

AN EXPLORATORY STUDY  
OF STUDENT ALIENATION  
AND ITS RELATIONSHIP TO  
STUDENT INVOLVEMENT

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Jerry Thomas Storie

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## ABSTRACT

The main objective of this study was to determine the effect of student organizational alienation on the subsequent involvement of students in their academic activities.

Using the Student Organizational Alienation Scale as a contextual measure of student alienation, four major hypotheses were derived and tested. It was hypothesized that there would be a negative relationship between the Student Organizational Alienation Scale, with its components Failure, Conflict and Short Time Perspective, and student academic involvement defined as Cooperation, Dedication, Performance and Aspirations.

The results revealed that, in general, the hypotheses were supported. Only the relationship between the alienation scale components and the student academic involvement component, Performance, failed to be supported consistently.

The influence of several control variables were considered. The variables controlled included perceived intelligence, age, socio-economic status, and sex. In addition, the dependent variable, aspirations, was also controlled for examining the relationship between alienation and the other dependent variables in view of its highly significant relationship to other measures of student ac-

ademic involvement.

Of all the control variables introduced only socioeconomic status and aspirations appeared to have an effect on the strength of the measured relationships.

## ACKNOWLEDGEMENTS

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## TABLE OF CONTENTS

|   | page |
|---|------|
| INTRODUCTION  | 1    |
| I. THE STUDY OF ALIENATION                              | 6    |
| A. Historical Review of the Concept<br>of Alienation    | 6    |
| 1. Marxian Alienation.....                              | 7    |
| 2. Anomie as Alienation.....                            | 9    |
| 3. Newer Perspectives.....                              | 11   |
| 4. Alienation as a Multi-Dimensional<br>Concept.....    | 13   |
| B. Early Alienation Scales                              | 15   |
| C. Development of Contextual Measures<br>of Alienation  | 20   |
| 1. Alienation in an Organizational<br>Context.....      | 20   |
| 2. The Context of Student Alienation...                 | 23   |
| D. Bureaucracy as the Context of<br>Student Alienation  | 25   |
| 1. The Impact of Bureaucracy.....                       | 25   |
| 2. Bureaucracy and Alienation.....                      | 30   |
| II. THEORETICAL PERSPECTIVE                             | 36   |
| A. The School as an Organization                        | 36   |
| B. Theoretical Framework                                | 38   |
| C. Theoretical Hypotheses                               | 40   |
| III. METHODOLOGY  | 43   |
| A. Project Design                                       | 43   |
| B. Sample   | 44   |
| C. Questionnaire and Operationalization<br>of Variables | 45   |
| D. Administration of the Questionnaire                  | 48   |

## TABLE OF CONTENTS

|   | page |
|---|------|
| E. Analysis   | 49   |
| F. Research Hypotheses  | 51   |
| IV. RESULTS AND DISCUSSION                                      | 53   |
| A. Discussion of Major Hypotheses                               | 53   |
| B. Further Analysis - The Influence of<br>Intervening Variables | 67   |
| V. CONCLUSIONS AND SUMMARY                                      | 82   |
| APPENDIX A - Student Organizational<br>Alienation Scale         | 94   |
| APPENDIX B - Student Questionnaire                              | 97   |
| APPENDIX C - Scattergram Analysis                               | 112  |
| SELECTED BIBLIOGRAPHY   | 126  |

## LIST OF TABLES

|            | page  |
|------------|---|
| TABLE I    | Correlation Coefficients and Significance Levels for the relationship between the Alienation Component, Conflict, and the Student Involvement Components. <span style="float: right;">53</span>   |
| TABLE II   | Correlation Coefficients and Significance Levels for the relationship between the Alienation Component, Failure, and the Student Involvement Components. <span style="float: right;">57</span>  |
| TABLE III  | Correlation Coefficients and Significance Levels for the relationship between the Alienation Component, Short Time Perspective, and the Student Involvement Components. <span style="float: right;">61</span>   |
| TABLE IV   | Correlation Coefficients and Significance Levels for the relationship between the Total Alienation Scale score and the Student Involvement Component scores. <span style="float: right;">65</span>  |
| TABLE V    | Inter-correlations between the Student Alienation Components and the Total Alienation Scale score. <span style="float: right;">66</span>  |
| TABLE VI   | Zero Order Partial and Partial Correlation Coefficients between Conflict, Failure, Short Time Perspective and Total Alienation and Cooperation, Dedication, Performance and Aspirations controlling for Perceived Intelligence. <span style="float: right;">69</span> |
| TABLE VII  | Correlation and Partial Correlation Coefficients between Alienation Components and Involvement Components controlling for Age. <span style="float: right;">72</span>  |
| TABLE VIII | Correlation and Partial Correlation Coefficients between Alienation Components and Student Involvement Components controlling for Socio-economic Status <span style="float: right;">74</span>   |
| TABLE IX   | Correlation Coefficients between Aspirational Level and the Student Involvement Components. <span style="float: right;">76</span>   |
| TABLE X    | Correlation and Partial Correlation Coefficients between the Alienation Components and Student Involvement controlling for Aspirational Level. <span style="float: right;">77</span>  |

LIST OF TABLES - cont.

|          |  |            |
|----------|--|------------|
| TABLE XI | Correlation and Partial Correlation<br>Coefficients between the Alienation<br>Components and Student Involvement<br>controlling for Sex. | page<br>81 |
|----------|--|------------|

## INTRODUCTION

Researchers who deal with the problem of student involvement<sup>1</sup> in academic activities have approached the question from different perspectives. Some, like Coleman (1961) and Gordon (1957), have found student involvement to be positively related to peer group relations. Other studies, such as Cogan (1958) and Reed (1961), have emphasized the impact of teacher characteristics and related classroom activities on student involvement. A number of other studies have chosen to investigate the influence of individual background characteristics on student involvement. Christopher (1967), for example, examined the relationship between socio-economic status and academic performance. On the other hand, Ainsworth (1967) explored the relationship between personality, intelligence and motivation and school attainment. Still others, Greensfield (1964) and Wilson (1964), have viewed student involvement and related variables in terms of specific arrangements of school resources and facilities.<sup>2</sup> While

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1 The term student involvement as used throughout this study refers to academic-related activities such as grade point average, homework, reading, etc., which are subsumed under this heading.

2 M. Robbins and J. Miller (1968) provide a review of the results of much of the research in this area. See, "The Concept of School Structures: An Inquiry into its Validity" in Educational Administration Quarterly, 1969:5:37-49.

each of these approaches to the study of student involvement has particular merits, it appears that one area in particular has not been adequately explored. Few educational studies have concerned themselves with the school as an organization. As Banks (1968, p. 13) noted:

"Too many sociological studies of schools are, in fact, studies of the social life of adolescents and little account is taken of the more or less tacit demands and pressures of the formal organization of school life and work."

Thus, there appears to be a need for connecting the concept of student academic involvement to the nature of the impact of organizational pressures and demands on students.

More specifically, there is a need to clarify two distinct aspects of the consequences of organizational setting for the life of the students. The first task is to assess the psychological implications of organizational participation for students. And, concomitantly, there is a need to study the ramifications of the psychological pressures of organizational routine on the subsequent involvement of students in organizational activities.

The initial task of characterizing the effects of participating in a bureaucratic organization has received both theoretical and empirical attention. Much of the discussion related to the psychological effects of organizational participation, on the part of students, has involved the concept alienation. Educational critics such as

Goodman (1964), Kozol (1969) and Arnstine (1971) have emphasized the role of bureaucratization in the alienation of students. Students, these authors maintain, become alienated because the bureaucratic structure of the school militates against the students fulfilling their psychological needs at school.

On a more empirical level, the work of Kolesar (1967) and Anderson (1970, 1973) would seem to substantiate this hypothesis. Both Kolesar (1967) and Anderson (1973) developed alienation scales which were intended as measures of the psychological manifestations of organizational participation. A more recent attempt to measure the psychological manifestations of the experiences of students, as organizational members, was undertaken by the Manitoba Department of Education in 1974. The results of this study provided a student alienation scale which has several advantages over alternative scales, the most significant of which is the fact that it explicitly considers the organizational context of the students' psychological experiences.

While there has been limited research devoted to defining and measuring student alienation, there is an extreme dearth of information relative to the effects of student alienation on student involvement. Thus, the second aspect of considering the significance of the

school as an organization lies in studying the effects of student organizational alienation on student organizational involvement, i.e. academic involvement.

Although there is no dearth in the literature which focuses on student academic achievement, a delineation of the specific relationship between alienation and student academic involvement has been somewhat limited. Only two research projects appear to bear directly on the topic of this study. Warner and Hansen (1970), using Dean's (1961) original scale of alienation, found that there was no significant relationship between alienation and academic achievement. Pulvino and Mickelson (1972), on the other hand, report that the normlessness component of Dean's alienation scale is significantly related to discrepant academic achievement.<sup>3</sup>

Since these two studies show inconsistent findings, one might suggest that the measure of alienation used bears little relationship to students' activities. Dean's (1961) alienation scale is a measure of social estrangement. The assumption that alienation from society in general affects student involvement may not be warranted. Warner and Hansen (1970) and Pulvino and Mickelson (1972) are seeking to find a relationship between a very specific

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<sup>3</sup> Both studies cited use grade point average as an indication of academic achievement.

organizational activity and a general measure of social alienation.

In light of this discrepancy in the sociological literature, and the fact that many frequently used scales of student alienation fail to take the organizational context of alienation into account, an alternative measure of alienation will be introduced and its relationship to student academic involvement will be subsequently assessed. However, to reach such an objective, it would seem useful to take a closer look at the concept of alienation, its dimensions and development.

## I. THE STUDY OF ALIENATION

### A. Historical Review of the Concept of Alienation

In reviewing the literature pertaining to the concept of alienation Lystad (1972, p. 90) notes that "... the concept of alienation has a prominent place both in the history of sociological thought and in contemporary studies of human relations". It would seem that the concept of alienation has continued to spark interest because of the implications that its existence has for various aspects of the structuring of society and the functioning of society's members. Few other concepts have been the target of such intensive theoretical and empirical investigation.

The foundation for much of this enquiry is based upon the seminal works of a few authors whose theoretical observations concerning the generative conditions of human alienation have provided considerable insight. Therefore, before continuing to examine some of the contributions which empirical research has offered towards developing and clarifying the concept, perhaps it would be useful to review the theoretical underpinnings of the concept of alienation. In this regard, the contributions of Karl Marx would seem to be the logical place to start.

## 1. Marxian Alienation

Any discussion of the concept of alienation must consider the thoughts of Marx and his interpretation of the development of social alienation. His influence is clearly evident in much of the subsequent literature concerned with the phenomena of alienation.

Like many contemporary definitions of alienation, Marx's conceptualization is multi-dimensional. For Marx, alienation has three interrelated aspects, all of which grew from man's present "unnatural" relationship with the means of production. The first element of alienation stems from the externality of work to the worker. Work, for industrialized man, according to Marx, is:

"...not voluntary but coerced; it is forced labour. It is therefore not the satisfaction of a need; it is merely a means to satisfy needs external to it. Its alien character emerges clearly in the fact that as soon as no physical or other compulsion exists, labour is shunned like the plague. External labour, labour which alienates man from himself, is a labour of self-sacrifice, of mortification. Lastly, the external character of labour for the worker appears in the fact that it is not his own, but someone else's, that in it he belongs, not to himself, but to another." (Mills, 1960, p. 500)<sup>4</sup>

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<sup>4</sup> Karl Marx and Fredrich Engels: On Alienation, in C.W. Mills (ed.) Images of Man: The Classic Tradition in Sociological Thinking; George Braziller, Inc., New York, 1960, pp. 486-507.

From this perspective, work can be seen as an alien activity, one which cannot be controlled by the worker. The situation of work, the content of work and the rewards of work are externally controlled.

The second type of alienation to which Marx refers constitutes man's alienation from the product of his work.

As Marx himself explains:

"The alienation of the worker in his product means not only that his labour becomes an object, an external existence, but that it exists outside him, independently, as something alien to him, and that it becomes a power on its own confronting him; it means that the life which he has conferred on the object confronts him as something hostile and alien."  
(Mills, 1960. p. 498)<sup>5</sup>

The essence of this type of alienation stems from what Marx called "object-bondage". The objectification of man's work has made man the slave of the object in that the "object of work" is work itself. Work, rather than the natural relationship of man to nature, has become the means of survival.

Finally, Marx suggests that the results of man's alienation from both the means of production, in the technical sense, and its product is alienation and estrangement of man from man. At the risk of over-simplifying Marx's view, this type of alienation arises be-

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<sup>5</sup> Ibid.

cause man is what man does. And, as Marx suggests:

"In estranging man from (1) nature, and (2) himself, his own active functions, his life-activity, estranged labour estranges the species from man. It turns for him the life of species into a means of individual life." (Mills, 1960, p. 501)<sup>6</sup>

For Marx, the history of mankind is a history of increasing alienation. Marx's view of alienation, and its social significance from his perspective, follows from the bond he sees between man's work and nature and man's self. Through the division of labour and the creation of private property, man becomes divorced from the activity which relates man to nature, to himself and to others.

## 2. Anomie as Alienation

While Marx's conception of alienation has formed the basis for some empirical studies<sup>7</sup> other early sociologists also contributed indirectly to the development of the concept of alienation.<sup>8</sup> Emile Durkheim, for example, intro-

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<sup>6</sup> Ibid.

<sup>7</sup> The studies which purport to use Marxian perspectives examine the relationship between certain variables and alienation from work. e.g. Clark (1959), Pearlin (1962) and Neal and Rettig (1963).

<sup>8</sup> The concept of alienation from work, while derived from a Marxian perspective, in that it deals with individual powerlessness over work conditions and the product of work, is something which Marx himself analysed only in terms of the relationship between man and the means of production.

duced the concept of anomie. Although the concept has psychological similarities with Marx's notion of alienation in that it is essentially a "social fact", it has a fundamentally different origin. Whereas Durkheim would have seen little relationship between the concept of anomie and alienation, subsequent generations of sociologists have tended to consider anomia, the individualized symptom of anomie, to be a component of alienation. This concept of anomie was particularly useful in early attempts at operationalizing the concept. Srole (1956), for example, clearly associates anomia with the degree of self-to-other alienation. Others such as Seeman (1959) and Dean (1961), who investigated the multi-dimensionality of alienation, considered the phenomena of anomia to be one dimension of the larger problems of social alienation.

Marx refers to the relationship of man to the means of production; Durkheim, however, relates man to the "moral" or normative structure of society. Anomie results from a shift of normative expectations. Empirically, the concept of anomie has been identified as "normlessness". According to Seeman (1959, p. 788), Durkheim's concept implies:

"...a situation in which the social norms regulating individual conduct have broken down or are no longer effective as rules for behavior."

Generally, those who employ the anomie version of alienation are concerned with the relationship between indiv-

idual behavior and the social expectancies presumed by that situation. However, as both Seeman (1959) and Dohrenwend (1959) point out, the symptoms of anomie can be the result of conditions other than a breakdown of social norms. Personal psychological disturbances or disorganization and mutual intergroup distrust can also create the anomic phenomena.

### 3. Newer Perspectives

A third major type of alienation may be discerned from the theoretical insights of men such as Mannheim, Simmel and Fromm. Alienation for these authors stems from the problems inherent in mass society. For Simmel, alienation is the product of progressive fragmentation of the individual into prescribed roles and activities. Metropolitan life means that:

"Punctuality, calculability, exactness are forced upon life by the complexity and extremes of metropolitan existence and are not only most intimately connected with its money economy and intellectualist character. These traits must also color the contents of life and favour the exclusion of those irrational instinctive, sovereign traits and impulses which aim at determining the mode of life from within instead of receiving the general and precisely schematized form of life from without."<sup>9</sup>

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<sup>9</sup> From Georg Simmel, "The Metropolis and Mental Life", in C. W. Mills (ed.) Images of Man.: The Classic Tradition in Sociological Thinking; George Braziller, Inc., New York, 1960, pp. 437-448.

The underlying sentiment of this theoretical form of alienation is a fear that the individual is to be consumed by the social. That is, the individual participates but he does not understand the meaning of his activities. Simmel, like Mannheim, sensed that society is no longer an abstraction from individuals, but rather that individuals have become abstractions. The results of this, Mannheim implies, is that individuals know only "functional rationality" and not "substantial rationality". This means that society's members no longer rely on their own independent judgements. The organization of society, and its perpetuation, operates on the basis of a rationality which supersedes the substantial rationality of the individual. The consequences of this changing basis of rationality, Mannheim asserts, is significant in that:

"Just as nature was unintelligible to primitive man, and his deepest feelings of anxiety arose from the incalculability of the forces of nature, so for modern industrialized man the incalculability of the forces at work in the social system under which he lives, with its economic crisis, inflation and so on, has become a source of equally pervading fears." (Mills, 1960, p. 440)<sup>10</sup>

Essentially the same fears are expressed by Fromm (1955) in The Sane Society. Man has become estranged from him-

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<sup>10</sup> Ibid: Karl Mannheim, "Types of Rationality and Organized Insecurity", in C.W. Mills, 1960, p. 513.

self in that he experiences himself as an alien. The basic theme of Fromm's type of alienation is similar to that of both Simmel and Mannheim. Modern society has reduced the sphere of man's influence. Man can no longer exercise substantially rational judgements concerning his social future, his work activities or even his leisure activities. In short, self-estrangement, as a theoretical form of alienation, refers to the inability of the individual to find intrinsically meaningful activities.

#### 4. Alienation as a Multi-Dimensional Concept

In general, the works of Marx, Durkheim, Simmel, Mannheim and Fromm contributed greatly to sociological knowledge through their analysis of the phenomenon of alienation. The step from theoretical propositions to empirical tests, however, has been left to other researchers. And, as Lystad (1972, p. 91) notes:

"The current focus on alienation differs from the historical treatment of the subject in three ways: 1) it involves a concerted effort to clarify the meaning of the term, 2) it involves a broader conceptualization of the causes and consequences of alienation, and 3) it involves considerable empirical research on its prevalence in modern society."

Leading the effort to clarify the meaning of alienation and its various dimensions is Melvin Seeman. The most significant contribution made by Seeman (1959) comes from his attempt to define the various conceptions in terms which would

lend themselves to operationalization, and hence, to empirical testing. Seeman's (1959) historical review of the theoretical conceptions of alienation led him to five separate definitions or dimensions of alienation. Each dimension, while distinct, was operationalized in terms of individual expectancies. For example, Seeman (1959, p. 784) defines powerlessness as "...the expectancy or probability held by the individual that his own behavior cannot determine the occurrence of the outcomes or reinforcements he seeks". Each of the other dimensions, normlessness, meaninglessness, isolation, and self-estrangement were also defined in terms of social-psychological tendencies or expectations on the part of the individual.

Two points, however, are worthy of noting before considering some empirical efforts to operationalize Seeman's and other similar constructs. First, Seeman was aware that the definitions which he presented were of a social-psychological nature. He explicitly states that they were not intended to imply the objective conditions which underly alienation. Seeman also insisted that the generative conditions should not be ignored in research. Rather, like Neal and Rettig (1967) later suggest, they can be analysed, measured or controlled depending upon the research question.

The second point which Seeman notes is that:

"...the five variants of alienation discussed here can be applied to as broad or as narrow a range of social behaviors as seems useful."  
(Seeman, 1959, p. 788)

Interestingly enough, the definitions which Seeman contributed have, in fact, become the foundation for the development of future alienation scales which focus initially upon a broader social perspective and subsequently upon a narrower contextual perspective. The utility of Seeman's work, Lystad (1972) notes, is enhanced in view of the fact that it incorporates the psychological variables of expectancy and reinforcement in the analysis of the social situations in which alienation occurs. Furthermore, Lystad (1972, p. 102) indicates that the approach Seeman has adopted avoids the problem of underestimating the importance of the social-psychological processes mediating between man and his social structure. The approach avoids a further problem of having to operationalize various aspects of the social structure which are deemed relevant but difficult to investigate.

#### B. Early Alienation Scales

One of the first attempts to develop a scale, which would identify, what could be called, alienated individuals, was developed by Leo Srole. In an exploratory study, Srole (1956) utilized Durkheim's definition of anomie as the conceptual framework for the development of a scale of

anomia. In redefining Durkheim's concept, Srole broadened the meaning to include five variants of the "social integration" or "self-to-other alienation" factor. The dimensions which Srole refers to bear a remarkable similarity to the definitions Seeman (1959) provided later. Srole's (1956, p. 712) first component, for example, refers to:

"...the individual's sense that community leaders are detached from and indifferent to his needs."

The concept of anomia, like the concept of alienation, is defined in terms of the individual's perceptions.

As Srole cautions, however, this early attempt to operationalize Durkheim's concept of anomie has several shortcomings. First, only one item was used to represent each dimension. And second, the items themselves did not undergo any formal validation test. The face validity of each of the items was the only criteria for their usage.

The similarities between the definitional approach of Seeman and Srole are founded, not only upon the relationship between the individual and the various aspects of the social structure, but also upon the individual's perception of these bonds. As Srole (1956, p. 711) states:

"More concretely this variable is conceived as referring to the individual's generalized, pervasive sense of "self-to-others belongingness" at one extreme compared with "self-to-other distance" and "self-to-others alienation" at the other pole of the continuum."

