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## **Alienation in Students as a Function of Systems Variables: The Effect of Different Teacher Organizations and School Structures**

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ALIENATION IN STUDENTS AS A  
FUNCTION OF SYSTEMS VARIABLES:  
THE EFFECT OF DIFFERENT TEACHER  
ORGANIZATIONS AND SCHOOL STRUCTURES

by

Theophilus Olatunde Odetola

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Submitted to the  
Faculty of the School of Graduate  
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of the  
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Theophilus Olatunde Odetola

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## CHAPTER I

### STATEMENT OF THE PROBLEM, RESEARCH OBJECTIVES, THEORETICAL FRAMEWORK, AND RELATED LITERATURE

#### Statement of the Problem

One of the major problems facing sociology today is concerned with determining those forces which produce a sense of belongingness, a sense of self-determination, and a sense of isolation among group members. As will be developed in the literature, both psychological and social systems variables have been advanced as forces. Educators have also been concerned with alienation. In fact, there are currently many organizational changes in curriculum structure being introduced throughout the United States, which have among their goals the enhancement of the student's sense of belongingness to his school, along with an increased sense of self-competency in the student role.

Whether such curricular structure innovations are in fact innovations, that is, they represent "new" organizational features in practice and not simply a statement of goals is, of course, of first concern. Once structural differences can be ascertained, then the next question is, are these differences productive of differences in alienation? The next question, and the final question of this research, is what is it about the different organizational structures which produces the differences in alienation?

## Research Objectives

The focusing of interest on educational systems as objects of sociological inquiry has led to the analysis of social structures within education. Within the school system, it is possible to recognize a number of sub-systems. For instance, the teachers may constitute a social system, the classroom may be viewed as a social system, and so forth, each with a structure of roles. In addition, each sub-system may be sub-divided. For instance, the students may be sub-divided into various peer group systems. Teachers may also be organized in differing ways, such as in some schools teachers function in teams and in others their relationship with each other does not constitute a team approach. Parsons<sup>1</sup> and others have contended that the elementary school or the complexes of classes at the secondary level constitutes a social system and that it is of sociological importance to study the pattern of relationships between students and teachers that emerge from the structure of the school.

The focus of this study is on teacher-team and non-teacher-team structures in middle and junior high schools, as affecting strains and tensions among students and teachers. The types of strains and tensions examined may be grouped under the concept of student's alienation from school.

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<sup>1</sup>Parsons, Talcott, "The School Class as a Social System: Some of Its Functions in American Society." Harvard Educational Review, XXIX (Fall 1959), 297-318.

Alienation, however, has many meanings, such as normlessness, powerlessness, isolation or belongingness, meaninglessness and estrangement.

Two variants of alienation are assessed in this study: the isolation-belongingness variant and the power to affect one's role as a student variant. The rationale for selecting these variants of alienation includes, of course, the notion that alienation is not a global variable. As will be developed in the review of literature, alienation has many dimensions; and it is necessary to be specific about which dimensions are being studied.

The study of student belongingness to the school is particularly appropriate to an analysis of the school system because an adolescent who feels isolated from a school system would tend to withdraw from performing his roles as a student.<sup>1</sup> But if a student feels proud to identify himself with the school when asked, it may be said that he feels a sense of identification with that institution. Thus, this variable changes from a feeling of identification with the school at one end of the continuum to a feeling of isolation on the other.

The second type of alienation assessed in this study is the student's sense of power to effect outcomes in his role as a student. Seeman<sup>2</sup> finds that learners are less successful in those areas of study where they have little sense of their own power to effect the outcomes.

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<sup>1</sup>Parsons, Talcott, The Social System, (New York: The Free Press, 1961), 31.

<sup>2</sup>Seeman, Melvin, "Powerlessness and Knowledge: A Comparative Study of Alienation and Learning." Sociometry, XXX (June 1967), 105-123.

In this study, it is theorized that the structure of society and attendant conditions in schools may affect the students' concept of adequacy or power as students. In this study it is hypothesized that the teacher-to-teacher structural aspects of the school system affects the conceptions of power to effect academic outcomes. Alienation produced in this way may have important consequences for the learning theory. Rotter<sup>1</sup> finds that there is poorer learning under conditions of powerlessness.

