school year. In order to test the hypotheses, students in fifteen high schools were asked to respond to both the Pupil Attitude Questionnaire and the Semantic Differential.

The fifteen schools in the sample, ranging in size from 115 students enrolled in grades ten through twelve to 1,045 students, were randomly selected from the total number of high schools in the base

population. The number of respondents from each school was established at forty-five, or fifteen from each class in the high school--sophomore, junior and senior. In some schools this figure was impossible to obtain due to scheduling and other difficulties. Random selection of the students through the use of a table of random numbers was utilized where possible. In other schools approximate randomization was achieved through the random selection of classes. A total of 623 students responded to the items on both instruments. Since the theoretical base does not differentiate as to sex, age, or other characteristics, the sample is treated as one group and receives no biographical analysis other than the demographic factor of the school attended.

Instrument Selection

Three instruments were discovered which approached the definition of alienation stated previously in this study. The first instrument was the High School Attitude Scale. Listed in Buros' Third Mental Measurements Yearbook, the High School Attitude Scale purports to measure the positive aspects of students' involvement in high school, but does not indicate any degree or measure of sub-categories. A second instrument (Sanders, 1969), while designed specifically to measure the students' involvement on a continuum based on Etzioni's theoretical framework, does not identify the dimensions of alienation called for by the present study's definition. 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 which was developed by Kolesar (1967) for the expressed 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.

Kolesar's instrument contains sixty statements which requires 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 one hundred sixty-seven 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 further reduced the instrument in statement number. Factor analysis isolated a total of 98 items. Each remaining item was categorized into one of the 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 sub-scale correlation coefficients for internal reliability and stability as .73, .74, .71, .63, and .66 for powerlessness, self-estrangement, normlessness, meaninglessness, and isolation respectively. Internal consistency scores which the present researcher determined differed with respect to the sub-scale correlation to the total score. The data relevant to the calculation of the Pearson product moment coefficient of correlation appear as Table I. All coefficients are significant at the .05 level of significance and are acceptable for the present study.

TABLE I
SUB-SCORE RELIABILITY, PUPIL
ATTITUDE QUESTIONNAIRE

Sub-scale	Pearson r to Total Score
Powerlessness	.77
Self-estrangement	.80
Normlessness	.80
Meaninglessness	.63
Isolation	.47

df = 583; $p < .05$

A copy of the Pupil Attitude Questionnaire including response sheet and scoring directions appears as Appendix A.

Semantic Differential

The importance of proper scale selection and measurement technique has received considerable emphasis by various contributors in the field of attitude measurement (e.g., Scott, 1954, and Smith, Kendal, and Hulin, 1969). Examination of the literature concerning the measurement of coercion in secondary schools from students' viewpoints produced few instruments which even appeared germane. Sanders (1969), although measuring amounts of coerciveness, elicited responses from teachers and not students. Other measures, while speaking to type of control, similarly did not address themselves to the question of students' perception of the power applied in the secondary school. All were concerned with the ideology of the teacher from the teachers' perception. Since the foundation of the present study rests on the students' perception, construction of an instrument which measures coercion as defined through the students' eyes was dictated.

In view of the importance of allowing the individual to define the amount of coercion that he perceives as existing within the organization, the utilization of a unique device pointed toward applying the semantic differential methodology as a means of defining coercion. The semantic differential technique of attributing meaning was first developed by Osgood, Suci, and Tannenbaum (1957) as a tool to measure meanings which individuals attribute to certain concepts. The instrument evaluates "what a stimulus, event, or situation means to the individual" (Osgood, Suci, and Tannenbaum, 1957). The application of a set of adjectival bi-polar scales to various concepts produces a range of scores which can be interpreted on a continuum basis. The individual respondent attaches meaning to the concepts assessed by placing a mark

on a line toward that adjective which conveys the most meaning for him in terms of the concept being measured. In this manner real meaning can be attached by the respondent himself. The marking of each set of bi-polar scales continues until the total instrument has been marked.

The development of the Semantic Differential to measure coercion included two basic stages. The first stage was the generation of the concepts to be measured and the adjectival bi-polar scales for use in the measurement device. Adhering to the definition of coercion in Chapter II of this study, the author generated six terms and a list of fifty bi-polar scales which appeared to offer meaning to the concept, coercion. The original terms represent the objects or role positions which applied the coercive methods and included the terms Principal, Assistant Principal, Teacher, Superintendent, School Board, and High School. According to Osgood, Suci, and Tannenbaum (1957, p. 77) "it is the nature of the problem, then, that chiefly defines the class and form of concept to be selected." The bi-polar adjectives were selected in such a manner as to include the three postulated factors of (1) physical sanctions, (2) restriction of movement, and (3) control of needs' satisfactions. Strict adherence to the primary criterion of relevance was maintained.

Submission of these two preliminary devices to a panel of four judges considered knowledgeable concerning Etzioni's typology reduced the number of bi-polar scales to twenty-four and the number of conceptual terms to three. The criterion demanded for retaining the items was established at 100 per cent agreement on the part of the judges.

The second stage of the instrument construction was the administration of the initial pilot study. The three conceptual terms, with

modifying bi-polar adjectives, was administered to an undergraduate class of thirty-one students who had recently graduated from high school. The pilot study was intended to clarify the directions for administering the instrument and to discard any bi-polar adjectives which were not understandable by the respondents. A question and answer session held immediately after the last respondent completed the instrument resulted in deleting six of the bi-polar adjectives from the instrument. A revision of the instructions also ensued. After the changes had been made, a second pilot study was administered.

The purpose of the second pilot study was to determine the instrument's reliability. The second pilot study culminated in the calculation of internal reliability coefficients for each of the terms defined. The pilot instrument's internal reliability is presented in Table II. With thirty degrees of freedom all correlation coefficients are significant at the commonly utilized .05 level of significance.

TABLE II
RELIABILITY MATRIX, SEMANTIC DIFFERENTIAL, PILOT

	CO	PR	TE	HS	PS	RM	NS
Coercion (C)	--	.87	.75	.93	.93	.96	.96
Principal (PR)		--	.46	.77	.85	.83	.82
Teacher (TE)			--	.51	.72	.85	.79
High School (HS)				--	.83	.80	.80
Physical Sanctions (PS)					--	.81	.78
Restriction of Movement (RM)						--	.93
Control of Needs ¹ Satisfactions (NS)							--

df = 30; $p < .05 < .2960$

Because of the nature of the Semantic Differential, it was determined to apply factor analysis to the total instrumentation scores elicited from all of the respondents in the sample in order to adequately determine the meaning of the information obtained. A total of 623 students responded to both instruments.

The following criteria were established to eliminate those responses from the sample which were unusable: (1) respondents who marked only one instrument, (2) respondents who marked more than one choice for the same bi-polar scale, (3) respondents who marked one instrument illegibly, (4) respondents who did not respond to every item on each instrument, (5) respondents whose answers were exactly the same for every statement or bi-polar scale. A resultant total of 585 students' instruments were deemed usable in the application of factor analysis.

The raw score data of the instrument were punched on data cards and fed into a factor analytic program at the Oklahoma State University Computer Center. In view of the indication of the possibility of the variety of conditions which exists that may contribute to perceptions of coercion, each bi-polar scale was treated as a separate variable. Initial varimax rotation of ten factors indicated a trend toward fewer factors. A six factor rotation yielded the data which appear in Table III. The initial three factors account for a combined cumulative total of 56 per cent of the total variance. Factors one, two, and three may be designated as Physical Sanctions, Restriction of Movement, and Control of Needs' Satisfaction respectively. Factor one, Physical Sanctions, consists of variables 1, 2, 3, 4, and 5. Factor two, Restriction of Movement, consists of variables 6, 8, 9, 10, and 11. Factor

three, Control of Needs! Satisfaction, consists of variables 7, 12, 13, 14, 15, 16, and 17.

