

AN EXPLORATION OF ALIENATION OF SECONDARY
SCHOOL STUDENTS PARTICIPATING
IN PLANNED DESEGREGATION

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PREFACE

In recent years, administrators in the public schools have looked toward theory in efforts to solve problems related to education. The orientation toward theory has resulted in an increase both in the amount and the sophistication of research activity, and increased interaction between social scientists and educators. In particular, the disciplines of psychology and sociology have contributed greatly to the resolution of many questions concerning public education.

This study is an extension of the application of sociological concepts into the school environment. Many of the questions generated from this study suggest the appropriateness of both sociological and psychological orientation for further research.

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CHAPTER I

THE RESEARCH PROBLEM

Introduction

During the 1968-1969 school year, the Federal District Court in a large Southwestern city of the United States directed the Board of Education for that city to re-establish specific secondary school attendance areas and adjust grade level assignments for four secondary school plants.¹ The intent of the order was to create a more balanced racial distribution of the student enrollment among the schools concerned. There have been some questions raised concerning the administrative nature of the Federal District Court order. For a comprehensive treatise of the legal background of school segregation, the reader is directed to Race and Place, A Legal History of the Neighborhood School by Meyer Weinberg.²

The purpose of this study, however, was not to examine the function of the Federal Courts, but rather was to examine the nature of student adjustment to reorganization which was accomplished to improve racial balance. Specifically, this study compared the levels of alienation of identified categories of students who constituted the student populations of the four schools named in the Federal Court instrument.

Statement of the Problem

The purpose of this investigation was to predict, identify, and measure the difference in levels of alienation among secondary school students who have experienced major change in their school social structure. Variables considered in the study were sex, grade level, transfer status of the student, and the location classification of the school. The general questions under investigation were: Do significant differences exist between levels of alienation of groups of students according to their residential origins? Do significant differences exist in the alienation levels displayed by transfer and non-transfer students? Do significant differences exist between alienation levels of male and female students? Do significant differences exist in the alienation levels of junior high school and senior high school students?

Theoretical Framework

Definition of Concepts

Alienation is the degree to which man feels unable to achieve the role he has determined to be rightfully his in a specific situation. For this investigation, alienation consists of meaninglessness, powerlessness, normlessness, isolation, and self-estrangement as measured by an instrument designed by Kolesar in 1967.³ A detailed description of this instrument is found in Chapter III. An example of the instrument is found in Appendix A.

Project schools are the four public secondary schools specifically identified in the previously discussed Federal District Court document.

Core schools are two project schools identified as School I and

School IV which were characterized by disproportionately large percentages of Negro enrollments prior to desegregation.

Peripheral schools are two project schools identified as School II and School III which were characterized by disproportionately small percentages of Negro enrollments prior to desegregation.

Core residence area is that area which was coincidental to the attendance areas of the core schools prior to desegregation.

Peripheral residence area is that area which was coincidental to the attendance areas of the peripheral schools prior to desegregation.

Residual students are those students who after desegregation either reside in a core residence area and attend a core school or reside in a peripheral residence area and attend a peripheral school.

Transfer students are those students who after desegregation either reside in a core residence area and attend a peripheral school or reside in a peripheral residence area and attend a core school.

Time reference I occurred in May, 1968. This reference was prior to the actual desegregation and is used as base line data. It should be noted that plans for desegregation had been made public at this time and students were aware of the changes which were to take place in the fall of that year. Data for this time reference are Data Set I.

Time reference II occurred during the third and fourth week of school in September, 1968, following the period of general adjustment which accompanies the beginning of the school term. Data for this time period are referred to as Data Set II.

Time reference III was the time in which final comparative data was collected during the first and second weeks of March, 1969. These data are referred to as Data Set III.

Assumptions

The dependent variable of this investigation was student adjustment to a changed environment. For purposes of this research, alienation scores were determined and the assumption was made that alienation is the obverse function of social adjustment. It was further assumed that during the time interval of the study there was not sufficient migration either into or out of either residential area to seriously distort the data.

Rationale for Hypotheses

Investigations by Coleman et al.,⁴ Giles,⁵ Humphrey,⁶ Fuchs,⁷ and others indicate that students who live in predominately Negro residence areas are more inclined to reflect lower socioeconomic values and are not likely to have values which are supported and approved by personnel in the public schools. Conversely, students from middle and upper-middle socioeconomic areas will have values and attitudes which are more likely to be supported and approved by the adults who teach and administer the public schools.

Pervasiveness of alienation among Negro respondents was the most striking finding of investigations conducted by Middleton. In his comparison of alienation levels of white and Negro respondents, the Negro group was found to be significantly higher in every measured dimension of alienation than was the white group. The dimensions measured by Middleton were powerlessness, meaninglessness, normlessness, cultural estrangement, social estrangement, and estrangement from work. As was predicted in the Middleton study, subordinate racial status and

limited education were strongly associated with powerlessness, meaninglessness, normlessness, social estrangement and estrangement from work. The differences based on race were significantly different for each of the dimensions listed except cultural estrangement (isolation).⁸

Coleman and others provide some inferences to feelings of alienation among Negro and white secondary students in reporting their responses to specific statements. Information was tabulated for regional areas. The discussions which follow apply to responses made by secondary students in metropolitan areas of the Southwest United States. In response to the statement, "People like me don't have much chance to be successful in life", 12 percent of the Negro students agreed whereas 5 percent of the white students agreed. The statement, "Good luck is more important than hard work for success", was agreed upon by 10 percent of the Negro students and by 3 percent of the white students. To the statement, "Every time I try to get ahead, something or somebody stops me", 21 percent of the Negro students agreed and 15 percent of the white students agreed.⁹

Hamachek and Conley conducted a study of the school perceptions of 1248 students ranging from grades six through twelve.¹⁰ The perceptions examined were those dealing with teaching skills of teachers, student teacher relations, reactions to the school in general, and to the self as related to school activities. Assessment of differences in perceptions were made according to categories based on sex of the student, grades reported to have been received most often, and occupation of the father. In reporting their findings, Hamachek and Conley concluded that:¹¹

Although there are relatively few statistically significant differences among the comparisons made in this study, there are nonetheless, some interesting and significant trends which appear rather consistently. 1) Girls have more positive attitudes about school than boys. 2) Girls' perceptions toward school and themselves get increasingly more positive as they progress from grade 6 to grade 12, while boys' attitudes get more negative. 3) Girls consistently report receiving higher grades than boys from grade 6 through 12. 4) Students who report receiving A-B grades reflect increasingly more positive school related perceptions as they progress from grade 6 through grade 12. . . . 5) Students with fathers in school-related or professional-technical occupations are more likely to want to go to college, more likely to report higher grades, and more likely to be critical of their teachers' teaching skills.

Hypotheses

The following hypotheses were examined in the exploration of the alienation scores of the students in the respective subpopulation samples.

Hypothesis One:

At time references I, II, and III, students who attend core schools will have higher alienation scores than students who attend peripheral schools.

Hypothesis Two:

At time references I, II, and III, core residence transfer students will have higher alienation scores than peripheral residence transfer students.

Both Hypothesis I and Hypothesis II are intended to examine the previously cited investigations of Coleman et al., Giles, Humphrey, Fuchs, and others which indicate the existence of a relationship between residence area of students and the compatibility of their value set and the value set of the personnel of the public schools in which they are in attendance.

Hypothesis Three:

At time references I, II, and III, transfer students will have higher alienation scores than residual students.

This hypothesis was based on the assumption that transfer students would experience a change not only in the student population of which they are a part, but also in the physical environment of their school setting. For this reason it was expected that transfer students would demonstrate higher alienation scores than residual students. It should also be noted that for both Hypothesis II and Hypothesis III, the classification of transfer students for Time Reference I, prior to desegregation, was based on the identification of those students who are scheduled to attend another school with the implementation of desegregation plans.

Hypothesis Four:

At time references I, II, and III, junior high school students will have higher alienation scores than senior high school students.

The predicted differences between alienation scores of junior high school students and senior high school students were based on the assumption that the maturity levels would be inversely related to the alienation scores of the students involved.

Hypothesis Five:

At time references I, II, and III, male students will have higher alienation scores than female students.

Supportive rationale for Hypothesis V is found in the previously cited work of Hamachek and Conley who found that the attitudes of girls toward their school environment were generally more positive than the attitudes of boys toward the same environment. From these findings it was assumed that higher alienation would be associated with negative

attitudes toward the school whereas low alienation would be associated with positive attitudes toward the school.

Limitations of the Study

Findings of this study can be generalized only for situations which are similar to the setting of this investigation. Parents who feel strongly alienated and whose children would probably reflect the same attitudes may have excluded themselves from participation in the study by moving from the attendance areas or even the school district. It would seem logical that the parents who would avoid the desegregation program in this manner would likely be the peripheral area residents and would tend to lower the alienation scores of those cells which represent students in peripheral areas.

Variables within the schools over which there could be no control presented other limitations. The organizational climate of the school, social bias of members of the staff, staff ideas concerning student control and behavior, and perhaps other factors could conceivably have affected results.

Significance

According to Coleman, "One of the real handicaps to an effective assessment of equality of education for children of minority groups is the fact that few communities have given systematic testing and fewer still have evaluated the academic performances and attitudes of these children toward education."¹² This study will provide the public school staff with supplementary information in their evaluation of the desegregation program. It may possibly provide some direction in the

modification of the instructional process and supportive services of the schools. In particular, it may provide added insight into the student problems to be considered for current and future counseling programs.

More generally, the study provides empirical evidence with which to test conceptual relationships which have been identified. In this way, more knowledge of student alienation patterns is available for future investigations and for the use of school administrators in facing problems involving racial desegregation in the schools.

FOOTNOTES

¹Dowell v. School Board of Oklahoma, 244 F. Supp. 971, 1965.

²Meyer Weinberg, Race and Place, A Legal History of the Neighborhood School (Washington, 1967).

³Henry Kolesar, "An Empirical Study of Client Alienation in the Bureaucratic Organization" (unpub. Ph.D. dissertation, University of Alberta, 1967), pp. 101-108.

⁴James S. Coleman et al., Equality of Educational Opportunity (Washington, 1966).

⁵H. Harry Giles, The Integrated Classroom (New York, 1959), pp. 115-117.

⁶Hubert H. Humphrey, ed., Integration Vs. Segregation (New York, 1964), pp. 2-6.

⁷Estelle Fuchs, Pickets at the Gates (New York, 1966), pp. 32-36.

⁸Russell Middleton, "Alienation, Race and Education," American Sociological Review, XXVIII (December, 1963), pp. 973-977.

⁹Coleman et al.

¹⁰Don Hamachek and James Conley, "An Exploratory Study of Students' Perceptions of School, Teachers' Skills, Self, and Student-Teacher Relations in Grades Six Through Twelve" (paper presented at the annual meeting of the American Educational Research Association, Chicago, February 10, 1968), pp. 1-15.

¹¹Ibid., pp. 10-11.

¹²Coleman et al., pp. 463-464.

CHAPTER II

CONCEPTUAL DEVELOPMENT AND REVIEW OF LITERATURE

Introduction

According to Seeman, alienation is a concept which pervades the literature of sociology and holds a prominent place in the work of contemporary sociologists. He contends that alienation is a central theme in the works of such men in sociology as Marx, Weber, and Durkheim.¹ Dean credits much of the development of the original concept to Hegel, Marx, and Weber.²

Pearlin contends that alienation is considered by a number of theorists to be the most prominent and crucial condition in modern society, but that despite the importance of the concept, there has been little empirical research evolved from it. It is suggested that the lack of investigation of alienation may be due to the lack of definition of that from which people are alienated.³

According to Nettler, "The idea of alienation has a long history but a recent vogue and as with any other concept refurbished for scholarly purposes, its adopters are using it variously." Nettler further points out that Hegel first suggested the term, alienation, in describing the situation in which man becomes detached from the world of nature, including his own nature. The alienated man described by Hegel is one whose community and all other natural things have been severed

by knowledge. Nettler indicates that Hegel's suggestion of knowledge as a precipitator of alienation is reinforced by the identification by Marx of a form of alienation associated with labor specialization. According to Nettler, this conflict of interest between a single individual and a collectivity of individuals also brings in the ideas of Durkheim and his concept of anomie.⁴

Dean points out that the concept of alienation is deeply rooted in sociological tradition and that it has recently enjoyed extensive popularity in the work of contemporary behavioral scientists. He further credits Seeman with bringing order out of chaos with his classification of parts or dimensions of alienation as powerlessness, meaninglessness, normlessness, isolation, and self-estrangement.⁵

Because of the lack of discrete interpretation in the analysis of alienation, an attempt will be made to provide some structure to this examination of the alienation concept. The next section will provide discussion of a few of the recent refinements of the concept. The third section will review specific selected empirical investigations involving alienation. The final section will provide a summary and concluding remarks.

Components of Alienation

In an attempt to bring consistency into the alienation concept, Seeman uses as a reference the personal standpoint of the actor and examines five variants of alienation from the socio-psychological point of view.