Another author, Gwynn Nettler (1957), addressed the

phenomena of anomie from a definition of alienation as self-estrangement from society. The alienated person, Nettler (1957, p 672), proposed is:

"...one who has been estranged from, made unfriendly toward, his society and the culture it carries."

The seventeen item scale which Nettler constructed was designed to assess the individual's degree of enchantment or disenchantment with society and many of its culturally popular activities. Items such as: Do national spectator sports interest you? or, Do you watch T.V.?, were typical of the scale.

Although the scale items which Nettler (1957) utilized were spread over a number of cultural activities, i.e. politics, family, religion, sports, etc., this scale was significantly related to Srole's anomia scale. It would seem that this association is due, in part, to the underlying similarity between the framework from which both Nettler and Srole worked. Both authors related the concepts which they used to express the relationship between the individual and society with regard to particular social structures or activities. From this perspective, alienation becomes multi-dimensional in that any number of the relationships between individuals and society, or smaller social units down to the individual, can be defined as facets of alienation. However, as previously mentioned the work of Melvin

Seeman (1959) has contributed not only to the task of systematizing the conceptual dimensions but also to making explicit the social-psychological manifestations of alienation.

While Srole (1956) and Nettler (1957) considered alienation a widespread, and perhaps pervasive phenomena, their measures of alienation are limited in that they fail to define succinctly the dimensions to which they refer. They also fail to empirically tie their scales to the definitions of the concept. One of the first researchers to undertake the task of empirically verifying the constructs which he developed was Dwight Dean (1961). Dean acknowledged his indebtedness to Seeman's definition of powerlessness, normlessness and social isolation, and developed items which measured these components. In developing the measures of each alienation component, Dean utilized items gleaned from the literature as well as items which were specifically constructed. Dean's subsequent analysis supported his contention that, while the three components were related, they were both conceptually and empirically distinct. Simmons (1966) also found evidence to suggest that Dean's conceptualization was accurate. Dodder (1969), using factor analysis, reports that, while the scale is based on a single underlying dimension, Dean's scale is a multi-dimensional measure of retreatist alienation having four rather than

three components.<sup>11</sup>

It can be surmised, therefore, that the development of alienation scales has been dramatically influenced by the seminal works of Srole (1956), Nettler (1957), Seeman (1959) and Dean (1961). These authors contributed significantly to the understanding of the nature of man's alienation from society. Unfortunately, while the definitions and theoretical constructs have proven useful, the empirical products, based on these definitions, have reported findings which are inconsistent or require further corroboration. Dean (1961), himself, noted a generally low order of correlation between alienation and its components and several background variables. Dean (1961, p. 757) suggested that one explanation could be that:

"Alienation is not a personality trait but a situation relevant variable."

Findings of other researchers using the work of Seeman and Dean as a model also report either inconsistent or insignificant relationships between alienation and other sociological and psychological variables. Warner and Hansen (1970) and Pulvino and Mickelson (1972), for example, using

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<sup>11</sup> In an article by R. Dodder, "A Factor Analysis of Dean's Alienation Scale". In Social Forces (December), pp. 252-255, an alternative interpretation of the scale components is offered which suggests four subscales, i.e. detachment, despair, friendliness and sociability.

Dean's scale as an independent variable, and grade point average as a dependent variable, report contradictory findings. Other investigators using Seeman's classifications, such as Bickford and Neal (1969) and Kolesar (1967) have found low or nonsignificant relationships between alienation and numerous social background characteristics, such as formal education, community of origin, employment status, job status, church attendance, etc. These reports emphasize two points; first, the type of alienation scale which is derived from a general measure of social estrangement seems to have only limited utility, and, secondly, they tend to support Dean's premise that there is no obvious connection between alienation and personal characteristics. Hence, an endeavour to redefine alienation, its generative conditions and its consequences would seem to be a warranted project.

C. Development of Contextual Measures of Alienation

1. Alienation in an Organizational Context

Several authors, including Clark (1959), Dean (1961) and Kolesar (1967), have been aware of the possibility that the practicality of the concept of alienation may be lost if it is continually defined in the broadest sense of social alienation or estrangement from society. This awareness has led to several attempts to define more clearly the context within which alienation occurs. One of the earliest re-

searchers who attempted to use the concept of alienation within a specific context was John Clark. Clark (1959, p. 850) conducted research on the effects of alienation on member participation in a cooperative. One of Clark's basic assumptions concerning alienation was that:

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

With this approach, Clark (1959) proceeded to define alienation as the co-operative members' perception of their organizational role. An alienation score, then, was based on members' positions within the organization and their perceived autonomy from, and influence on, the organization.

Alienation measured by this method could be viewed as an individual's perception of particular aspects of a given situation. And, as Neal and Rettig (1967) comment, such a measure of alienation becomes a more practical abstraction since it has an identifiable referent.<sup>12</sup> This enables one

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<sup>12</sup> Neal and Rettig (1967) suggested three basic guidelines for research using the concept of alienation. They suggested that:

- 1) each alienation construct has a single identifiable referent.
- 2) researchers operationalize their concepts and assume responsibility for showing the congruence of their concepts with their empirical referents.
- 3) alienation constructs be related empirically to either their generative conditions or their social consequences.

to avoid the problem which Aiken and Hage (1966, p. 497) refer to, that:

"...alienation has too often been defined, measured and discussed as if it represented some free floating human condition irrespective of the social contexts which produced such mental states."

The task of developing reliable and useful scales of alienation, according to these authors, will continue to be difficult until there is an attempt to state more explicitly the generative conditions which produce alienated individuals.

Apart from Clark, several other social scientists, Pearlin (1962), Aiken and Hage (1966) and Rosenstock and Kutner (1967), have also demonstrated the utility of examining alienation in terms of the context in which it occurs. Pearlin (1962), for example, developed an alienation scale based upon hospital employees' feelings of powerlessness with regard to their work situation. This measure of alienation was then related to the employees' organizational position, their perceived opportunity for advancement and their affiliative contacts. Aiken and Hage (1966), studying welfare organizations, identified two types of alienation, alienation from work and alienation from expressive relations, and associated these with two structural properties of organizations - centralization and formalization. Finally, Rosenstock and Kutner (1967) examined the effects of alienation on adaptive behavior of individuals within

the family unit. Alienation, in each case, can be viewed as a psycho-social concept emphasizing the individual's reaction to a particular social system or context.

## 2. The Context of Student Alienation

Several of the most recent attempts to provide useful contextual measures of alienation have come from an interest in student alienation. A review of the literature dealing with student alienation indicates that scales of alienation closely follow the work of Seeman, and particularly, Dean. Warner and Hansen (1970) and Pulvino and Mickelson (1972), for instance, used Dean's (1961) scale of alienation and considered it a measure of student alienation. Although the term "student alienation" was applied, the scale itself refers to individual social alienation and is not directly related to the particular situation or context of students' feelings.

A more relevant scale of alienation, which considers the alienation context, was developed by Kolesar (1967).<sup>13</sup> Kolesar essentially utilized the multi-dimensional alienation framework developed by Seeman (1959), but also recognized the need to make the scale relevant to the school sit-

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<sup>13</sup> Kolesar's (1967) scale has been used by a number of investigators. Hoy and Rafilides (1971) and Hartley and Hoy (1972) examined the relationship between pupil control orientation and school climate, respectively, and student alienation.

uation. In operationalizing the five dimensions of Seeman's scale, i.e. powerlessness, normlessness, meaninglessness, isolation and self-estrangement, Kolesar attempted to relate the questionnaire items to the needs of the individual and the situational aspects of the students' experience. Thus, the concept of powerlessness was related to the students' lack of power in the school, while normlessness was related to the acceptance of breaking school rules.

Another recent attempt to provide a contextual measure of alienation was undertaken by Burbach (1972). Burbach developed a "University Alienation Scale" which was based upon the adaptation of other context-free alienation items, those of Dean (1961) and Middleton (1963), to include the university as a referent. The rationale Burbach offers is that the university setting contains the alienating features of society in general and, therefore, the university offers an "appropriate measurement context". What Burbach fails to do is to make clear exactly what the relationship between the scale dimensions and the university entails.

Anderson (1973) has followed the example set by Kolesar in operationalizing the concepts developed by Seeman (1959). Anderson (1973, p. 319) asserts:

"For this study, alienation is defined along the lines suggested by Seeman with the exception of minor changes in terminology designed to obtain greater clarity; and with the proviso that school is deemed to be the focus of alienation. For example, students were queried about their feelings of powerlessness in school as opposed to their being generally powerless."

While both Anderson's and Kolesar's questionnaire items were related to the school, definitions of the concept remain tied to the view that alienation, as a general syndrome, is made up of the same general phenomena: a negativistic social outlook.

In addition, while the context of alienation has been nominally identified, the generative conditions which produce such mental states have not been explicitly expressed. Burbach (1972) argues simply that the university contains the alienating features of the larger society. Kolesar (1967) goes beyond merely defining the context of alienation, i.e. the school, and considers the needs of the individual. In developing scale items, therefore, Kolesar considers the individual's needs for fulfillment of certain social-psychological prerequisites which characterize healthy individuals. Despite Kolesar's attempts to develop a measure of alienation from a contextual definition of traditional alienation concepts, the problem of tying the concepts to the generative conditions within the context has not been overcome. The thrust of Kolesar's work, nevertheless, does imply that there is a conflict between the bureaucratic structures and the individual's needs.

#### D. Bureaucracy as the Context of Student Alienation

##### 1. The Impact of Bureaucracy

The bureaucratic nature of schools, although not the

only important organizational characteristic, has received considerable attention recently. Some of this attention, both speculative and empirical, has focused upon the implications of bureaucracy for the behavior of its members.

Historically, the development of bureaucracy in the schools is examined by Katz. The bureaucratization of schools, he notes, was defended on the basis of its efficiency, objectivity and rationality. The theoretical rationale of its early proponents received an important revitalization during the early twentieth century. Raymond Callahan's (1962) book called Education and the Cult of Efficiency outlines the direction of, and administrative effects of its extension and amplification under the guise of scientific management theory, and its application to the educational setting, all of which had numerous unanticipated consequences. Teachers, Callahan (1962, p. 247) points out, were forced to become clerics and office workers. Administration, backed and encouraged by an emphasis on efficiency, approached:

"...education in a businesslike, mechanical, organizational way. They saw nothing wrong with imposing impossible loads on high school teachers, because they were not students or scholars and did not understand the need for time for study and preparation."

Although Callahan deals almost exclusively with the administrative consequences of scientific management theory applied to schools, the tragedy, he concludes, went beyond

the schools' administrative element. Callahan (1962, p.246) states:

"The tragedy itself was fourfold: that educational questions were subordinate to business considerations; that administrators were produced who were not, in any true sense, educators; that a scientific label was put on some very unscientific and dubious methods and practices; and that the anti-intellectual climate, already prevalent, was strengthened."

The indoctrination of the administrative element into the ideological fold of scientific management led inevitably to the casting of teaching and curriculum goals into a mold of efficiency. Kliebard (1971) has attempted to provide some insights into the effects of scientific management on the school curriculum as well as its implications for students. Essentially, he maintains that the principles of scientific management created an emphasis on outcomes. The efficient achievement of the ends becomes the criterion by which the means are selected. The principles being enforced simultaneously created a need for a standardized product or a standardized means. Standardizing the product meant the meticulous itemization of the expected outcomes, which in turn required work specification. Efforts to specify outcomes, as Kliebard illustrates, has led to product diversification. Outcome specification, then, has led to a substantial investment in a wide variety of options. As Kliebard (1971, p. 85) points out, however:

"Paradoxically, the effort to diversify the product along the lines of probable destination called for even greater effort to standardize the units of work than before. Product diversifying work and creating variety in the schools' activity, but by arranging the standard units of work into the most efficient arrangement for manufacturing the particular product."

In summarizing, Kliebard (1971, p. 80) explains that the "...extrapolation of the principles of scientific management to the area of curriculum made the child the object on which the bureaucratic machinery of the school operates". Ostensibly, this conception of the relationship between the student and the school underlies much of the discussion concerning the effects of school bureaucratization.

One of the most cogent discussions of the effects of bureaucracy in the schools appears in Arnstine's article "Freedom and Bureaucracy". Arnstine (1971) illustrates poignantly the similarities between students and industrial workers. Unlike workers in industrial settings, however, students' rewards for the most part are symbolic ones. Furthermore, although the students contribute to the organization through the work they do, their contribution is largely ignored. Another important difference which Arnstine (1971, p. 18) points out is that:

"The worker can try to improve his situation by seeking a promotion. This is another option closed to the school children. Normally they get a promotion each year, but such a promotion neither distinguishes them from their peers nor improves their circumstances: they remain at the bottom of the educational hierarchy."

Bureaucratically organized schools, Arnstine (1971) concludes; have environments in which "teachers and pupils live in a state of social anomie - of social disintegration and alienation".

The basis for such alienation has also been discussed by Corwin (1965). Corwin suggests that students tend to feel powerless because of the extent of authority which the schools maintain over their affairs. The emphasis that the schools' organization places on conformity contributes to pupils' feelings of aimlessness. Likewise, the increasing centralization and formalization of schools augers against the development of interpersonal security creating feelings of isolation. More recently, Loken (1973, p. 23) has postulated that student powerlessness, one form of alienation, may be related to "...the tendency of teachers and administrators to undermine the integrity and motivation of students". Similarly, Loken (1973) argues that the schools' organization can also induce feelings of normlessness, isolation, and self-estrangement in the student population.

More vividly, the environment of the school, from the perspective of authors such as Paul Goodman, Ivan Illich and Jonathan Kozol, is perhaps best expressed by Farber (1969, p. 32) in The Student as Nigger. Farber writes:

"Our schools may seem useful...but they're poisonous as well. They exploit and enslave students; they petrify society; they make democracy unlikely. And it's not what you're taught that does the harm but how you're taught. Our schools teach you by pushing you around, by stealing your will and your sense of power, by making square apathetic slaves out of you - authority addicts."

## 2. Bureaucracy and Alienation

Although the descriptive works of the above mentioned authors have focused attention on the feelings of student alienation, and considered the relationship between the students and the bureaucratic machinery of the schools, several empirical studies have investigated this relationship more systematically. And, the empirical work of Kolesar (1967), Hartley and Hoy (1972) and Anderson (1973) have provided ample evidence to suggest that the development of student alienation can indeed be related to the bureaucratic characteristics which pervade the school's organization.

Kolesar (1967) found that there was a significant relationship between bureaucratic style and student alienation. In particular, Kolesar reports that the more autocratic and punishment-centered the organization, the greater the student alienation. Anderson's (1973) report contends that two bureaucratic characteristics, status maintenance and behavior control, are associated with increasing student alienation. Hoy and Rafilides (1971) found that the school's pupil control orientation was related to student alienation.

Another study, conducted by Hartley and Hoy (1972)<sup>14</sup> found that schools with an open climate, i.e. one which allows for human interactions, a certain amount of individual freedom and encouraging leadership, were less likely to have alienated students.

Interestingly enough, while there has been several investigations into the relationship between bureaucracy and alienation, there has been little research undertaken which was formulated for the purpose of considering the bureaucratic features of the school as an element of the generative conditions which underly student alienation. One prime reason for this lack of investigation is probably the degree of difficulty involved in assessing the impact of the relationship between bureaucratic characteristics and the individual.

Perhaps a more extensive study, which developed an alienation scale on the assumption that there was a relationship between student alienation and bureaucratic characteristics, was undertaken by the Department of Education of the Province of Manitoba.<sup>15</sup>

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<sup>14</sup> Student alienation, in both the studies of Hartley and Hoy (1972) and Hoy and Rafilides (1971), was measured by using the alienation scale developed by Kolesar (1967).

<sup>15</sup> Unpublished report, "Organization and Alienation", Manitoba Department of Education, 1974.

There were two basic assumptions underlying the development of the alienation scale prepared by the Provincial Department of Education. The first assumption is that the school, as a bureaucratic organization, necessarily directs, controls and coordinates the activities of all its organizational members. The results of these organizational pressures, designed to direct members, create a work environment which places members in the lower echelons in an environment<sup>16</sup> where:

1. they are provided minimal control over their work-a-day world,
2. they are expected to be passive, dependent and submissive, as well as subordinate,
3. they are expected to make frequent use of skin surface abilities,<sup>17</sup>
4. they are induced to develop a short time perspective, and
5. they are expected to produce under conditions leading to psychological failure.

The second assumption, of researchers in the Department of Education, stems from the literature pertaining to individual need hierarchies and self-actualization tenden-

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<sup>16</sup> This has been predicated upon Argyris' discussion of the work environment in Understanding Organizational Behavior, by C. Argyris, 1960, pp. 14-20.

<sup>17</sup> Skin surface abilities refer to those psycho-motor, reflex or similar activities which do not involve important personal abilities.

cies. This assumption draws upon the work of Erikson (1950), Kuhlen (1952), Maslow (1954) and Argyris (1957). Basically, the assumption states that, within the context of our society, individuals are predisposed toward "...relative independence, activeness, use of important abilities, and control over their immediate world".<sup>18</sup> (Argyris, 1960, p.14)

Argyris (1960) further suggested that when an individual, who aspires toward maturity and a healthy psychological development, is placed in an organizational setting which reflects bureaucratic principles, the results are a certain degree of psychologically experienced incongruence. This incongruence may be described as organizational alienation.<sup>19</sup> The dictionary of the Social Sciences (1964, p. 19) states that alienation which denotes an objective state of estrangement can be due to:

"...the state of, or result of, conformity with institutional expectations in segmented roles where the performance of specialized functions, determined by the division of labour and the system of dominance of certain groups, deprives the total personality of opportunities to exercise substantively rational judgements and thereby to apply its creative powers in influencing the conditions of its own existence."

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<sup>18</sup> While accepting the needs framework, it should be noted that one cannot assume that all individuals strive toward maximum expression of the adult end of the continuum. However, to the extent that an individual strives toward maturity, he will express these needs to some degree.

<sup>19</sup> For the purpose of this study, the term organizational alienation will be used as synonymous with Argyris' "psychologically experienced incongruence".

Due to the fact that the present study focuses on students as organizational members, this definition seems relevant.

The Department of Education (1974) hypothesized that this type of student organizational alienation could be expressed as:

1. Frustration, or the feeling that one's self-expression is being blocked.
2. Failure, or experiencing an inability to define one's goals or the path to those goals.
3. Short Time Perspective, or experiencing a dependency upon immediate rewards.
4. Conflict, or experiencing an inability to predict or sense the benefit of the present situation.

A series of questionnaire items were then developed by the researchers of the Department of Education on the basis of these definitions. The results of a factor analysis of the items yielded three independent factors.<sup>20</sup> The most significant factor, Factor I, relates to the concept of Conflict. Factor II relates to the concept of Failure, and the third factor, Factor III, relates to the concept of Short Time Perspective. The fourth predicted factor, Frustration, failed to be produced. The Departmental report (1974, p. 14) states:

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<sup>20</sup> These factors appeared on a Varimax rotated factor matrix after rotation with Kaiser normalization. Only items with factor loadings greater than .30 were included in the scale. The scale items, with their respective factor loadings, can be seen in Appendix A.

"The items developed to encapsulate the concept of Frustration produced large factor loadings on both Factor I and Factor II, suggesting that the concept of Frustration is somehow implicit in the experienced Conflict and Failure of the students."

This scale, consisting of three components, Conflict, Failure and Short Time Perspective, will be utilized in the present study as a measure of student organizational alienation. It will be used for basically two reasons. First, it was developed on the basis of several theoretical propositions concerning the nature of the school's organization and its psychological impact on students. Second, this scale, unlike alternative scales, considers not only individual social-psychological needs, but also the demands of a particular situation: in this case, participation in the school as an organizational member.

## II. A THEORETICAL PERSPECTIVE

### A. The School as an Organization

The point of departure for this study is based upon the assumption that student behavior can be viewed fundamentally as organizational behavior. Basically, it is postulated that students are full-fledged organizational members and that, as such, it is imperative that when examining student behavior, this relationship be fully explored.

The school is a formal bureaucratic organization.

And, like any social organization:

"...consists of a relatively stable pattern of interactions organized around tasks. The interaction defines relationships between parties involved, each of which is expected to behave in particular ways. (These) relationships are guided by norms, and norms associated with related activities constitute a role. A set of roles that are consistently related in a standard or institutionalized way in turn form a social position." (Corwin, 1965, p. 35)

The most significant aspect of this definition is the concept of role. The school is a formal organization, with bureaucratic characteristics, within which formal roles are enacted. As put by Bidwell (1965, p. 974):

"...school systems are to some degree bureaucratic. That is, they display, at least in rudimentary form, the following characteristics: A functional division of labour, ..a definition of staff roles, ...functional specificity of performance, ..the hierarchical ordering of offices, providing an authority structure based on the legally defined .. and circumscribed power of offices, and operational according to rules of procedure."