TABLE III
FACTOR LOADINGS: SEMANTIC DIFFERENTIAL*

Variables	Factors					
	I	II	III	IV	V	VI
1	.63		.19		.42	.29
2	.80		.23			
3	.72		.19		.20	
4	.80		.23			-.18
5	.57	.29	.33		.38	
6	.33	.68		.32		
7		.42	.75			
8		.68	.37			
9		.79				
10	.17	.76				
11		.80		.21		
12		.34	.79			.18
13			.65		.47	
14	.26		.76			
15	.23		.76			
16	.22	.17	.78			
17	.21	.20	.77			
18			.52	.48		
Cumulative Per Cent of To- tal Variance	34	48	56	62	66	70

*Only those loadings above the recommended level of .1638 are indicated. (Kerlinger, 1964)

The results of the factor analytic statistical treatment which point to the three sub-score factors as empirically existing within the instrument lead to the assumption of construct validity for the Semantic Differential measuring coercion.

A copy of the instrument with scoring instructions appears as Appendix B.

Over-all instrument reliability was determined through the utilization of sub-score correlations with the total score. With 583 degrees of freedom, the application of the Pearson product moment coefficients of correlation produced significant relationships. All coefficients were determined to be significant at the .05 level of significance. Data relevant to internal reliability are summarized in Table IV.

TABLE IV
RELIABILITY MATRIX, SEMANTIC DIFFERENTIAL, SAMPLE

	CO	PR	TE	HS	PS	RM	NS
Coercion (CO)	--	.82	.71	.88	.94	.97	.96
Principal (PR)		--	.34	.64	.77	.79	.80
Teacher (TE)			--	.45	.69	.69	.68
High School (HS)				--	.82	.86	.84
Physical Sanctions (PS)					--	.87	.84
Restriction of Movement (RM)						--	.91
Control of Needs' Satisfactions (NS)							--

df = 583; $p < .05$

Instrument Administration

The researcher communicated with the Superintendent of Schools of each district which contained the high school that had been selected. An initial letter explained the proposed project. If no response was received within ten days, the researcher communicated with the superintendent by telephone. When permission had been received to conduct the study, communication was established with the building principal for scheduling the administration of the instruments. Visits to the various high schools throughout Oklahoma were scheduled over a period of time from October through December, 1971.

On arrival at the school plant, the researcher conferred with the principal in order to arrange the actual instrument administration. Administrators, teachers, and students in all of the schools were most cooperative in working with the researcher. Upon completion of the instruments, the students received a detailed oral description of the project in which they had participated.

Scoring and Data Processing

The responses to the Semantic Differential were punched on data cards, verified to be correct, and computer scored at the Oklahoma State University Computer Center. The total coercion score, a summation of responses to the fifty-four bi-polar scales, included a subscore for Principal, Teacher, High School, Physical Sanctions, Restriction of Movement, and Control of Needs' Satisfaction.

The responses to the Pupil Attitude Questionnaire were punched on data cards and verified to be correct. Computer scoring, based on specifications which Kolesar provided, produced scores for the total

alienation concept as well as sub-score totals for the dimensions of powerlessness, isolation, meaninglessness, and self-estrangement.

For heuristic purposes, the schools were ranked according to the mean score of the students' responses within the school on all dimensions of both instruments.

Statistical Treatment of Data

The main hypothesis and each sub-hypothesis under investigation were tested using Pearson product moment coefficients of correlation. Although not an integral part of this study, two additional statistical tests were applied for heuristic purposes. A Pearson product moment coefficient of correlation was computed to determine the relationship between coercion and normlessness. Spearman rank order coefficients of correlation were calculated to determine the relationship of the schools on both measures.

Summary

Fifteen high schools were randomly selected from the Oklahoma Public School Research Council. Within each school approximately 45 students were randomly selected to respond to two instruments. The Pupil Attitude Questionnaire was administered to elicit responses measuring student alienation.

A Semantic Differential was constructed to measure the amount of coercion utilized in a school. Factor analysis of the total samples' responses indicated the existence of the three hypothesized factors which exist in the application of coercive control. They are the application of physical sanctions, generation of frustration through

restriction of movement, and the control of the satisfaction of needs. This result, coupled with the opinions reported by the panel of judges, implies construct and content validity of the instrument. Reliability figures of the sub-scores to the total coercion score proved the instrument to be internally consistent.

Pearson product moment coefficients of correlation were computed to test the statistical null hypotheses in an attempt to substantiate the five previously stated directional hypotheses.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

Introduction

In this chapter the presentation of data and their analysis will be reported as they pertain to the previously stated hypotheses. 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.

Main Hypothesis

- H. 1. Students' alienation will increase as the amount of coercion utilized in school increases.

A Pearson product moment correlation coefficient was calculated to determine the relationship between alienation and coercion among secondary school students. The calculated r was .55. The conversion to a t value for determining significance resulted in a t of 15.844. With 583 degrees of freedom a t value of 1.645 was needed for significance at the .05 level. Therefore, the hypothesis was supported. Data relevant to this hypothesis are summarized in Table V.

TABLE V
RELATIONSHIP OF COERCION AND ALIENATION

Pearson r	t Value	df
.55	15.844	583

$p < .05$

Supplementary Data for Main Hypothesis:

A Pearson product moment coefficient of correlation was calculated to determine the relationship between the concept Principal and alienation in the secondary schools. The calculated coefficient was .49. The conversion to a t value to determine significance resulted in a t of 13.467. With 583 degrees of freedom, a t value of 1.645 was needed for significance at the .05 level. The test proved significant. Data relevant to this test appear in Table VI.

TABLE VI
RELATIONSHIP OF PRINCIPAL AND ALIENATION

Pearson r	t Value	df
.49	13.467	583

$p < .05$

A Pearson product moment correlation coefficient was calculated to determine the relationship between the concept Teacher and alienation among secondary school students. The calculated coefficient was .38. The conversion to a t value to determine significance resulted in an obtained t of 9.98. With 583 degrees of freedom, a t value of 1.645 was needed for significance at the .05 level. The test proved significance. Data germane to this test are summarized in Table VII.

TABLE VII
RELATIONSHIP OF TEACHER AND ALIENATION

Pearson r	t Value	df
.38	9.980	583

$p < .05$

A Pearson product moment correlation coefficient was calculated to determine the relationship between the factor Physical Sanctions and alienation among secondary students. The calculated r was .53. In order to determine the significance, the coefficient was converted to a t value resulting in an obtained t of 15.057. With 583 degrees of freedom a t value of 1.645 was needed for significance at the .05 level. The test proved significant. Data pertinent to this test appear in Table VIII.

TABLE VIII
RELATIONSHIP OF PHYSICAL SANCTIONS
AND ALIENATION

Pearson \underline{r}	\underline{t} Value	df
.53	15.057	583

$p < .05$

A Pearson product moment correlation coefficient was calculated to determine the relationship between the concept High School and alienation among secondary school students. The calculated coefficient was .46. In order to determine significance, the coefficient was converted to a \underline{t} value, which resulted in an obtained \underline{t} of 12.571. 583 degrees of freedom, a \underline{t} value of 1.645 was needed for significance at the .05 level. The test proved significant. Data relevant to this test appear as Table IX.

TABLE IX
RELATIONSHIP OF HIGH SCHOOL AND ALIENATION

Pearson \underline{r}	\underline{t} Value	df
.46	12.571	583

$p < .05$

A Pearson product moment coefficient of correlation was calculated to determine the relationship between the factor Restriction of Movement and alienation among secondary school students. The calculated r was .55. To determine significance, the conversion of the coefficient to a t value resulted in an obtained t of 15.905. With 583 degrees of freedom, a t value of 1.645 was needed for significance at the .05 level. Data relevant to this test, proved significant, are summarized in Table X.

TABLE X
RELATIONSHIP OF RESTRICTION OF MOVEMENT
AND ALIENATION

Pearson r	t Value	df
.55	15.905	583

$p < .05$

A Pearson product moment coefficient of correlation was calculated to determine the relationship between the factor Control of Needs' Satisfaction and alienation among secondary school students. The calculated r was .50. In order to determine significance, the coefficient was converted to a t value, which resulted in an obtained t of 13.843. With 583 degrees of freedom, a t value of 1.645 was needed for significance at the .05 level. The test proved significant. Data relevant to this test appear as Table XI.