Powerlessness

Powerlessness is defined by Seeman as ". . . the expectancy or probability held by the individual that his own behavior cannot determine the occurrence of the outcomes or reinforcements he seeks."⁶ This is seen as the idea of alienation found in the work of Marx in describing the view of the worker's condition in capitalist society, and the extension into Weber's identity of bureaucratic organizations. According to Seeman, the idea of alienation as powerlessness is perhaps the most common use of the concept in sociological literature. Seeman believes that powerlessness is purely the individual's expectancy for some control of events and no extension from this limitation is included in the concept.⁷ Powerlessness thus defined is clearly distinguished from objective powerlessness from the viewpoint of an observer, objective interpretations of powerlessness against some standard, and the individual's sense of discrepancy between his expectations and desire for control.

Seeman observed that powerlessness when defined as an expectancy is closely related to the ideas of internal versus external control of reinforcements. This provides a linkage between theory of learning and theory of alienation, both of which have long histories in psychology and sociology. It may be pointed out that this common area for comparison also produces a problem in that, although they are closely related, they do not generally define the same concepts.⁸

In order to avoid over-generalization, Seeman elected to limit the application of powerlessness to the depiction of man's relation to the larger social order. Besides the constraints this limitation places on

the tendency to generalize, it also helps to avoid the confusion of identifying powerlessness with some vague index of personality adjustment.⁹

Meaninglessness

Another major use of the alienation concept is observed in the idea of meaninglessness, defined by Seeman as a low expectancy that satisfactory predictions about future outcomes of behavior can be made. This refers to the individual's sense of understanding of the events in which he is engaged, and like powerlessness, is oriented to the individual and his perception of his environment. The individual manifests the meaninglessness aspect of alienation when he is uncertain as to what he ought to believe, and when his minimal standards for decision making are not clear within his own frame of reference.¹⁰

Isolation

The isolation of different elements of complex society is identified by Durkheim as a factor in feelings of "anomie" among participants of the society. The specialization and bureaucratization of separate entities within the social structure are seen as factors exceeding the anomic tolerance levels of individuals. Anomy is perceived to spring from the lack of collective forces for the regulation of social life.¹¹

Normlessness

Normlessness, as identified by Seeman, is derived from Durkheim's "anomie", which in the traditional use denotes a situation in which the social norms which ordinarily regulate individual conduct have become

ineffective and no longer function as rules for behavior.¹² Merton is given credit for further development of this concept, in his identification of "adaptations" as the kinds of conformity and deviance that may occur where the disciplining effect of collective standards has been weakened. Specific reference is made to the American emphasis on goal orientation, and the fact that individuals, when confronted with high demands for success along with low probability of success while using legitimate means, may turn to non-legitimate means to attain such goals. Seeman emphasized that the anomic behavior described by Merton leads to low predictability of individual behavior, and frequent belief in luck by those demonstrating normlessness.¹³

Seeman pointed out that normlessness has been often overextended to include a wide variety of social conditions and psychic states including personal disorganization, cultural breakdown, reciprocal distrust, and other disorders. Seeman prefers to limit normlessness to the high expectancy that socially unapproved behaviors are required to achieve given goals.¹⁴

Dean considers conflict of norms to be a subtype of normlessness. Conflict of norms generates from common dilemmas faced by individuals in complex societies where conflicting values give rise to conflicting norms.¹⁵

An individual's assignment of low reward values to goals or beliefs that are typically highly valued by other members of a society is Seeman's operational definition of isolation. In this sense, isolation does not refer to a lack of social adjustment in the individual's warmth, intensity, or security in social contacts.¹⁶

Self-Estrangement

Seeman points out that Fromm and Mills should receive much credit for evolvment of the self-estrangement concept. Fromm's contribution is seen in his definition of man's craving for consumption as having lost all connections with the real needs of man.¹⁷ Mills' contribution is made in the development of the concept in pointing out, "Men are estranged from one another as each secretly tries to make an instrument of the other, and in time a full circle is made: One makes an instrument of himself and is estranged from it also."¹⁸

Very specifically, Seeman defines self-estrangement as the degree of dependence of the given behavior upon anticipated future rewards, that is, upon rewards which lie beyond the activity itself. This concept refers to a loss of intrinsic pride or meaning in work. Seeman notes that this is a major feature of alienation as defined by Marx.¹⁹

Seeman points out that his works represent no constant, but are rather an attempt to organize the major variants of alienation which have been identified and examined. His efforts were, ". . . first, to distinguish the meanings that have been given to alienation, and second, to work toward a more useful conception of each of these meanings."²⁰

Neal and Rettig contend that Seeman's approach was more historical and thematic than systematic and that very little has been done to empirically delineate multiple dimensions which exist in the structures of alienation. These authors indicate that such delineation would make it possible to determine the detailed relationships of the different aspects of alienation to one another, and to other social concepts such as status orientation. For the examination of the relationships under

consideration, the researchers worked with data extracted in a previous study and treated it by orthogonal rotation. Selection of this treatment was based on mathematical sophistication, and the desire to fuse two structures to determine intervariance.²¹

The findings by Neal and Rettig were inconclusive but offered bases for the following recommendations. (1) Each alienation construct should have a single, identifiable referent. (2) Researchers should operationalize the concepts they use and demonstrate congruence of their concepts with the empirical referents. (3) The alienation constructs should be related empirically to either their generative social conditions or to their social consequences.²²

In order to examine relationships between certain aspects of alienation, Dean constructed an instrument to measure the degree of alienation held by individuals. Characteristics examined were powerlessness, normlessness, and social isolation. Subscales were developed for each characteristic and a composite scale of twenty-four items was used to measure the alienation level of individuals. Upon applying the scale to 384 subjects, it was found that the correlation among subscales was high enough to consider them to belong to the same general category (alienation) yet different enough to warrant treating them as independent variables.²³

Further treatment of the alienation scores was accomplished by analyzing each with five background factors of the respondents. These factors were education, occupation, income, age, and community. It was found that uniformly low magnitudes in correlation precluded using these factors as a predictor in the degree of alienation manifested by respondents. It is of interest to note, however, that with increase in

social status as determined by occupation, there was a corresponding decrease in feeling of alienation. One explanation offered for these findings is that perhaps alienation is not a personality trait, but is rather, a situation-relevant variable.²⁴

Dean concludes that while most of the literature and this particular piece of research have used society per se as the referent for alienation, perhaps the individual's identity with society is experienced with reference to primary groups or voluntary associations in society. It is further concluded that alienation may be not a singular phenomenon, but rather, a syndrome.²⁵

Summary of Alienation Components

The components of alienation used in this study and supported by the literature were those of powerlessness, meaninglessness, isolation, normlessness, and self-estrangement. Support for the classification of these dimensions of alienation is provided in the literature cited, with the recognition that alienation is composed of more than a single dimension.

Selected Investigations Using the Alienation Concept

According to Neal and Seeman, "the mass society viewpoint" is that the disintegration of community ties has separated the individual from a society which he considers to be his own. This isolation produces a sense of powerlessness which can be damaging to the individual and to the democratic social order. Therefore, there is the need for mediating groups to function as a tie between primary social groups (families) and the nation in order that an individual may perceive himself as

having capacity to determine his own life, and as having an effect on the lives of his fellows.²⁶

Alienation in Work Groups

In examining the feelings of relative power among work groups, it was found by Neal and Seeman that membership in work-based organizations accompanied a relatively strong sense of control over events of the individual, whereas powerlessness was related more to the lack of organization. Differences in amount of powerlessness demonstrated by workers were found to be greatest among mobility-minded workers, while among non-striving white collar workers, feelings of powerlessness were less diverse. Explanation for this was offered in pointing out that organization for white collar workers served as a vehicle for mobility, whereas organization for manual workers is largely a vehicle of group security and shared economic welfare. It was further suggested that non-striving white collar workers might join organizations to do something, whereas their status oriented peers might join the organization to get something.²⁷

According to Clark, the construct for the concept of alienation would prove more helpful in the social sciences if it were clearly defined, and if a tool for measuring it were developed. In an effort to reach that end, Clark conducted a study of alienation among member participants in an agricultural cooperative association. Data included measurements of alienation, member satisfaction, member participation, and member knowledge as they related to the association.²⁸

Alienation was measured by Clark as the discrepancy between the power that man believes he has and that which he believes he should have.

With this frame of reference, it is noted that man must consider himself as deserving a role in a given social situation before he can demonstrate feelings of alienation within it.²⁹ This definition of alienation is closely related to Seeman's powerlessness which was defined as ". . . the expectancy or probability held by the individual that his own behavior cannot determine the occurrence of the outcome, or reinforcements he seeks."³⁰

In the Clark study satisfaction was measured by a scale designed to measure the degree to which the expectations of the association are perceived to have been accomplished. Participation was similarly measured as the degree to which members meet the role expectations of the association. Knowledge was measured as the degree to which members are informed about the activity and function of the association.³¹

Findings of the Clark study indicated that alienation was highly inversely correlated to the members' satisfaction with the organization. A relationship was found to exist between alienation scores and the number of other members known, ($r = -.17$) and the number of memberships held in other organizations ($r = -.21$). It was concluded that merely participating and obtaining knowledge about the organization was only slightly related to the degree of alienation. On the other hand, high satisfaction and low alienation of members seems to give little assurance of member participation and knowledge.³²

In summary, low measures of powerlessness were found to be identified among workers who possess high organizational identity. As might be expected high satisfaction with the function of a cooperative organization was found to be highly correlated to low alienation of the membership. It may be summarized that both identification with the

organization and satisfaction with organizational activity correspond to low levels of alienation among the participants.

Alienation in General Social Context

Nettler attempted to define and measure a single form of alienation, that of estrangement from society. Her attempts were initiated by defining three related concepts; alienation, anomie, and personal disorganization. Anomie was identified with the work of Durkheim and defined as a societal condition of relative normlessness, a form of alienation to the psychological state of the individual. Alienation was perceived as estrangement from or unfriendliness toward society and culture. Nettler emphasized that anomie and alienation should not be confused with personal disorganization which is intrapersonal conflict, personal goallessness, or lack of internal coherence, and which is used synonymously with psychopathology.³³ Somewhat contrary to the general ideas dealing with alienation and personality disorder, Nettler emphasizes Maslow's definition of a healthy personality as having some degree of alienation as a prerequisite to functioning fully.³⁴

Nettler measured alienation by use of a scale developed to determine the degree of estrangement that individuals have toward their society. To achieve instrumentation, a sample of known "aliens" was identified through referral and confirmation was achieved through interviews. The common criteria of the standardization group were a consistent maintenance of unpopular or adverse attitudes toward familism, mass media, mass taste, current events, popular education, conventional religion, the telic view of life, nationalism, and the voting process. Among these subjects, marriage was considered to be dangerous, and

often was perceived as a mistake. Romantic love was disastrous, and marriage only rarely an improvement over living alone. All subjects regarded national political activity as a non-rational circus and demonstrated a tendency to vote against, rather than to vote for. They were found to show only slight interest in current events. Another manifestation of estrangement was the vocal disdain for mass culture and mass activity. Nettler found no difference between the "intelligentsia" and lay thinkers, even though there was subjective acknowledgement that "professional thinkers" demonstrate some observable differences from usual men. This stigma is not seen as being related to alienation as measured by the investigator.³⁵

Alienation Among Mental Hospital Employees

Using powerlessness as an operational definition of alienation, Pearlin examined the authority structure, opportunity structure, and the work groups in a mental hospital. With respect to the authority relationships, alienation was found to be most intense where interaction with superordinates was minimized. This limited interaction resulted from great positional differences in which one way communication was established, or when communication was absent. In study of the opportunity structure it was found that alienation was most conspicuous among the low achievers and remarkably low among high achievers. Even with this observation, it was found that worker attitudes concerning reward systems could cause divergence in the pattern. Workers who established friendship relations with others in their work group were found to have lower alienation levels than workers without these relationships. This was particularly apparent in work groups which had face

to face work conditions. Workers who worked in relative isolation were found to be markedly more alienated than those who worked in work groups. It was observed that there are individuals who seem to demonstrate characteristics of alienation regardless of the work situation.³⁶

The salient points in this research were: Workers who enjoyed friendly relationships with others in their work group were found to have lower alienation levels than workers without these relationships. In a similar pattern, workers who had limited communication with others were found to be more highly alienated than workers having extensive communication with others. As might have been expected, alienation was found to be inversely related to achievement in the opportunity structure and reward system.

Alienation Among Manual and Non-Manual Workers

In 1963, Neal and Rettig examined alienation concepts as they applied to manual and non-manual workers, attempting to find what relationships existed between powerlessness and normlessness measures and Srole's anomie scale. Testing of orthogonal relationships between the three dimensions of alienation was accomplished through factor analysis. Specifically, an effort was made to determine what relationship might exist between status aspiration of respondents and the powerlessness and normlessness dimensions of alienation.³⁷

Powerlessness, normlessness, and Srole's anomie scale emerged as separate and unrelated dimensions for both manual and non-manual work categories of respondents. Neal and Rettig concluded that these findings supported Seeman's justification for separation of alternative meanings of alienation.³⁸

Neal and Rettig treated normlessness with respect to political orientation and economic orientation. For manual workers the relationship between these orientations was much closer than for non-manual workers. This was explained as possibly being due to a tendency of members of lower socioeconomic groups to attribute fluctuations in the economy to specific governmental policies. Furthermore, specific content of the scale devised for the measurement of normlessness suggests, by the responses made by manual workers, that a theme of exploitation of others is necessary for success in business. Accordingly, manual workers may feel that they are objects of manipulation and deception.³⁹

In summary, the authors concluded:

. . . Among manual workers the perceived inability to control political corruption was associated with the inevitability of war; for the non-manual political corruption was associated with a denial of personal responsibility for governmental decision making process.