The general research questions guiding this study, therefore, are: to what extent can alienation be associated with varying teaching systems? What is it about systems that contributes to a feeling of alienation?

The three types of systems investigated are:

1. Organized team-teaching in a middle school.
2. Traditional one-teacher, one-class system in a middle school.
3. One-teacher system in a junior high school.

Team-teaching is described by official pronouncements of the school as an organization within the school whereby several teachers in a unit cooperate to plan and operate the programs of instructions, guidance and counseling of a group of students. There are several varieties of team-teaching, and one single definition will not satisfy all types. Differences in type reflect different stages of development.

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<sup>1</sup>Rotter, J. B., "The Growth and Extinction of Expectancies in Chance-Controlled and Skilled Task." Journal of Psychology, LII (July 1961), 161-177.

Some are in the initial stages of "feeling out" and doing spade work to determine the efficiency of the system. In such cases cooperative effort is limited and does not have the complexities of fully-developed teams. Such team-teaching under the middle school concept is an innovation started within the last decade, with varying degrees of successful promotion. Many school districts are organizing teachers into teams and more are considering the possibility. Its outstanding feature is supposed to be the cooperative spirit established in an effort to create a more desirable learning environment for the students. In the Grand Rapids Middle School, the program examined in this study, each team of teachers has about 150 students in its care, meets at least once a week, sometimes more often. The teachers in a team cooperate in sharing knowledge about the students in their group. They hold meetings and make plans to supervise together each student's work, behavior and progress. It is expected that such interaction will contribute to the superiority of the group approach over that of the traditional single-teacher approach. Hence, it is expected that the team-teaching social milieu will result in students having a lesser feeling of isolation and a greater sense of identification with school.

With the traditional one-teacher, one-class organization, in the middle school, students of the same age or class are brought together under the administration of a single teacher. The teacher takes care of records and teaches one or more subjects. The traditional one-teacher of a class does not formally participate in cooperative teaching efforts with other teachers. This does not, however, exclude an informal

sharing of information and knowledge about students with the other teachers.

According to certain theorists<sup>1</sup> of school organization, a lack of opportunity for students to take part in a school team-teacher situation may have unintended consequences in the manner the students are socialized. For instance, the experience of such students who are not in teacher teams will be limited to a single adult. If they fail to develop satisfactory relationships with this adult, they may tend to reject adult roles and thus may tend to grow up as deviants. Students in a team-teaching system, it is contended, are more likely to develop satisfactory relationships with adults because they may have the opportunity to socialize in a more varied atmosphere.

The structure and emphasis of the middle school is different from that of the junior high school (one-teacher system) in that the middle school is designed to ease the passage from elementary to high school more than the junior high school does. Early this century, the junior high school movement was part of a larger movement to extend secondary education downward to many more children who ended their formal education at the minimum legal age.<sup>2</sup> Such children, it was expected, would be exposed to some measure of secondary school experience. The junior high school was thus modeled after the senior high school. Such emulation of the senior high school has evoked criticisms on the following grounds:

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<sup>1</sup>Bronell, J. A. and Taylor, H., "Theoretical Perspectives and Team Teaching." Phi Delta Kappan, XLIII (January 1962), 30.

<sup>2</sup>Kittel, Jack E., "Changing Patterns of Education: The Middle School Years." College of Education Record, XXXIII (March 1967), 62-68.

1. Middle age children are not ready for high school type social activities and events.<sup>1</sup>
2. Departmentalization of curriculum and teachers is too impersonalized for these students.<sup>2</sup>
3. Students in junior high school merely "tread water" until they are "promoted" to the senior high school.<sup>3</sup>

The middle school pattern of organization is, therefore, an innovation to take greater care of pubescent pupils. School grades and activities, like football, which are characteristic of the high school are de-emphasized in the middle school; a specific role expectation of the teacher in the middle school is to serve as a role model to the student. Each student is expected to have at least one adult that he can approach with his problems--academic or extra-curricular.<sup>4</sup> In fact, Grooms<sup>5</sup> holds that the student's relationship with a teacher in the middle school may take on a confidential character which will increase the student's sense of identification with the school.