Students, as organizational members, perform organizational roles and have a defined organizational position. The organizational role which students perform is, in part, a function of their organizational position. Their organizational position, as noted earlier, is similar to that of workers in industrial organizations. Like workers in many bureaucratic organizations, because of their organizational position, students here are placed in a subordinate position, have severely limited autonomy,<sup>21</sup> and are placed in a work environment where they are expected to be passive and obedient.<sup>22</sup> Thus, the students' organizational position delimits the students' authority, autonomy and power within the organizational structure of the school. The organizational role relates to the students' position which is particularly influenced by the academic work performed by the students.

Understanding the organizational position as well as the organizational role of the students is important for two reasons. First, it allows one to examine the psycho-

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21 F. E. Katz, "The School as a Complex Organization", reprinted from the Harvard Educational Review, 1964, in R. Pavalko, Sociology of Education, F. E. Peacock Publishers, Ill., 1968: pp. 422-451.

22 The observations of Philip Jackson (1968) in Life in Classrooms is a most insightful account of the students' position in the school hierarchy.

logical implications of the students' position. The previous discussion has led to the conclusion that the results of the work environment of low echelon workers, in bureaucratic organizations, may be conducive to the development of organizational alienation. Having tentatively identified the school as a bureaucratic organization, and the organizational position of the students, it can be suggested that students may also experience feelings of organizational alienation.

Second, it also becomes possible to consider the ramifications of organizational alienation in terms of the students' organizational role fulfillment. This approach provides consistency. Student organizational alienation and its implications would thus be considered from a congruent perspective. The school as a bureaucratic organization will, therefore, be considered as the context within which alienation occurs and where its ramifications are manifested.

#### B. Theoretical Framework

According to Argyris' (1960) theory of organizational behavior, members of an organization tend to become alienated when their organizational position and organizational role do not provide adequate social-psychological rewards. Argyris maintained that members who experienced feelings of organizational alienation:

"...tend to maintain self-integration by creating specific adaptive informal behavior...Behavior which includes activities such as: 1) manifesting defence reactions such as daydreaming, aggression, ambivalence, regression, projection, etc., 2) becoming apathetic and disinterested toward the organization, its make-up, and its goals, 3) reducing the number and potency of the needs they expect to fulfill at work, and 4) gold-bricking, setting rates, restricting quotas, making errors, cheating, slowing down, etc. (Argyris, 1960, p. 15-17)

Drawing from Argyris' theoretical proposition, that members who experience organizational alienation will tend to maintain "self-integration" through various means of "adaptive informal behavior", it is possible to derive a theoretical proposition concerning the relationship between student organizational alienation and academic involvement. The involvement of the students in their organizational role, which is essentially an academic one, becomes less important to them as they attempt to balance their personal, psychological, needs with the demands of the organization.

The form this adaptive behavior takes will vary from individual to individual. As Coleman (1961) reports,<sup>23</sup> for some it becomes a negative view of the role of the scholar. For others, as Gordon (1957) concludes, it becomes a matter of "grade-getting" rather than an active involvement in the

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<sup>23</sup> In this section of Coleman's Adolescent Society (1961, pp. 149-163), the discussion revolves around the social rewards of athletes and scholars.

educational process. Still others, as Jackson (1968)<sup>24</sup> notes, prefer day-dreaming and apathy to active participation. The end result is, however, basically the same, that is, a distinct lack of student academic involvement.<sup>25</sup> Essentially, then, the theoretical proposition upon which this study is predicated is that, by and large, the psychologically experienced organizational alienation tends to limit the degree to which an individual will become involved in the activities prescribed by the organization.

### C. Theoretical Hypotheses

Thus far the discussion has led to the general theoretical proposition that as students experience feelings of organizational alienation they will tend to adapt to such psycho-

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<sup>24</sup> While both Coleman's and Gordon's studies relate such activities to factors external to the school's organization, Jackson is acutely aware of the importance of the "daily grind", as he calls it, for students.

<sup>25</sup> It has been suggested that organizational alienation, rather than promote disruptive informal behavior, would create efforts to succeed. In the industrial setting, Argyris (1957) implies, this is a possibility, particularly in small organizations. In larger, more competitive bureaucratic organizations, however, the likelihood of this occurring is somewhat less. In the school setting, as Arnstine (1971, p. 18) points out, successful promotion from one grade to another "neither distinguishes them from their peers nor improves their circumstances: they remain at the bottom of the educational hierarchy". In the same vein, the rewards of success in the industrial sphere are usually more significant, both materially and symbolically.

logical incongruence by becoming less involved in, or withdrawing from, their anticipated formal organizational role. Basically then, the major hypothesis is as follows:

Hypothesis I: The greater the experienced feelings of Organizational alienation the less the student's involvement in academic related activities.

The theoretical propositions which follow are derived from the major hypothesis. Since the major hypothesis subsumes Conflict, Failure and Short Time Perspective as dimensions of student organizational alienation, these components will as well be negatively related to the level of student academic involvement.

To the extent that students feel that they cannot predict or sense the benefit of their present organizational participation, with regard to immediate and future personal benefits, they will tend to experience feelings of Conflict. As students experience feelings of Conflict they will tend to adapt by withdrawing or becoming less involved in their formal organizational role.

Hypothesis I a: The greater the experienced feelings of Conflict the less the student's involvement in academic-related activities.

To the extent that students feel that they are not allowed to define their goals or the means to those goals, and because they feel powerless to maintain control over

their work situation, they will tend to experience feelings of Failure. As students experience feelings of Failure they will tend to adapt by withdrawing and becoming less involved in their formal organizational role.

Hypothesis Ib: The greater the experienced feelings of Failure the less the student's involvement in academic-related activities.

To the extent that students feel oriented towards, or dependent upon, immediate rewards, with regard to their academic activities, they will tend to experience feelings of Short Time Perspective. As students experience feelings of Short Time Perspective they will tend to adapt by withdrawing or becoming less involved in their formal organizational role.

Hypothesis Ic: The greater the experienced feelings of Short Time Perspective the less the student's involvement in academic related activities.

### III. METHODOLOGY

#### A. Project Design

The design of this research was influenced by two major considerations. First, this research is based upon information obtained from a research project undertaken by the Manitoba Department of Education which could provide a larger population than in previous research on student alienation. The objective of that project was to examine the environment of the school and its effects on the behavior and attitudes of the staff and students of the school. For this reason it seemed desirable that the entire school population be considered the data base.

Second, it was necessary to extend the study to include a sufficient number of schools to allow for inter-school comparisons on the basis of a number of variables. This requirement created a situation in which a substantial number of school staff and students were involved. For this reason, a decision was made to gather the data through a questionnaire survey. It was felt that the survey method, while having certain disadvantages,<sup>26</sup> was the most pragmatic because it offered the most efficient and least time consuming method. In

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<sup>26</sup> For an excellent review of the advantages and disadvantages of questionnaire surveys see Seltiz, Claire, et al., Research Methods in Social Relations, Holt, Rinehart and Winston, New York, 1959.

addition, this method avoided an unnecessarily large expenditure for material preparation and other personnel expenses.

B. Sample

The sample of the project undertaken by the Provincial Department of Education consisted of eighteen (18) Manitoba High Schools. The schools were stratified on the basis of urban or rural settings and proportional samples were selected from their respective populations. This procedure was followed to avoid over-representation by either urban or rural schools. The sample consisted of seven (7) urban schools and eleven (11) rural schools. In each school, the principal, each staff member and each student received a questionnaire. In all, eighteen (18) principals, three hundred and twenty-one (321) staff members and five thousand and ninety-nine (5099) students responded.

The sample to be used in this study consists of a randomly selected 20% sub-sample of the total sample population of students. The procedure for the sub-sample selection is available in the Statistical Package for the Social Sciences (SPSS), and was used to prevent unnecessary computer expenses.

The students ranged from grade nine to grade twelve. The fact that the sample was selected from high school students is important in that most of the research which has been done concerning student alienation has involved high

school students. It was also desirable that the sample be composed of only high school students due to the fact that one of the theoretical assumptions of this study is that the students aspire toward psychological maturity. High school students, more than any other public school students, are reaching the height of their physical and mental maturation.

### C. Questionnaire and Operationalization of Variables

The student questionnaires consisted of one hundred and twenty-three (123) multiple choice items. Each item had five response possibilities. The majority of the items were Likert-type items with response categories ranging from strongly agree to strongly disagree. Each response category was scored from one to five. Included throughout the questionnaire were items which comprised the Student Organizational Alienation Scale. This scale has three components.<sup>27</sup> Other items, also spread throughout the questionnaire, were designed to measure various aspects of student involvement. Several control variables were also measured. The variables were operationalized in the following manner:

#### 1. The Independent Variable - Student Organizational Alienation

To measure student organizational alienation, the scale

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<sup>27</sup> The Student Alienation Scale can be seen in Appendix A.

developed by the Manitoba Department of Education was utilized. Student organizational alienation, as measured by the Student Organizational Alienation Scale, represents a continuum along which individuals can be placed regarding their degree of alienation. Most students, it is assumed, experience to some degree the types of alienation defined as organizational alienation. The relative strength of these psychological feelings is what is being measured. The scale consists of thirty-five items and represents three distinct components: Conflict, Failure and Short Time Perspective. Each item of the scale was presented to the students. A student replied on the basis of his or her agreement or disagreement with the item. A five part Likert scale was used.<sup>28</sup>

2. The Dependent Variable - Student Academic Involvement  
Student academic involvement was viewed as multi-dimensional and was defined as including four dimensions. Each dimension represents a possible facet of the student's interest and willingness to participate in the formal activities of the school. These dimensions are:
  - (a) Cooperation - This dimension is defined as the degree of student cooperation with the teachers and the administrators. Questions relating to the students'

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<sup>28</sup> The original questionnaire and its design can be seen in Appendix B.

willingness to participate in class, attend class, complete assignments, etc., were included.

(b) Dedication - This component was defined as a student's willingness to do extra work, to continue to investigate, read and learn. Questions relating to student time spent on homework, reading, etc., were included.

(c) Performance - This dimension was defined as a student's grade point average.

(d) Aspirations - This dimension was defined as a student's desire to continue his or her education.<sup>29</sup>

### 3. Control Variables

Three variables will be used as control variables. Two of these variables, socio-economic status and intelligence, have been strongly associated with academic achievement.<sup>30</sup> Therefore, it is imperative that one attempt to account for the impact that these variables have on the relationship between student alienation

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<sup>29</sup> Strictly speaking, measuring a student's aspirations does not fall under the aegis of the student's organizational role. There is, however, the assumption that alienation would affect the student's desire to participate in both present and future educational activities.

<sup>30</sup> Cattell and Butcher in The Prediction of Achievement and Creativity, Bobbs Merrill, Indianapolis, 1968: pp. 41-43 and pp. 229-230, report that correlations of .7 and .8 are not uncommon in studies relating these variables to academic achievement.

and achievement.<sup>31</sup> Socio-economic status will be measured in terms of the occupation and educational background of the parents. Due to the fact that reliable and homogeneous measurement of students' I.Q.'s were impossible to obtain, intelligence was measured as perceived intelligence. While this measurement will only serve as a proxy for I.Q., it has the advantage of being a measure of self-concept as well. A third variable, age, was also considered as a possible intervening factor. As Argyris' (1960) theory of organizational behavior is based upon the assumption of a mature psychological disposition, age could become an important factor. It will, therefore, be controlled in the statistical analysis.

D. Administration of the Questionnaire

In May of 1974, the Department of Education sent representatives to each of the eighteen schools involved in the survey. At that time, questionnaires, with an instruction sheet which was to be read to the students, were distributed to the school staff. The staff were responsible for distributing and returning the questionnaire as soon as they had been completed. This procedure was followed in order to avoid non-responses which often plague

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<sup>31</sup> The term student involvement includes what is usually referred to as achievement, i.e. grade point average.

surveys which are mailed to respondents. Due to the fact that this project was being conducted in May, which is late in the school year, there was a need to proceed rapidly. It was decided that distributing and collecting the questionnaires simultaneously would be desirable. This method remained economical primarily because the representatives had only to travel to eighteen schools to collect the data.

Each student was asked to complete a questionnaire. Virtually all students agreed to fill out a questionnaire. Less than .05% of the students declined. The questionnaire contained items of the Student Alienation Scale and items relating to the students' involvement in school related activities. Each questionnaire item had five response categories. The students' responses were recorded on computer answer sheets. Thus the student data could be computerized mechanically.

#### E. Analysis of Data

After coding each of the questionnaire items relating to the relevant variables, the data was prepared for computer analysis. The hypothesized relationships between student alienation and student academic involvement were analysed using correlation and partial correlation techniques. Correlations were based on raw scores from the alienation component scales and the components of student involvement.

The use of correlation provides evidence of the strength of the relationship between alienation and involvement. The use of partial correlation allows for the controlling of intervening variables. In this case, the influence of age, I.Q. and socio-economic status were controlled. The use of partial correlation also enables one to isolate the effects of alienation from the influence of other variables which are known to be associated with various aspects of student involvement. In order to assess the acceptability of the relationships tested, the .001 level will be considered as an indication of statistical significance. This level seemed appropriate given the large sample size.

The use of correlation techniques can be justified even though the measurement is at the ordinal level. Borgatta (1968) has indicated that the assumption that variables under consideration are not distributed along a continuum has prevented people from using more sophisticated statistical techniques. Lack of measurement skills, he maintains, should not inhibit the use of correlation, for example, as long as caution is exercised in drawing conclusions. Several other precautions should also be taken when using correlation techniques because it is necessary to assume: (1) a normal distribution of all variables, (2) a linear relationship, and (3) homoscedasticity. In order to test these assumptions, in a simplistic way, a scatter-gram was constructed to show the distribution of variables as well as

to show whether the assumptions of linearity and homoscedasticity could be met.

F. Research Hypotheses

On the basis of the foregoing theoretical discussions, theoretical hypotheses, and operationalization of variables, the following research hypotheses were derived and tested.

1. Hypothesis 1.a - There is a negative relationship between the alienation factor score for Conflict and the student involvement score for Cooperation.

Hypothesis 1.b - There is a negative relationship between the alienation factor score for Conflict and the student involvement score for Dedication.

Hypothesis 1.c - There is a negative relationship between the alienation factor score for Conflict and the student involvement score for Performance.

Hypothesis 1.d - There is a negative relationship between the alienation factor score for Conflict and the student involvement score for Aspirations.

2. Hypothesis 2.a - There is a negative relationship between the alienation factor score for Failure and the student involvement score for Cooperation.

Hypothesis 2.b - There is a negative relationship between the alienation factor score for Failure and the student involvement score for Dedication.

Hypothesis 2.c - There is a negative relationship between the alienation factor score for Failure and the student involvement score for Performance.

Hypothesis 2.d - There is a negative relationship between the alienation factor score for Failure and the student involvement score for Aspirations.

3. Hypothesis 3.a - There is a negative relationship between the alienation factor score for Short Time Perspective and the student involvement score for Cooperation.

Hypothesis 3.b - There is a negative relationship between the alienation factor score for Short Time Perspective and the student involvement score for Dedication.

Hypothesis 3.c - There is a negative relationship between the alienation factor score for Short Time Perspective and the student involvement score for Performance.

Hypothesis 3.d - There is a negative relationship between the alienation factor score for Short Time Perspective and the student involvement score for Aspirations.

4. Hypothesis 4.a - There is a negative relationship between the alienation factor score for the Total Alienation Scale and the student involvement score for Cooperation.

Hypothesis 4.b - There is a negative relationship between the alienation factor score for the Total Alienation Scale and the student involvement score for Dedication.

Hypothesis 4.c - There is a negative relationship between the alienation factor score for the Total Alienation Scale and the student involvement score for Performance.

Hypothesis 4.d - There is a negative relationship between the alienation factor score for the Total Alienation Scale and the student involvement score for Aspirations.

#### IV. RESULTS AND DISCUSSION

##### A. Discussion of Major Hypotheses

The results and discussion of the data analysis is presented below. Initially the results which pertain to the four major sets of research hypotheses, set out in the methodology section, are reported and discussed. Following this, the discussion turns to an analysis of the influence of intervening factors.

The first set of hypotheses, that is hypotheses 1.a to 1.d, predicted that the Alienation component Conflict would be negatively related to student involvement. The results of the data analysis are shown in Table I.

TABLE I

Correlation Coefficients and Significance Levels for the Relationship between the Alienation Component Conflict and the Student Involvement Components.

| INVOLVEMENT COMPONENT | CORRELATION COEFFICIENT | SIGNIFICANCE LEVEL |
|-----------------------|-------------------------|--------------------|
| Cooperation           | -.3060                  | .001               |
| Dedication            | -.2369                  | .001               |
| Performance           | -.0381                  | .227               |
| Aspirations           | -.1675                  | .001               |

(N=1009)

As shown in Table I, the first hypothesis, 1.a, which posited that there would be a negative relationship between the Alienation component Conflict and the Student Involvement component Cooperation, has a strong negative correlation with student Cooperation. The zero order partial of -.3060 indicates a strong and statistically significant

negative correlation between Conflict and the Student Involvement component Cooperation. On this basis hypothesis 1.a is accepted.

In terms of explained variance, the Alienation component Conflict accounts for approximately 10% of the variation in student cooperativeness. If student cooperation is considered an essential part of the individual's learning experience, as well as that of the class, this relationship cannot be overlooked. The Conflict that some students experience may be manifested in the lack of student cooperation in the activities of the classroom and the school.

The second hypothesis, 1.b, posits that there is a negative relationship between the Alienation component Conflict and the Student Involvement component Dedication. The zero order partial of  $-.2369$  reveals a statistically significant negative correlation between student feelings of Conflict and student Dedication. Thus, hypothesis 1.b is accepted. Student willingness to pursue educational activities beyond the immediate confines of the school, i.e. Dedication, is apparently negatively affected by student feelings of Conflict.

The third hypothesis, 1.c, stated that there would be a negative relationship between the Alienation component Conflict and the Student Involvement component Performance. The data analysis reveals that, although there is a negative

relationship,  $-.0381$ , this relationship is not significant at the  $.001$  level. Consequently the research hypothesis must be rejected and the null hypothesis is accepted.

The lack of a statistically significant relationship between the Alienation component Conflict and student Performance represents an unexpected finding since a strong negative relationship between Conflict and Cooperation and Dedication seems to exist, yet these latter variables are both significantly positively related to Performance. Cooperation, for example, correlates at  $+0.4418$  with student Performance. Likewise, Dedication is significantly related to Performance with a correlation coefficient of  $+0.2865$ . Clearly, dynamics other than those involved only in the student's feelings of organizational alienation are contributing to the outcome in terms of student academic performance.

One possible explanation for such a finding is that student performance, which is essentially the teacher's assessment of the student's role performance, bears little relationship to the student's feelings of Conflict or the perceived lack of relevance of school activities. That is, the fact that students feel alienated is not directly translatable into predictively negative teacher evaluations of student performance. Alternatively, perhaps the teacher's assessment of student performance, in terms of grades, is

not necessarily related to the student's actual or perceived degree of cooperation and dedication.

The fourth hypothesis, i.d, expected a negative relationship between the Alienation component Conflict and the Student Involvement component Aspirations. The zero order partial of  $-.1675$  indicates a moderate negative relationship between student feelings of irrelevance with regard to their present situation and their future in the educational system. Thus, hypothesis 1.d can be accepted.

However, while the relationship is statistically significant, the amount of explained variance in student aspirational levels is only slightly more than 2%. This figure is certainly modest. The modesty of the figure notwithstanding, any variable which is significantly related to the aspirational level of students cannot be overlooked. Accordingly, an understanding of this relationship may provide an important key to improving the aspirational levels of many students. The implication of this result is that students who experience feelings of Conflict, i.e. doubt about the relevance of the courses and course content of their school program, may become disenchanted with both present and future education activities.

Table I shows that all correlations are negative.

Only one of the four Involvement components is not significantly related to Conflict, and that is Performance. Over-all, however, the Alienation component Conflict is negatively related to student involvement giving support to the first set of research hypotheses and the assumptions upon which they were predicated.

The results shown in Table II relate to the second set of hypotheses which were based upon the premise that there would be a negative relationship between the Alienation component Failure and the Student Involvement components.

TABLE II

Correlation Coefficients and Significance Levels for the Relationship between the Alienation Component Failure and the Student Involvement Components.

| INVOLVEMENT COMPONENT | CORRELATION COEFFICIENT | SIGNIFICANCE LEVEL |
|-----------------------|-------------------------|--------------------|
| Cooperation           | -.1462                  | .001               |
| Dedication            | -.1356                  | .001               |
| Performance           | -.0449                  | .153               |
| Aspirations           | -.1092                  | .001               |

(N=1009)

Looking at the hypotheses individually, the first hypothesis, 2.a, states that there will be a negative relationship between the Alienation component Failure and the Student Involvement component Cooperation. The zero order partial of  $-.1462$  indicates that there is a moderate and statistically significant relationship between Failure and student Cooperation. Hence this

hypothesis is accepted. Student feelings of powerlessness and an inability to control their work environment negatively influences their willingness to cooperate with the staff and administration in fulfilling the demands of their organizational role. In general, approximately 2% of the variance in student Cooperation can be attributed to student feelings of Failure.