Relationships between the alienation dimensions examined and status orientation could not be determined.⁴⁰

Survey of Alienation Research

Four years later, Neal and Rettig summarized research dealing with alienation. They credited Middleton with operationalizing the five dimensions of alienation identified by Seeman into a five item Guttman scale. Similarly, Dean developed three Likert type scales which were so highly correlated as to warrant combining them into a single measure of alienation. In the study by Clark, the focus is seen as organizational, whereas Nettler operationalized estrangement from one's society and culture as an orientation toward alienation.⁴¹

It was noted by Neal and Rettig that many recent investigators using the concept of alienation considered it as a single dimension with reference to individual maladjustment, to a negative view of the world, or to feelings of despair and hopelessness. Further complications were seen to arise in the adherence to the Marxist definition of alienation as a class related ideology. Neal and Rettig suggested that their own data failed to support the assumption that men who occupy positions of responsibility feel that they are in command of power, or that men who do not occupy such positions necessarily feel powerlessness. Furthermore, there was found to be no base for applying objective indices of personal pathologies and social disorganization as prima facie evidence of alienation.⁴²

Neal and Rettig suggested that subsequent investigations dealing with normlessness and powerlessness have provided not only an empirical demonstration that the precipitating factors of these two conditions differ, but that they also are different in their ability for predicting selected aspects of critical social behavior. They further pointed out that empirical studies of alienation should eventually provide a base for the synthesis of several sociological and psychological concerns of man and society as well as integrate the historical concerns of sociology.⁴³

Alienation and Race

Studies conducted by Middleton were based on two major hypotheses. The first hypothesis was that different types of alienation are highly correlated with each other. The second was that each type of alienation is directly related to those disabling social conditions that limit or

block the attainment of culturally valued objectives. These two hypotheses were tested relative to educational achievement and racial identity of residents in a Florida community. It might be noted that this study was part of a larger study being conducted in the community.⁴⁴

Dimensions of alienation being examined were powerlessness, meaninglessness, normlessness, cultural estrangement, social estrangement, and estrangement from work. Middleton considered the first three dimensions to be closely identified with Seeman's interpretation. Cultural estrangement was similar to Seeman's isolation dimension. Although social estrangement was perceived as a useful concept by Seeman, Middleton elected to use that dimension and supported its use in pointing to its ability to distinguish between social isolation and social estrangement. Finally, the estrangement from work dimension is acknowledged by Middleton as being essentially an index of self-estrangement.⁴⁵

Findings of the Middleton study were, that with the exception of cultural estrangement, the relationship between each dimension of alienation and each other dimension of alienation was moderately strong. The dimension most highly correlated with other dimensions was estrangement from work. It was suggested that this might be a very useful index for self-estrangement. Negroes reflected higher degree of alienation than whites, with statistically significant differences in all dimensions except cultural estrangement. The difference was greatest in the estrangement from work dimension.⁴⁶

Analysis of education as a factor in alienation was done for both Negroes and whites. Among the Negroes, differences related to education were statistically significant only for social estrangement and estrangement from work. Among the whites, statistically significant differences

were found to exist for powerlessness, meaninglessness, and estrangement from work. In these aspects, alienation and amount of education were inversely correlated.⁴⁷

The inverse relationship was particularly strong between meaninglessness and educational attainment, but it was much more intense among the whites than it was among the Negroes. Middleton speculated that the Negro's greater sense of powerlessness may be responsible for this phenomenon, in that even the educated Negro may feel little interest in attempting to understand things which he believes to be beyond his control. Support for this analysis is offered in the observation that education has greater effect on powerlessness among whites than it has among Negroes.⁴⁸

The most striking finding of the Middleton study was considered to be the pervasiveness of alienation among the Negro population. Middleton concluded, "Subordinate racial status and limited education are strongly associated with all but one type of alienation."⁴⁹

Alienation and School Bureaucratic Structure

Kolesar conducted research to determine the relationships existing between the bureaucratic structure of schools and the alienation of the student populations of schools. From an original sample of twenty schools, five were found to be of pure type, as defined in the School Organizational Inventory. These types were monocratic (one in the sample), punishment-centered (two in the sample), collegial or representative (two in the sample), and mock (none in the sample). Alienation was measured by an instrument designed by the researcher, based on the major dimensions of alienation as identified by Seeman. These

dimensions were powerlessness, self-estrangement, normlessness, meaninglessness, and isolation. The summation of the dimensional scores provided a composite score which was a sixth base for comparison to school types.⁵⁰

Alienation scores for the population sampled varied for different dimensions. Powerlessness was the highest measure, followed by meaninglessness and self-estrangement. Normlessness and isolation scores were the lowest. Significant differences in alienation scores between school types were found to exist in the dimensions of powerlessness and meaninglessness.⁵¹

Kolesar noted that significant differences appeared with consistency only for the powerlessness dimension and the composite score. It was acknowledged that this might be an inadequacy of the instrument, or perhaps the nature of the focus of his research. It was suggested that another focus might warrant further use of the instrument.⁵²

Kolesar pointed out that two definitional problems exist in the five dimensional measure of alienation. The first is that meaninglessness and powerlessness both involve predictions of behavioral outcomes. The author suggested that this might generate inconsistencies in other research even though it produced no problems in his research. The second problem was seen to stem from the close relationship of isolation and normlessness. Kolesar suggested that rejection of school norms would very likely reduce resistance for unapproved behavior. It was suggested that future researchers might further examine this relationship.⁵³

Alienation and College Students

Twenty Harvard undergraduate volunteers provided some interesting insight into alienation through studies conducted by Davids.⁵⁴ The selection was made with efforts toward obtaining a sample having varied interests, background, personalities, and abilities. A questionnaire was structured to learn how the selected students reacted to eight personality dispositions from the standpoint of themselves, the average Harvard student, and an ideal person. The eight personality dispositions were sociocentricity, optimism, trust, egocentricity, pessimism, distrust, anxiety, and resentment. The first three were considered to be positive or socially desirable, while the last five were considered to be negative or socially undesirable. High scoring on the negative factors showed highly significant intercorrelations and served as identification for an alienation syndrome. The findings indicated that those respondents who scored high on any of the five negative personality dispositions also scored high on the other negative dispositions.⁵⁴

In comparing self to ideal person, highly alienated students were found to have a greater discrepancy between the ideal and the self than were students who scored low in alienation. Those students who scored low on ego structure were found to score high on the alienation syndrome.⁵⁵

Public School Classroom Alienation

Epperson examined aspects of alienation among more than 700 students in grades three through twelve. Sampling twenty-seven classrooms, he used isolation and powerlessness as dimensions of alienation for

correlation with social exclusion and academic actualization. Epperson perceived isolation and powerlessness as being forms of alienation, contending that they both absorb energy and make it impossible for the student to achieve his academic potential. Isolation was defined as the discrepancy between the actor's own attitudes and those attitudes he attributes to significant others in the classroom, including friends and the teacher. Powerlessness was seen as task powerlessness in which the student is unable to accomplish academic tasks, and social powerlessness in which the student is unable to manipulate others in a social environment. Further definition is offered to the concept of exclusion, the situation in which the student is perceived by peers as undesirable for intimate social relationships.⁵⁶

In discussing the powerlessness aspects of alienation, Epperson pointed out that students in a classroom situation are sensitive to two different orientations to feelings of power. First, there is the power to manipulate school related tasks. Second, there is power related to the manipulation of the social situation. An underlying assumption in the discussion is that effective classroom learning requires a situation in which the student can receive support both from the teacher and his peers. The absence of support in either source will result in the expenditure of much energy in behavior aimed at gaining the needed support. The process may demonstrate cyclical properties, in that energy consuming activities expended to gain support from peers lead to shortage of energy for the performance of class performance tasks, and hence make the actor less acceptable to others for inability to meet class performance obligations. When this occurs, the orientation of the actor toward others in the classroom can be conceptualized

as alienation.⁵⁷ Exclusion related to the amount of intimacy the student perceived himself as enjoying in group activities. Actualization was the measure of academic performance with relation to ability to perform. In this use of the term, low ability high achievers and high ability high achievers were considered to have reached a degree of actualization.⁵⁸

Findings of the study were that teacher exclusion was significantly related to pupil's feeling of isolation, whereas peer exclusion was not significantly related to the pupil's feeling of isolation. A possible explanation for this was offered in that the visibility of teacher exclusion was much greater than peer exclusion, and therefore students were more cognitively sensitive to this exclusion. It was also suggested that differences between teacher and student may be more exaggerated than differences between student and student due to greater permissibility in the peer culture.⁵⁹

The relationship between powerlessness and peer exclusion was found to be much stronger than the relationship between peer isolation and peer exclusion. Furthermore, task powerlessness appeared to be more highly related to peer exclusion than was social powerlessness. This difference was tentatively attributed to the high visibility of task powerlessness and the relatively low visibility of social powerlessness.⁶⁰

Other findings were that where either social or task powerlessness was high and the other form low, exclusion did not appear to be related to powerlessness. The frequency of high task powerlessness and low social powerlessness was relatively small, demonstrating how seldom a pupil is found who sees himself as having social power in the absence

of expertise in accomplishing classroom tasks. There were, conversely, a large number of students having low social power and high classroom expertise as demonstrated by low task powerlessness and high social powerlessness. According to Epperson,

Isolation as a form of alienation has been proposed as an indication that considerable psychological energy is being consumed in the process of trying to cope with the social conditions that accompany these feelings. Psychological energy being used in the pupil's efforts to deal with these social conditions would render less energy available for application to academic tasks. The isolated pupil, then, should not be able to actualize his academic potential as the pupil who feels integrated into the classroom.

Isolation from both teacher and peers was most highly related to low actualization, high isolation from the teacher only ranking next, and high isolation from peers only, ranking last with a small reversed pattern favoring slightly higher actualization levels.⁶¹

Both social powerlessness and task powerlessness were found to be positively related to low actualization. The explanation here is that powerlessness, much like isolation, is a form of alienation which causes nonproductive use of psychological energy.⁶²

In considering both the isolation dimension and the powerlessness dimension of student alienation, it was found that the relationship between actualization and alienation was very distant when powerlessness and isolation were either both high or both low. When both forms of alienation are found to be high in an individual, low actualization is very likely to be demonstrated. According to Epperson, "Using both of these predictors of academic output (powerlessness and isolation) appears to have advantages over using only one."⁶³

The conclusion of the Epperson study was that exclusion by a teacher is strongly reflected in student alienation. Exclusion by

peers is not as clearly related. There was, however, a strong relationship found to exist between peer exclusion and social powerlessness.⁶⁴

Urban Alienation

In replication of an earlier study by Mizruchi, Killian and Grigg investigated anomia as measured by Srole's anomia scale and the relationship to racial identity and community size. Education and occupational background were statistically controlled in the study. Analysis of the data suggested that the traditional assumption that urbanism correlates highly with anomia is placed in suspicion. This is given further support in citing the Mizruchi work in which that author had pointed to the exaggeration of the differences in anomia and urban or non-urban living. According to Killian and Grigg, the difference in anomia among whites was more closely related to level of education than to size of community. In evaluating data concerning the Negro samples, no significant urban-rural difference was found to exist. The small difference that did show indicated higher anomia among the rural Negro.⁶⁵

Among the white samples who placed themselves in upper or middle class, there was a tendency to display high anomia if they lived in an urban setting rather than a small town. Among the Negroes, the only group to show significant differences were the white collar rural dwellers who tended to demonstrate high anomia as compared to other Negro groups. The interpretation of this is that the position in social structure of either type of community is the crucial factor in precipitation of anomic feelings. For the white population, low class identity and low educational achievement are identified with high anomia whereas for the Negroes, rural residence is associated with anomia, and blue

collar Negro urban residents were more inclined to anomia than were white collar Negro urban residents.⁶⁶

Summary and Conclusions

Alienation is a sociological concept having been essentially developed in the past century. Credit to the development of this major tool of behavioral scientists is given to Hegel, Marx, Weber, and Durkheim from historical reference; and to Dean, Seeman, Nettler, Merton, Fromm, and others in contemporary sociology.

Part of the lack of greater use of the concept has been attributed to inadequacy of definition and disagreement among behavioral scientists as to what factors constitute alienation. A major advance in the evolution of the concept was the recognition of the multidimensional nature of the phenomenon. Another advance was the identification of specific orientation such as that of the individual, that of the greater society, or that of the social reference group.

Perhaps the most significant progress in the development of alienation as a research tool has been categorization of alienation types and operationalization of these types or type groups by such scholars as Srole, Nettler, Seeman, Clark, and others. Of particular significance in these developments is the consistency of the evolved constructs in supporting the idea of multidimensional aspects of alienation. Seeman provided major structure to the concept when he organized the work of previous sociologists and identified five major components of individual oriented alienation: powerlessness, meaninglessness, normlessness, isolation, and self-estrangement.

The literature cited in this chapter has included both conceptual

foundation and reports of specific empirical studies. Those studies which are particularly applicable to the study under investigation are emphasized here.