Eichorn<sup>6</sup> hypothesizes that the middle school provides greater social and psychological security and more favorable attitudes toward

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<sup>1</sup>The Middle School, Saginaw Township Community, (June 1966).

<sup>2</sup>Blakey, William J., "West Jefferson Hills Union 'Middle School'." West Jefferson Hills School District, Pennsylvania (1964), 5.

<sup>3</sup>Eichorn, Donald, Middle School Organization: A New Dimension, XII (June 1968), 111-113.

<sup>4</sup>ibid.

<sup>5</sup>Grooms, M. Ann, "The Middle School and Other Innovations." Bulletin of the National Association of Secondary School Principals, LI (May 1967), 158-160.

<sup>6</sup>Eichorn, op cit.

school than the junior high school. As contended by its proponents, therefore, middle school students in general would be expected to be less alienated than students in the junior high school. It is on this basis that distinctions between student alienation in the middle and junior high schools are made.

It may, thus, be seen that the three organizational structures are theorized to be different from each other in such a way as to be expected to vary in the degree of alienation each system produces in students.

The questions raised as to whether variations in alienation are related to these different educational structures involves examining teacher-student relationships within the framework of the school as a socializing agency, or as a system trying to satisfy the basic human needs of its students.

Within the school the child is socialized into adult roles. According to Parsons, "the school class functions to internalize in its pupils both the commitments and capacities for the successful performance of the future adult roles."<sup>1</sup>

Parsons<sup>2</sup> also contends that, with relation to affection and security, there are minimum conditions of socialization which a social system must meet for the personality of its members to function. The social system must be adapted to meet these minimum needs.

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<sup>1</sup>Parsons, op. cit., p. 21-26.

<sup>2</sup>ibid.



It was elaborated upon earlier that changes in teacher organization from non-team to team structures, and that changes in junior high organization to middle school organization, are some such attempts to adapting to human needs. However, certain variations in teacher organization may lead to unintended repercussions, such as deviant behavior among the students. Some aspects of these deviant behaviors may be "positively disruptive or involve withdrawal from functionally important activities."

Withdrawal may be understood here in the sense in which Parsons<sup>1</sup> used the term: "Failure to be motivated towards adequate role performance." If a student "withdraws," he does not fulfill his role expectations and his action or inaction, thus, interferes with others in their roles in the social system. In the schools under study, the students who do not belong to one team-teaching system are members of a single teacher one-class type of organization. An objective of this study is to ascertain whether there is a greater likelihood for disruptive tendencies among students in the non-teacher team organization as compared to students in teacher-team structures. Are the students in the non-teacher team more aggressive towards other incumbents of the school system?

"Aggressive" is also used here in the sense that withdrawing from performing a role may also hurt others and/or self. Such withdrawal may lead to a feeling of isolation and a lack of identification with the school. A student who withdraws from participating in school

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<sup>1</sup>Parsons, op. cit.

activities may not only abrogate his role performance but may prevent other members of the school from the successful performance of their roles. The degree of withdrawal is assumed in this study to indicate level of alienation from the school.

Etzioni<sup>1</sup> holds that each social system or sub-system must satisfy the basic human needs (such as the need for affection and recognition) if it is not to produce alienation in its members.

The extent that it is unresponsive to basic human needs is the extent to which its members will be alienated according to Etzioni. He holds that any two or more social structures "that differ significantly from each other intrinsically in social terms also differ from each other in terms of their responsiveness to basic human needs". . . and a person (in this case, a student) can be denied a "specific kind of experience only at the cost of intra-personal tension."

Therefore, the three different systems are expected to vary in the degree of student alienation that may be associated with them; and the general hypothesis is that students in teacher teams will feel less alienated from school than students in non-teacher teams in the middle school, who will in turn feel less alienated than students in the junior high school.

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<sup>1</sup>Etzioni, Amitai, "Basic Human Needs, Alienation and Inauthenticity." American Sociological Review, (December 1958), 870-884.

In summary, the theoretical objectives of this study are to assess the extent to which teacher teams in a middle school produce greater student identification with education and an enhanced concept of power in their roles as students as contrasted to teachers functioning in traditional, somewhat disparately organized non-team structures in a middle school and in the junior high school structure.