The second hypothesis, 2.b, states that there will be a negative relationship between the Alienation component Failure and the Student Involvement component Dedication. As the data in Table II indicate, the relationship is significant at the .001 level with a zero order partial of  $-.1356$ . On this basis the research hypothesis 2.b is accepted. The results suggest that student feelings of Failure negatively affects the students' willingness to become actively involved in their academic role beyond the most immediate organizational requirements. The component Failure accounts for approximately 2% of the variations in student dedication scores. This finding, regardless of how modest the demonstrated relationship, has implications for those involved in school organization and those responsible for, and desiring, an involved student population.

The third hypothesis, 2.c, suggests that there is a negative relationship between the Alienation component Failure and the Student Involvement component Performance.

With a zero order partial of  $-.0449$ , and a significance level of  $.153$ , this research hypothesis is rejected and the null hypothesis is accepted. The correlation was, however, in the predicted direction.

As with Conflict, the Alienation component Failure is significantly negatively related to student Cooperation and Dedication but not to student Performance. As mentioned previously, both Cooperation and Dedication have strong positive correlations with Performance. The reason for this lack of relationship between the Alienation components and Performance is not quite clear. Possibly it is simply a matter of there being minimal relationship between the students actual or perceived cooperative and dedicative efforts and the students' role performance evaluation. Alternatively, perhaps the students' experienced feelings of alienation interferes more with the potential of the students' involvement rather than with the more or less obligatory role activities which are involved in acquiring grades.

The final hypothesis, 2.d, predicts that there will be a negative relationship between the Alienation component Failure and the Student Involvement component Aspirations. With a zero order partial of  $-.1092$ , which is significant at the  $.001$  level, this hypothesis is accepted. Student feelings of Failure, in terms of the control they have over their work situation, have a negative effect on

the students' educational aspirations. Although the amount of variance in student aspirational level explained by the component Failure is only 1%, the finding that it is significantly related to feelings of powerlessness is important. The findings suggest that a reduction in student feelings of Failure might lead to a corresponding increase in the aspirational level of students, while at the same time increasing the students' willingness to cooperate and participate in school activities.

The results presented in Table II show that three of the four Student Involvement components were negatively related to the Alienation component Failure with correlation coefficients which were significant at the .001 level. Once again the relationship between the Alienation component, this time Failure, and Performance is non-significant. Generally, however, the data indicate that the second set of research hypotheses, and the premise upon which they were predicated, is supported.

The third set of hypotheses stems from the general proposition that there would be a negative relationship between the Alienation component Short Time Perspective and Student Involvement. The data relative to this proposition is provided below in Table III.

The first hypothesis, 3.a, predicted that there would be a negative relationship between the Alienation component

Short Time Perspective and the Student Involvement component Cooperation. The evidence provided in Table III indicates that there is a negative correlation between Short Time Perspective and Cooperation. The zero order partial of  $-.2345$  is significant at the  $.001$  level. Thus the hypothesis 3.a is accepted.

TABLE III

Correlation Coefficients and Significance Levels for the Relationship between the Alienation Component Short Time Perspective and the Student Involvement Components.

| INVOLVEMENT COMPONENT | CORRELATION COEFFICIENT | SIGNIFICANCE LEVEL |
|-----------------------|-------------------------|--------------------|
| Cooperation           | $-.2345$                | $.001$             |
| Dedication            | $-.1970$                | $.001$             |
| Performance           | $-.1176$                | $.001$             |
| Aspirations           | $-.1929$                | $.001$             |

(N=1009)

From the data, it may be concluded that student feelings of Short Time Perspective, when viewed as a necessity to focus upon what has to be done for immediate rewards, has a negative effect on student willingness to cooperate with the school staff in an effort to fulfill their organizational role. Approximately 5% of the variance in student Cooperation scores can be attributed to student feelings of Short Time Perspective.

The implications of this finding are of direct concern to the classroom teacher. The emphasis that teachers place upon passing grades and tests, or at least avoiding failure, may create feelings of Short Time Perspective.

These feelings may lead to an undue emphasis on the immediate and directly rewardable activities associated with school. The ramifications of these feelings are conceivably manifested in limited involvement, in terms of cooperative effort, on the part of the students.

The second hypothesis of the general proposition, 3.b, postulates that there will be a negative relationship between the Alienation component Short Time Perspective and the Student Involvement component Dedication. As Table III indicates, with a zero order partial of  $-.1970$ , this relationship was both negatively and significantly related. Thus the research hypothesis 3.b also receives confirmation.

The results give credence to the idea that Short Time Perspective interferes with the students' willingness to extend his role activities beyond a certain level. Short Time Perspective accounts for approximately 4% of the explained variance in student Dedication scores. Thus an effort to shift the students' focus from the immediate rewards of organizational participation towards more personal, self-actualizing, reinforcement could contribute to an increase in student interest and dedication to the organizational goals of the school. The possibility of a four percent improvement in student dedication could conceivably have an impact on student academic achievement, as well as student aspirational levels.

The third hypothesis, 3.c, postulates that there will be a negative relationship between the Alienation component Short Time Perspective and the Student Involvement component Performance. Data analysis reveals that there is a moderate, but statistically significant, negative correlation between Short Time Perspective and student Performance. Table III indicates a zero order partial of  $-.1176$ , which is significant at the  $.001$  level, for this relationship. Consequently hypothesis 3.c can be accepted.

This factor stands alone among the independent factors as having a significant relationship with student Performance. Evidently, student feelings of a need to consider their activities in terms of immediate requirements and rewards creates a situation which negatively affects the performance level of students. This relationship would seem to be similar to the educational concept of the under-achiever, defined as one who fulfills only the basic requirements to obtain promotion from year to year but who fails to become actively involved in the educational process.

The fourth and final hypothesis, 3.d, predicts that there will be a negative relationship between the Alienation component Short Time Perspective and the Student Involvement component Aspirations. As reported in Table III,

this relationship, with a zero order partial of  $-.1929$ , which is significant at the  $.001$  level, it also accepted. This finding may indicate that the implications of student feelings of Short Time Perspective go beyond the activities which are prescribed for them by the school, and also influence the students' perceptions or inclinations toward furthering their education. In spite of the fact that Short Time Perspective accounts for only approximately 4% of the explained variance in aspirational level, this has tremendous import if one considers that this may mean an additional number of students will choose to continue in school rather than drop-out. From this perspective, attempting to change the reward structure of the schools could create a decrease in student feelings of Short Time Perspective and a concomitant increase in student affiliation with educational programs.

The data presented in Table III indicates that each component is negatively and significantly related to student involvement. On this basis, it is possible to suggest that there is some support for the premise upon which the third set of research hypotheses were predicated. Short Time Perspective, it can be concluded, is negatively related to some forms of student involvement.

The final set of hypotheses were based on the proposition that there would be a negative relationship between

the Total Alienation Scale score and the Student Involvement components. Table IV represents the results of the data analysis.

TABLE IV

Correlation Coefficients and Significance Levels for the Relationship between the Total Alienation Scale score and the Student Involvement Component scores.

| INVOLVEMENT COMPONENT | CORRELATION COEFFICIENT | SIGNIFICANCE LEVEL |
|-----------------------|-------------------------|--------------------|
| Cooperation           | -.2630                  | .001               |
| Dedication            | -.2191                  | .001               |
| Performance           | -.0629                  | .046               |
| Aspirations           | -.1715                  | .001               |

(N=1009)

As can be seen by the figures, hypotheses 4.a, 4.b, and 4.d, which were based on the premise that there would be a negative relationship between the Total Alienation score and Cooperation, Dedication and Aspirations respectively, received statistical support.

The third hypothesis, 4.c, however, which posited that there would be a negative relationship between the Total Alienation Scale score and the Student Involvement component Performance, is rejected. The correlation coefficient of  $-.0629$ , while in the predicted direction, failed to reach the  $.001$  significance level.

The indication that the Total Alienation score fails to improve upon the predictive capabilities of the independent Alienation components was quite unexpected. The expectation was that the scale, because it is composed of

relatively independent factors, would enhance the strength of the tested relationships. This, however, was not the case. The data presented in Table V provides the rationale for the assumption. The data tend to confirm the belief that the scale is composed of three relatively independent alienation factors which underly a single larger dimension. The inter-correlations between the components are moderately high and very high when related to the total score. This information would seem to justify the assumptions made about the characteristics of the scale.

TABLE V

Inter-correlations between the Student Alienation components and the Total Alienation Scale score.

|                        | SHORT TIME |         |             |       |
|------------------------|------------|---------|-------------|-------|
|                        | CONFLICT   | FAILURE | PERSPECTIVE | TOTAL |
| CONFLICT               | 0          | .5620   | .4533       | .8559 |
| FAILURE                | -          | 0       | .3499       | .8911 |
| SHORT TIME PERSPECTIVE | -          | -       | 0           | .5751 |
| TOTAL                  | -          | -       | -           | 0     |

In light of these findings, the data in Table IV are difficult to interpret. One would expect at least a slight increase in correlation coefficients based upon the assumption of a cumulative effect. It is possible, however, to suggest that one of the main reasons for the lack of cumulative effect may be due to the likelihood that indiv-

idual students can experience any one or more of these alienating situations in combination. That is, the ramifications of various psychological experiences may be expressed differently by different individuals. If this is the case, then certain alienation components may not affect the individuals behavior, at least in terms of involvement. This may follow from the fact that the scales are based upon the assumption that individual needs and need intensities can vary from individual to individual. Thus a particular student may experience feelings of Conflict and Failure but not Short Time Perspective or he or she may experience only Short Time Perspective.

In general, it is possible to report that the Total Alienation Scale scores are of little independent value. This being the case, there is a need to explore the relationships between the components more carefully in future studies.

B. Further Analysis - The Influence of Intervening Variables

Having tested the basic hypotheses related to the theoretical propositions which were derived from the literature, it is now necessary to examine the relationships for spurious influences. For the purposes of this study three variables were considered potentially important to control when assessing the relationship between alienation

and student involvement.

The first of these variables was intelligence. Numerous studies, as Cattell and Butcher (1968) have noted, have reported that intelligence is a major factor in determining student success at school. In particular, intelligence has been related to what this study calls student Performance. As mentioned previously, due to difficulties involved in obtaining a homogeneous and recent measure of the students' intelligence scores, a proxy for this variable was used. This was a measure of the student's perception of his or her intelligence relative to the rest of the class. Apart from being a proxy for intelligence this measure can also serve as an indication of the students' self-concept. Both intelligence and self-concept have been positively related to student performance, according to Cattell and Butcher (1968). The results detailed in Table VI represent the analysis of the data after the influence of "perceived intelligence" has been controlled. The zero order partial correlation coefficients and their significance levels are presented along with first order partials and their significance levels to indicate the details of any changes.

Overall, controlling for the influence of perceived intelligence changed very little in terms of the established correlation strengths. The most significant changes

TABLE VI

Zero Order Partial and Partial Correlation Coefficients between Conflict, Failure, Short Time Perspective and Total Alienation and Cooperation, Dedication, Performance and Aspirations controlling for Perceived Intelligence.

| ALIENATION COMPONENT   | INVOLVEMENT COMPONENT | CORRELATION COEFFICIENT | SIGNIFICANCE LEVEL | PARTIAL COEFFICIENT | SIGNIFICANCE LEVEL |
|------------------------|-----------------------|-------------------------|--------------------|---------------------|--------------------|
| CONFLICT               | Cooperation           | -.3060                  | .001               | -.3021              | .001               |
|                        | Dedication            | -.2369                  | .001               | -.2375              | .001               |
|                        | Performance           | -.0381                  | .227               | -.0224              | .478               |
|                        | Aspirations           | -.1675                  | .001               | -.1599              | .001               |
| FAILURE                | Cooperation           | -.1462                  | .001               | -.1415              | .001               |
|                        | Dedication            | -.1356                  | .001               | -.1357              | .001               |
|                        | Performance           | -.0449                  | .153               | -.0357              | .332               |
|                        | Aspirations           | -.1092                  | .001               | -.1016              | .001               |
| SHORT TIME PERSPECTIVE | Cooperation           | -.2345                  | .001               | -.2292              | .001               |
|                        | Dedication            | -.1970                  | .001               | -.1978              | .001               |
|                        | Performance           | -.1176                  | .001               | -.0995              | .002               |
|                        | Aspirations           | -.1929                  | .001               | -.1838              | .001               |
| TOTAL ALIENATION       | Cooperation           | -.2630                  | .001               | -.2582              | .001               |
|                        | Dedication            | -.2191                  | .001               | -.2200              | .001               |
|                        | Performance           | -.0629                  | .046               | -.0444              | .158               |
|                        | Aspirations           | -.1715                  | .001               | -.1625              | .001               |

(N=1008)

are evident in the relationship between the Alienation components and student Performance. In these cases, controlling for perceived intelligence reduced the strength of the relationships. The reduction, however, was slight. This may be partially due to the fact that perceived intelligence is negatively related to student Performance. This, in turn, may be due to the possibility that those who perceive themselves as more intelligent, or those with a positive self-concept, feel that student performance or high grades are not a prerequisite for leading a future life.

Generally, the present findings show perceived intelligence to have a low negative correlation with the Student Involvement components Cooperation, Dedication, Performance and Aspirations respectively. Since formal measures of intelligence, as mentioned previously, are generally found to be positively related to measures of student involvement, it may be suggested that perceived intelligence is not a reliable measure of intelligence. Hence, the influence of perceived intelligence, as a control variable, should be viewed with caution. Future studies may attempt to provide a more adequate control over the possible influence of intelligence on the relationship between organizational alienation and student involvement.

The second control variable was student age. Age

was considered an important variable due to the fact that one of Argyris' basic assumptions, in the formulation of the theory of organizational behavior, was that organizational members strive towards psychological maturity. Thus age could become an intervening factor, especially when the subjects have just recently reached the age of maturity.

Age was found to have a weak, non-significant, positive correlation with the organizational alienation components. The positive nature of this relationship is possibly due to the increasing maturity of students. Alternatively, perhaps the longer the students are in contact with the school's organization the greater the perceived incongruence between the individual needs and the demands of the organization.

Age was also slightly positively related to the Student Involvement components Cooperation and Dedication, and significantly positively related to Performance and Aspirations. This finding may be due to the elimination of poorer students in each successive grade. An alternative explanation could be that as students approach the completion of their schooling, obtaining adequate grades and aspiring to finish school become important.

The data presented in Table VII provides an outline of the relationship between the Alienation components and the Student Involvement components controlling for age.

TABLE VII

Correlation and Partial Correlation Coefficients between Alienation Components and Involvement Components controlling for Age.

| ALIENATION COMPONENT   | INVOLVEMENT COMPONENT | CORRELATION COEFFICIENT | SIGNIFICANCE LEVEL | PARTIAL COEFFICIENT | SIGNIFICANCE LEVEL |
|------------------------|-----------------------|-------------------------|--------------------|---------------------|--------------------|
| CONFLICT               | Cooperation           | -.3060                  | .001               | -.3018              | .001               |
|                        | Dedication            | -.2369                  | .001               | -.2357              | .001               |
|                        | Performance           | -.0381                  | .227               | -.0382              | .225               |
|                        | Aspirations           | -.1675                  | .001               | -.1705              | .001               |
| FAILURE                | Cooperation           | -.1462                  | .001               | -.1461              | .001               |
|                        | Dedication            | -.1356                  | .001               | -.1362              | .001               |
|                        | Performance           | -.0449                  | .153               | -.0452              | .152               |
|                        | Aspirations           | -.1092                  | .001               | -.1097              | .001               |
| SHORT TIME PERSPECTIVE | Cooperation           | -.2345                  | .001               | -.2345              | .001               |
|                        | Dedication            | -.1970                  | .001               | -.1973              | .001               |
|                        | Performance           | -.1176                  | .001               | -.1178              | .001               |
|                        | Aspirations           | -.1929                  | .001               | -.1932              | .001               |
| TOTAL ALIENATION       | Cooperation           | -.2630                  | .001               | -.2633              | .001               |
|                        | Dedication            | -.2191                  | .001               | -.2190              | .001               |
|                        | Performance           | -.0629                  | .046               | -.0628              | .046               |
|                        | Aspirations           | -.1715                  | .001               | -.1717              | .001               |

(N=1008)

The results of the analysis show that student age has relatively no influence in determining the strength and direction of the relationships being investigated. The limited age range of the high school students makes it unlikely that large variations, attributable to age differences, would occur.

Possibly, this suggests that high school students are not only approaching adulthood in their physical and mental capacities but they also show adult strivings for psychologically mature dispositions.

The third variable to be considered as a control variable was socio-economic status. Socio-economic status has been consistently related to academic achievement and educational aspirations. Therefore, in considering the pattern of associations between alienation and student academic involvement, it seemed necessary to assess the relative influence of socio-economic status on the relationship. The results of the data analysis are presented in Table VIII.

As might be expected, controlling for socio-economic status produces the most appreciable differences in the relationship between alienation and student involvement. In most cases, as the data in Table VIII indicate, controlling for socio-economic status increased the strength of the relationships. The increases, however, are extremely

TABLE VIII

Correlation and Partial Correlation Coefficients between  
Alienation Components and Student Involvement Components  
controlling for Socio-economic Status.

| ALIENATION COMPONENT   | INVOLVEMENT COMPONENT | CORRELATION COEFFICIENT | SIGNIFICANCE LEVEL | PARTIAL COEFFICIENT | SIGNIFICANCE LEVEL |
|------------------------|-----------------------|-------------------------|--------------------|---------------------|--------------------|
| CONFLICT               | Cooperation           | -.3060                  | .001               | -.3206              | .001               |
|                        | Dedication            | -.2369                  | .001               | -.2606              | .001               |
|                        | Performance           | -.0381                  | .227               | -.0636              | .043               |
|                        | Aspirations           | -.1675                  | .001               | -.1885              | .001               |
| FAILURE                | Cooperation           | -.1462                  | .001               | -.1504              | .001               |
|                        | Dedication            | -.1356                  | .001               | -.1438              | .001               |
|                        | Performance           | -.0449                  | .153               | -.0532              | .091               |
|                        | Aspirations           | -.1092                  | .001               | -.1160              | .001               |
| SHORT TIME PERSPECTIVE | Cooperation           | -.2345                  | .001               | -.2324              | .001               |
|                        | Dedication            | -.1970                  | .001               | -.1944              | .001               |
|                        | Performance           | -.1176                  | .001               | -.1132              | .001               |
|                        | Aspirations           | -.1929                  | .001               | -.1903              | .001               |
| TOTAL ALIENATION       | Cooperation           | -.2630                  | .001               | -.2714              | .001               |
|                        | Dedication            | -.2191                  | .001               | -.2346              | .001               |
|                        | Performance           | -.0629                  | .046               | -.0785              | .013               |
|                        | Aspirations           | -.1715                  | .001               | -.1844              | .001               |

(N=1008)

modest, amounting to between .02 and .03.

While socio-economic status was not significantly related to any of the Alienation components, it was related, at the .001 level, to each of the Involvement components. The zero order partials for the relationship between Socio-economic status and Involvement as Cooperation, Dedication, Performance and Aspirations were +.1122, +.1916, +.2372 and +.1742 respectively. These findings are consistent with other reported findings concerning the relationship between socio-economic status and student involvement.

One of the most important conclusions which can be drawn from this data is that the Alienation scale may be independent of a socio-economic bias. That is, the scale relates to experiences which are felt by a broad spectrum of students.

Generally, the three control variables, perceived intelligence, age and socio-economic status, had only minimal effect on the relationships which were examined. Of the three variables, socio-economic status was the only one to alter the strength of the relationships to any degree. Upon examining the influence of socio-economic status, it became apparent that its influence was related to its significant relationship to Student Involvement scores. Socio-economic status, however, was

not the only variable which was strongly associated with Student Involvement scores. The dependent variable Aspirations was also highly related to Involvement. Table IX represents the data pertaining to this relationship.

TABLE IX

Correlation Coefficients\* between Aspirational Level and the Student Involvement Components

|             | <u>COOPERATION</u> | <u>DEDICATION</u> | <u>PERFORMANCE</u> |
|-------------|--------------------|-------------------|--------------------|
| Aspirations | + .4831            | + .3073           | + .5629            |

In view of this strong relationship it seemed advisable to re-evaluate the relationship between Alienation and Student Involvement while controlling for the influence of student Aspirations. The results are presented in Table X.