Studies by Neal and Seeman indicated that powerlessness and work group orientations are influenced by the social class and occupational class of the participants. In examining social relationships in an agricultural cooperative, Clark found evidence which suggests that alienation is highly inversely correlated to satisfaction with the organization. Participation and the acquisition of knowledge was found to be only slightly related to alienation.

Middleton found that Negroes are significantly more alienated than whites. An inverse relationship was found to exist between education and meaninglessness, but the difference was more intense for whites than it was for Negroes. Conclusions of the study were that subordinate racial status and limited education were strongly associated with all but one type of alienation, that one type being cultural estrangement.

Kolesar compared the alienation of students to the bureaucratic structure of the schools they attended. He found that powerlessness was significantly related to differences in school types, those in his study being monocratic, punishment-centered, and collegial. The researcher suggested the further research of alienation in school populations, using a focus other than bureaucratic structure might be well justified.

Anomia of Negroes and whites was examined by Killian and Grigg in both urban and non-urban settings. Occupational status, educational attainment, and social position were statistically controlled. Anomia

among whites was found to be more closely related to level of education than to size of community. Upper or middle class whites tended to be more anomic in urban settings than when they lived in non-urban settings. Among Negroes, the only differences of any significance were found among white collar rural dwellers who showed higher anomic behavior than other Negro groups. The investigators concluded that for all people, the position in the social structure is the crucial factor in the generation of anomic feelings. For the white population, low class identity and low educational achievement are identified with high anomia.

In conducting studies in classroom settings, Epperson defined teacher or peer isolation and task or social powerlessness. The students' feelings of isolation were found to be significantly related to teacher exclusion but not necessarily related to exclusion by other students. Both social powerlessness and task powerlessness were found to be positively related to low actualization. There were, notably, many students with high social powerlessness and low task powerlessness. A major conclusion by Epperson was that alienation, either in powerlessness or isolation dimensions, caused drain on psychological energy of the student. The loss of this energy to correct the situation was usually without much success for the primary purpose, and in most cases deprived the student of reserve energy for the performance of classroom tasks. Finally, a strong relationship was found to exist between peer exclusion and social powerlessness.

Alienation is a concept that has been developed and refined in relatively recent years. Better definition and instrumentation have made it possible for this concept to be probed and examined in research dealing with current social problems. Although the concept is far from

the status of theory, magnitude of social change and the accompanying changes in social involvement of individuals suggest greater possibility for the growth of this concept. Although it may not provide cures for social ills, the study of alienation may help in the analysis of these problems and eventually point to the direction of remedy.

FOOTNOTES

¹Melvin Seeman, "On the Meaning of Alienation," American Sociological Review, XXIV (December, 1959), p. 783.

²Dwight G. Dean, "Alienation: Its Meaning and Measurement," American Sociological Review, XXVI (October, 1961), p. 754.

³Leonard I. Pearlin, "Alienation From Work: A Study of Nursing Personnel," American Sociological Review, XXVII (June, 1962), p. 325.

⁴Gwynn Nettler, "A Measure of Alienation," American Sociological Review, XXII (December, 1957), p. 670.

⁵Dean, pp. 753-754.

⁶Seeman, p. 784.

⁷Ibid.

⁸Ibid., p. 785.

⁹Ibid.

¹⁰Ibid., p. 786.

¹¹Emile Durkheim, Suicide: A Study in Sociology, tr. John A. Spaulding and George Simpson, ed. George Simpson (New York, 1951), p. 382.

¹²Seeman, p. 787.

¹³Ibid.

¹⁴Ibid.

¹⁵Dean, p. 755.

¹⁶Seeman, pp. 788-789.

¹⁷Ibid., p. 790.

¹⁸Ibid., p. 789.

¹⁹Ibid., p. 790.

- ²⁰Ibid., p. 791.
- ²¹Arthur G. Neal and Salomon Rettig, "On the Multidimensionality of Alienation," American Sociological Review, XXXII (February, 1967), p. 55.
- ²²Ibid., pp. 61-62.
- ²³Dean, p. 756.
- ²⁴Ibid., p. 757.
- ²⁵Ibid., p. 758.
- ²⁶Arthur G. Neal and Melvin Seeman, "Organizations and Powerlessness: A Test of the Mediation Hypothesis," American Sociological Review, XXIX (April, 1964), pp. 216-226.
- ²⁷Ibid., p. 225.
- ²⁸John P. Clark, "Measuring Alienation Within a Social System," American Sociological Review, XXIV (December, 1959), pp. 849-851.
- ²⁹Ibid.
- ³⁰Seeman, p. 784.
- ³¹Clark, pp. 849-851.
- ³²Ibid.
- ³³Nettler, pp. 671-672.
- ³⁴Abraham H. Maslow, Motivation and Personality (New York, 1954), pp. 210, 221-223, and 226, as referred to in Nettler's "A Measure of Alienation," p. 672.
- ³⁵Nettler, p. 674.
- ³⁶Pearlin, p. 325.
- ³⁷Arthur G. Neal and Salomon Rettig, "Dimensions of Alienation Among Manual and Non-Manual Workers," American Sociological Review, XXVIII (August, 1963), p. 601.
- ³⁸Ibid., p. 605.
- ³⁹Ibid., pp. 606-607.
- ⁴⁰Ibid., p. 608.
- ⁴¹Neal and Rettig (1967), p. 62.

- ⁴²Ibid., pp. 62-63.
- ⁴³Ibid., p. 64.
- ⁴⁴Russell Middleton, "Alienation, Race, and Education," American Sociological Review, XXVIII (December, 1963), p. 973.
- ⁴⁵Ibid., pp. 973-974.
- ⁴⁶Ibid., p. 975.
- ⁴⁷Ibid., p. 976.
- ⁴⁸Ibid.
- ⁴⁹Ibid., p. 977.
- ⁵⁰Henry Kolesar, "An Empirical Study of Client Alienation in the Bureaucratic Organization" (unpubl. Ph.D. dissertation, University of Alberta, 1967), pp. 159-160.
- ⁵¹Ibid., pp. 163-164.
- ⁵²Ibid., p. 163.
- ⁵³Ibid., pp. 166-167.
- ⁵⁴Anthony Davids, "Alienation, Social Apperception, and Ego Structure," Journal of Consulting Psychology, XIX (1955), pp. 21-24.
- ⁵⁵Ibid., p. 26.
- ⁵⁶David C. Epperson, "Some Interpersonal and Performance Correlates of Classroom Alienation," The School Review, LXXI (Autumn, 1963), pp. 361-364.
- ⁵⁷Ibid., p. 361.
- ⁵⁸Ibid., pp. 364-365.
- ⁵⁹Ibid., pp. 366-367.
- ⁶⁰Ibid., p. 369.
- ⁶¹Ibid., pp. 369-371.
- ⁶²Ibid., p. 371.
- ⁶³Ibid., p. 373.
- ⁶⁴Ibid.

⁶⁵Lewis M. Killian and Charles M. Grigg, "Urbanism, Race and Anomia," The American Journal of Sociology, LXVII (May, 1962), pp. 661-662.

⁶⁶Ibid., p. 664.

CHAPTER III

RESEARCH DESIGN

Introduction

This chapter describes the over-all research design including (1) the physical environment of the study, (2) sampling techniques, (3) instrumentation, (4) administration of the instrument, (5) scoring and processing of raw data, (6) hypotheses under examination, and (7) statistical treatment of data. Finally, limitations of the design will be discussed and the total chapter will be summarized.

This research resembles the "Time Series Experiment" design described by Campbell and Stanley, in which an experimental variable is introduced into a situation for which a time series of measurements are made and recorded. The authors point out that although this design has frequently been regarded as valid in the "more successful sciences", there are situations in which it is also very meaningful for the social sciences. Use of this design is particularly appropriate where more thorough experimental control is not possible. Weaknesses in the time series design are most apparent in the failure to use a control group and in the inability to identify and control intervening variables, particularly the maturation of the subjects.¹

Physical Environment of the Study

The research project was conducted in a large Southwestern metropolitan school district preceding and during the desegregation of four secondary schools. Change in attendance patterns to facilitate the desegregation became effective in September of 1968. Base data were collected in each of the four schools in May of 1968 and are hereafter referred to as Data Set I. Initial desegregation data were collected during the third and fourth weeks of September, 1968 and are hereafter referred to as Data Set II. Final data, collected during the first two weeks of March of 1969, are hereafter referred to as Data Set III. Data Set II and Data Set III were matched by using the same respondents for both samples.

In Table I, the reader may find information concerning the population of this study. Random samples as described in the next section were used to represent this total population. Prior to desegregation, each of the schools was a combination junior-senior high school serving grades seven through twelve. Table I provides comparative data for Negro and non-Negro enrollment in the four schools both before and after desegregation. Schools I and IV were designated core schools and initially reflected percentages of Negro enrollment which were higher than the Negro proportion of the school district population. Conversely, schools II and III were designated peripheral schools and initially had Negro enrollments which were lower than the Negro proportion of the school district population.

With the act of desegregation, schools I and II became junior high schools and schools III and IV became senior high schools. Desegregation was accomplished by merging pairs of attendance areas to form two

new attendance areas from the original four. Two schools then served as paired schools for each of the newly merged attendance areas. As identified in Table I, schools I and III were paired and schools II and IV were paired. Each of the paired schools originally served students from adjacent attendance areas, with one school being a core school and the other being a peripheral school. Within each merged area, students in grades seven through nine then attended one of the paired schools, establishing a junior high school. Similarly, students in grades ten through twelve attended the other member of paired schools, creating a senior high school.

TABLE I
RACIAL ANALYSIS OF PROJECT SCHOOLS²

School	Before Desegregation				After Desegregation			
	Negro	Other	Total	Percent Negro	Negro	Other	Total	Percent Negro
I	413	729	1142	36.2	110	858	968	11.4
II	17	1443	1460	1.2	467	649	1116	41.8
III	0	1263	1263	0.0	244	814	1058	23.1
IV	1179	82	1261	93.5	501	388	889	56.4

Sampling Techniques

The entire data collection was accomplished in an environment of reorganization. Many factors other than the research project were contributing to disruption of the usual school social patterns. Desire

on the part of this researcher to minimize disruption, as well as limitations on time and personnel resources necessitated modification of the sampling. It was realized that other randomization procedures might have been superior for the purposes of the "pure" experiment, but the aforementioned compromises were deemed necessary in keeping within the constraints of the research environment.

In three of the project schools it was possible to identify academic areas in which all students were enrolled and for which all sections were heterogeneously grouped. Students in these schools were rotationally assigned to different sections for each grade level course through the services of the school district's data processing center. Samples for schools II and III were drawn from social science classes whereas the sample for school IV was drawn from English classes.

Students in school I were homogeneously grouped, so that group sampling methods could not be used. The attendance roster of school I provided a complete listing of all students enrolled. Selection of the sample from school I was then made by taking a selection of numerical intervals from within this attendance roster.

Data Set I has an N value of 598 whereas Data Sets II and III have N values of 478 each. Distribution of the data samples is provided in Appendix B, pages 89 and 90.

Instrumentation

The dependent variable in the research design was the alienation level of students enrolled in the schools which were desegregated. The instrument used for the measurement of student alienation level was the Pupil Attitude Questionnaire developed by Kolesar specifically for the

measurement of alienation among secondary students.³ The instrument is made up of sixty statements to which students respond on a Likert type scale to indicate their varying degrees of agreement or disagreement with the statement.

The sixty items provide measurement for five sub-structures or dimensions of alienation. Supportive literature explaining the development of the concept is found in Chapter II of this report. The dimensions identified by Kolesar as being necessary in the examination of alienation among secondary students were the same as those developed by Seeman. A brief review of each follows:⁴

Powerlessness is the expectancy of probability held by the individual that his own behavior cannot determine the occurrence of the outcomes or the reinforcements he seeks.

Meaninglessness is a low expectancy (by the individual) that satisfactory predictions about future outcomes of behavior can be made.

Normlessness is a high expectancy that socially unapproved behaviors are required to achieve a given goal.

Isolation is the assign(ing) of low reward value to goals or beliefs that are typically highly valued in a given society.

Self-Estrangement is the degree of dependence of a given behavior upon anticipated future rewards.

Construction and refinement of the Pupil Attitude Questionnaire represented a large part of the work done by Kolesar.⁵ Instrument items were constructed according to the criteria previously described. One hundred and sixty-seven items were originally constructed and judged by a panel of professors and graduate students for evaluation and appropriateness. Through rewording, deletion, and addition of items, a pilot instrument of 164 items was administered to a sample of 163 students in a large urban high school. Analysis of items for their

discriminative ability reduced the number of items to 145. Pearson r correlations calculated for each item with each other item and with the subscale total provided correlation coefficients which at the .01 level of reliability excluded an additional twenty items from the instrument. Ninety-eight of the remaining 125 items were isolated by factor analysis calling for the five factors or dimensions of alienation previously identified. From this ninety-eight factor matrix, a combination of sixty items was randomly selected for use as the research instrument. Coefficients of stability for the variants of powerlessness, self-estrangement, normlessness, meaninglessness, and isolation were 0.734, 0.737, 0.706, 0.625, and 0.659, respectively, and 0.790 for the combined scores. Correlation of teacher based observation rankings for the alienation levels of thirty pupils with the ranking of their degree of alienation as measured by the instrument provided a Spearman rank correlation of 0.72 as a measure of scale validity.⁶

Statements which comprise the total instrument are included in their random arrangement in Appendix A, page 82 through 87. The numbers of the statements which are used to measure each of the dimensions of alienation are found in separated groups following the composite instrument in Appendix A. It might be noted that a variation between the instrument devised by Kolesar and the instrument used in this research was a slight modification of terminology. Kolesar referred to student government as "student union". In items thirty-nine and sixty, the term "student council" was substituted for the original term.