## Theoretical Background and Review of Literature

The thesis of this study is examined from the theoretical background proposed by Etzioni<sup>1</sup>--that of the relationship between basic human needs and alienation. His theoretical proposals cut across two main sociological traditions--the "structural-functional" and the "conflict" or "alienation" approach.

"Need" is defined as an experience of a specific kind which can be denied to a person only at the cost of intra-personal tension. Illustrations are needs for affection and recognition and do not include those needs which are shared by lower animals, such as nourishment and rest. That is, they are not biologically determined. They are requirements for the functioning of a human being; and if they are not satisfied, the "animal-like infant will not become a human being." In this sense, they are universal through all societies and through all social organizations. These basic human needs have attributes of their own and "are not determined by the social structure, cultural patterns or socialization processes."<sup>2</sup> An attribute of this need can be described as an inherent preference for frequent overinfrequent satisfaction through all human societies. Human beings prefer action that is more personal or diffused as against action that is universalistic. In a school, a student will prefer a conduct that is particular to him

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<sup>1</sup>Etzioni, op. cit., p. 77-83.

<sup>2</sup>\_\_\_\_\_, "The Active Society - A Theory of Societal and Political Processes." (New York: The Free Press, 1968).

by this teacher over and against universal treatment as just one member of a class. The more frequently such particularistic treatment takes place, the greater the sense of belonging and competency induced in him. Throughout all human organization, isolated people are likely to be more frustrated than those who have access to sources of affection. Because the teacher team is designed to work together in understanding a particular child's problems, conduct towards him will be particularistic and diffuse. He is also likely to have more than one source of affection. In the other direction, conduct by the teacher in the single-teacher system is likely to be specific and universalistic, and his pupils may have less sources of affection than the former group. It is likely, therefore, that the single-teacher system is less responsive to the needs of students than the teacher-team system. Social patterns vary in the degree to which their membership is able to satisfy their needs; the more significant their differences, the more greatly they differ in terms of their responsiveness.

How is this perspective related to the mainstreams of sociological thought?

The structural-functional theory directs attention onto the needs of the social system. The focus of its analysis is on socialization and social control. There is a basic underlying assumption that any human being can be socialized to find satisfaction in almost any role. Those whose socialization has not helped to find satisfaction are deviant. Parsons<sup>1</sup> contends that a functional prerequisite of any social system

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<sup>1</sup>Parsons, op. cit., p. 134.

is meeting a minimum preparation of the individual actors. It should offer sufficient motivation for adequate performance of roles. Such performances are necessary if the social system is to persist or develop. Secondly, emphasis was placed on the control over potentially disruptive behavior. A disruptive action means an action which interferes with the action of others in their roles in the social system. Therefore, from the functional-analysis perspective, it can be deduced that the more socialized and controlled a person is, the more he is likely to conform and the lower the personal cost to him of socialization. A person who is highly deviant or alienated is said to be imperfectly socialized or have developed under conditions of inadequate social control. Etzioni<sup>1</sup> contends that such a view would hold only for roles and social structures that are responsive to human nature--in those which are not, people are less socialized and less controlled are to be expected to pay a lower personal cost. If a society meets the functional prerequisites, it would survive; it is true that most social systems strive in socialization processes to fulfill them in order to maintain the status quo. Such a conception, he further argues, is open to a conservative interpretation of people that are expected to adapt to society as it is, whether they are considered as individuals or groups.

The concept of basic human needs attempts an analytical perspective which shows to which extent the goal is realized and not one of survival. Social systems vary in the degree of effectiveness of satisfying members'

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<sup>1</sup>Etzioni, op. cit., p. 77-83.

needs and thus achieving goals. Therefore, social units or organizations can be studied with an effectiveness perspective in mind. We can use their effectiveness as an independent basis to compare them. That is, we can use an effectiveness perspective to compare three different teaching systems. In attempting a comparison, it may be found that social systems that have similar scores from a "survivalist" perspective may have differing scores when the relative level of alienation or happiness they generate is considered. The degree to which they are responsive to the basic human needs of their members is a fundamental way of explaining such differences. It can be assumed that this perspective will point to the need for pressure to change social systems to more responsive patterns. If the single-teacher system is found to be less responsive, it can be expected that pressure will be exerted to make it more responsive either by modifying it or changing it completely. A social system that does not provide enough outlets for the needs of its members is one that has set up or reinforces a pattern of roles that are very frustrating; it can itself, therefore, be termed deviant. This perspective leads us to consider not only whether a person is conforming but also whether the society is responsive and how it can be made more responsive. Etzioni's<sup>1</sup> concept is, thus, a refinement in perspective within the functional theory.