TABLE XI
RELATIONSHIP OF CONTROL OF NEEDS'
SATISFACTION AND ALIENATION

Pearson \underline{r}	\underline{t} Value	df
.50	13.843	583

$p < .05$

Hypothesis One-A

H. 1a. Students' sense of isolation will increase as the amount of coercion utilized in school increases.

A Pearson product moment correlation coefficient was calculated to determine the relationship between coercion and isolation. The calculated \underline{r} was .22. The conversion to a \underline{t} value for determining significance resulted in an obtained \underline{t} of 5.411. With 583 degrees of freedom a \underline{t} value of 1.645 was needed for significance at the .05 level. Therefore, the hypothesis was supported. Data pertinent to this hypothesis are summarized in Table XII.

TABLE XII
RELATIONSHIP OF COERCION AND ISOLATION

Pearson r	t Value	df
.22	5.411	583

$p < .05$

Supplementary Data for Hypothesis 1a

To determine the relationship between the concept Principal and isolation, a Pearson product moment correlation coefficient was calculated. The Pearson r was .19. The conversion to a t value to ascertain significance resulted in an obtained t of 4.687. With 583 degrees of freedom a t value of 1.645 was needed for significance at the .05 level. The test was significant. Data relevant to this test appear as Table XIII.

TABLE XIII
RELATIONSHIP OF PRINCIPAL AND ISOLATION

Pearson r	t Value	df
.19	4.687	583

$p < .05$

To determine the relationship between the concept Teacher and isolation, a Pearson product moment coefficient of correlation was calculated. The calculated r was .15. The conversion to a t value to determine significance resulted in an obtained t of 3.743. With 583 degrees of freedom a t value of 1.645 was needed for significance at the .05 level. The test proved significant. Data pertaining to this test appear in Table XIV.

TABLE XIV
RELATIONSHIP OF TEACHER AND ISOLATION

Pearson r	t Value	df
.15	3.743	583

$p < .05$

A Pearson product moment correlation coefficient was calculated to determine the relationship of the concept High School and isolation. The calculated coefficient was .19. The conversion to a t value to determine significance resulted in an obtained t of 4.563. With 583 degrees of freedom a t value of 1.645 was needed for significance at the .05 level. The test proved significant. Data summarizing this test appear as Table XV.

TABLE XV
RELATIONSHIP OF HIGH SCHOOL AND ISOLATION

Pearson \underline{r}	\underline{t} Value	df
.19	4.563	583

$p < .05$

A Pearson product moment coefficient of correlation was calculated to determine the relationship of the factor Physical Sanctions and isolation. The calculated \underline{r} was .23. The conversion to a \underline{t} value to determine significance resulted in an obtained \underline{t} of 5.774. With 583 degrees of freedom a \underline{t} value of 1.645 was needed for significance at the .05 level. The test proved significant. Data relevant to this test are in Table XVI.

TABLE XVI
RELATIONSHIP OF PHYSICAL SANCTIONS
AND ISOLATION

Pearson \underline{r}	\underline{t} Value	df
.23	5.774	583

$p < .05$

To determine the relationship between the factor Restriction of Movement and isolation among secondary school students, a Pearson product moment correlation coefficient was calculated. The calculated r was .21. The conversion to a t value to determine significance resulted in an obtained t of 5.241. With 583 degrees of freedom a t value of 1.645 was needed for significance at the .05 level. The test proved significant. Data germane to this test are in Table XVII.

TABLE XVII
RELATIONSHIP OF RESTRICTION OF MOVEMENT
AND ISOLATION

Pearson r	t Value	df
.21	5.241	583

$p < .05$

To determine the relationship between the factor Control of Needs Satisfaction and isolation, a Pearson product moment correlation coefficient was computed. The computed r was .19. The conversion to a t value to determine significance resulted in an obtained t of 4.558. With 583 degrees of freedom a t value of 1.645 was needed for significance at the .05 level. The test proved significant. Data pertinent to this test appear in Table XVIII.

TABLE XVIII
RELATIONSHIP OF CONTROL OF NEEDS'
SATISFACTION AND ISOLATION

Pearson \underline{r}	\underline{t} Value	df
.19	4.558	583

$p < .05$

Hypothesis One-B

H. 1b. Students' sense of meaninglessness will increase as the amount of coercion utilized in school increases.

To determine the relationship between meaninglessness and coercion among secondary school students, a Pearson product moment coefficient of correlation was computed. The computed \underline{r} was .15. The conversion to a \underline{t} value for determining significance resulted in an obtained \underline{t} of 3.685. With 583 degrees of freedom a \underline{t} value of 1.645 was needed for significance at the .05 level. Therefore, the hypothesis was supported. Data summarizing this test are in Table XIX.

TABLE XIX
RELATIONSHIP OF COERCION AND
MEANINGLESSNESS

Pearson \underline{r}	\underline{t} Value	df
.15	3.685	583

$p < .05$

Supplementary Data for Hypothesis 1b

A Pearson product moment correlation coefficient was calculated to determine the relationship between the concept Principal and meaninglessness among high school students. The computed \underline{r} was .14. The conversion to a \underline{t} value for determining significance resulted in an obtained \underline{t} of 3.600. With 583 degrees of freedom a \underline{t} value of 1.645 was needed for significance at the .05 level. The test proved significant. Data relevant to this test are in Table XX.

TABLE XX
RELATIONSHIP OF PRINCIPAL AND MEANINGLESSNESS

Pearson \underline{r}	\underline{t} Value	df
.14	3.600	583

$p < .05$

A Pearson product moment correlation coefficient was computed to determine the relationship between the concept Teacher and meaninglessness among secondary school students. The computed r was .08. The conversion to a t value for determining significance resulted in an obtained t of 1.980. With 583 degrees of freedom a t value of 1.645 was needed for significance at the .05 level. The test proved significant. Data relevant to this test are in Table XXI.

TABLE XXI
RELATIONSHIP OF TEACHER AND
MEANINGLESSNESS

Pearson r	t Value	df
.08	1.980	583

$p < .05$

To determine the relationship between the concept High School and meaninglessness among secondary school students, a Pearson product moment coefficient of correlation was calculated. The calculated r was .13. The conversion to a t value for determining significance resulted in an obtained t of 3.260. With 583 degrees of freedom a t value of 1.645 was needed for significance at the .05 level. Data relevant to this test, proved significant, appear as Table XXII.

TABLE XXII
 RELATIONSHIP OF HIGH SCHOOL
 AND MEANINGLESSNESS

Pearson r	t Value	df
.13	3.260	583

$p < .05$

To determine the relationship between the factor Physical Sanctions and meaninglessness among high school students, a Pearson product moment coefficient of correlation was calculated. The calculated r was .14. The conversion to a t value for determining significance resulted in an obtained t of 3.352. With 583 degrees of freedom a t value of 1.645 was needed for significance at the .05 level. The test proved significant. Data pertinent to this test are in Table XXIII.

TABLE XXIII
 RELATIONSHIP OF PHYSICAL SANCTIONS
 AND MEANINGLESSNESS

Pearson r	t Value	df
.14	3.352	583

$p < .05$

A Pearson product moment correlation coefficient was calculated to determine the relationship between the factor Restriction of Movement and meaningfulness among high school students. The calculated r was .17. The conversion to a t value for determining significance resulted in an obtained t of 4.227. With 583 degrees of freedom a t value of 1.645 was needed for significance at the .05 level. The test proved significant. Data relevant to this test are in Table XXIV.

TABLE XXIV
RELATIONSHIP OF RESTRICTION OF
MOVEMENT AND MEANINGLESSNESS

Pearson r	t Value	df
.17	4.228	583

$p < .05$

A Pearson product moment correlation coefficient was calculated to determine the relationship between the factor Control of Needs' Satisfaction and meaningfulness among high school students. The calculated r was .12. The conversion to a t value for determining significance resulted in an obtained t of 2.907. With 583 degrees of freedom a t value of 1.645 was needed for significance at the .05 level. The test proved significant. Data germane to this test appear in Table XXV.

TABLE XXV
RELATIONSHIP OF CONTROL OF NEEDS'
SATISFACTION AND MEANINGLESSNESS

Pearson <u>r</u>	<u>t</u> Value	df
.12	2.907	583

$p < .05$

Hypothesis One-C

H. 1c. Students' sense of powerlessness will increase as the amount of coercion utilized in school increases.

To determine the relationship between coercion and powerlessness among high school students, a Pearson product moment coefficient of correlation was computed. The computed r was .63. The conversion to a t value for determining significance resulted in an obtained t of 19.747. With 583 degrees of freedom a t value of 1.645 was needed for significance at the .05 level. Therefore, the hypothesis was supported. Data relevant to this test are in Table XXVI.