Administration of the Instrument

Constraints of the project environment caused some differences to occur in the administration of the Pupil Attitude Questionnaire among the four project schools. The constraining factors will be discussed in the section concerned with limitations of the design.

School I had, perhaps, the most ideal conditions for data collection. Students were assembled in a central location, one grade level at a time, and the instrument was administered by the researcher with the assistance of regular school personnel.

The researcher was also able to administer the instrument in school II, but because the sampling of this school was by classes, it seemed most appropriate to go to the classes which comprised the sample and not disturb the routine of the entire school. Even with the assistance of graduate students, this procedure took somewhat longer than the method used in school I. The advantage of having trained personnel administering the instruments was retained.

Schools III and IV were very similar in the patterns of data collection. In the process of desegregation, both schools became senior high schools. In both schools the instruments were administered by teachers in their own classrooms. Although this method of administration was not the most desirable, it was believed by the principals of the respective schools that this approach would allow data to be collected with minimal disruption of school routine.

Scoring and Processing of Raw Data

Responses to the statements on the Pupil Attitude Questionnaire were made on a response sheet which provided a numeral for each of the sixty statements in the questionnaire. Following each numeral were the letter symbols SA (strongly agree), A (agree), U (undecided), D (disagree), and SD (strongly disagree) for the degree of agreement or disagreement felt by the student. Each student was asked to circle the letter symbol which most closely represented how he felt about the statement. To reduce errors in transposition of responses, the response columns were arranged to correspond with the pages on which the statements were printed. The reverse side of the response sheet asked the student for personal information including his grade level, sex, date of birth, and other information for use in a concurrent study involving the same population.

Responses to the sixty statements were punched directly into punch cards and scoring was done by computer. The score for each dimension of alienation was arrived at by taking the summation of scores of the statements designed for each dimension. Scoring followed the specifications set up by Kolesar. There was some variation in the scoring due to the fact that for some statements there was direct scoring (SA = 1, A = 2, U = 3, D = 4, SD = 5), for some statements there was reverse scoring (SA = 5, A = 4, U = 3, D = 2, SD = 1), and for some statements there was pyramid scoring (SA = 1, A = 3, U = 5, D = 3, SD = 1). This created no particular problem, but it necessitated the introduction of an extra step into the data processing. Information from the personal information side of the response sheet was coded and punched into the cards.

Hypotheses Under Examination

For each of the five hypotheses, the dependent variable is the alienation score or subscores of the samples being examined. The independent variable was the classification of the sample. Table VIII, found in Appendix B, page 90 provides information concerning the distribution of the sample used in testing each of the hypotheses.

Hypothesis One

At time references I, II, and III, students who attend core schools will have higher alienation scores than students who attend peripheral schools.

Hypothesis Two

At time references I, II, and III, core residence transfer students will have higher alienation scores than peripheral residence transfer students.

Hypothesis Three

At time references I, II, and III, transfer students will have higher alienation scores than residual students.

Hypothesis Four

At time references I, II, and III, junior high school students will have higher alienation scores than senior high school students.

Hypothesis Five

At time references I, II, and III, male students will have higher alienation scores than female students.

Statistical Treatment of Data

The originally conceived design for this research project called for the use of multivariant analysis, not only for the added power which might be realized, but also for the ability of this treatment to

determine the interaction among variables. Unfortunately, the distribution of the sample population did not fall into the cells in an even pattern, and the limited N in some cells precluded the use of the originally planned multivariant analysis of data. It was therefore necessary that non-parametric statistical design be used.

The data used in the examination of the five hypotheses were not matched, necessitating the use of the Mann Whitney U Test. According to Siegel, the Mann Whitney U Test is the most useful alternative to the parametric t test when the researcher is unable to subscribe to the assumptions which are necessary in the use of the t test.⁷

Limitations of the Research Design

Perhaps the largest single limitation of this research project was the fact that there has been limited specific empirical research conducted concerning student attitudes and desegregation, and as a result, this research project was essentially exploratory in nature. Conversely, there have been opinions expressed concerning desegregation of schools, but opinions only add confusion to the research area, particularly where there is contradiction in the different opinions offered, and little supportive rationale.

The necessity of conducting this research project in an actual school situation created severe limitations to the introduction of extended experimental control. Kerlinger notes that field experiments by their very nature, operate with less control than laboratory experiments and that this factor imposes a handicap on the field researcher. He points out, however, that there are compensating strengths to be gained in field research. In particular, the variables have a stronger

effect than they would have in the laboratory, external validity is increased, and the approach is appropriate for the examination of complex social influences.⁸

The over-all design, as a time-series experiment, presented definite problems. There was some degree of uncertainty in that during the time of the project unidentified variables might appreciably have altered the alienation levels of the subjects. To help account for such variables, the principals and other personnel in the project schools were informally interviewed at different times during the ten months of data collection. The discussion of factors which might possibly alter student attitudes was an underlying theme of these interviews. The only incident which was perceived by this researcher as possibly having an effect of altering student attitudes appreciably was a public criticism of school discipline policies relative to one of the project schools. Regardless of whether or not there was substance to the claims made against the school policies, there was much public awareness of the charges, due in part to unusual public news coverage. For the purposes of this research, however, there appears to be very limited chance that there was influence on the data, as the open effort on the part of the public critics followed the final data collection by an interval of approximately five weeks.

According to Campbell and Stanley, the major weakness of the time-series experiment is the maturation of the subjects.⁹ In an effort to minimize the influence of subject maturation, the comparison of groups between time intervals was made using means of scores for groups which showed no more than five months difference in mean age, and which had ranges in age from three to six years. Although this did not completely

remove the maturation factor from the research design, it definitely had an attenuating effect on the variable to the point that this researcher was willing to accept assumptions of minimal effect.

Summary

This research was a time-series field experiment which involved exploration and hypotheses testing of student alienation in a school desegregation environment. The population was comprised of students attending four secondary schools in a large Southwestern city. The time referent was before and after the implementation of plans to bring about desegregation of the four project schools.

The alienation level of the subjects was measured by the Pupil Attitude Questionnaire developed by Kolesar. This instrument provided for the measurement of five dimensions of alienation as powerlessness, meaninglessness, normlessness, isolation, and self-estrangement. The summation of these scores provided a composite alienation score.

Data were collected at three different time references. Base data were collected in the spring, prior to the desegregation that was scheduled for the fall. The other two data sets were collected at approximately one month and six months following desegregation.

Using the Mann Whitney U Test, five hypotheses were tested. Limitations were found in the inability to employ parametric statistical treatment and in the lack of complete control over intervening variables.

FOOTNOTES

¹Donald T. Campbell and Julian C. Stanley, "Experimental and Quasi-Experimental Designs for Research on Teaching," Handbook of Research on Teaching, ed. N. L. Gage (Chicago, 1963), pp. 207-209.

²Oklahoma City Public Schools Department of Research and Statistics, "Pupil Membership by Grade and Race," (unpub. records, Oklahoma City, September 15, 1967 and September 25, 1968).

³Henry Kolesar, "An Empirical Study of Client Alienation in the Bureaucratic Organization" (unpub. Ph.D. dissertation, University of Alberta, 1967), pp. 101-102.

⁴Ibid., pp. 60-64.

⁵Ibid.

⁶Ibid.

⁷Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences (New York, 1956), p. 116.

⁸Fred N. Kerlinger, Foundations of Behavioral Research (New York, 1965), pp. 382-383.

⁹Campbell and Stanley, p. 209.

CHAPTER IV

RESEARCH FINDINGS

In this chapter the research findings will be discussed as they relate to each of the hypotheses under examination. Probability figures will be reported and significance will arbitrarily be established at the 0.05 level of confidence.

Information used in the examination of each of the hypotheses will be condensed into a graphic figure and tabular form. The reader may wish to keep in mind that the measure of alienation is made up of five dimensional subscores and a composite score. The five dimensions of alienation are powerlessness, self-estrangement, normlessness, meaninglessness, and isolation. Definitions of these dimensions may be found on page 46. The range of possible scores for each dimension may be found in the key to the Pupil Attitude Questionnaire in Appendix A page 83. It should be reaffirmed that this research is largely exploratory, and that findings can be reported, but that reasons for variation are only speculative

Comparison of Students Attending Core and Peripheral Schools

Hypothesis One

At time references I, II, and III, students who attend core schools will have higher alienation scores than students who attend peripheral schools.

Provided in figure 1, page 57, are graphic comparisons between the means of subscores and composite scores of alienation for the two samples being examined. Data for mean scores, mean ranks of scores, and the confidence levels for the differences between ranks for the subscores and composite scores are reported in Table II.

Examination of the profiles of the composite scores of alienation shows that the students who attended the core schools had alienation levels consistently above those of students who attended peripheral schools. The confidence levels for these differences are 0.0002, 0.0127, and 0.0322 for data sets I, II, and III respectively. This information provides justification for the acceptance of hypothesis one at the 0.05 level of confidence.

The subscores of alienation warrant attention in the analysis of data. Subscores for powerlessness, self-estrangement, and meaninglessness in data set I are a contradiction of the direction of difference which was hypothesized. The difference is significant only for meaninglessness, where the confidence level is 0.0217. Subscores for normlessness and isolation in data set I exhibit differences in the predicted direction both at the 0.00003 levels of confidence. For data set II and III, the differences in all subscores exist in the direction which was predicted, with the differences being significant for powerlessness (0.0126) and isolation (0.0387) in data set II, and for meaninglessness (0.0207) in data set III.

In observing these variations, it may be concluded that total alienation is significantly higher for students attending core schools than it is for students attending peripheral schools, but the subscores which comprise alienation vary between data sets.

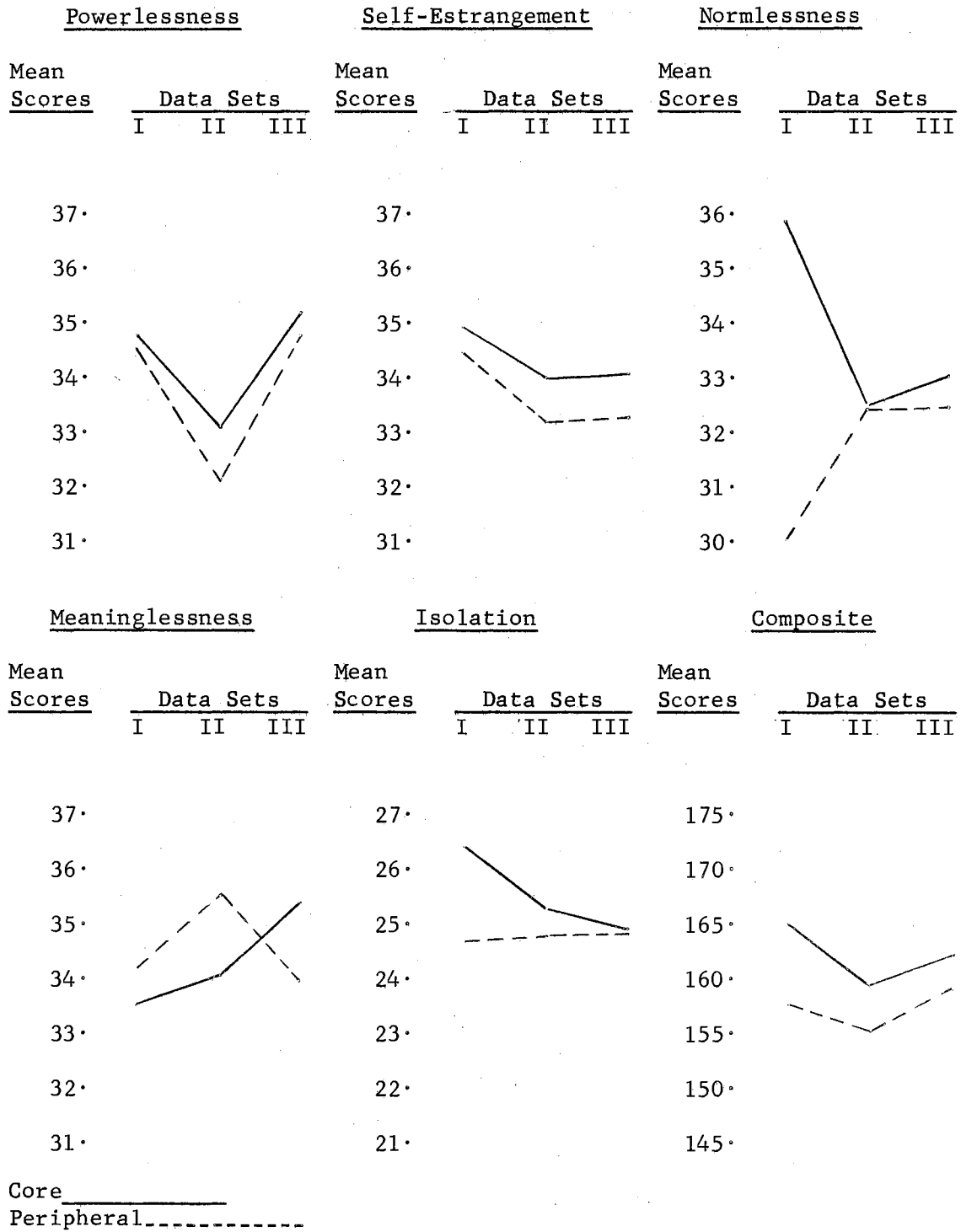


Figure 1. Means of Subscores and Composite Alienation Scores for Students Attending Core and Peripheral Schools