The results indicate that controlling for student aspirational level reduces the strength of the relationships approximately from .03 to .04 in some cases. The majority of the relationships, however, remained statistically significant. The one exception was the relationship between Short Time Perspective and student Performance. This relationship virtually disappeared when the aspirational level of the students was controlled. One possible explanation for this change, in view of the strong positive relationship between Aspirations and student involvement, is that a students' aspiration to continue in school outweighs the negative influence of

\* All significant at .001

TABLE X

Correlation and Partial Correlation Coefficients between the Alienation Components and Student Involvement controlling for Aspirational Level.

| ALIENATION COMPONENT   | INVOLVEMENT COMPONENT | CORRELATION COEFFICIENT | SIGNIFICANCE LEVEL | PARTIAL COEFFICIENT | SIGNIFICANCE LEVEL |
|------------------------|-----------------------|-------------------------|--------------------|---------------------|--------------------|
| CONFLICT               | Cooperation           | -.3060                  | .001               | -.2607              | .001               |
|                        | Dedication            | -.2369                  | .001               | -.1977              | .001               |
|                        | Performance           | -.0381                  | .227               | -.0690              | .028               |
| FAILURE                | Cooperation           | -.1462                  | .001               | -.1074              | .001               |
|                        | Dedication            | -.1356                  | .001               | -.1079              | .001               |
|                        | Performance           | -.0449                  | .153               | -.0201              | .524               |
| SHORT TIME PERSPECTIVE | Cooperation           | -.2345                  | .001               | -.1645              | .001               |
|                        | Dedication            | -.1970                  | .001               | -.1475              | .001               |
|                        | Performance           | -.1176                  | .001               | -.0111              | .723               |
| TOTAL ALIENATION       | Cooperation           | -.2630                  | .001               | -.2088              | .001               |
|                        | Dedication            | -.2191                  | .001               | -.1775              | .001               |
|                        | Performance           | -.0629                  | .046               | -.0413              | .189               |

(N=1008)

the atmosphere of the school environment. This is particularly true with the Involvement component Performance. Many students are well aware that a grade is a very important criterion for successful promotion and graduation. The finding that Aspirations is moderately negatively associated with student alienation also helps to explain the lack of a significant relationship between Short Time Perspective and Performance. It suggests that students experience less organizational alienation as their aspirational level increases. The less extensive influence of aspirational level on student Cooperation and Dedication suggests, nevertheless, that student alienation has a detrimental effect on other aspects of student involvement. Alienation component scores were negatively related to, not only the students' willingness to do academic work, but also to their academic aspirations. In light of this it would not be justifiable to ignore the import of this study. And, that is, that the present organizational characteristics of the school may be conducive to the development of student feelings of Conflict, Failure and Short Time Perspective which interfere in some ways with their involvement in many areas of the educational process.

Finally, the influence of another variable, sex, was controlled. The decision to control for sex was made for

two reasons. First, gender has been associated with various school-related phenomena such as achievement and aspirational level.<sup>32</sup> Second, one of the fundamental assumptions upon which the hypotheses were based was that feelings of alienation developed in instances where individual needs were not or could not be met. Underlying this is the assumption that both male and female organizational members have essentially the same basic social and psychological needs.

A review of the relationship between the variable sex and Student Organizational Alienation reveals that males tend to experience greater feelings of organizational alienation. This tendency, however, is statistically significant with only the component Short Time Perspective. In general, there does not appear to be a great deal of difference between males and females in terms of expressed feelings of organizational alienation.

The relationship between sex and Student Involvement was found to be generally consistent with previous findings. Females are likely to be slightly more cooperative

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<sup>32</sup> R. M. Pavalko and D. R. Bishop (1966) provide evidence to suggest that sex is an important variable in determining college aspirations in "Socio-economic Status and College Plans: A Study of Canadian High School Students" Sociology of Education, 1966:33:288-298.

and dedicated, with zero order partials of  $-.0963$  and  $-.0875$ . Males, on the other hand, report higher aspirational levels. There is almost no difference between males and females with respect to reported Performance.

To test the assumptions mentioned above and assess the influence of gender on the relationship between alienation and student involvement a partial correlation technique was used. The results are presented in Table XI.

The results indicate that the variable sex has relatively no influence on the relationship between alienation and student involvement. The largest degree of influence changes the correlation coefficient less than  $.01$ . Pulvino and Mickelson (1972) also report that the relationship between alienation and involvement is not significantly influenced by the sex of the student.

Two important conclusions can be tentatively drawn from these results. First, the data provide support for the theoretical contention that the psychological experiences of these organizational members, i.e. students, are similar for all members. Second, the results suggest that, although males tend to report slightly greater feelings of alienation, the Student Organizational Alienation Scale reflects only a slight sex bias. This may mean that it is a useful instrument for assessing the degree of organizational alienation for most high school students.

TABLE XI

Correlation and Partial Correlation Coefficients\* between the  
Alienation Components and Student Involvement controlling for Sex.

| ALIENATION COMPONENT   | INVOLVEMENT COMPONENT | CORRELATION COEFFICIENT | SIGNIFICANCE LEVEL | PARTIAL COEFFICIENT | SIGNIFICANCE LEVEL |
|------------------------|-----------------------|-------------------------|--------------------|---------------------|--------------------|
| CONFLICT               | Cooperation           | -.4134                  | .001               | -.4093              | .001               |
|                        | Dedication            | -.3220                  | .001               | -.3176              | .001               |
|                        | Performance           | -.1005                  | .001               | -.1008              | .001               |
|                        | Aspirations           | -.2463                  | .001               | -.2488              | .001               |
| FAILURE                | Cooperation           | -.1732                  | .001               | -.1697              | .001               |
|                        | Dedication            | -.1890                  | .001               | -.1858              | .001               |
|                        | Performance           | -.0263                  | .406               | -.0264              | .405               |
|                        | Aspirations           | -.1335                  | .001               | -.1348              | .001               |
| SHORT TIME PERSPECTIVE | Cooperation           | -.3072                  | .001               | -.2997              | .001               |
|                        | Dedication            | -.2516                  | .001               | -.2442              | .001               |
|                        | Performance           | -.2306                  | .001               | -.2321              | .001               |
|                        | Aspirations           | -.2044                  | .001               | -.2085              | .001               |
| TOTAL ALIENATION       | Cooperation           | -.3470                  | .001               | -.3419              | .001               |
|                        | Dedication            | -.3043                  | .001               | -.2993              | .001               |
|                        | Performance           | -.1024                  | .001               | -.1028              | .001               |
|                        | Aspirations           | -.2283                  | .001               | -.2312              | .001               |

(N=996)

\* The discrepancy between the zero order partial correlation coefficient of this and the previous Tables is due to the fact that these results were obtained from a different sub-sample of the larger sample. This was necessary because the previous sub-sample selection was not stored.

## V. CONCLUSIONS AND SUMMARY

The efforts of this study were directed towards answering several basic questions concerning the negative relationship which appears to exist between alienation and student involvement. It is noteworthy that the results of the study have important implications for the analysis of the students' working environment as well as the generative conditions of student alienation and the consequences of such alienation.

Previous literature, which has been somewhat limited, has failed to establish a relationship between alienation and academic performance. Nor have the results of these studies particularly implicated the schools, as formal organizations, in any way. By using the Student Organizational Alienation Scale, which relates student feelings of alienation to the organizational conditions of the students' role, student feelings of alienation could be viewed, in large part, as falling within the structural boundaries of the school. Whether these feelings were based on organizational reality or perceptual reality of the students is not the major aspect with which this research was concerned. The more important aspect was the role that these perceptions play in determining student behavior. And, this research indicates that at least some students feel a sense of organizational alien-

ation which may be inhibiting their full participation in their organizational role.

For the purposes of this study organizational alienation has been defined as Conflict, a feeling of irrelevance concerning the courses and content of courses they take, or, in many instances, are required to take. Another dimension has focused on the students' sense of powerlessness in the school setting. Feelings of Failure develop as a result of the students' inability to control or direct their activities. The final component, Short Time Perspective, captures the essence of a form of alienation which may be typical of situations in which individual involvement stems from necessity and obligation rather than interest and commitment. The scale item which epitomizes this type of alienation is likely to be: "I only study because I want to pass." Students' academic behaviour, as Gordon (1957) has noted, is often based on the principle of "grade-getting." There has been a great deal of discussion relative to this phenomena, but ironically, in the final analysis, this condition is viewed as being based on the pathology of students rather than the pathology of the conditions under which they produce.

The results of the data analysis have confirmed the hypothesis that these types of alienation have a deleterious effect on the involvement level of students. Student

cooperativeness and dedication clearly suffer as a result of their experienced feelings of alienation. Even the students' aspirational level appears to be affected by the feelings of organizational alienation. The implication of these findings suggest that there is a need to closely examine the relationship between the organization of the school and the needs of the individual student. The findings indicate that at least a portion of the schools' population finds its present characteristics unsatisfactory, in that they produce feelings of alienation. Whether this means providing students with alternative types of organizational structures or changing the students' perceptions is a value laden question with which this study cannot be concerned. But it is interesting to note that, at present, a certain proportion of the student population are not living up to their potential due to feelings they have about the school and their participation in that school.

As detailed earlier in the study, there have been few studies which have focused specifically on the relationship of alienation to student cooperation, dedication or any academic-related activities other than performance or academic achievement. Viewed from this perspective, the present study, therefore, represents an exploratory effort. The findings provide a plausible foundation for

the notion that student academic involvement is affected by student feelings of organizational alienation. Future empirical research will be needed in an endeavour to follow up on the present findings and to investigate further the relationship between the characteristics of the school and student alienation. If the present findings are acceptable, and can be further confirmed in later studies, then research must also be undertaken to look at the possibilities of applying the research findings in an effort to prevent the development of student feelings of alienation.

The impetus to study the problem of student alienation and its relationship to student involvement was partially due to the impact of two studies which reported contradictory findings. Warner and Hansen (1970), investigating the relationship between alienation and academic achievement, report that there is no significant correlation between alienation and achievement. Pulvino and Mickelson (1972), on the other hand, using the same alienation scale and measure of student achievement, found a significant negative relationship between the alienation component normlessness and academic achievement.<sup>34</sup>

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<sup>34</sup> Both studies cited above utilized Dean's (1961) alienation scale. The scale consists of three components: normlessness, powerlessness and isolation.

The present study tends to support the findings reported by Pulvino and Mickelson (1972). Using the Student Organizational Alienation Scale, this study found that there was a negative relationship between organizational alienation and student involvement. Only one component, however, was significantly related to the Student Involvement component, Performance, which corresponds to academic achievement. The component Short Time Perspective was negatively, and significantly related to student Performance. The other components, while negatively related, were not significantly related to decreasing student performance levels.

In retrospect this finding is understandable. Each scale component dealt with a particular aspect of the students' relationship to the school. Conflict, for instance, was based on the students' perceived lack of relevance of courses and course content, i.e. their organizational work. This Alienation component was significantly negatively related to student Cooperation, Dedication and Aspirations. Failure was related to the students' perceived lack of control over their organizational activities. This component was related significantly negatively to the student level of Cooperation, Dedication and Aspirations. Finally, the component Short Time Perspective relates to the students' perceptions of the reward

structure of the organization. Short Time Perspective, it was found, was not only significantly negatively related to student Cooperation, Dedication and Aspirations, but also to student Performance, i.e. academic achievement. This component most clearly relates to the organizational activity of acquiring grades. It is not surprising, therefore, that if any component should be significantly related to this facet of student involvement, it would be due to the Short Time Perspective component. Short Time Perspective indicates the extent to which students focus upon their activities in terms of immediate and required organizational rewards. This component may reflect the phenomena of the "under-achiever" or those students who fail to live up to their potential. It is possible that the feelings of Short Time Perspective which students experience contribute to the perpetuation of this phenomena.

The findings relative to the Alienation components and the Student Involvement component, Performance, tentatively suggest the following conclusions. First, the relationship between Alienation and Performance is certainly not clear-cut. The data suggest that Student Organizational Alienation is negatively and significantly related to student Cooperation, Dedication and Aspirations which in turn are positively and significantly related to student Performance. There is, however, no significant

relationship between the Alienation components Conflict and Failure and Performance, and only a modest or slight significant negative correlation between Short Time Perspective and Performance. Apparently either there is no substantive basis for a relationship between Alienation and Performance or the assessment of student performance is the result of classroom dynamics which have eluded the present measurement of variables.

More specifically, the limited success of the Alienation components, including Short Time Perspective, opens up the possibility that future investigations of specific activities of the classroom, such as the attainment of grades, begin by defining classroom alienation with direct reference to the dynamics of the classroom. Perhaps the investigation of student Performance requires a contextual framework which is even more specific than the organizational framework utilized in the development and analysis of this study of alienation.

Finally, on the basis of the analysis of the influence of the intervening variables, several additional conclusions can be drawn relative to the investigation of student involvement. First, and perhaps most important, is the finding that the relationship between the Alienation Scale and its components and student involvement is relatively independent of other factors. This conclusion is based

on a review of the relationships between each of the control variables and the dependent and independent variables under consideration. Generally the data indicated that age, socio-economic status, and aspirations were related to the dependent and independent variables much as would be expected on the basis of previous research. The relationship between sex and organizational alienation was also as would be expected. The relationship between sex and the academic involvement components although in the expected direction, were relatively weak. Perceived intelligence was found to be negatively related to measures of academic involvement. This was not expected, therefore, as suggested earlier, future studies interested in considering the influence of intelligence on the relationship between alienation and involvement should endeavour to obtain a more reliable measure of intelligence. Nevertheless, generally it is possible to suggest that, notwithstanding the possible limitations of some of the control variables, there is some support for the conclusion that the tested relationships exist independently of the influence of these important control variables. Alienation it appears influences student involvement as a separate variable rather than in conjunction with factors such as age, perceived intelligence, socio-economic status, student aspirations and sex. Further it may be

suggested that the Student Organizational Alienation Scale is founded upon theoretically credible propositions related to the interaction of organizational demands and student needs. This leaves open the possibility of further investigation into student alienation utilizing this scale. In view of the fact that the Student Organizational Alienation Scale has not been used previously, it is hoped that future studies will contribute to the refinement and clarification of the Scale and its components.

Another conclusion which can be drawn from this analysis is that the variables, socio-economic status and aspirations, continue to have an influence on student academic involvement and achievement. And, it is probably safe to conclude that despite the finding that student organizational alienation affects student involvement, socio-economic status, and particularly student aspirations, remain a significant predictor of academic involvement and achievement.

The findings of this study have provided support for the contention that feelings of organizational alienation interfere negatively with student academic involvement. In general, however, the portion of variance explained by organizational alienation has been moderate. In view of this it is possible to suggest some courses of action for future research.

First, for those following a similar theoretical framework and research procedure, in studying student organizational alienation and academic involvement, a revision of the operational measures utilized in this research may be quite useful for overcoming some of its limitations.

Secondly, this study has been based upon two important assumptions which may be controversial. Initially it was assumed that schools were bureaucratic organizations and displayed organizational features which were indicative of most bureaucracies. Recent and continuing organizational changes, however, in the schools of the province, have attempted to dispel the rigidity of the formal characteristics of schools. In light of these attempts, the psychological experiences of students may be undergoing a process of change.

The theoretical stance of this research has emphasized that students will tend to withdraw as they experience feelings of organizational alienation. As mentioned earlier, alternative reactions are theoretically possible. Argyris (1960) has suggested that organizational members who experience psychological incongruence may attempt to climb the organizational ladder. Fox (1971) posits that organizational members may operate individually or collectively to increase areas of congruence

and decrease areas of incongruence between organizational demands and individual needs. The rising number of instances of student action on their grievances is possibly an indication of this type of adaptive behavior.

Fox (1971) also discusses another possible adaptive response to experienced organizational alienation and that relates to the concept of relative deprivation. Fox (1971, p.77) states that this concept "...draws attention to a process which contributes towards acquiescence and order in a situation which otherwise appears rich in potential for conflict." In this light, the moderate relationships found between student organizational alienation and student academic involvement may be more understandable. Student withdrawal may not be more pronounced due to the fact that students view their situation in a "reference group" context. Future studies might fruitfully consider the concept of relative deprivation in studying the context of student behavior and student academic involvement.

Nevertheless, on the basis of the findings of this study, consideration must be given to the effects of student alienation on student involvement. It is also hoped that this study would provide some points of reference for future investigations dealing with the relationship between the school, as an organization, and the behavior

of students. To date, there has been little concern expressed over this relationship. This is perhaps crucial, for only if we better understand the school, in its various aspects, can we hope to have a more comprehensive understanding of student behavior.

A P P E N D I X

A

Student Organizational  
Alienation Component  
Items With Factor Loadings

| <u>Conflict</u>  | <u>Factor Loadings*</u> |
|--|-------------------------|
| What we do at school will help us to affect the world in which we live.                          | .49                     |
| Personally, my school experience has been rewarding.   | .42                     |
| My school experience has helped me understand myself better.                                     | .61                     |
| Going to school has helped me answer most important questions about my life.                     | .68                     |
| School deals directly with many of problems facing the community where I live.                   | .49                     |
| Some of the courses I am taking have led me to examine the world and its problems more closely.  | .48                     |
| Almost all of the school work I do is valuable.  | .45                     |
| School has little relationship to life outside the school.                                       | .43                     |
| I feel that school work is a worthwhile challenge.   | .44                     |
| I am sure that I will benefit from my school experience.   | .54                     |
| My school experience has helped me become a better citizen.                                      | .64                     |
| At school I learn habits and attitudes which will help me to succeed in life.                    | .69                     |
| My school studies will help me to make predictions about the kind of world in which I will live. | .55                     |
| Do you feel that your school experience is valuable.   | .56                     |

\* Factor loadings are based on absolute scores. Only items with factor loadings greater than .30 were included in the scale.

| <u>Failure</u>   | <u>Factor Loadings</u> |
|--|------------------------|
| In this school the teachers are the rulers and the students are the slaves.  | .49                    |
| Pupils have adequate opportunities to protect themselves when their interests conflict with the interests of those who run the school.             | .47                    |
| Pupils in this school are given considerable freedom in planning their own programs to meet their future needs.                                    | .41                    |
| Pupils' ideas about how the school should be run are often adopted in this school.   | .66                    |
| Students have little to say about the rules they have to follow.   | .55                    |
| Classroom rules are usually set by the teachers and the students together.   | .45                    |
| I am satisfied with the way I am treated by teachers and other school officials.   | .41                    |
| Schools are run by others and there is little I can do about it.   | .56                    |
| Pupils are often given the opportunity to express their ideas about how the school ought to be run.  | .59                    |
| The teachers will not listen to pupils' complaints about unfair school rules.  | .49                    |
| In discipline cases the pupil's explanation of the circumstances is carefully weighed by the school authorities before punishment is decided upon. | .42                    |
| Can students change the school rules?  | .61                    |
| In the school, are teachers responsive to the needs of students?   | .46                    |
| In this school, pupils can complain to the principal and be given a fair hearing.  | .41                    |

Short Time Perspective

Factor  
Loadings

If I didn't need an education to get  
a good job, I would quit.

.44

I study only because I want to pass.

.38

It is a good policy to tell the teach-  
ers only what they want to hear.

.33

Pupils must try to develop an interest  
in their school subjects even if the  
content is dull.

.41

It is wise to pick only courses you  
know you can do well in.

.44

Education is important only because it  
can get you a good job.

.57

Almost none of my courses really inter-  
est me.