TABLE XXVI
RELATIONSHIP OF COERCION AND POWERLESSNESS

Pearson \underline{r}	\underline{t} Value	df
.63	19.747	583

$p < .05$

Supplementary Data for Hypothesis 1c

A Pearson product moment coefficient of correlation was calculated to determine the relationship between the concept Principal and powerlessness among high school students. The calculated \underline{r} was .57. The conversion to a \underline{t} value for ascertaining significance resulted in an obtained \underline{t} of 16.887. With 583 degrees of freedom a \underline{t} value of 1.645 was needed for significance at the .05 level. Data relevant to this significant relationship are in Table XXVII.

TABLE XXVII
RELATIONSHIP OF PRINCIPAL AND POWERLESSNESS

Pearson \underline{r}	\underline{t} Value	df
.57	16.887	583

$p < .05$

A Pearson product moment coefficient of correlation was computed to determine the relationship between the concept Teacher and powerlessness among high school students. The computed r was .38. The conversion to a t value for ascertaining significance resulted in an obtained t of 9.931. With 583 degrees of freedom a t value of 1.645 was needed for significance at the .05 level. The test proved significant. Data pertinent to this test are in Table XXVIII.

TABLE XXVIII
RELATIONSHIP OF TEACHER AND POWERLESSNESS

Pearson r	t Value	df
.38	9.931	583

$p < .05$

To determine the relationship between the concept High School and powerlessness among high school students, a Pearson product moment coefficient of correlation was computed. The computed r was .57. The conversion to a t value for ascertaining significance resulted in an obtained t of 16.797. With 583 degrees of freedom a t value of 1.645 was needed for significance at the .05 level. The test proved significant. Data relevant to this test appear in Table XXIX.

TABLE XXIX
RELATIONSHIP OF HIGH SCHOOL AND POWERLESSNESS

Pearson r	t Value	df
.57	16.797	583

$p < .05$

To determine the relationship between the factor Physical Sanctions and powerlessness among high school students, a Pearson product moment coefficient of correlation was computed. The computed r was .57. The conversion to a t value for ascertaining significance resulted in an obtained t of 16.938. With 583 degrees of freedom a t value of 1.645 was needed for significance. Data pertinent to this obtained significance appear in Table XXX.

TABLE XXX
RELATIONSHIP OF PHYSICAL SANCTIONS
AND POWERLESSNESS

Pearson r	t Value	df
.57	16.938	583

$p < .05$

A Pearson product moment coefficient of correlation was calculated to determine the relationship between the factor Restriction of Movement and powerlessness among high school students. The calculated r was .63. The conversion to a t value for determining significance resulted in an obtained t of 19.515. With 583 degrees of freedom a t value of 1.645 was needed for significance. The test proved significance. Data germane to this test are in Table XXXI.

TABLE XXXI
RELATIONSHIP OF RESTRICTION OF
MOVEMENT AND POWERLESSNESS

Pearson r	t Value	df
.63	19.515	583

$p < .05$

A Pearson product moment correlation coefficient was calculated to determine the relationship between the factor Control of Needs' Satisfaction and powerlessness among secondary school students. The calculated r was .61. The conversion to a t value for determining significance resulted in an obtained t of 18.581. With 583 degrees of freedom a t value of 1.645 was needed for significance. The test proved significant. Data relevant to this test are in Table XXXII.

TABLE XXXII
 RELATIONSHIP OF CONTROL OF NEEDS'
 SATISFACTION AND POWERLESSNESS

Pearson r	t Value	df
.61	18.581	583

$p < .05$

Hypothesis One-D

H. 1d. Students' sense of self-estrangement will increase as the amount of coercion utilized in school increases.

To determine the relationship between coercion and self-estrangement among high school students, a Pearson product moment correlation coefficient was computed. The computed r was .40. The conversion to a t value for ascertaining significance resulted in an obtained t of 10.693. With 583 degrees of freedom a t value of 1.645 was needed for significance at the .05 level. Therefore, the hypothesis receives support. Data germane to this test are in Table XXXIII.

TABLE XXXIII
RELATIONSHIP OF COERCION AND SELF-ESTRANGEMENT

Pearson r	t Value	df
.40	10.693	583

$p < .05$

Supplementary Data for Hypothesis 1d

A Pearson product moment coefficient of correlation was calculated to determine the relationship between the concept Principal and self-estrangement among high school students. The calculated r was .32. The conversion to a t value for ascertaining significance resulted in an obtained t of 8.097. With 583 degrees of freedom a t value of 1.645 was needed for significance. The test proved significant. Data relevant to this test are in Table XXXIV.

TABLE XXXIV
RELATIONSHIP OF PRINCIPAL AND
SELF-ESTRANGEMENT

Pearson r	t Value	df
.32	8.097	583

$p < .05$

A Pearson product moment coefficient of correlation was calculated to determine the relationship between the concept Teacher and self-estrangement among high school students. The calculated \underline{r} was .36. The conversion to a \underline{t} value for ascertaining significance resulted in an obtained \underline{t} of 9.400. With 583 degrees of freedom a \underline{t} value of 1.645 was needed for significance. The test proved significant. Data relevant to this test are in Table XXXV.

TABLE XXXV
RELATIONSHIP OF TEACHER AND
SELF-ESTRANGEMENT

Pearson \underline{r}	\underline{t} Value	df
.36	9.400	583

$p < .05$

To determine the relationship between the concept High School and self-estrangement among high school students, a Pearson product moment correlation coefficient was computed. The computed \underline{r} was .31. The conversion to a \underline{t} value for ascertaining significance resulted in an obtained \underline{t} of 7.850. With 583 degrees of freedom a \underline{t} value of 1.645 was needed for significance. The test proved significant. Data relevant to this test appear as Table XXXVI.

TABLE XXXVI
 RELATIONSHIP OF HIGH SCHOOL AND
 SELF-ESTRANGEMENT

Pearson \underline{r}	\underline{t} value	df
.31	7.850	583

$p < .05$

To determine the relationship between the factor Physical Sanctions and self-estrangement among high school students, a Pearson product moment correlation coefficient was computed. The computed \underline{r} was .40. The conversion to a \underline{t} value for ascertaining significance resulted in an obtained \underline{t} of 10.603. With 583 degrees of freedom a \underline{t} value of 1.645 was needed for significance. The test proved significant. Data relevant to this test appear as Table XXXVII.

TABLE XXXVII
 RELATIONSHIP OF PHYSICAL SANCTIONS
 AND SELF-ESTRANGEMENT

Pearson \underline{r}	\underline{t} Value	df
.40	10.603	583

$p < .05$

A Pearson product moment coefficient of correlation was calculated to determine the relationship of the factor Restriction of Movement and self-estrangement among secondary school students. The calculated r was .40. The conversion to a t value for ascertaining significance resulted in an obtained t of 10.572. With 583 degrees of freedom a t value of 1.645 was needed for significance. The test proved significant. Data relevant to this test appear as Table XXXVIII.

TABLE XXXVIII
RELATIONSHIP OF RESTRICTION OF MOVEMENT
AND SELF-ESTRANGEMENT

Pearson r	t Value	df
.40	10.572	583

$p < .05$

A Pearson product moment coefficient of correlation was calculated to determine the relationship of the factor Control of Needs' Satisfaction and self-estrangement. The calculated r was .36. The conversion to a t value for ascertaining significance resulted in an obtained t of 9.317. With 583 degrees of freedom a t value of 1.645 was needed for significance. The test proved significant. Data relevant to the test are in Table XXXIX.

TABLE XXXIX
 RELATIONSHIP OF CONTROL OF NEEDS' SATISFACTION
 AND SELF-ESTRANGEMENT

Pearson r	t Value	df
.36	9.317	583

$p < .05$

Additional Data

For heuristic purposes, a Pearson product moment coefficient of correlation was computed to determine the relationship between coercion and normlessness among high school students. The computed r was .37. The conversion to a t value for ascertaining significance resulted in an obtained t of 9.542. With 583 degrees of freedom a t value of 1.645 was needed for significance. The test proved significant. The data related to this test appear in Table XL.