TABLE II

MEAN SCORES, MEAN RANKS, AND CONFIDENCE LEVELS OF MEAN RANK
DIFFERENCES IN SUBSCORES AND COMPOSITE ALIENATION SCORES
FOR STUDENTS ATTENDING CORE AND PERIPHERAL SCHOOLS

	Data Set I		Data Set II		Data Set III	
	Means of Scores	Means of Ranks	Means of Scores	Means of Ranks	Means of Scores	Means of Ranks
<u>Powerlessness</u>						
Core	34.8	297.5	33.1	253.3	35.2	247.8
Peripheral	34.6	300.8	32.1	225.0	34.7	230.8
Probability		.4093		.0126*		.0896
<u>Self-Estrangement</u>						
Core	34.9	302.5	34.0	248.1	34.1	247.7
Peripheral	34.5	297.4	33.2	230.5	33.3	231.0
Probability		.3617		.0815		.0935
<u>Normlessness</u>						
Core	35.8	369.7	32.5	244.3	33.0	242.9
Peripheral	29.7	251.5	32.4	234.5	32.5	235.9
Probability		.00003*		.2189		.2894
<u>Meaninglessness</u>						
Core	33.6	282.3	34.1	244.1	35.4	252.1
Peripheral	34.2	311.3	35.5	234.6	34.0	226.4
Probability		.0217*		.2249		.0207*
<u>Isolation</u>						
Core	26.4	338.1	25.3	250.3	24.9	245.6
Peripheral	24.7	273.1	24.8	228.1	24.8	233.1
Probability		.00003*		.0387*		.1585
<u>Composite</u>						
Core	165.5	329.3	159.4	253.3	162.6	250.9
Peripheral	157.6	279.1	155.8	225.0	159.3	227.6
Probability		.0002*		.0127*		.0322*

Comparison of Transfer Students Attending
Core and Peripheral Schools

Hypothesis Two:

At time references I, II, and III, core residence transfer students will have higher alienation scores than peripheral residence transfer students.

At time reference I, prior to desegregation, there were no students in the sample population who had actually transferred their enrollment.

In order to provide comparative population for this time reference those students who were scheduled to transfer were considered to be transfer students. These were the seventh and eighth graders attending schools which were to become senior high schools and the ninth, tenth, and eleventh graders attending schools which were to become junior high schools. It is recognized that this is not an exact definition of transfer students, and interpretation of the findings will take this into consideration.

Graphic comparisons of the subscores and composite scores of alienation are found for the two samples in figure 2, page 60. The mean scores from which figure 2 was constructed, along with the mean ranks and confidence levels for the paired scores are reported in Table III.

Examination of the composite scores for the three data sets indicates that there is a significant difference between the populations only for data set I. In view of the poorly defined population for this data set, this investigator finds little support for the hypothesis in question. This is particularly true and because of the difficulty in determining transfer status in data set I.

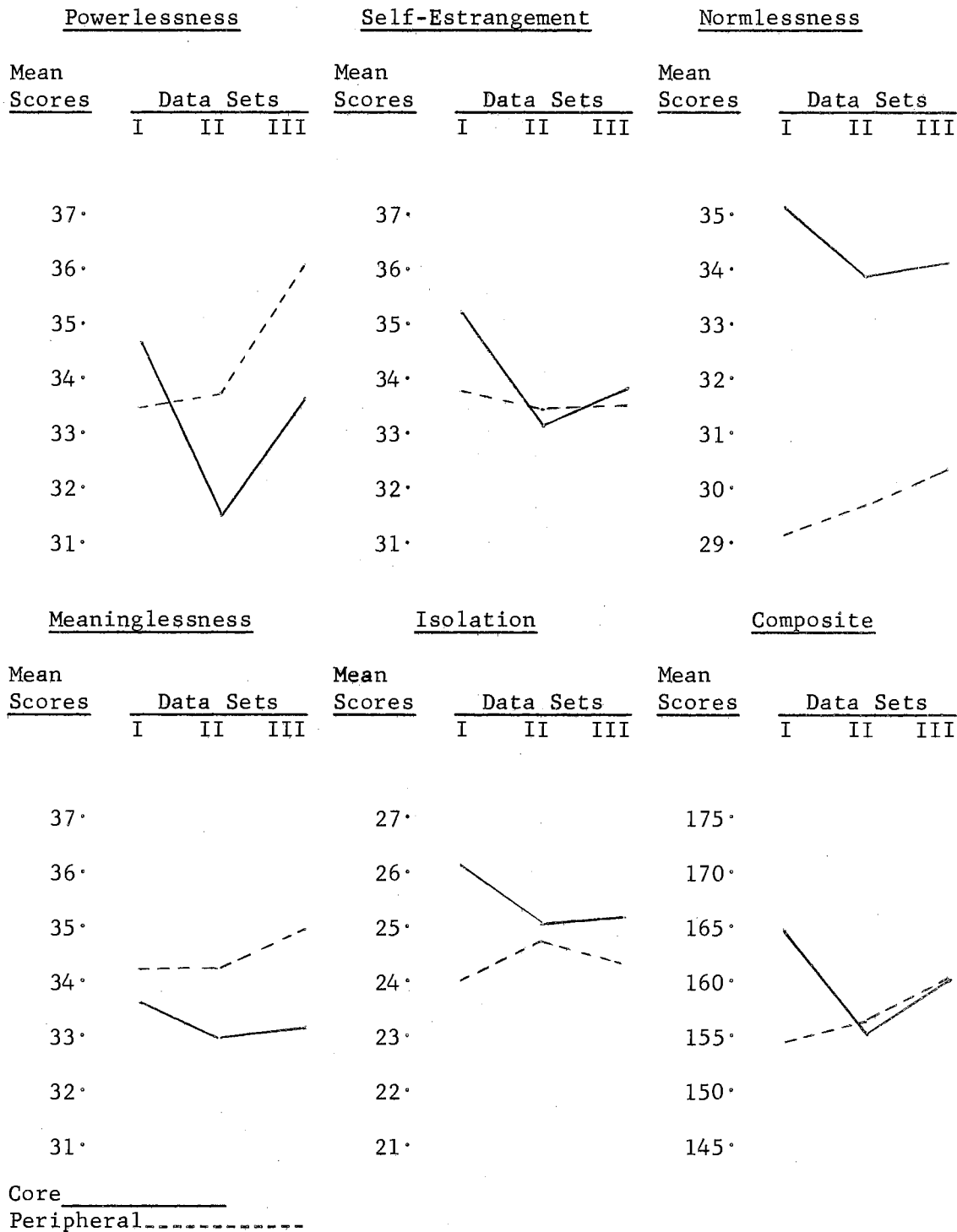


Figure 2. Means of Subscores and Composite Alienation Scores for Core and Peripheral Residence Transfer Students

TABLE III

MEAN SCORES, MEAN RANKS, AND CONFIDENCE LEVELS OF MEAN RANK DIFFERENCES IN SUBSCORES AND COMPOSITE ALIENATION SCORES FOR CORE AND PERIPHERAL RESIDENCE TRANSFER STUDENTS FOR THREE DATA SETS

	Data Set I		Data Set II		Data Set III	
	Means of Scores	Means of Ranks	Means of Scores	Means of Ranks	Means of Scores	Means of Ranks
<u>Powerlessness</u>						
Core	34.7	114.4	31.6	101.5	33.8	101.1
Peripheral	33.5	117.1	33.7	119.2	36.1	119.5
Probability		.3823		.0216*		.0180*
<u>Self-Estrangement</u>						
Core	35.3	115.3	33.3	111.8	33.9	115.6
Peripheral	33.8	116.5	33.5	112.1	33.6	109.5
Probability		.4459		.4848		.2450
<u>Normlessness</u>						
Core	35.3	148.6	33.9	131.6	34.2	131.9
Peripheral	29.1	94.8	29.8	98.5	30.4	98.3
Probability		.00003*		.00008*		.00007*
<u>Meaninglessness</u>						
Core	33.8	107.0	32.8	103.1	33.3	95.5
Peripheral	34.2	121.9	34.3	118.2	35.9	123.3
Probability		.0485*		.0428*		.0008*
<u>Isolation</u>						
Core	26.3	132.3	25.2	118.7	25.3	119.9
Peripheral	24.0	105.4	24.8	107.4	24.4	106.6
Probability		.0014*		.0984		.0646
<u>Composite</u>						
Core	165.3	127.8	156.8	113.5	160.4	113.1
Peripheral	154.7	108.4	156.1	111.0	160.4	111.3
Probability		.0156*		.3857		.4180

Even without acceptance of hypothesis two, the subscores present some findings which are worthy of discussion. Most noticeable of the subscore patterns is the one for normlessness. All three data sets demonstrate this subscore difference to be great and highly significant, with confidence levels of 0.00003, 0.00008, and 0.00007 for data sets I, II, and III respectively. It should also be noted that for data set I, the direction of difference is the same as was hypothesized, and for data sets II and III, the reverse pattern is found to exist. This is of particular interest in view of the findings that students who live in core residence areas and transfer into peripheral schools appear to show marked reduction in normlessness while students who live in peripheral residence areas and transfer into core schools show almost a corresponding increase in normlessness. The implication may be that core schools possess some climate or social characteristic which tends to heighten normlessness whereas the peripheral schools have the counterpart of this unknown quality which tends to reduce normlessness. Further study of this aspect of alienation might prove to be rewarding, but extensive design in this direction was not planned in this research project.

Data relating to the meaninglessness dimension of alienation refute the hypothesis. The differences are the reverse direction of that which was predicted, with the confidence levels being significant in all data sets. This suggests a socially desirable product of the planned desegregation in that core residence students transferring into peripheral schools do demonstrate improved attitudes regarding their own future. A concern which might warrant further examination is the converse situation in which peripheral residence students transferring into core schools reflect attitudes of uncertainty about their future.

The subscores for powerlessness are significantly different for data sets II and III, both in the direction hypothesized, with confidence levels of 0.0216 and 0.0206 respectively. Although this observation supports the hypothesis in question, there is adequate conflicting evidence to preclude acceptance of hypothesis two.

Comparison of Transfer and Residual Students

Hypothesis Three:

At time references I, II, and III, transfer students will have higher alienation scores than residual students.

Data reported in Figure 3, page 64 and Table IV, page 65 do not provide evidence which supports this hypothesis. Only two of the eighteen compared scores were significantly different, these being in data set I for the dimensions of powerlessness and isolation. It should be noted that the direction of the difference for the two comparisons which were statistically significant was the reverse of that which was predicted. Furthermore, the differences were consistent in the comparison of both mean scores and mean ranks of scores. It also may be noted that at the final data period, transfer students and residual students were very similar in both mean scores and mean ranks of scores in composite alienation levels.

In view of these findings, hypothesis three is rejected and the rationale used in the prediction must be considered not valid.