.32

A P P E N D I X

B

Student Questionnaire

STUDENTS QUESTIONNAIRE

The following statements are related to your school experiences and your feelings about those experiences. Please indicate your agreement or disagreement with these statements by filling in the appropriate number on the computer answer sheet you have been provided with.

|  | <i>Strongly Agree</i> | <i>Agree</i> | <i>Undecided</i> | <i>Disagree</i> | <i>Strongly Disagree</i> |
|--|-----------------------|--------------|------------------|-----------------|--------------------------|
|  | <u>SA</u>             | <u>A</u>     | <u>U</u>         | <u>D</u>        | <u>SD</u>                |
| 1. A Student's interests can be followed easily in this school.                      | 1                     | 2            | 3                | 4               | 5                        |
| 2. Most of the work in school is dull.   | 1                     | 2            | 3                | 4               | 5                        |
| 3. The assignments given us often encourage imaginative and independent thinking.    | 1                     | 2            | 3                | 4               | 5                        |
| 4. Teachers willingly discuss a student's special interest in any subject.           | 1                     | 2            | 3                | 4               | 5                        |
| 5. Teachers are generally interested in hearing student's opinions.                  | 1                     | 2            | 3                | 4               | 5                        |
| 6. Students seldom get to choose an assignment which is of special interest to them. | 1                     | 2            | 3                | 4               | 5                        |

|  | <u>SA</u> | <u>A</u> | <u>U</u> | <u>D</u> | <u>SD</u> |
|--|-----------|----------|----------|----------|-----------|
| 7. Most of my subjects encourage memory work rather than thinking.   | 1         | 2        | 3        | 4        | 5         |
| 8. Most of the subjects don't deal with my real concerns.  | 1         | 2        | 3        | 4        | 5         |
| 9. What we do at school will help us to affect the world in which we live.   | 1         | 2        | 3        | 4        | 5         |
| 10. If I didn't need an education to get a good job, I would quit.   | 1         | 2        | 3        | 4        | 5         |
| 11. Even though you don't like school you should not quit.   | 1         | 2        | 3        | 4        | 5         |
| 12. Personally my school experience has been rewarding.  | 1         | 2        | 3        | 4        | 5         |
| 13. Having friends is more important than getting ahead in school.   | 1         | 2        | 3        | 4        | 5         |
| 14. I usually consider what my friends think before I do something in class.                                       | 1         | 2        | 3        | 4        | 5         |
| 15. I often compete with friends to see who gets the highest marks.  | 1         | 2        | 3        | 4        | 5         |
| 16. I find the teacher's praise embarrassing.  | 1         | 2        | 3        | 4        | 5         |
| 17. Most of the students getting good marks are teacher's pets.  | 1         | 2        | 3        | 4        | 5         |
| 18. Sometimes I help friends with projects or difficult questions even though I know the teacher wouldn't like it. | 1         | 2        | 3        | 4        | 5         |
| 19. Sometimes I feel badly if I get good marks and my friends get poor marks.                                      | 1         | 2        | 3        | 4        | 5         |

|  | <u>SA</u> | <u>A</u> | <u>U</u> | <u>D</u> | <u>SD</u> |
|--|-----------|----------|----------|----------|-----------|
| 20. Getting better marks than others is important to me.   | 1         | 2        | 3        | 4        | 5         |
| 21. Sometimes doing what the teacher wants can hurt your friends.  | 1         | 2        | 3        | 4        | 5         |
| 22. When the teacher corrects me in class I get embarrassed.   | 1         | 2        | 3        | 4        | 5         |
| 23. In this school the teachers are the rulers and the pupils are the slaves.  | 1         | 2        | 3        | 4        | 5         |
| 24. Pupils have adequate opportunities to protect themselves when their interests conflict with the interests of those who run the school. | 1         | 2        | 3        | 4        | 5         |
| 25. Pupils in this school are given considerable freedom in planning their own programs to meet their future needs.                        | 1         | 2        | 3        | 4        | 5         |
| 26. Pupils' ideas about how the school should be run are often adopted in this school.   | 1         | 2        | 3        | 4        | 5         |
| 27. To get good grades you have to know what the teacher wants to hear.  | 1         | 2        | 3        | 4        | 5         |
| 28. The reason I endure unpleasant things now is because I feel that it will benefit me later on.  | 1         | 2        | 3        | 4        | 5         |
| 29. Pupils must be very careful to make the best possible impression with the teachers.  | 1         | 2        | 3        | 4        | 5         |
| 30. I study only because I want to pass.   | 1         | 2        | 3        | 4        | 5         |
| 31. I often worry about what my teacher thinks of me.  | 1         | 2        | 3        | 4        | 5         |
| 32. It is a good policy to tell teachers only what they want to hear.  | 1         | 2        | 3        | 4        | 5         |
| 33. Pupils must try to develop an interest in their school subjects even if the content is dull.   | 1         | 2        | 3        | 4        | 5         |

|   | <u>SA</u> | <u>A</u> | <u>U</u> | <u>D</u> | <u>SD</u> |
|---|-----------|----------|----------|----------|-----------|
| 34. I usually pick courses because they look interesting.   | 1         | 2        | 3        | 4        | 5         |
| 35. It is wise to pick only courses you know you can do well in.                                    | 1         | 2        | 3        | 4        | 5         |
| 36. Helping a friend in class can get you into trouble with the teachers.                           | 1         | 2        | 3        | 4        | 5         |
| 37. In school you have to put the teachers wishes ahead of those of your friends.                   | 1         | 2        | 3        | 4        | 5         |
| 38. If I can, I answer the questions the teacher asks.  | 1         | 2        | 3        | 4        | 5         |
| 39. Students have little say about the rules they have to follow.                                   | 1         | 2        | 3        | 4        | 5         |
| 40. Teachers allow the students to choose material to learn in class.                               | 1         | 2        | 3        | 4        | 5         |
| 41. Classroom rules are usually set by the teacher and students together.                           | 1         | 2        | 3        | 4        | 5         |
| 42. My school experience has helped me understand myself better.                                    | 1         | 2        | 3        | 4        | 5         |
| 43. Going to school has helped me answer many important questions about my life.                    | 1         | 2        | 3        | 4        | 5         |
| 44. School deals directly with many of the problems facing the community where I live.              | 1         | 2        | 3        | 4        | 5         |
| 45. Some of the courses I am taking have led me to examine the world and its problems more closely. | 1         | 2        | 3        | 4        | 5         |
| 46. Most of the subjects I am taking aren't really important outside school.                        | 1         | 2        | 3        | 4        | 5         |
| 47. Almost all of the school work I do is valuable.   | 1         | 2        | 3        | 4        | 5         |

|   | <u>SA</u> | <u>A</u> | <u>U</u> | <u>D</u> | <u>SD</u> |
|---|-----------|----------|----------|----------|-----------|
| 48. I am satisfied with the way I am treated by teachers and other school officials.                    | 1         | 2        | 3        | 4        | 5         |
| 49. School has little relationship to life outside of school.   | 1         | 2        | 3        | 4        | 5         |
| 50. Education is important only because it can get you a good job.                                      | 1         | 2        | 3        | 4        | 5         |
| 51. Almost none of my courses really interest me.   | 1         | 2        | 3        | 4        | 5         |
| 52. Students are encouraged to discuss concerns with others in the classroom.                           | 1         | 2        | 3        | 4        | 5         |
| 53. Students have to take some courses they don't like.   | 1         | 2        | 3        | 4        | 5         |
| 54. I feel that school work is a worthwhile challenge.  | 1         | 2        | 3        | 4        | 5         |
| 55. The school principal is really interested in all pupils in this school.                             | 1         | 2        | 3        | 4        | 5         |
| 56. In this school pupils can complain to the principal and be given a fair hearing.                    | 1         | 2        | 3        | 4        | 5         |
| 57. The school experiences of pupils are controlled by plans devised by others.                         | 1         | 2        | 3        | 4        | 5         |
| 58. Schools are run by others and there is little that I can do about it.                               | 1         | 2        | 3        | 4        | 5         |
| 59. Pupils are often given the opportunity to express their ideas about how the school ought to be run. | 1         | 2        | 3        | 4        | 5         |
| 60. The teachers will not listen to pupils' complaints about unfair school rules.                       | 1         | 2        | 3        | 4        | 5         |

|  | <u>SA</u> | <u>A</u> | <u>U</u> | <u>D</u> | <u>SD</u> |
|--|-----------|----------|----------|----------|-----------|
| 61. In discipline cases the pupil's explanation of the circumstances is carefully weighed by the school authorities before punishment is decided upon. | 1         | 2        | 3        | 4        | 5         |
| 62. There really isn't much use complaining to the teachers about the school because it is impossible to influence them anyway.                        | 1         | 2        | 3        | 4        | 5         |
| 63. I often choose courses on the basis of who is teaching it.   | 1         | 2        | 3        | 4        | 5         |
| 64. The most important thing in school is what you learn, not the marks you get.   | 1         | 2        | 3        | 4        | 5         |
| 65. I do my assignments usually because they are interesting to me.  | 1         | 2        | 3        | 4        | 5         |
| 66. Teachers seldom hold anything against you if you misbehave.  | 1         | 2        | 3        | 4        | 5         |
| 67. Talking back to the teacher is dangerous.  | 1         | 2        | 3        | 4        | 5         |
| 68. I am sure that I will benefit from my school experience.   | 1         | 2        | 3        | 4        | 5         |
| 69. It is unlikely that in this school the pupils will achieve the goals in which they believe.  | 1         | 2        | 3        | 4        | 5         |
| 70. I would stay in school even if I could find a job I liked.   | 1         | 2        | 3        | 4        | 5         |
| 71. Usually I would rather play hookey than come to school.  | 1         | 2        | 3        | 4        | 5         |
| 72. As a result of my school experience I know what I will do when I graduate.   | 1         | 2        | 3        | 4        | 5         |
| 73. My school experience has helped me become a better citizen.  | 1         | 2        | 3        | 4        | 5         |

- |  | <u>SA</u> | <u>A</u> | <u>U</u> | <u>D</u> | <u>SD</u> |
|--|-----------|----------|----------|----------|-----------|
| 74. At school I learn habits and attitudes which will help me succeed in life.                       | 1         | 2        | 3        | 4        | 5         |
| 75. My school studies will help me to make predictions about the kind of world in which I will live. | 1         | 2        | 3        | 4        | 5         |

Indicate the extent to which you participate in and are affected by the following school-related situations. Please circle only one alternative for each question.

- |   | ALMOST ALWAYS | USUALLY | SOMETIMES | RARELY | NEVER or HARDLY EVER |
|---|---------------|---------|-----------|--------|----------------------|
| 76. When you think you know the answer to a question how often do you volunteer answers in class? | 1             | 2       | 3         | 4      | 5                    |
| 77. How often do you participate in class discussions?  | 1             | 2       | 3         | 4      | 5                    |
| 78. How often do you daydream or doodle in class?   | 1             | 2       | 3         | 4      | 5                    |
| 79. How often do you follow instructions in class?  | 1             | 2       | 3         | 4      | 5                    |
| 80. Do you consider yourself to be cooperative in class?  | 1             | 2       | 3         | 4      | 5                    |
| 81. Would you say you were attentive in class?  | 1             | 2       | 3         | 4      | 5                    |

|  | ALMOST ALWAYS | USUALLY | SOMETIMES | RARELY | NEVER or HARDLY EVER |
|--|---------------|---------|-----------|--------|----------------------|
| 82. After class, do you discuss homework assignments and projects with your <u>teachers</u> ?        | 1             | 2       | 3         | 4      | 5                    |
| 83. Are you interested in your school work?  | 1             | 2       | 3         | 4      | 5                    |
| 84. How often do you complete your homework and assignments on time?                                 | 1             | 2       | 3         | 4      | 5                    |
| 85. How often do you read <u>books</u> that are not required but are related to your schoolwork?     | 1             | 2       | 3         | 4      | 5                    |
| 86. How often do you read <u>magazines</u> that are not required but are related to your schoolwork? | 1             | 2       | 3         | 4      | 5                    |
| 87. How often do you use the school's or other libraries to study or to find research material?      | 1             | 2       | 3         | 4      | 5                    |
| 88. How often would you say you break a school rule?   | 1             | 2       | 3         | 4      | 5                    |
| 89. When you are doing assignments do you try your hardest?  | 1             | 2       | 3         | 4      | 5                    |
| 90. Do you work on school projects of special interest to you?                                       | 1             | 2       | 3         | 4      | 5                    |
| 91. Do you worry about what the teacher thinks?  | 1             | 2       | 3         | 4      | 5                    |
| 92. Do you pick courses because you have heard they are easy?  | 1             | 2       | 3         | 4      | 5                    |
| 93. Do you express your opinion even if it is different from the teachers?                           | 1             | 2       | 3         | 4      | 5                    |

|  | ALMOST ALWAYS | USUALLY | SOMETIMES | RARELY | NEVER or HARDLY EVER |
|--|---------------|---------|-----------|--------|----------------------|
| 94. Do you think teachers "get" people who misbehave?                | 1             | 2       | 3         | 4      | 5                    |
| 95. Do you feel that your school experience is valuable?             | 1             | 2       | 3         | 4      | 5                    |
| 96. Do you play hookey one day a month or more?                      | 1             | 2       | 3         | 4      | 5                    |
| 97. Are you embarrassed by a teacher's praise?                       | 1             | 2       | 3         | 4      | 5                    |
| 98. Do you think friends are more important than education?          | 1             | 2       | 3         | 4      | 5                    |
| 99. Can students change the school rules?                            | 1             | 2       | 3         | 4      | 5                    |
| 100. In the school are teachers responsive to the needs of students? | 1             | 2       | 3         | 4      | 5                    |

101. How much time, on the average, do you spend on homework each day?
1. none or almost none
  2. half an hour or less
  3. around one hour
  4. around two hours
  5. around three hours or more
102. When you do homework and assignments do you usually do:
1. more than is required
  2. it varies between more than is required and only as much as is required
  3. only as much as is required
  4. it varies between less than is required and as much as is required
  5. less than is required
103. Approximately how many days have you skipped school since the beginning of this school year? (Do not include days missed due to sickness, religious holidays, family emergencies, etc.)
1. none
  2. 1 or 2 days
  3. 3 to 5 days
  4. 6 to 10 days
  5. more than 10 days
104. Approximately how many classes have you skipped in the last month? (Do not include classes held on days you were not present in school.)
1. none
  2. 1 or 2 classes
  3. 3 to 5 classes

104. (continued)
4. 6 to 10 classes
  5. more than 10 classes
105. How many clubs or formal groups do you belong to? (Include only those groups developed from topics discussed in school. Do not include athletic clubs or groups.)
1. none
  2. one
  3. two
  4. three
  5. four or more
106. How many school sponsored athletic or sports groups do you belong to?
1. none
  2. one
  3. two
  4. three
  5. four or more
107. What was your overall school average the last full academic year?
1. A (85% or more)
  2. B (70% - 84%)
  3. C (60% - 69%)
  4. D (50% - 59%)
  5. F (below 50%)

108. What on the basis of this years tests, was your over-all school average?
1. A (85% or more)
  2. B (70% - 84%)
  3. C (60% - 69%)
  4. D (50% - 59%)
  5. F (Below 50%)
109. How far do you want to go in school?
1. I do not want to finish high school
  2. I want to finish high school only
  3. I want to go to technical, nursing or business school after high school
  4. I want to graduate from university
  5. undecided
110. How good a student do you want to be in school?
1. One of the best students in my class.
  2. Above the middle of the class.
  3. In the middle of my class.
  4. Just good enough to get by.
  5. I don't care.
111. How bright do you think you are in comparison with the other students in your grade?
1. Among the brightest
  2. Above average
  3. Average
  4. Below average
  5. Among the lowest

112. What is your father's formal educational level?
1. grade 8 or less
  2. some high school
  3. graduated from high school
  4. some college or graduated from vocational school
  5. graduated from college
113. What is your mother's formal educational level?
1. grade 8 or less
  2. some high school
  3. graduated from high school
  4. some college or graduated from vocational school
  5. graduated from college
114. Into which of the following work categories does the head of your household belong? If your parent's occupation is not listed please estimate the category into which his/her work would fall.
1. Service worker, draftsman, clerk secretary, mailman, policeman, fireman, bookkeeper, etc.
  2. Professional worker, lawyer, doctor, teacher, dentist, professor, etc.
  3. Semi-skilled worker, gas station attendant, truck driver, janitor, waiter, construction worker, etc.
  4. Managerial worker, sales manager, contractor, farmer, small business owner, etc.
  5. Skilled worker, carpenter, mechanic, plumber, cook, barber, etc.
115. In which age group do you belong?
1. 14 years old or younger
  2. 15 years old
  3. 16 years old

115. (continued)

4. 17 years old

5. 18 years old or older

116. Indicate your sex: 1= female; 2= male

Beginning at column 117 indicate the course level for each of the subjects you are taking.

117. My first subject is at the:

1. 100,200,300,205, or 305 level

2. 101, 201, 301 level

3. 102, 202, 302 level

4. 103, 203, 303, or 1,2,3 level

5. 104, 204, 304 level

118. My second subject is at the:

1. 100, 200, 300, 205, or 305 level

2. 101, 201, 301, level

3. 102, 202, 302 level

4. 103, 203, 303, or 1,2,3 level

5. 104, 204, 304 level

119. My third subject is at the:

1. 100, 200, 300, 205 or 305 level

2. 101, 201, 301 level

3. 102, 202, 302 level

4. 103, 203, 303, or 1,2,3 level

5. 104, 204, 304 level

120. My fourth subject is at the:
1. 100, 200, 300, 205 or 305 level
  2. 101, 201, 301 level
  3. 102, 202, 302 level
  4. 103, 203, 303, or 1,2,3 level
  5. 104, 204, 304 level
121. My fifth subject is at the:
1. 100, 200, 300, 205 or 305 level
  2. 101, 201, 301 level
  3. 102, 202, 302 level
  4. 103, 203, 303, or 1,2,3 level
  5. 104, 204, 304 level
122. My sixth subject is at the:
1. 100, 200, 300, 205, or 305 level
  2. 101, 201, 301 level
  3. 102, 202, 302, level
  4. 103, 203, 303, or 1,2,3 level
  5. 104, 204, 304 level
123. My seventh subject is at the:
1. 100, 200, 300, 205, or 305 level
  2. 101, 201, 301 level
  3. 102, 202, 302 level
  4. 103, 203, 303, or 1,2,3 level
  5. 104, 204, 304 level

A P P E N D I X

C

Scattergram Analysis  
Of Major Hypotheses

A Test of Some Statistical Assumptions

Before leaving the analysis and discussion section it would be worthwhile to present some data which relate to the statistical assumptions which were made in using correlation and partial correlation techniques. In using correlation techniques three basic assumptions are made concerning the nature of the variables and their relationships. The three assumptions are those of a normal distribution of the variables, homoscedasticity and linearity.<sup>33</sup>

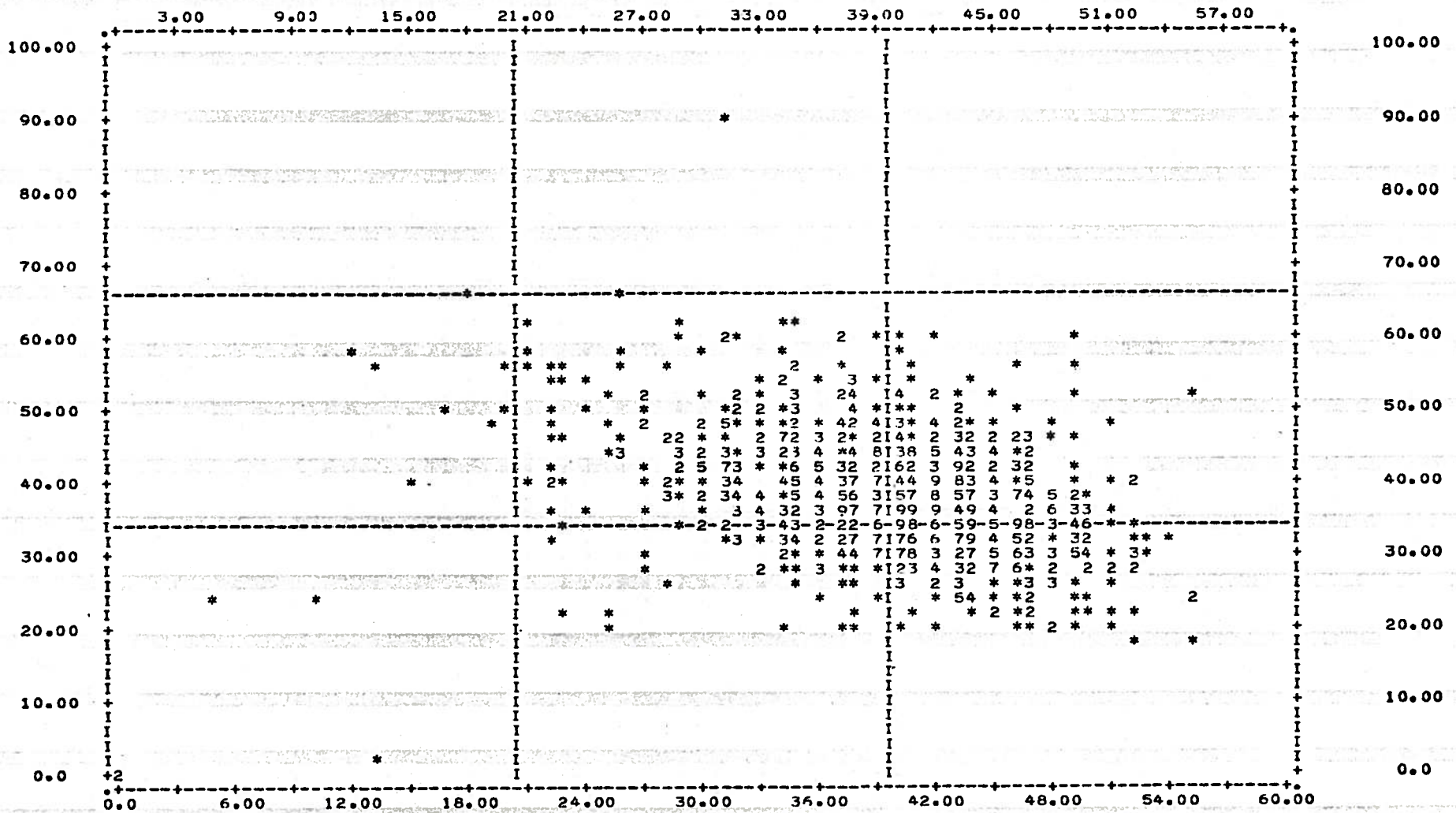
In order to assess whether or not these assumptions are being met, a scattergram of the major relationships was obtained. The results of the scattergrams are reported in Appendix C. In each case the results indicate that the relationship resembles a moderate or weak negative correlation. These findings suggest that the interpretation of the data are most accurately reflected if the main assumption of linearity is maintained. The distribution of scattergram plots also can be in-