TABLE XL
 RELATIONSHIP OF COERCION AND NORMLESSNESS

Pearson r	t Value	df
.37	9.542	583

$p < .05$

For additional heuristic purposes, the schools were ranked on both instruments according to the mean score of the respondents in the school. Schools were ranked on each dimension of both instruments.

Rank order of the schools on the dimensions of the Pupil Attitude Questionnaire are summarized in Table XLI. Rankings ranged from one, highest in alienation and sub-dimensions, to fifteen, lowest in alienation and sub-dimensions.

TABLE XLI
RANK ORDER OF SCHOOLS, PUPIL ATTITUDE QUESTIONNAIRE

School- Number	Aliena- tion	Powerless- ness	Meaning- lessness	Isola- tion	Self- estrangement
1	12	10	9	10	9
2	11	13	11	12	7
3	15	14	6	9	15
4	5	11	2	5	6
5	6	15	4	7	5
6	9	6	14	4	13
7	10	5	13	13	10
8	13	7	1	15	1
9	4	9	7	2	8
10	2	4	3	8	2
11	7	3	8	14	11
12	3	2	10	3	4
13	1	1	1	1	3
14	14	8	12	11	12
15	8	12	5	6	14

Rank order of the schools on the dimensions of the Semantic Differential appear in Table XLIII. Rankings ranged from one, highest in coercion and sub-dimensions, to fifteen, lowest in coercion and sub-dimensions.

TABLE XLIII
RANK ORDER OF SCHOOLS, SEMANTIC DIFFERENTIAL

School Number	CO*	PR	TE	HS	PS	RM	NS
1	10	12	10	10	10	10	11
2	12	14	4	13	12	12	12
3	13	15	11	12	13	14	13
4	14	5	15	14	14	13	14
5	15	11	14	15	15	15	15
6	4	7	5	4	5	5	2
7	5	1	6	11	7	3	5
8	8	4	13	5	8	7	9
9	7	6	8	7	9	6	7
10	11	8	12	8	11	11	8
11	3	3	3	3	2	4	4
12	2	9	7	1	3	2	3
13	1	2	1	2	1	1	1
14	9	10	9	6	4	9	10
15	6	13	2	9	6	8	6

*CO = Coercion; PR = Principal; TE = Teacher; HS = High School; PS = Physical Sanctions; RM = Restriction of Movement; NS = Control of Needs' Satisfaction.

Spearman rank order coefficients of correlation were computed to determine the relationships of the ranks of the schools on the dimensions of both the Pupil Attitude Questionnaire and the Semantic Differential. Conversions to t values to determine significance resulted in significance only for those relationships in which the dimension Powerlessness was an integral part. Data relevant to these tests appear in Table XLIII.

TABLE XLIII
 CORRELATIONAL MATRIX OF SCHOOL RANKINGS ON DIMENSIONS OF
 ALIENATION AND COERCION INCLUDING COEFFICIENTS
 OF SPEARMAN RANK ORDER AND T VALUES

	Alienation	Powerlessness	Meaninglessness	Self-estrangement	Isolation
Coercion	.35 (1.339)	.81* (4.993)	-.16 (.600)	.03 (.090)	.22 (.825)
Principal	.40 (1.590)	.71* (3.606)	.01 (.051)	.37 (.368)	.07 (.265)
Teacher	.15 (.561)	.40 (1.555)	-.19 (.681)	-.29 (1.112)	.14 (.514)
High School	.29 (1.075)	.84* (5.648)	-.24 (.895)	.14 (.521)	.21 (.757)
Physical Sanctions	.40 (1.555)	.79* (4.580)	-.25 (.038)	.09 (.329)	.11 (.402)
Restriction of Movement	.32 (1.224)	.85* (5.818)	-.28 (1.062)	.09 (.311)	.19 (.709)
Control of Needs' Satisfaction	.41 (1.607)	.83* (5.411)	-.18 (.647)	-.01 (.045)	.33 (1.262)

* $p < .05$ when $t \leq 1.771$

CHAPTER V

SUMMARY AND DISCUSSION

Introduction

The generation of five stated hypotheses was primarily based on one aspect of the compliance typology existing in formal organizations as posited by Amitai Etzioni (1961). Organizational control, or power, can be classified as normative, calculative or coercive. Individual involvement is primarily moral commitment, remunerative involvement, or alienative orientation. Although individuals bring a certain amount and quality of involvement with them when they enter an organization, the application of various types of power is congruent with and in fact may increase its typological counterpart. This theorized relationship of coercion and alienation among secondary school students became the focus of this study. The major question asked was as follows: Does the amount of students' alienation increase as the amount of coercion in school increases?

The review of the literature and the development of the theoretical framework and accompanying rationale led to the generation of five stated hypotheses. The statistical findings of these tests with concomitant discussion, possible implications and concluding recommendations constitute this final chapter of this study.

Findings

The following presentation and discussion of findings accepts the criteria established by Kerlinger (1964) regarding the interpretation of coefficients of correlation. Even though significance is obtained at all levels, only those coefficients of .30 or above should be utilized for further considerations.

Main Hypothesis

1. The basic hypothesis stated that students' alienation would increase as the amount of coercion utilized in school increased. The obtained coefficient of correlation was .55 which was significant at the .05 level. The hypothesis was supported.

2. While there were significant relationships between all three concepts--Principal, Teacher, and High School--and alienation, there was a weaker relationship between Teacher and alienation (.38) than there was between Principal and alienation (.49) or High School and alienation (.46).

3. The three factors of the application of coercive power (Physical Sanctions, .53; Restrictions of Movement, .55; and Control of Needs' Satisfaction, .50) were higher in their relationships to the amount of students' alienation than were the concept sub-scores of Principal, Teacher, and High School.

Sub-hypothesis 1a

1. The first sub-hypothesis stated that students' sense of isolation will increase as the amount of coercion utilized in school increases. The hypothesis was supported as being significant at the .05

level of significance, but the strength of the relationship, $r = .22$, is much less than that of the primary hypothesis and does not meet the minimal criteria of full acceptance.

2. There was a significant and approximately equal relationship between the three concepts of Principal (.19), Teacher (.15), and High School (.19) with the isolation dimension of alienation.

3. There was a significant and approximately equal relationship between the three factors of coercive power. (Physical Sanctions, .23; Restriction of Movement, .21; and Control of Needs' Satisfaction, .19) These relationships were not as strong as those in the primary hypothesis and did not meet the criteria of full acceptance ($r = .30$).

Sub-hypothesis 1b

1. The second sub-hypothesis stated that the amount of the students' sense of meaninglessness will increase as the amount of coercion utilized in school increases. While the hypothesis was supported as being significant at the .05 level with an obtained $r = .15$, the relationship does not meet the minimal acceptance level stated previously.

2. The relationships of Principal (.14) and High School (.13) to meaninglessness were significant at approximately the same level and strength as that of coercion and meaninglessness (.15).

3. While the relationship between Teacher and meaninglessness (.08) is significant, its strength is less than any other relationship in the entire study.

4. The relationships of the three hypothesized factors of the application of coercive power (Physical Sanctions, .14; Restriction of Movement, .17; and Control of Needs' Satisfactions, .12) to

meaninglessness were significant at approximately the same level and strength.

5. There was a wide gap in the strength of relationships within this hypothesis and those of the main hypothesis. None of the relationships in sub-hypothesis 1b satisfy the minimal acceptance level of $r = .30$.

Sub-hypothesis 1c

1. The third sub-hypothesis stated that the students' sense of powerlessness will increase as the amount of coercion utilized in school increases. The hypothesis was supported at the .05 level of significance with an obtained $r = .63$. This relationship is significant at a higher level than any other relationship in the study.

2. The relationships of Principal (.57), Teacher (.38), and High School (.57) to powerlessness were all highly significant.

3. All three factors of the application of coercive power had relationships to powerlessness which are approximately equal. (Physical Sanctions, .57; Restriction of Movement, .63; and Control of Needs' Satisfactions, .61)

4. With the exception of the Teacher relationship, all relationships within this sub-hypothesis were more highly significant than those of the other dimensions of alienation.