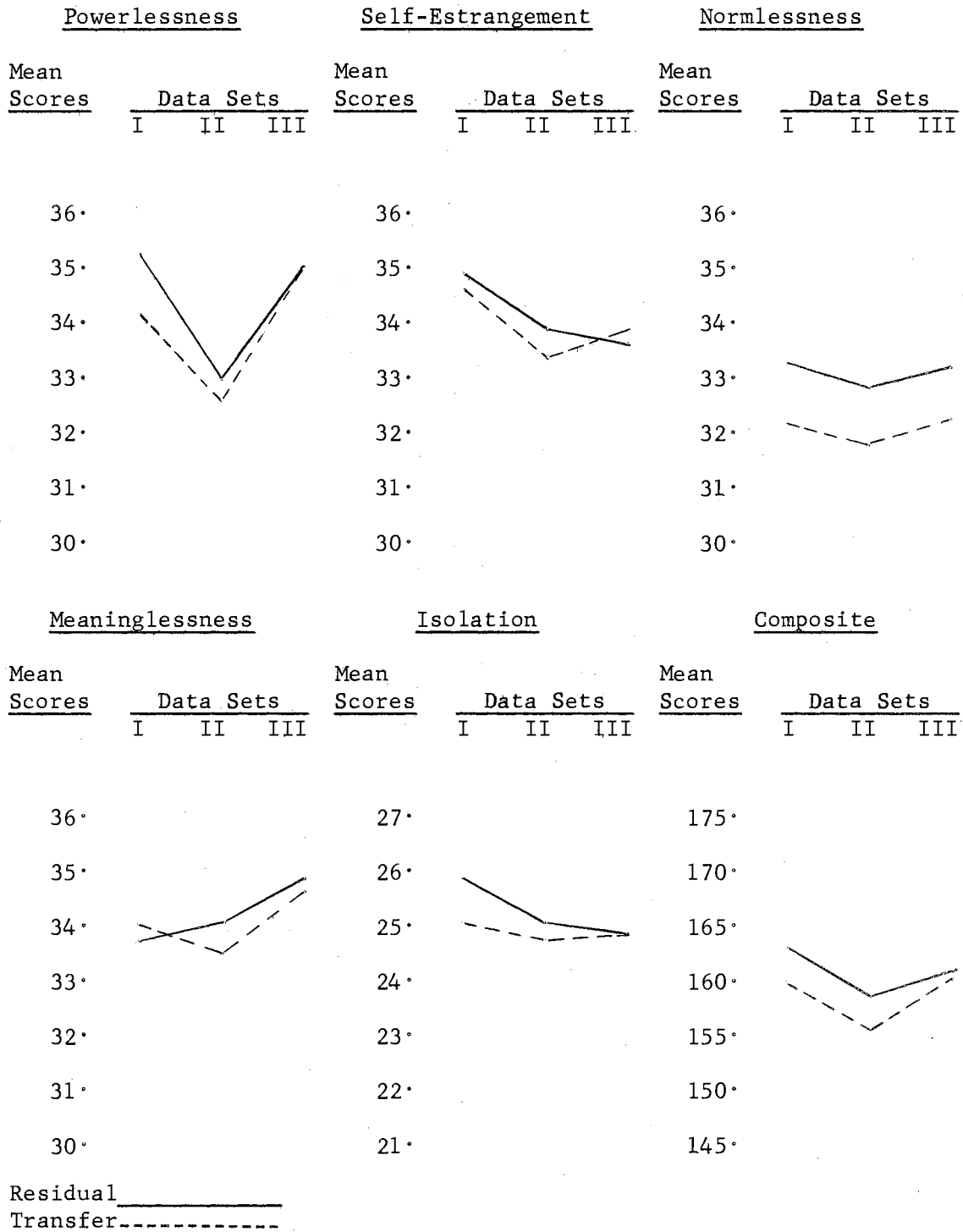


Figure 3. Means of Subscores and Composite Alienation Scores for Transfer and Residual Students

TABLE IV

MEAN SCORES, MEAN RANKS, AND CONFIDENCE LEVELS OF MEAN RANK
DIFFERENCES IN SUBSCORES AND COMPOSITE ALIENATION SCORES
FOR TRANSFER AND RESIDUAL STUDENTS
FOR THREE DATA SETS

	Data Set I		Data Set II		Data Set III	
	Means of Scores	Means of Ranks	Means of Scores	Means of Ranks	Means of Scores	Means of Ranks
<u>Powerlessness</u>						
Transfer	34.1	253.7	32.7	238.6	34.9	242.9
Residual	35.2	278.3	32.9	240.3	35.0	235.6
Probability		.0329*		.4451		.2803
<u>Self-Estrangement</u>						
Transfer	34.6	264.5	33.4	237.6	33.8	241.1
Residual	34.8	264.5	33.8	241.1	33.6	237.1
Probability		.4997		.3908		.3764
<u>Normlessness</u>						
Transfer	32.2	263.4	31.8	234.3	32.3	231.8
Residual	33.4	265.9	32.8	244.0	33.2	245.3
Probability		.4252		.2213		.1430
<u>Meaninglessness</u>						
Transfer	34.0	265.1	33.6	231.4	34.6	235.6
Residual	33.8	263.8	34.1	246.6	34.8	242.0
Probability		.4616		.1159		.3057
<u>Isolation</u>						
Transfer	25.1	252.2	24.8	242.3	24.9	239.9
Residual	25.9	280.3	25.1	237.0	24.9	238.2
Probability		.0175*		.3383		.4445
<u>Composite</u>						
Transfer	160.0	259.5	156.4	234.2	160.4	239.3
Residual	163.1	270.9	158.7	244.2	161.5	238.7
Probability		.1966		.2155		.4829

Comparison of Junior High School Students
and Senior High School Students

Hypothesis Four:

At time references I, II, and III, junior high school students will have higher alienation scores than senior high school students.

Interpretation of the data related to junior high school and senior high school students is complicated by the absence of distinct patterns. The only significant difference in the composite scores is in data set II. The dimensions of normlessness and isolation show similar patterns in that the scores of senior high school students are greater than scores of junior high school students in data set I. In data sets II and III, however, the pattern is reversed with the differences being in the direction which was hypothesized. In considering the magnitude of the differences for these two dimensions the hypothesis is partially accepted. See figure 4 and Table V.

It is of interest to note that the relative high or low position of the compared samples for all six measurements are found to reverse between data set I and data set II. It may be observed that a second reversal occurs between data set II and data set III for the dimensions of powerlessness and self-estrangement. It is difficult to determine the reasons for these reversals but their presence does provide evidence of the flux in the social environment of the students involved in this study.

The appearance of high alienation scores in dimensions of normlessness and isolation among junior high school students may be reason for concern among school personnel. High normlessness scores indicate that students feel that socially unapproved behaviors are required to

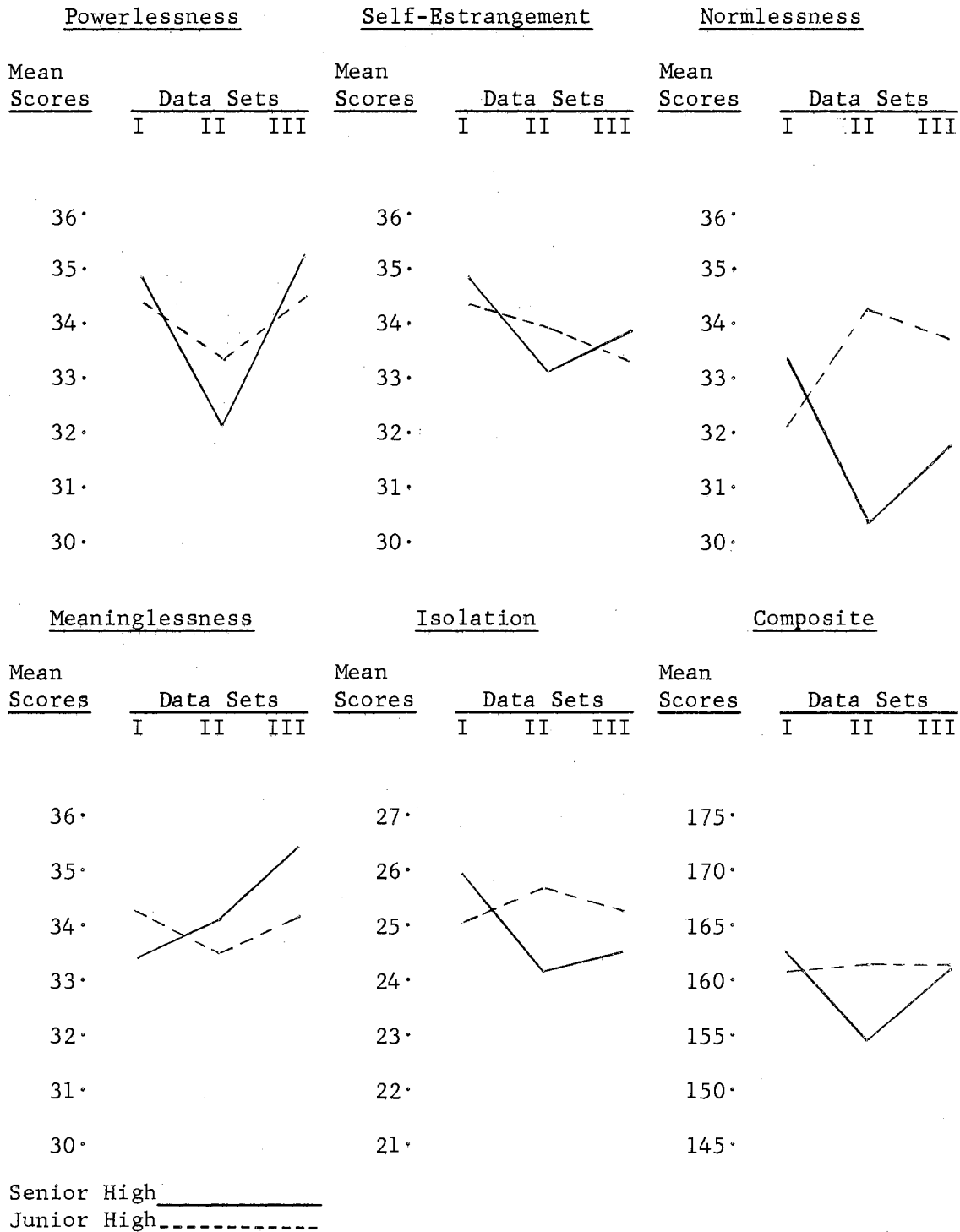


Figure 4. Means of Subscores and Composite Alienation Scores for Senior High School and Junior High School Students

TABLE V

MEAN SCORES, MEAN RANKS, AND CONFIDENCE LEVELS OF MEAN RANK
DIFFERENCES IN SUBSCORES AND COMPOSITE ALIENATION SCORES
FOR SENIOR HIGH SCHOOL AND JUNIOR HIGH SCHOOL
STUDENTS FOR THREE DATA SETS

	Data Set I		Data Set II		Data Set III	
	Means of Scores	Means of Ranks	Means of Scores	Means of Ranks	Means of Scores	Means of Ranks
<u>Powerlessness</u>						
Senior High	34.9	304.5	32.2	225.1	35.3	253.5
Junior High	34.5	294.1	33.4	247.4	34.6	231.8
Probability		.2310		.0454*		.0505
<u>Self-Estrangement</u>						
Senior High	34.9	303.1	33.2	228.0	33.9	245.4
Junior High	34.5	295.6	34.0	245.8	33.4	236.3
Probability		.2982		.0887		.2459
<u>Normlessness</u>						
Senior High	33.4	311.8	30.4	197.0	31.8	219.9
Junior High	32.1	286.2	34.3	262.9	33.7	250.2
Probability		.0347*		.00003*		.0107*
<u>Meaninglessness</u>						
Senior High	33.4	292.4	34.1	244.9	35.4	257.0
Junior High	34.3	307.2	33.5	236.5	34.1	229.9
Probability		.1474		.2612		.0202*
<u>Isolation</u>						
Senior High	26.0	318.0	24.2	198.7	24.5	218.8
Junior High	25.0	279.5	25.7	262.0	25.3	250.8
Probability		.0032*		.00003*		.0074*
<u>Composite</u>						
Senior High	162.6	307.9	154.0	208.8	160.9	240.2
Junior High	160.5	290.4	161.2	256.4	161.1	239.1
Probability		.1076		.0002*		.4682

achieve given goals. This may be of vital concern to those who feel the responsibility of establishing social values in the junior high school populations being served. A similar pattern, isolation, reflects the assigning of low reward value to the goals or beliefs that are typically highly valued in the greater society. High alienation scores in both of these dimensions reflect some lack of success in the instilling of social values. It may be, however, that these values are acquired as a process of maturation, and that this may explain the differences in the scores for these two dimensions between the junior high school students and the senior high school students. Extended examination of the junior high school population examined in this study might very well provide information which would be of value to school personnel and indeed indirectly to the students involved in this study.

Comparison of Male and Female Students

Hypothesis Five:

At time references I, II, and III, male students will have higher alienation scores than female students.

Figure 5, page 71 provides graphic presentation of the alienation scores of male and female students. In all but four of the eighteen compared sets of scores shown in figure 5, the scores for male students were higher than the scores for female students. With all four of those score pairs, the probability of significance in the differences was greater than .2624.

Evidence supporting hypothesis five demonstrates some interesting characteristics. The differences in composite scores are significant in all data sets, the levels of confidence being .0075, .0470, and

.0315 for data sets I, II, and III respectively. The normlessness dimension of alienation was found to be higher for male students than for female students in all three data sets. Self-estrangement scores were significantly higher for male students than for female students in data sets I and III, and were close to being significantly higher in data set II. Confidence levels are available in Table VI, page 72. The remaining comparison in which a significant difference exists between the scores of male students and female students is in powerlessness in the first data set, where the confidence level is .00008.

Ample support is found for the acceptance of hypothesis five. The self-estrangement and normlessness scores were consistently higher for male students than they were for female students. Significant differences were found to exist in the dimension of powerlessness and in the composite score in each of the three data sets.

Prior to desegregation, a significant difference between the alienation scores of male students and female students did exist, with the male students' scores being higher. Although the scores of the male students continue to be higher than the scores of the female students in data sets II and III (after desegregation), these differences were less pronounced.