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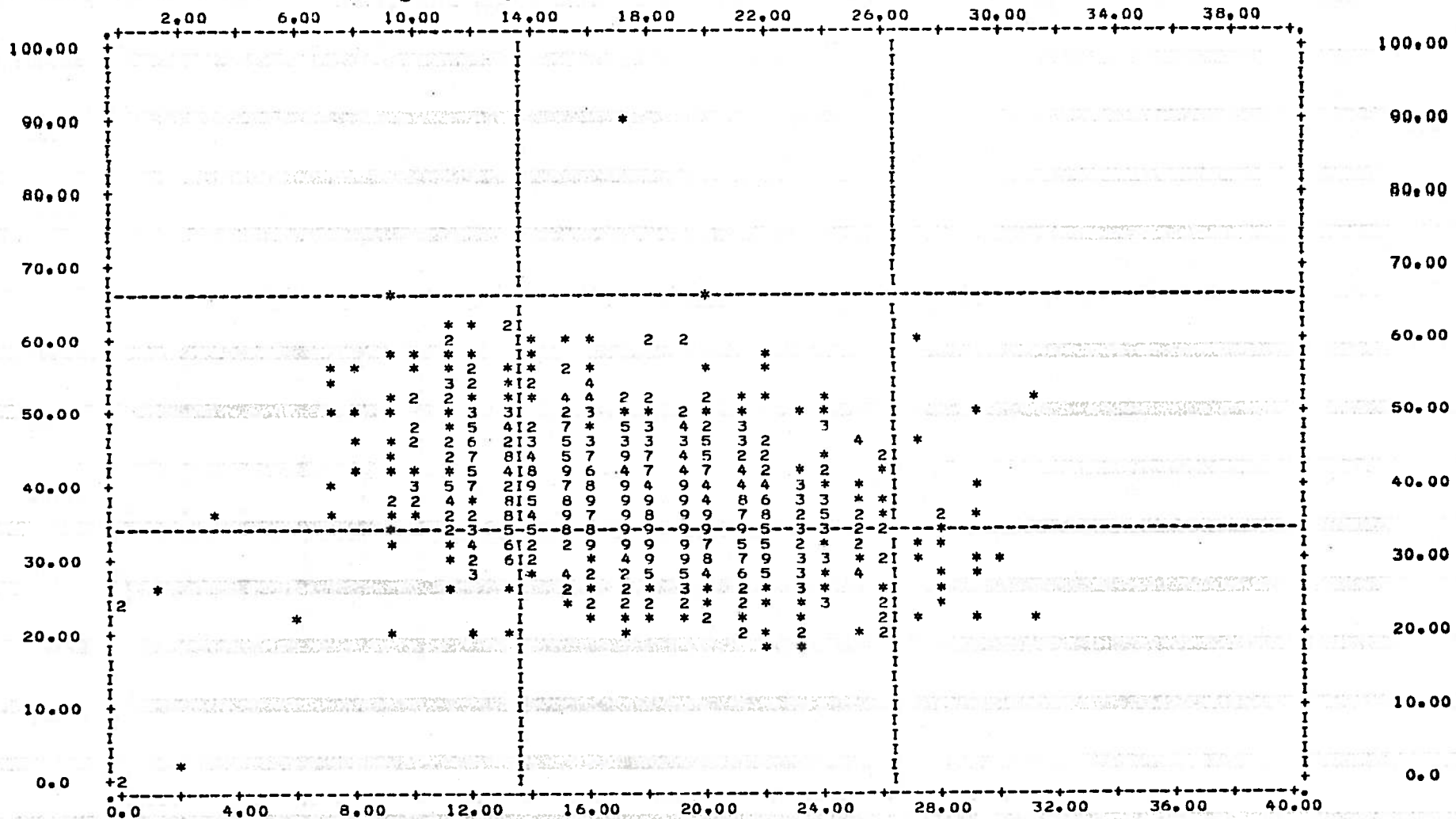
<sup>33</sup> Blalock (1972, pp.377-378) notes that low correlations need not indicate that there is no relationship between the variables. There is a possibility that the relationship is curvilinear rather than linear. Blalock suggests further that visual inspection of a scattergram of the relationship will usually indicate the details of the relationship.

terpreted as evidence that the variables are normally distributed. Finally, although it is difficult to assess whether the assumption of homoscedasticity is valid through visual inspection of the plots, generally it appears as though the independent and dependent variables co-vary. On this basis, the use of correlation techniques would appear to be acceptable. It can thus be contended that the analysis and discussion of the results accurately reflects the nature of the relationships found in the data.

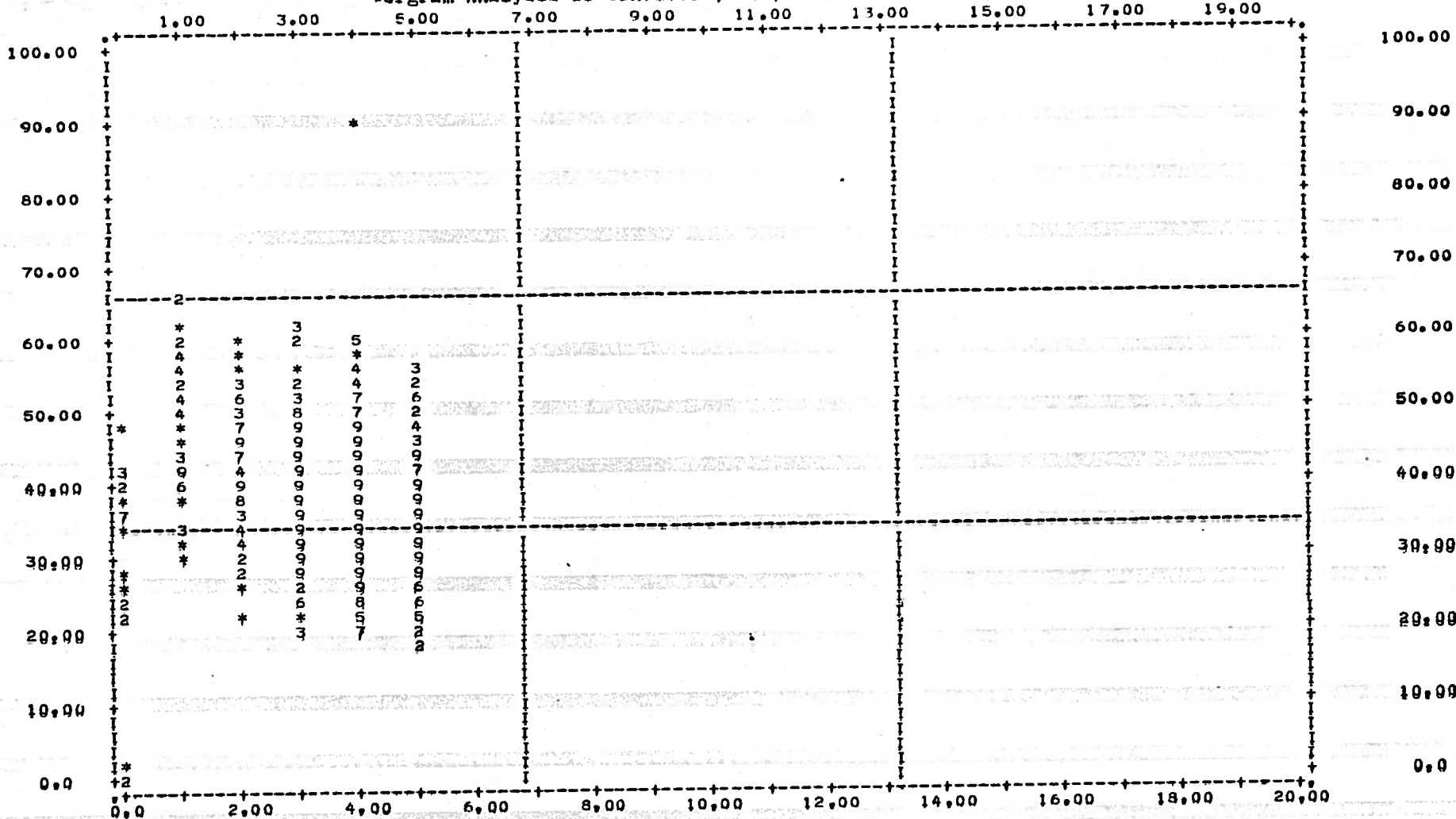
Scattergram Analysis of Conflict (down) and Cooperation (across)



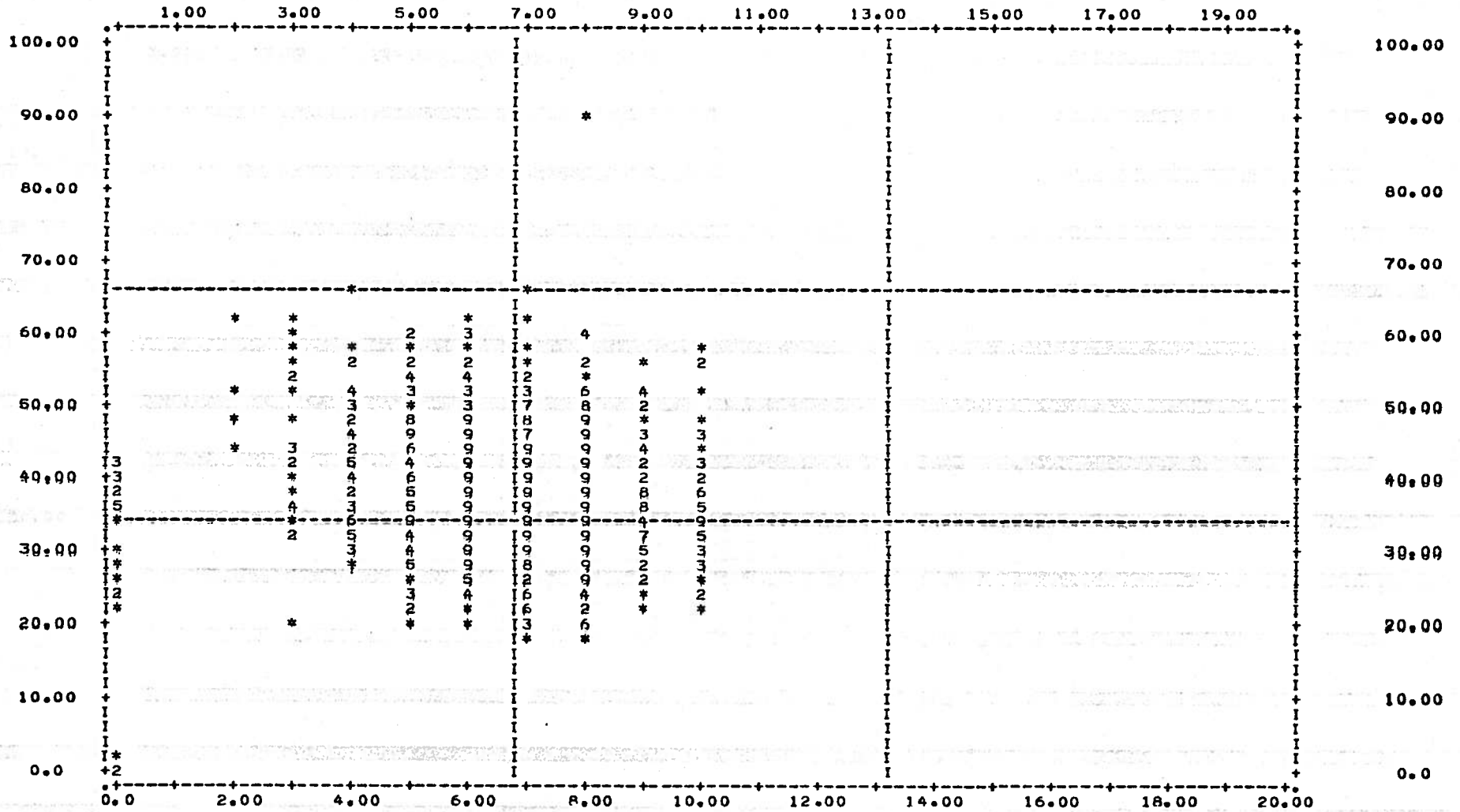
Scattergram Analysis of Conflict (down) and Dedication (across)



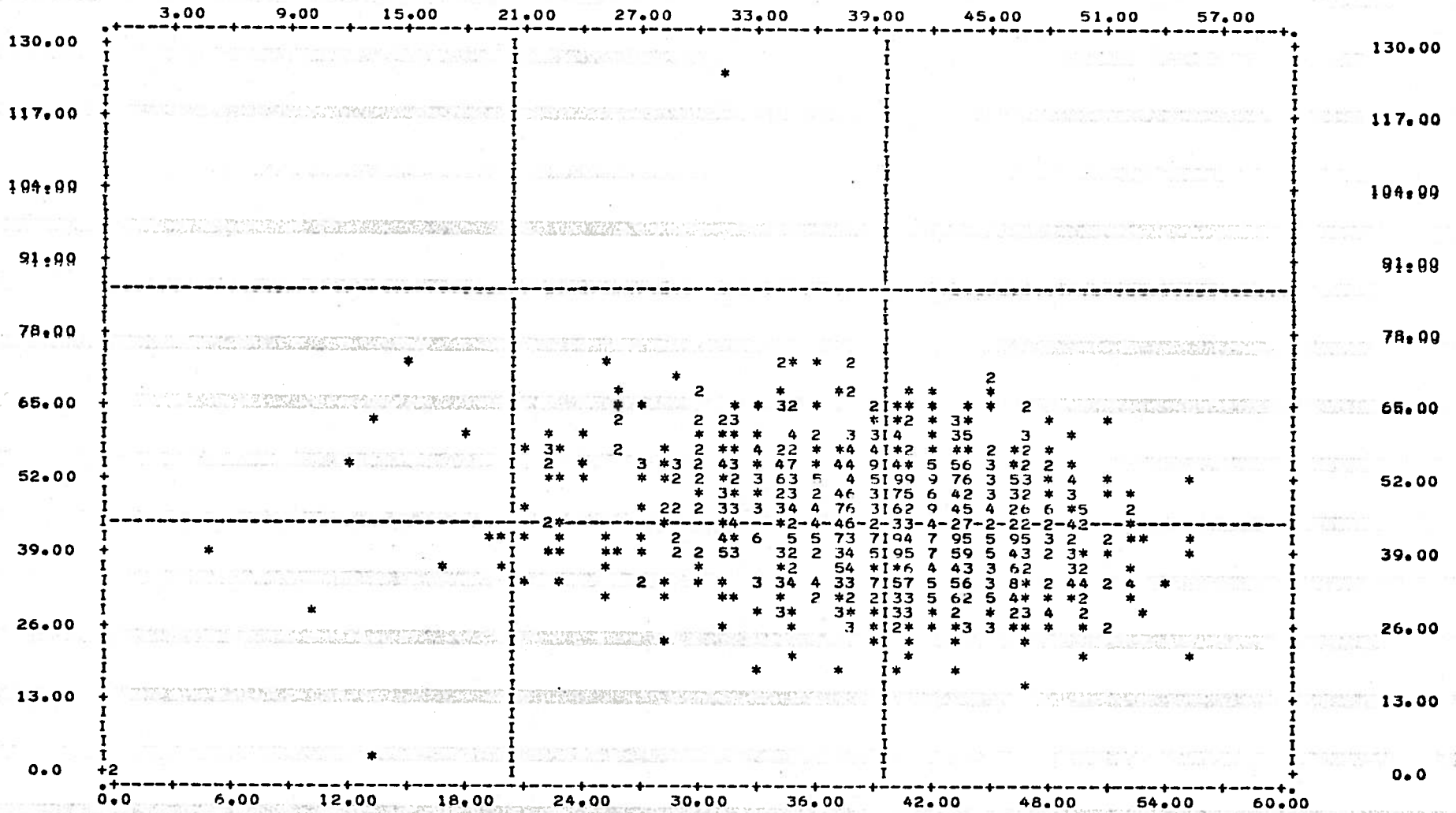
Scattergram Analysis of Conflict (down) and Performance (across)



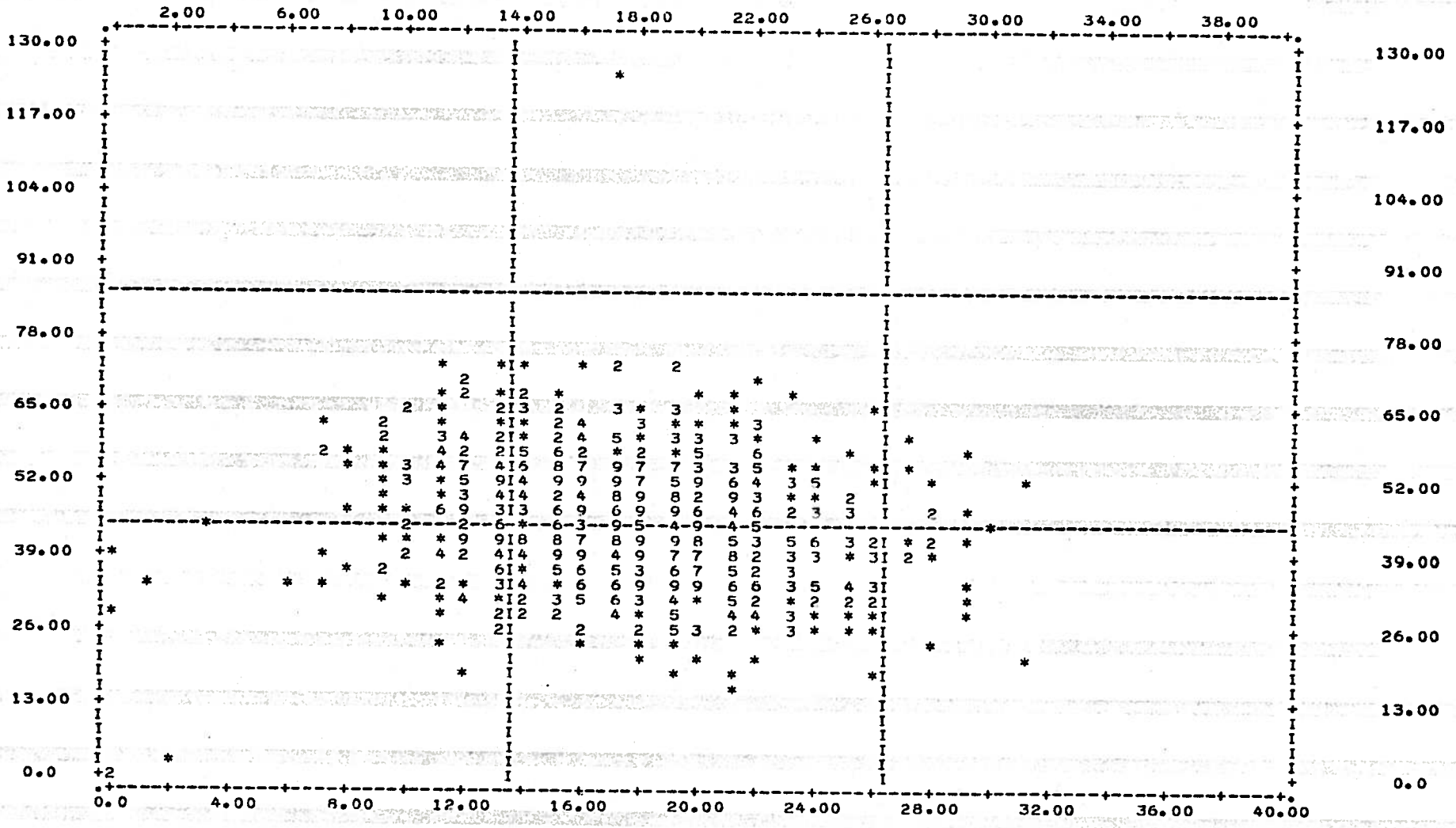
Scattergram Analysis of Conflict (down) and Aspirations (across)



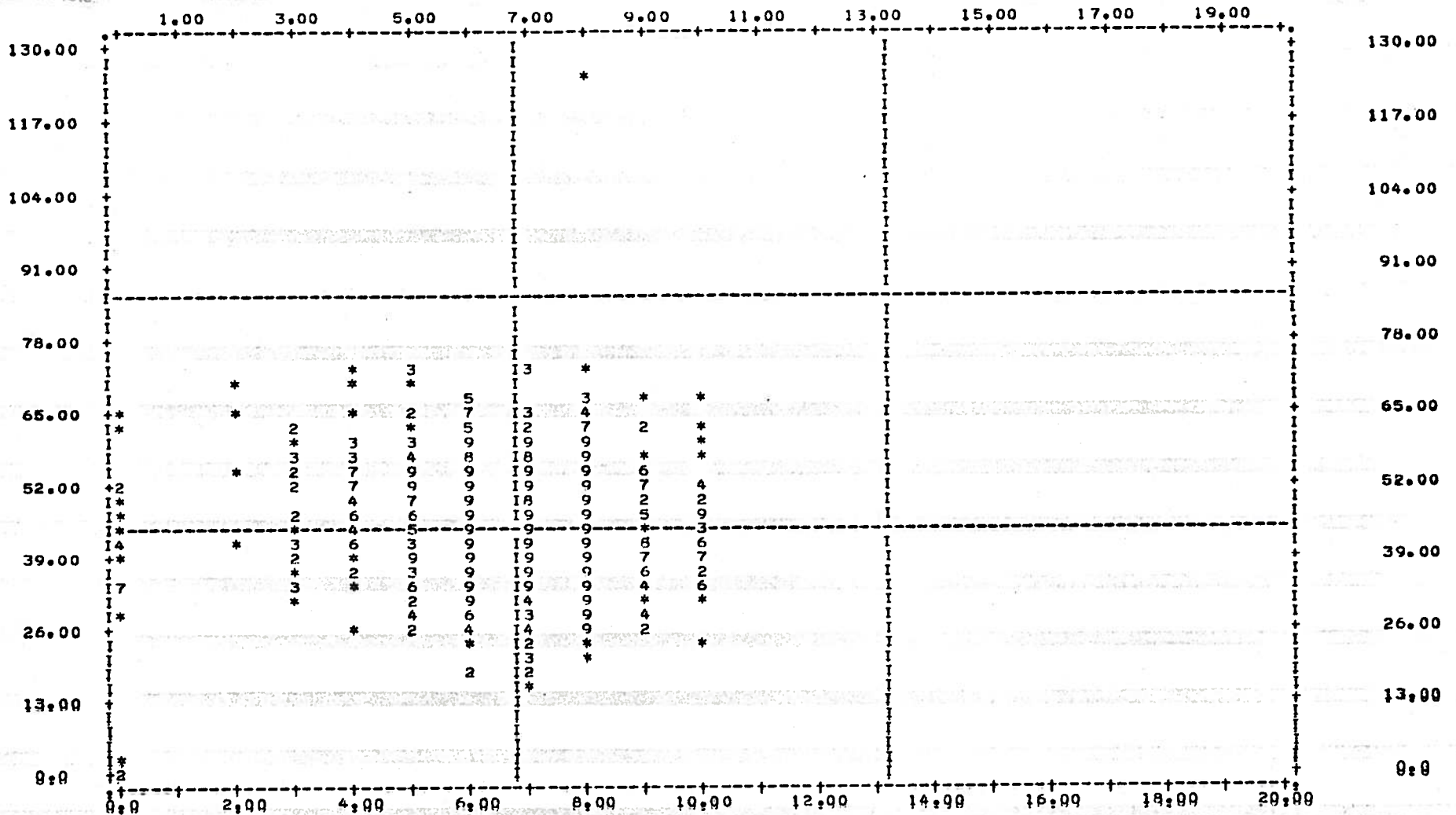
Scattergram Analysis of Failure (down) and Cooperation (across)