Sub-hypothesis 1d

1. The fourth sub-hypothesis stated that the students' sense of self-estrangement will increase as the amount of coercion utilized in school increases. The hypothesis was supported at the .05 level of

significance with an obtained $r = .40$.

2. While all of the relationships of the concepts to self-estrangement were significant, this is the only hypothesis in which the Teacher dimension had a stronger relationship (.36) than either Principal (.32) or High School (.31).

3. The relationship between the factors of the application of coercive power and self-estrangement were all significant. (Physical Sanctions, .40; Restriction of Movement, .40; and Control of Needs' Satisfactions, .36)

4. The relationships in the self-estrangement dimension of alienation were found to be much stronger than those within meaninglessness or isolation. The relationships, however, were not as strong as those in the powerlessness dimension.

Discussion

A comparative examination of the findings underscores the similarity of the strengths of the relationships regarding the powerlessness dimension of alienation and coercion and total alienation and coercion. This similarity, also evidenced in the self-estrangement dimension, coincides with the bulk of previously cited literature regarding the topic. Oppressive restrictions in the form of overt or implied coercive tactics may relegate students to feelings of helplessness. Today's students are provided little or no opportunity to contribute to the actual control of their schools' environments; consequently, if and when coercion is utilized, the findings of this study point to a concurrent sense of powerlessness. They believe themselves trapped in a powerless or helpless situation.

A similar comment can be made regarding the self-estrangement dimension of alienation and coercion due to the strength of the relationship which exists. Perhaps Jerry Farber (1970) is correct. Maybe The Student as Nigger exists in the secondary schools. Students may become self-estranged in the oppressive, coercive environment through the very means by which educators "intend" to assist the students. The significant relationship demonstrated between self-estrangement and coercion points to a re-consideration of the role of the individual student as he perceives the authoritarian control being imposed.

The lower relative strengths of the relationships of meaninglessness and isolation to coercion prompt additional considerations. Neither relationship approaches the strength of the relationships of powerlessness, self-estrangement, or alienation to coercion. This lower significance may lie in the perceptions of the students themselves concerning the factors indicated. An additional consideration may also be directed toward the instrumentation itself. Re-examination of the sub-score reliability of the alienation instrument (p. 29) shows meaninglessness and isolation to be weaker in their correlation to the total alienative score.

It is important, however, to consider the primary findings of the study. There is a positive relationship between alienation and coercion in the secondary public schools as viewed by the students who participated in the study. From a purely theoretical viewpoint, the verification of one aspect of Amitai Etzioni's compliance typology stands as an integral part of this study. Alienative involvement is congruent with the coercive application of power within the limitations of this study.

Due to the random techniques utilized, the findings of this study may be generalized to the population of the secondary schools of the member districts of the Oklahoma Public School Research Council. There is a relationship between alienation and coercion in those schools.

Implications

Alienative involvement and coercive power in secondary schools vary directly. Etzioni's theoretical framework remains fundamentally sound insofar as the analysis of the preceding data can be inferred. The relationship does exist and in the manner hypothesized. Some further implications from these data may be derived.

1. The primary implication of the findings of this study lies in ascertaining, examining, and eliminating those coercive techniques of control that students perceive as existing in the public schools. The basic question has been answered. The logical approach indicates that as the amount of coercion utilized in school decreases, students' alienation will decrease. Assuming a decrease in students' alienation to be a viable goal in education, faculties should obtain the assistance of students in determining the perceived coercive elements within the school environment. The relationship of coercion and alienation rests on the perception of the students as the dimensions actually exist for them. This confirmed relationship requires further study in an attempt to isolate coercive methodologies, behaviors and conditions.

2. Although the amount of alienation in this study cannot be validly asserted to be directed toward a specific object or person, the disparity exhibited between the powerlessness dimension and the other dimensions of the Pupil Attitude Questionnaire bears discussion.

Powerlessness describes the sense of helplessness which an individual feels in a particular situation over which he has no control. His personal feelings about his situation in the organization in relationship to coercive techniques of control may suggest a possible relationship to another dimension of the alienation instrument--self-estrangement. The correlations of these two sub-scales to coercive power being higher than any of the other sub-scales point to the possibility of adding to the concept of alienation within Etzioni's framework. One other object may be described when relating to an organization through a cathectic-evaluative orientation--self.

3. One other implication concerning Etzioni's theoretical base must also be examined. The significance of all of the factors of the coercive power, Physical Sanctions, Restriction of Movement, and Control of Needs' Satisfaction, suggests more emphasis be placed on non-coercive factors in the public schools as opposed to merely eliminating corporal punishment. Etzioni's analysis of the existence of coercion in the public schools may need to be re-evaluated. Although this study did not examine coercion as compared to other types of power application, the amount of coercion perceived by the students as it significantly relates to the amount of alienation may imply that students perceive coercion as the primary power base through which schools control individuals and not secondarily as posited by Etzioni. Certainly the pursuit of this possibility should not be discarded in its entirety.

4. A fourth implication of this study revolves around the two sub-hypotheses concerning meaninglessness and isolation. The low significance obtained may point to a lack of concern by the students. As others have suggested (Anderson, 1970; Baird, 1969), the type of

power may not be as important as the manner in which the power base was chosen. This obtained relationship may also point to a weakness of the rationale leading to the generation of the hypotheses.

5. A final implication of this study lies in the value of the findings which may assist students in public schools to escape coercive control attempts.

Further Considerations

Other aspects of Amitai Etzioni's theoretical framework related to the presentation of the compliance typology may be implicit in the study. The use of terminology such as "lower participants" and "elites" may indicate portions of the problem as yet unexamined. The mere application of such terminology might, in itself, prompt results similar to those found in this study. "Lower" necessarily dictates a "higher" counterpart. Does it have to be so in order to have "school"? A theoretical framework may say yes; today's school problems and the perceptions of the students may generate an opposite conclusion.

Recommendations for Further Study

The verification of the congruency of alienation and coercion in public schools leads to many yet-to-be answered questions. Perhaps this study will, in some manner, assist in the examination and resolution of such questions as:

1. Are students' perceptions of coercion the same as their teachers' perceptions of coercion?
2. What constitutes coercive control in the public schools?

3. Is there a difference in the perception of coercion between students and administrators in the public schools?
4. Are all control attempts in the public schools viewed as coercive by the students?
5. Can a causal relationship between alienation and coercion among secondary school students be established?
6. Is coercion the primary means of control in public schools?
7. Are coercion and alienation related in other levels of the educational process such as elementary school, college, or junior high?
8. What attributes of alienation contribute to the general well-being of the individual?
9. Are girls more alienated than boys?
10. Is there a difference in the amount of coercion utilized in the various grade levels in secondary schools?
11. What relationships exist between length of time students spend in school districts and the amount of alienation?
12. Do students differentiate between coercion as to its application coming from within the school's structure as opposed to its application from outside the organization?

These and other questions need examination in the public schools. Perhaps their pursuit and analysis will assist in the attempt at resolving the myriad problems which beset public school administrators, teachers, and patrons. The ultimate, however, will have been accomplished if those people benefit for whom the schools exist--the students.

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APPENDIX A

PUPIL ATTITUDE QUESTIONNAIRE

1. White lies are justified when they help to avoid punishment.
2. It is a good policy to tell teachers only what they want to hear.
3. In this school success is to be aimed for by any means that pupils can devise.
4. It is most important that right always be achieved even if it requires tremendous effort.
5. Schools are run by others and there is little that pupils can do about it.
6. I think that I can now predict what I can achieve in an occupation after graduation.
7. The school experiences of pupils are controlled by plans devised by others.
8. There really isn't much use complaining to the teachers about the school because it is impossible to influence them anyway.
9. The reason I endure some unpleasant things now is because I feel that it will benefit me later on.
10. Pupils should have most of their time free from study.
11. Sometimes it is necessary to make promises to school authorities which you don't intend to keep.
12. In order to get ahead in this school pupils are almost forced to do some things which are not right.
13. Pupils often are given the opportunity to express their ideas about how the school ought to be run.
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.
15. It is very desirable that pupils learn to be good citizens.
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.
17. My school experiences will help me to become a good citizen.
18. It doesn't matter too much if what I am doing is right or wrong as long as it works.
19. At school we learn habits and attitudes which will guide us in the achievement of a good life.
20. I know that I will complete my high school education.