An observation of possible importance may be made regarding the profile pattern of the composite scores of both male and female students. The scores of the male students started at a markedly higher position than the scores of the female students, decreased abruptly and then reverted back toward the original mean. By contrast, the original score of female students started at a relatively lower position but increased at a constant rate, creating a nearly straight line graph of

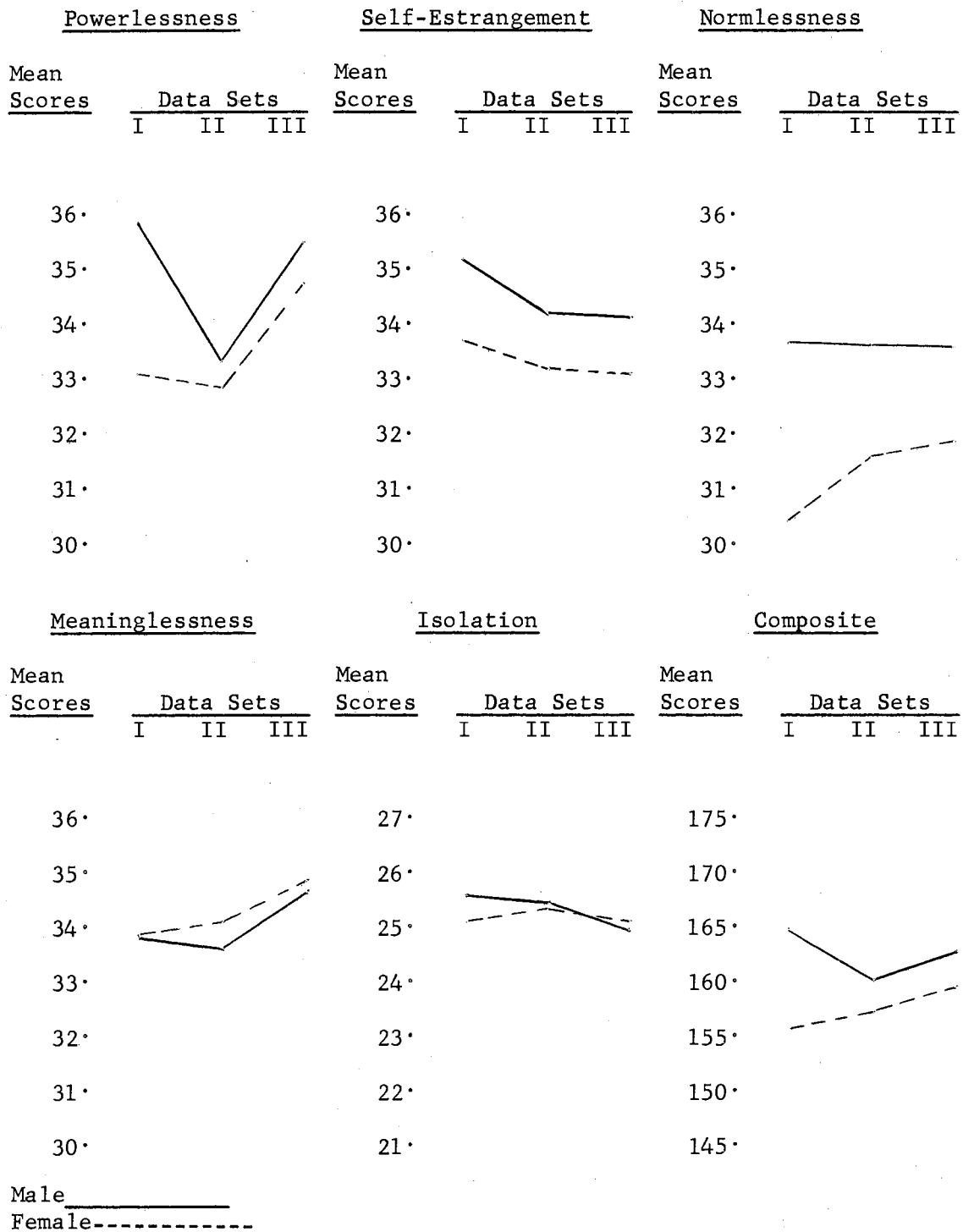


Figure 5. Means of Subscores and Composite Alienation Scores for Male and Female Students

TABLE VI

MEAN SCORES, MEAN RANKS, AND CONFIDENCE LEVELS OF MEAN RANK
DIFFERENCES IN SUBSCORES AND COMPOSITE ALIENATION SCORES
FOR MALE AND FEMALE STUDENTS FOR THREE DATA SETS

	Data Set I		Data Set II		Data Set III	
	Means of Scores	Means of Ranks	Means of Scores	Means of Ranks	Means of Scores	Means of Ranks
<u>Powerlessness</u>						
Male	35.9	327.8	33.3	242.5	35.5	245.6
Female	33.1	274.4	32.9	236.8	34.7	234.1
Probability		.00008*		.3258		.1824
<u>Self-Estrangement</u>						
Male	35.2	317.7	34.2	249.1	34.1	253.6
Female	33.8	283.3	33.2	231.0	33.1	227.1
Probability		.0075*		.0762		.0180*
<u>Normlessness</u>						
Male	33.7	329.4	33.7	257.2	33.7	252.7
Female	30.6	273.0	31.6	223.9	31.9	227.8
Probability		.00003*		.0042*		.0245*
<u>Meaninglessness</u>						
Male	33.8	298.8	33.6	235.2	34.6	238.2
Female	33.8	300.1	34.0	243.3	34.7	240.7
Probability		.4646		.2624		.4205
<u>Isolation</u>						
Male	25.5	304.5	25.3	238.6	24.9	238.8
Female	25.0	295.0	25.3	240.3	25.0	240.1
Probability		.2504		.4454		.4605
<u>Composite</u>						
Male	164.1	325.5	160.1	250.8	162.7	252.0
Female	156.3	276.4	157.0	229.6	159.4	228.5
Probability		.0075*		.0470*		.0315*

positive slope. The patterns of change for both populations are nearly the same between data sets II and III. Another sampling of this population at a later date might be justified to determine what, if any, changes occur in this pattern over a longer time interval.

Summary

Analysis of the data concerning hypothesis one provided justification for the acceptance of this hypothesis. Composite scores for all three data sets showed alienation scores which were significantly higher for students attending core schools than for students attending peripheral schools. There was, however, a noticeable variation in the subfactors which comprise alienation, in particular the dimensions of normlessness, and meaninglessness.

There is not adequate support for the acceptance of hypothesis two. The composite scores are significantly different only in data set I. Therefore, it can be said that core residence transfer students did not have higher alienation levels than peripheral residence transfer students. The normlessness dimension of alienation was found to be consistently and statistically higher for the core residence transfer students than for the peripheral residence transfer students in all three data sets.

There appears to be no reason to accept hypothesis three. Analysis of the data concerning transfer students and residual students indicates that they represent the same population and that only minimal differences exist.

Hypothesis four can be only partially accepted. The dimensions of normlessness and isolation are found to be significantly different in

the direction predicted in data sets II and III (after desegregation). The composite score differences support the hypothesis only in data set I. There is evidence in contradiction to the hypothesis in the remaining dimensions of alienation, where the differences are not significant, or they are contrary to the direction predicted.

There is very adequate evidence for the acceptance of hypothesis five which compares the alienation scores of male students and the alienation scores of female students. The composite scores and the scores for normlessness were different at significant levels of probability for all three of the data sets. There were also significant differences in the self-estrangement scores in data sets I and III and for the dimension of powerlessness in data set I. It should be noted, however, that although differences do exist in the alienation scores of male and female students, the differences tend to decrease when desegregation occurs. Further research would be justified to determine long range changes which occur in the alienation levels of male and female students involved in desegregation.

CHAPTER V

SUMMARY

The purpose of this study was to predict, identify, and measure the differences in levels of alienation among secondary school students who had experienced major change in their school social structure. Examination of different subpopulations of the students involved in the study was accomplished by separating the populations according to sex, grade level, transfer status, and residence location. General questions explored in this study were: Do significant differences exist between levels of alienation of groups of students according to the residential origin? Do significant differences exist in the alienation level displayed by transfer and non-transfer students? Do significant differences exist between alienation levels of male and female students? Do significant differences exist in the alienation levels of junior high school and senior high school students? It must be emphasized that this study was exploratory in nature and that although certain questions were examined through the structuring of five hypotheses, the findings of the study generated many more questions yet unanswered.

Findings

Hypothesis one was accepted, indicating that students who attended core schools have higher alienation scores than students who attended peripheral schools. Differences in the composite alienation scores of

the two subpopulations surveyed in this hypothesis are statistically significant at all three time intervals. These findings are in agreement with literature previously cited in this report.

Data relating to core residence transfer students and peripheral residence transfer student do not support the acceptance of hypothesis two. It must be concluded then, that core residence transfer students did not have higher composite alienation levels than peripheral residence transfer students. It should be noted, however, that the normlessness dimension of alienation was found to be consistently higher at significant levels for the core residence transfer students than for the peripheral residence transfer students in all three data sets. This evidence is not adequate, however, to support the acceptance of the hypothesis in question.

Analysis of the data concerning transfer students and non-transfer students provides no support for the acceptance of hypothesis three. Statistical analysis indicated that these two samples under examination are essentially the same sample and that only minor differences exist. It must be concluded then that transfer students do not have higher alienation scores than non-transfer students.

The findings of this study offer partial support for the acceptance of hypothesis four, the prediction that junior high school students would have higher alienation scores than senior high school students. Significant differences in the composite scores in data set II in addition to well defined differences in the dimensions of normlessness and isolation in data sets II and III provide support for the partial acceptance of this hypothesis. The unusually large differences in the dimensions of normlessness and isolation suggest that further study may

be appropriate, particularly when it is noted that these dimensions relate to the influence of social norms among the students.

Examination of the alienation scores of male students and female students provides strong support for the acceptance of hypothesis five. It may be concluded then that male students do have alienation scores which are significantly higher than female students. This finding is supported by previously cited literature. The composite scores were found to be significantly higher for male students than for female students in all three data sets. Significant differences were also found to exist in the scores for self-estrangement and powerlessness. It should be noted, however, that the differences appear to decrease as a function of time, and further research designed to examine long range changes might very well produce information which would be helpful to educational researchers and school personnel.

In conclusion, hypotheses one and five were accepted, hypothesis four was partially accepted, and hypotheses two and three were rejected. Alienation scores were found to be higher for students in core schools than for students in peripheral schools, higher for male students than for female students, and higher in specific categories for junior high school students than for senior high school students. Significant differences were not found to exist between the alienation scores of core residence transfer students and peripheral residence transfer students, or between the alienation scores of transfer students and non-transfer students.

Implications for Further Research

Findings of this study suggest that further investigation might be

warranted in three major areas. Core schools might be examined in systematic detail to determine what factor or factors may be related to increased normlessness among the student populations. Possible approaches to investigation might be examination of the school organizational climate, attitudes of the teaching staff, immediate environment of the school, leadership patterns of the administration, or characteristics of the student social structures.

An extended study of the normlessness and isolation measures of junior high school students might help to determine whether high scores in these dimensions are reduced concurrently or perhaps as a function of maturation.

Long term study of the changes of the alienation levels of male students and female students may be beneficial in predicting long range effects of desegregation, and determining possible relationships in the psycho-sexual aspects of minority-majority racial integration.

This study, in its conceptual framework, may contribute to the embryonic stages of theory in the area of student alienation. It may prove to be of value to the personnel in the project schools as a means of progress evaluation and as a criteria for future decisions. Most of all, the study will have value if it stimulates further research in the area of student attitudes as they relate to social environment.

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APPENDIX A
INSTRUMENTATION

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 weighed 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 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.

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, 59

The range of possible scores for this dimension is from 12 to 60.

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, 54

The range of possible scores for this dimension is from 12 to 60.

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, 58

The range of possible scores for this dimension is from 14 to 70.

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, 60

The range of possible scores for this dimension is from 12 to 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, 55

The range of possible scores for this dimension is from 10 to 50

APPENDIX B
SAMPLE DISTRIBUTIONS

TABLE VII

DISTRIBUTION OF THE SAMPLE POPULATION USED IN THIS STUDY

<u>Data Set I</u>									
<u>Grade</u>	<u>School I</u>		<u>School II</u>		<u>School III</u>		<u>School IV</u>		
	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>	
7	4	9	22	11	19	10	13	12	
8	13	10	13	22	10	23	7	15	
9	9	5	19	11	7	15	10	20	
10	7	10	11	15	16	16	21	21	
11	6	7	14	8	16	18	10	21	
12	0	3	19	16	10	14	6	2	

<u>Data Sets II and III</u>																
<u>Grade</u>	<u>School I</u>				<u>School II</u>				<u>School III</u>				<u>School IV</u>			
	<u>Male</u>		<u>Female</u>		<u>Male</u>		<u>Female</u>		<u>Male</u>		<u>Female</u>		<u>Male</u>		<u>Female</u>	
	R*	T*	R	T	R	T	R	T	R	T	R	T	R	T	R	T
7	9	12	15	11	15	12	18	12								
8	7	22	16	18	16	8	8	9								
9	2	8	23	20	13	16	10	6								
10									8	4	6	3	3	6	5	2
11									4	2	2	3	10	7	9	12
12									20	8	20	8	5	6	9	8

R* Residual
T* Transfer

TABLE VIII
STUDENT SAMPLE SIZES USED IN THE TESTING OF FIVE HYPOTHESES

	<u>Data Set I</u>	<u>Data Set II</u>	<u>Data Set III</u>
Hypothesis One			
School Core	241	255	255
Peripheral	355	231	231
Hypothesis Two			
Residence Core	140	132	132
Peripheral	91	91	91
Hypothesis Three			
Transfer	297	255	255
Residual	231	223	223
Hypothesis Four			
Senior High	287	169	169
Junior High	309	309	309
Hypothesis Five			
Male	281	224	224
Female	317	254	254

VITA

3

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Candidate for the Degree of

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