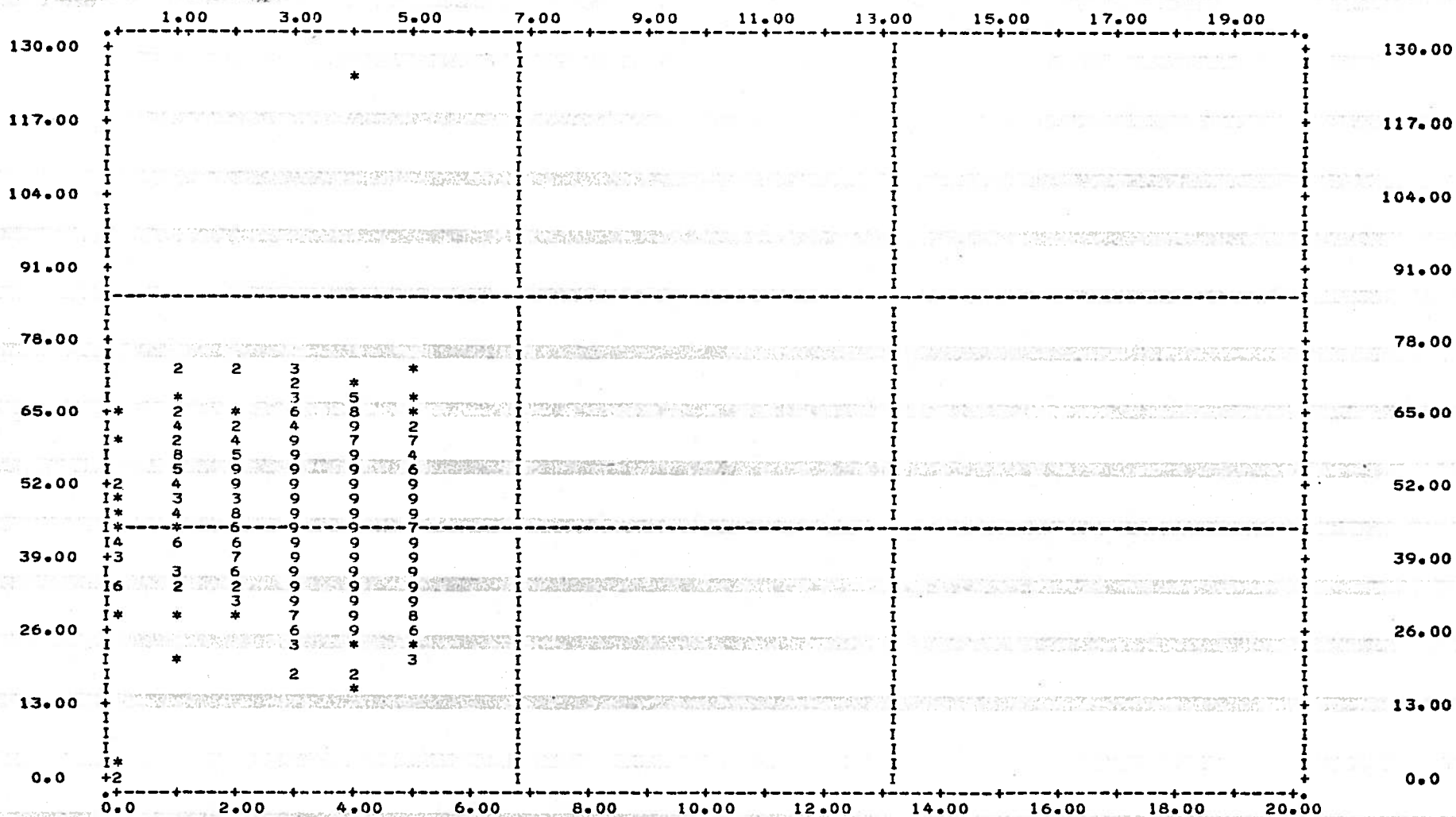
Scattergram Analysis of Failure (down) and Dedication (across)



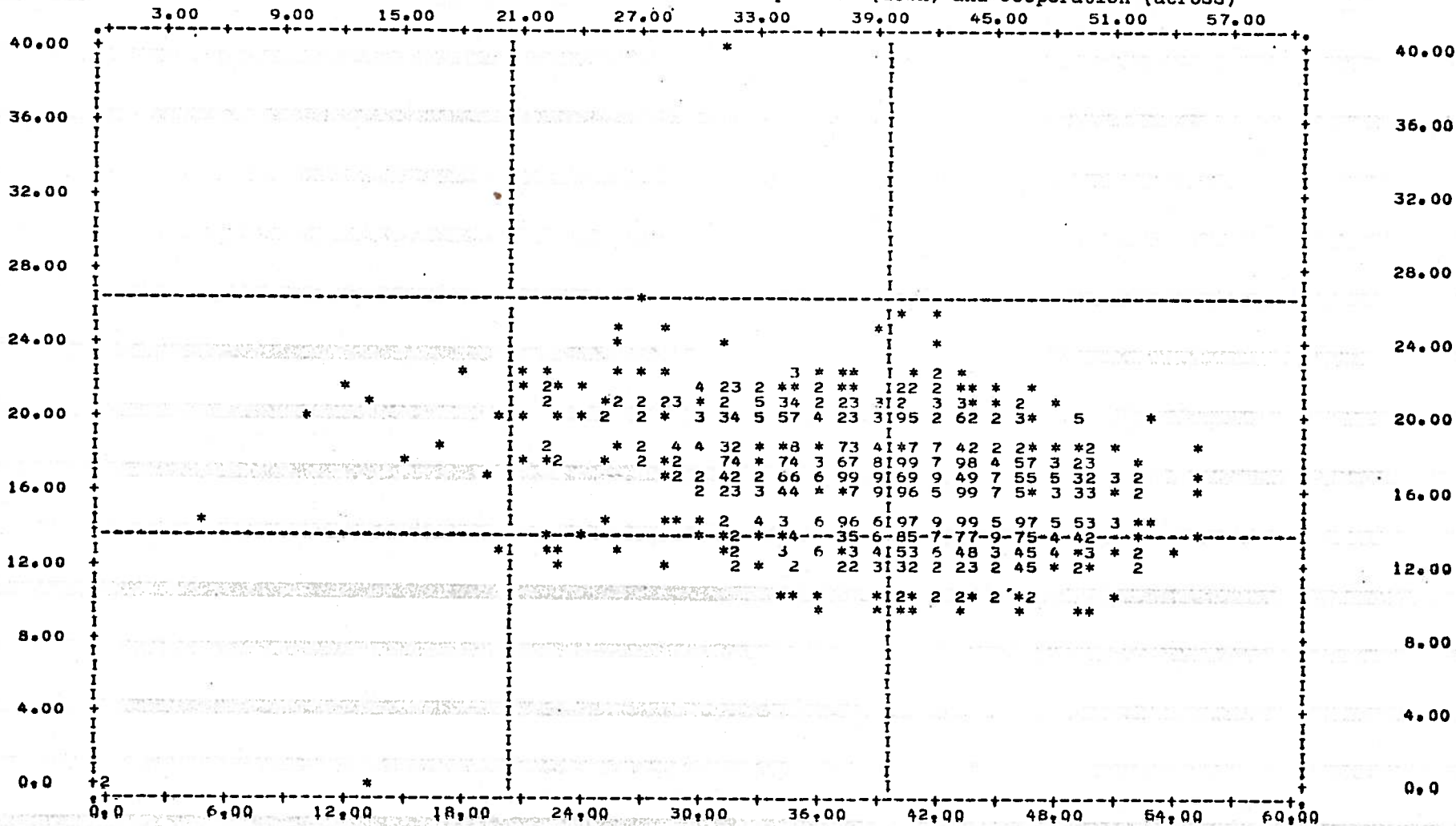
Scattergram Analysis of Failure (down) and Performance (across)



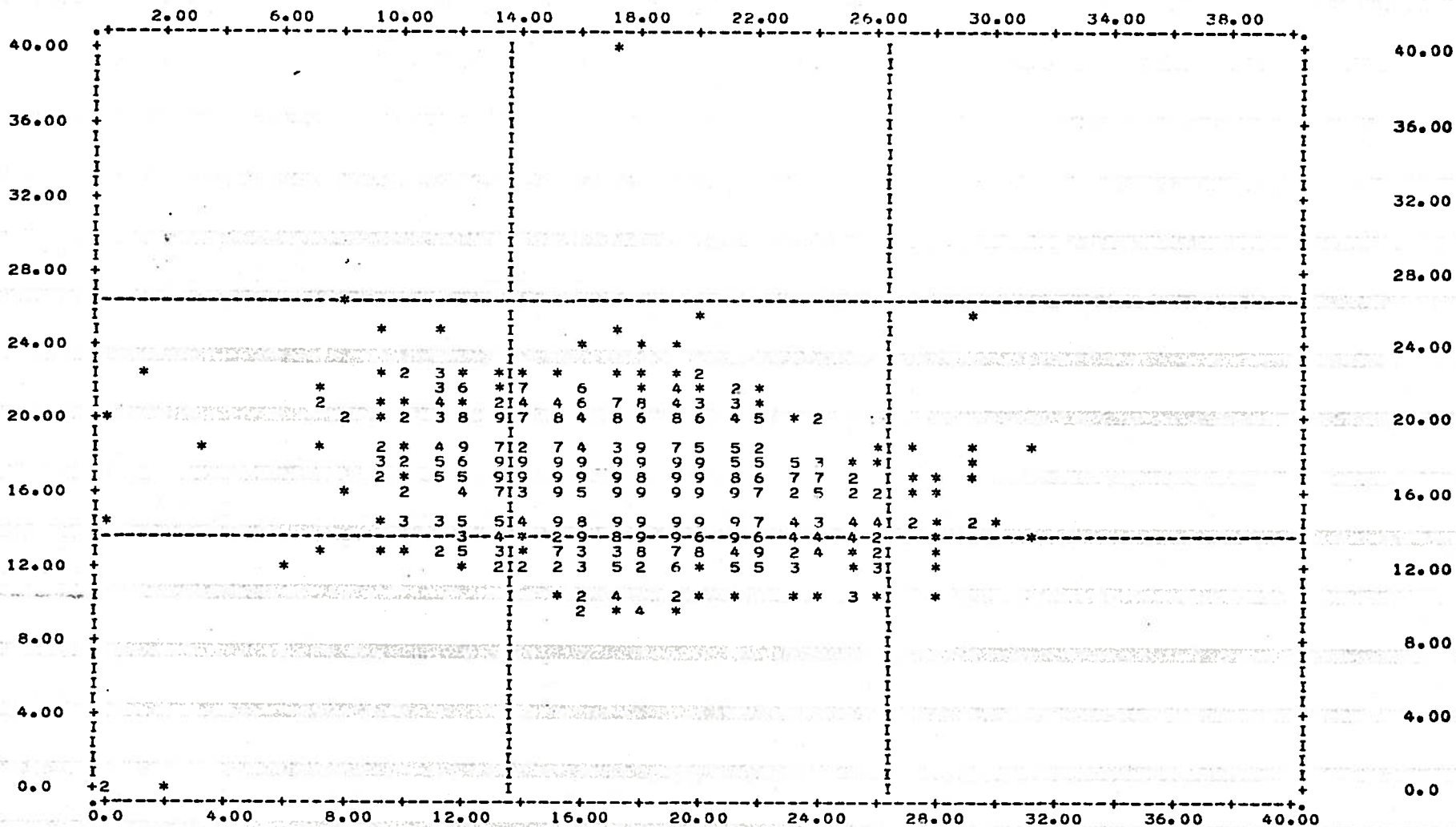
Scattergram Analysis of Failure (down) and Aspirations (across)



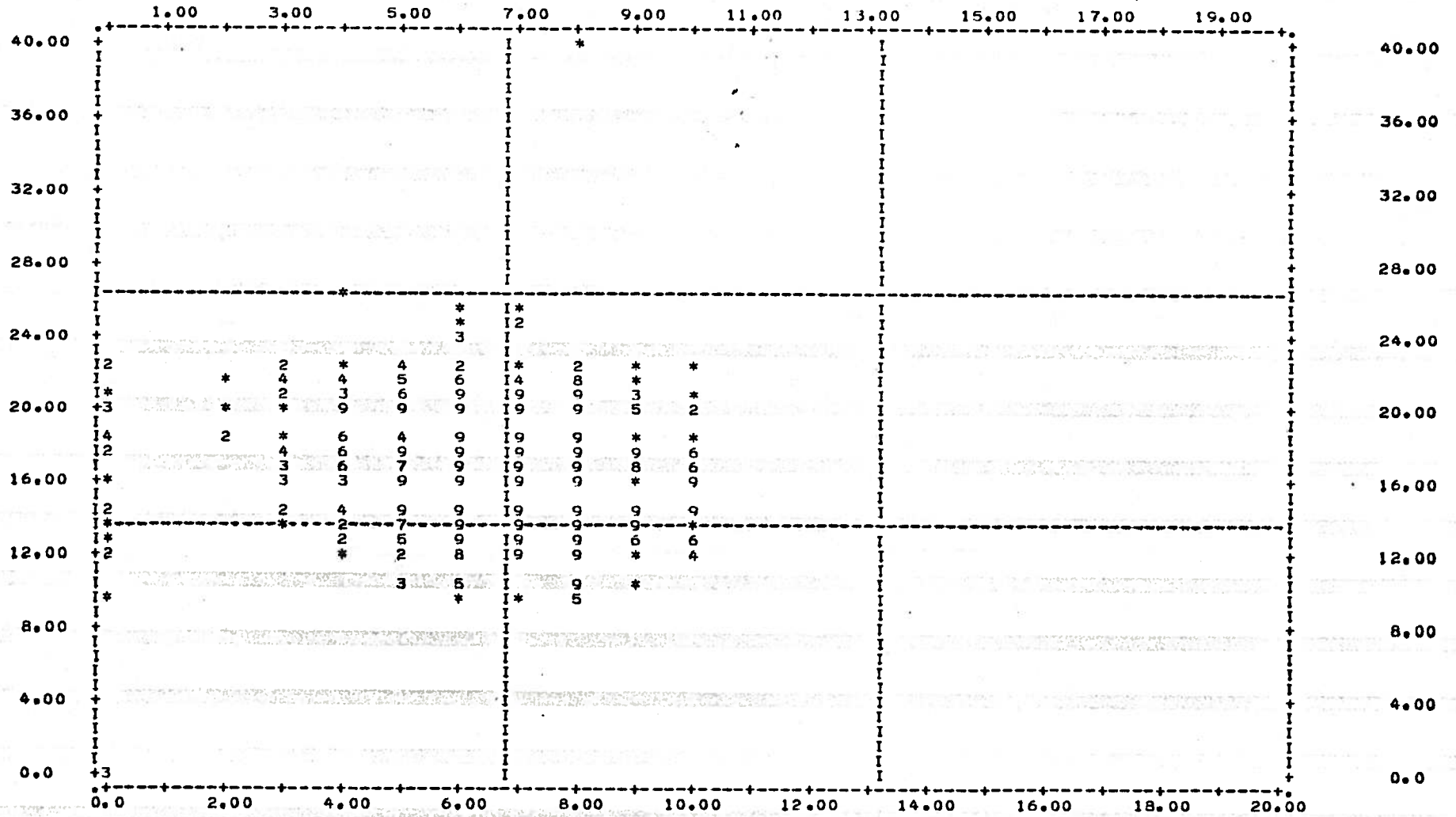
Scattergram Analysis of Short Time Perspective (down) and Cooperation (across)



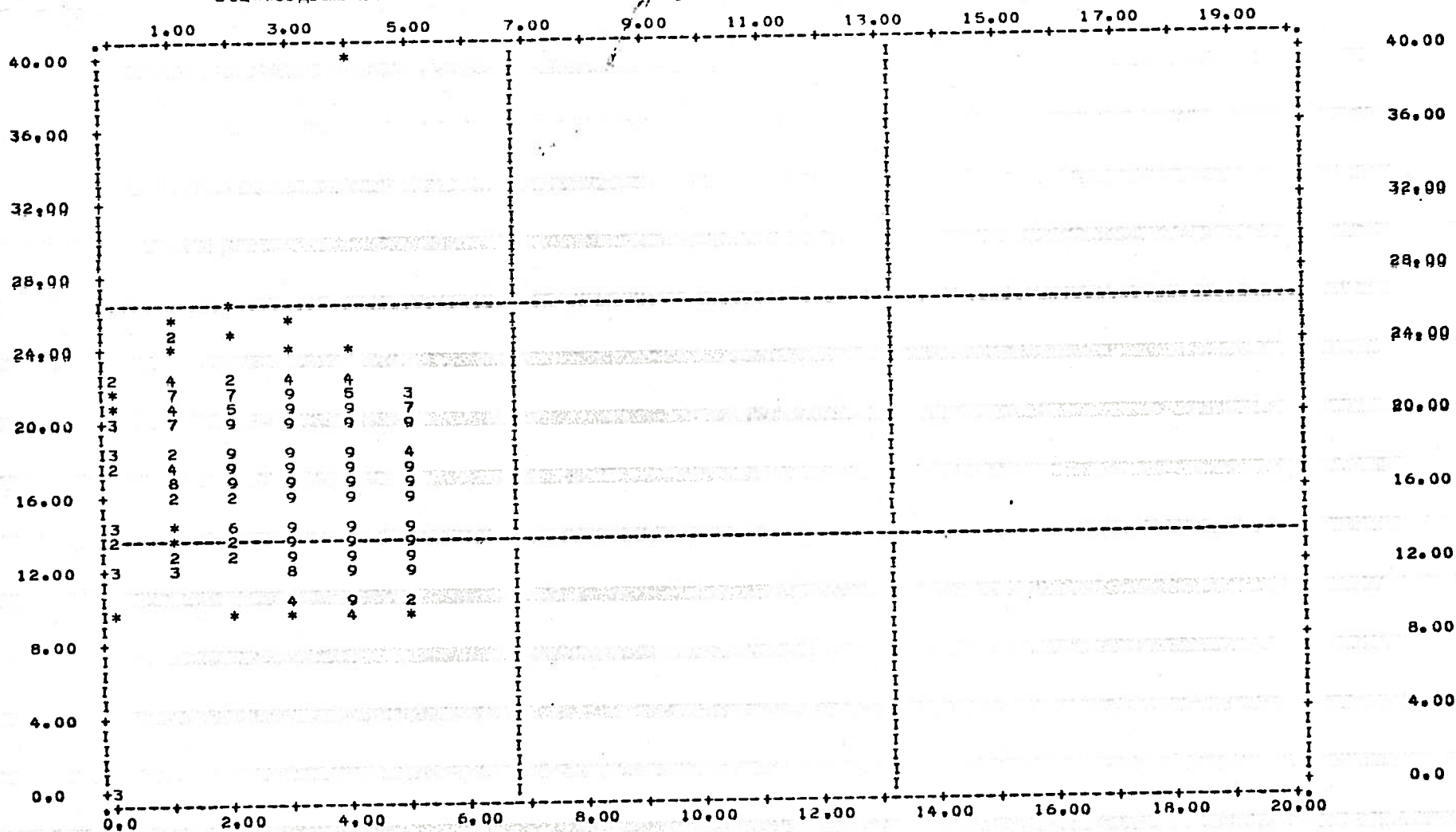
Scattergram Analysis of Short Time Perspective (down) and Dedication (across)



Scattergram Analysis of Short Time Perspective (down) and Performance (across)



Scattergram Analysis of Short Time Perspective (down) and Aspirations (across)



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