21. These days a pupil doesn't really know who he can count on.
22. I often worry about what my teachers think of me.
23. Pupils must try to develop an interest in their school subjects even when the content is dull.
24. It is more important to achieve enjoyment and personal satisfaction than to sacrifice yourself for others.
25. I study hard at school mainly because I want to get good grades.
26. I often read and study in my courses beyond what is required by my teachers.
27. Really, a pupil has done wrong only if he gets caught.
28. The school principal is really interested in all pupils in this school.
29. In discipline cases the pupil's explanation of the circumstances is carefully weighted by the school authorities before punishment is decided upon.
30. The teachers will not listen to pupil complaints about unfair school rules.
31. Usually I would rather play hookey than come to school.
32. I would rather go to work now than go to school, but more education now will help me get a better job later.
33. What I am doing at school will assist me to do what I want to do when I graduate.
34. Pupils have adequate opportunities to protect themselves when their interests conflict with the interests of those who run the school.
35. Copying parts of essays from books is justified if this results in good marks on the essays.
36. I get more satisfaction from doing an assignment well than from the marks which I receive on the assignment.
37. What we do at school will help us to affect the world in which we live.
38. Participation in student council activities will help me in anything I try to do in the future.
39. As a result of my school experiences I know what I will do when I graduate.

40. No matter how I try I don't seem to understand the content of my courses very well.
41. In this school the teachers are the rulers and the pupils are the slaves.
42. It is unlikely that in this school the pupils will achieve the goals in which they believe.
43. If homework assignments were not required, I would seldom do homework.
44. I like to do extra problems in mathematics for fun.
45. I understand how decisions are made regarding what we are to study in this school.
46. My school studies will help me to make predictions about the kind of world in which I will live in the future.
47. My present school studies will help me to understand others.
48. Pupils must be very careful to make the best possible impression with their teachers.
49. If I had my way, I'd close all schools.
50. Having lots of friends is more important than is getting ahead at school.
51. In this school pupils can complain to the principal and be given a fair hearing.
52. Copying another pupil's homework is justified if he agrees to let you do it.
53. Pupils' ideas about how the school should be run are often adopted in this school.
54. I find it easy to please my teachers.
55. I want to finish high school.
56. It is necessary to misbehave at school if you're going to have any fun.
57. Giving an answer to someone else during an examination is not really cheating.
58. Pupils must take advantage of every opportunity, fair or unfair, because good opportunities occur very infrequently at this school.

59. Pupils in this school are given considerable freedom in planning their own programs to meet their future needs.
60. Participation in student council activities will assist one to become a good citizen.

Pupil Attitude Questionnaire Answer Sheet

SA = Strongly Agree; A = Agree; U = Undecided; D = Disagree;
SD = Strongly Disagree

- | | | |
|-----------------|-----------------|-----------------|
| 1. SA A U D SD | 21. SA A U D SD | 41. SA A U D SD |
| 2. SA A U D SD | 22. SA A U D SD | 42. SA A U D SD |
| 3. SA A U D SD | 23. SA A U D SD | 43. SA A U D SD |
| 4. SA A U D SD | 24. SA A U D SD | 44. SA A U D SD |
| 5. SA A U D SD | 25. SA A U D SD | 45. SA A U D SD |
| 6. SA A U D SD | 26. SA A U D SD | 46. SA A U D SD |
| 7. SA A U D SD | 27. SA A U D SD | 47. SA A U D SD |
| 8. SA A U D SD | 28. SA A U D SD | 48. SA A U D SD |
| 9. SA A U D SD | 29. SA A U D SD | 49. SA A U D SD |
| 10. SA A U D SD | 30. SA A U D SD | 50. SA A U D SD |
| 11. SA A U D SD | 31. SA A U D SD | 51. SA A U D SD |
| 12. SA A U D SD | 32. SA A U D SD | 52. SA A U D SD |
| 13. SA A U D SD | 33. SA A U D SD | 53. SA A U D SD |
| 14. SA A U D SD | 34. SA A U D SD | 54. SA A U D SD |
| 15. SA A U D SD | 35. SA A U D SD | 55. SA A U D SD |
| 16. SA A U D SD | 36. SA A U D SD | 56. SA A U D SD |
| 17. SA A U D SD | 37. SA A U D SD | 57. SA A U D SD |
| 18. SA A U D SD | 38. SA A U D SD | 58. SA A U D SD |
| 19. SA A U D SD | 39. SA A U D SD | 59. SA A U D SD |
| 20. SA A U D SD | 40. SA A U D SD | 60. SA A U D SD |

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.

Meaninglessness is measured by the items in the questionnaire which correspond to the following numbers: 6, 14, 17, 19, 33, 37, 38, 39, 45, 46, 47, and 60.

Isolation is measured by the items in the questionnaire which correspond to the following numbers: 4, 9, 20, 22, 23, 25, 48, 49, 50, and 55.

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.

Key to Scoring the Pupil Attitude Questionnaire.

The Pupil Attitude Questionnaire is divided into three groups for scoring purposes. The first group 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. Scoring for this group of items is as follows: SA=5, A=4, U=3, D=2, and SD=1.

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

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

APPENDIX B

SEMANTIC DIFFERENTIAL

School Number _____ Student Number _____

Sex: M F (Circle one)

Class: Sophomore Junior Senior (Circle one)

The purpose of this study is to measure the meanings of certain things to various people by having them judge them against a series of descriptive scales. In taking this test, please make your judgments on the basis of what these things mean to you.

The person administering this test will explain how you are to mark your responses to the scales. Please do not begin until the instructions have been completed.

Sometimes you may feel as though you've had the same item before on the test. This will not be the case, so do not look back and forth through the items. Do not try to remember how you checked similar items earlier in the test. Make each item a separate and independent judgment.

PRINCIPAL

With reference to the concept above, complete the eighteen bipolar scales by placing a check (✓) or an X in the space between the colons.

- Severe: _____ : _____ : _____ : _____ : _____ : _____ : _____ : Lenient
- Accept: _____ : _____ : _____ : _____ : _____ : _____ : _____ : Expel
- Repelling: _____ : _____ : _____ : _____ : _____ : _____ : _____ : Attracting
- Reward: _____ : _____ : _____ : _____ : _____ : _____ : _____ : Punishment
- Oppression: _____ : _____ : _____ : _____ : _____ : _____ : _____ : Freedom
- Lax: _____ : _____ : _____ : _____ : _____ : _____ : _____ : Domineering
- Permissive: _____ : _____ : _____ : _____ : _____ : _____ : _____ : Prohibitive
- Make: _____ : _____ : _____ : _____ : _____ : _____ : _____ : Let
- Disapproving: _____ : _____ : _____ : _____ : _____ : _____ : _____ : Approving
- Merciful: _____ : _____ : _____ : _____ : _____ : _____ : _____ : Merciless
- Spacious: _____ : _____ : _____ : _____ : _____ : _____ : _____ : Constricted
- Unrestricted: _____ : _____ : _____ : _____ : _____ : _____ : _____ : Governed
- Weak: _____ : _____ : _____ : _____ : _____ : _____ : _____ : Strong
- Tolerate: _____ : _____ : _____ : _____ : _____ : _____ : _____ : Deny
- Allow: _____ : _____ : _____ : _____ : _____ : _____ : _____ : Manipulate
- Pleasure: _____ : _____ : _____ : _____ : _____ : _____ : _____ : Pain
- Free: _____ : _____ : _____ : _____ : _____ : _____ : _____ : Constrained
- Compulsory: _____ : _____ : _____ : _____ : _____ : _____ : _____ : Voluntary

TEACHER

With reference to the concept above, complete the eighteen bipolar scales by placing a check (✓) or an X in the space between the colons.

- Severe: _____ : _____ : _____ : _____ : _____ : _____ : _____ : Lenient
- Accept: _____ : _____ : _____ : _____ : _____ : _____ : _____ : Expel
- Repelling: _____ : _____ : _____ : _____ : _____ : _____ : _____ : Attracting
- Reward: _____ : _____ : _____ : _____ : _____ : _____ : _____ : Punishment
- Oppression: _____ : _____ : _____ : _____ : _____ : _____ : _____ : Freedom
- Lax: _____ : _____ : _____ : _____ : _____ : _____ : _____ : Domineering
- Permissive: _____ : _____ : _____ : _____ : _____ : _____ : _____ : Prohibitive
- Make: _____ : _____ : _____ : _____ : _____ : _____ : _____ : Let
- Disapproving: _____ : _____ : _____ : _____ : _____ : _____ : _____ : Approving
- Merciful: _____ : _____ : _____ : _____ : _____ : _____ : _____ : Merciless
- Spacious: _____ : _____ : _____ : _____ : _____ : _____ : _____ : Constricted
- Unrestricted: _____ : _____ : _____ : _____ : _____ : _____ : _____ : Governed
- Weak: _____ : _____ : _____ : _____ : _____ : _____ : _____ : Strong
- Tolerate: _____ : _____ : _____ : _____ : _____ : _____ : _____ : Deny
- Allow: _____ : _____ : _____ : _____ : _____ : _____ : _____ : Manipulate
- Pleasure: _____ : _____ : _____ : _____ : _____ : _____ : _____ : Pain
- Free: _____ : _____ : _____ : _____ : _____ : _____ : _____ : Constrained
- Compulsory: _____ : _____ : _____ : _____ : _____ : _____ : _____ : Voluntary

HIGH SCHOOL

With reference to the concept above, complete the eighteen bipolar scales by placing a check (✓) or an X in the space between the colons.

- Severe: _____ : _____ : _____ : _____ : _____ : _____ : _____ : Lenient
- Accept: _____ : _____ : _____ : _____ : _____ : _____ : _____ : Expel
- Repelling: _____ : _____ : _____ : _____ : _____ : _____ : _____ : Attracting
- Reward: _____ : _____ : _____ : _____ : _____ : _____ : _____ : Punishment
- Oppression: _____ : _____ : _____ : _____ : _____ : _____ : _____ : Freedom
- Lax: _____ : _____ : _____ : _____ : _____ : _____ : _____ : Domineering
- Permissive: _____ : _____ : _____ : _____ : _____ : _____ : _____ : Prohibitive
- Make: _____ : _____ : _____ : _____ : _____ : _____ : _____ : Let
- Disapproving: _____ : _____ : _____ : _____ : _____ : _____ : _____ : Approving
- Merciful: _____ : _____ : _____ : _____ : _____ : _____ : _____ : Merciless
- Spacious: _____ : _____ : _____ : _____ : _____ : _____ : _____ : Constricted
- Unrestricted: _____ : _____ : _____ : _____ : _____ : _____ : _____ : Governed
- Weak: _____ : _____ : _____ : _____ : _____ : _____ : _____ : Strong
- Tolerate: _____ : _____ : _____ : _____ : _____ : _____ : _____ : Deny
- Allow: _____ : _____ : _____ : _____ : _____ : _____ : _____ : Manipulate
- Pleasure: _____ : _____ : _____ : _____ : _____ : _____ : _____ : Pain
- Free: _____ : _____ : _____ : _____ : _____ : _____ : _____ : Constrained
- Compulsory: _____ : _____ : _____ : _____ : _____ : _____ : _____ : Voluntary

Key to the Categorical Breakdown of the Semantic Differential.

Physical Sanctions are categorized by the following bi-polar scales: severe-lenient, punishment-reward, prohibitive-permissive, merciful-merciless, strong-weak, pain-pleasure.

Restriction of Movement is categorized by the following bi-polar scales: constrained-free, expel-accept, oppression-freedom, make-let, constricted-spacious, tolerate-deny.

Control of Needs' Satisfaction is categorized by the following bi-polar scales: manipulate-allow, compulsory-voluntary, attracting-repelling, domineering-lax, approving-disapproving, governed-unrestricted.

Key to the Scoring of the Semantic Differential.

The bi-polar scales receive scores of from 1 to 7. The harsher the term, the higher the score for that item. The item marked closest to the following terms are scored as seven (7): severe, expel, repelling, punishment, oppression, domineering, prohibitive, make, disapproving, merciless, constricted, governed, strong, deny, manipulate, pain, constrained, compulsory.

APPENDIX C

RAW SCORE DATA

RAW SCORE DATA--SEMANTIC DIFFERENTIAL*

School	<u>Coercion</u>		<u>Principal</u>		<u>Teacher</u>		<u>High School</u>		<u>Physical Sanctions</u>		<u>Restriction of Movement</u>		<u>Control of Needs' Satisfaction</u>	
	M.	S.D.	M.	S.D.	M.	S.D.	M.	S.D.	M.	S.D.	M.	S.D.	M.	S.D.
1	216	22.6	77	20.0	68	13.9	71	19.4	73	14.0	70	17.9	74	14.4
2	209	21.2	83	20.4	64	15.9	62	21.7	69	13.3	66	17.6	73	17.9
3	206	18.1	75	15.4	60	13.0	66	15.2	69	11.2	64	13.2	69	11.2
4	200	16.7	65	13.9	74	16.6	62	17.3	68	12.1	65	15.7	67	14.5
5	193	17.3	67	19.7	68	21.6	59	21.2	68	17.8	60	21.0	66	18.2
6	232	18.8	82	17.6	71	15.9	77	22.6	77	14.6	75	19.7	80	16.4
7	230	17.2	82	19.2	78	22.5	70	23.2	76	16.4	75	19.5	79	17.4
8	223	19.1	71	12.7	77	19.8	76	22.6	76	13.9	72	17.7	75	16.1
9	224	20.2	79	26.7	72	16.4	74	23.2	74	15.4	74	20.6	76	18.9
10	210	21.1	72	15.6	71	17.2	72	20.5	71	15.1	69	17.8	76	15.1
11	234	23.4	84	20.2	72	18.4	78	23.7	79	17.8	75	18.7	79	17.4
12	237	21.6	81	17.1	71	19.1	85	22.4	79	14.3	78	17.8	80	16.1
13	251	23.1	92	19.2	78	22.2	82	21.3	83	15.8	83	20.1	85	19.8
14	223	17.3	79	17.8	70	15.2	74	19.7	78	14.8	70	17.1	75	15.6
15	226	18.2	87	21.5	67	19.9	72	23.3	77	12.5	72	15.7	78	15.0

*Means rounded to nearest whole number.

RAW SCORE DATA--PUPIL ATTITUDE QUESTIONNAIRE*

School	<u>Alienation</u>		<u>Powerlessness</u>		<u>Self- estrangement</u>		<u>Normlessness</u>		<u>Meaninglessness</u>		<u>Isolation</u>	
	M.	S.D.	M.	S.D.	M.	S.D.	M.	S.D.	M.	S.D.	M.	S.D.
1	159	24.3	34	9.6	35	6.8	31	7.5	35	6.1	24	4.0
2	160	25.6	34	7.8	36	7.5	32	9.9	35	6.0	24	4.2
3	158	25.3	32	8.6	34	6.6	31	8.3	36	6.4	24	3.5
4	166	16.5	34	5.5	36	5.5	34	6.9	37	5.7	24	4.1
5	163	24.4	32	8.2	36	6.8	33	8.5	37	6.9	24	4.8
6	161	23.1	36	8.6	34	7.4	32	8.6	33	5.9	24	3.4
7	161	20.8	37	7.8	35	6.0	31	6.4	34	6.2	23	3.9
8	159	19.4	37	9.2	37	6.2	29	6.1	33	7.3	23	3.3
9	166	25.9	36	10.9	36	6.0	33	7.5	36	7.4	25	3.2
10	172	29.5	38	19.2	37	8.3	35	9.2	37	5.7	25	4.6
11	162	21.4	38	9.5	34	6.1	30	7.1	36	6.3	23	2.9
12	167	21.8	39	8.6	36	6.3	32	7.9	34	7.3	25	2.9
13	177	23.4	40	9.6	36	5.8	35	7.2	38	6.8	27	4.3
14	159	29.2	36	9.2	34	7.9	29	7.9	34	6.8	24	3.6
15	161	22.8	34	8.3	34	6.9	32	7.4	37	5.5	25	3.3

*Means rounded to nearest whole number.

VITA

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