The "conflict" or "alienation" school criticizes the modern structural-functional theory for not concerning itself with conflict;

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<sup>1</sup>Etzioni, op. cit.

that structural-functional theory presents an image of society as characterized by consensus and integration and that such a perspective supports a conservatism that serves to justify the status quo. The "conflict" school tries to redirect the focus of inquiry to inequality and social conflict in an attempt to explain the phenomena of conflict and change. As exemplified by Marx, Dahrendorf and Coserl<sup>1</sup>, conflict of interest is the central element and not normative integration. "Conflict" for this point of view serves as "integration" does for the other--an analytical point of reference. Both are being presented as alternatives and are growing apart.. As it does with the structural-functional school, the concept of basic human needs attempts to work within conflict theory and, thus, reduce a widening gap.

Parsons<sup>2</sup> identifies power as "the capacity to mobilize the resources of the society for the attainment of goals for which a general public commitment has been made." Power must integrate partial interests and direct them to the system-goal, and, thus, has a significant integrative function. Marx and Dahrendorf<sup>3</sup> claim that authority relations are the basis of social conflict, and it is only from this analytical category that change can be studied.

Etzioni<sup>4</sup> holds that most of the alienation appears to result from sources which are reducible. These sources are socio-cultural patterns,

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<sup>1</sup>Marx, Karl in Dahrendorf's "Conflict Theory." Social Forces, XLVIII (December 1969), 151-165. Dahrendorf, R. Class and Class Conflict, (Stanford: Stanford University Press, 1959).

<sup>2</sup>Parsons, op. cit.

<sup>3</sup>Marx, Dahrendorf, op.cit.

<sup>4</sup>Etzioni, op. cit.



which can be made more responsive to basic human needs by changing the distribution of alienation within that system by altering its "allocative and power" structure. He contends that a more "egalitarian allocation of resources, status-symbols, sexual freedoms, knowledge of the system and access to its controls can significantly reduce the total level of alienation." This approach will lead to an identification of a whole series of social systems that present a participatory front, but have an underlying reality of exclusion and unresponsiveness. Such a system presents a facade of participation, as well as provision for an underlying reality of responsiveness. A pure alienating system has a front of non-participation, as well as a reality of exclusion. These fine distinctions may help to explain finding which may appear contradictory to expectations. It may be possible that the teacher team is inauthentic. It may have an appearance of responsiveness but an underlying reality of exclusion. The single-teacher system which has an appearance of exclusion may have an underlying reality of responsiveness. This type has been categorized as "latent authenticity."

## Related Literature on Alienation

There is a growing contemporary concern about man's isolation and alienation, throughout the world. This concern may be a reflection of concern for past times that were "more stable, and more secure." More significantly, it is reflected in a growing body of literature whose central focus is alienation.

Nisbet<sup>1</sup> suggests that it is the central problem of this age: "It is by no means unlikely that for our own age, it is alienated or maladjusted man who will appear to later historians as the key figures of twentieth century thought." Schaar<sup>2</sup> suggests that alienation is increasingly coming to be one of the words that men use to describe the temper of the age. The loneliness of modern man in society has also been the main theme of three recent studies: Erich Fromm's<sup>3</sup> Escape From Freedom; David Reisman's<sup>4</sup> The Lonely Crowd, in which he argues that the contemporary middle class urban American never really comes close to himself or others due to pressures of a highly individualistic society; and Paul Halmo's<sup>5</sup> Solitude and Privacy.

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<sup>1</sup>Nisbet, R., The Quest for Community, (New York: Oxford University Press, Inc., 1953), 10.

<sup>2</sup>Schaar, John, Escape From Authority, (New York: Basil Books, Inc., 1961), 174.

<sup>3</sup>Fromm, Erich, Escape From Freedom, (New York: Holt, Rinehart and Winston, Inc., 1941).

<sup>4</sup>Reisman, David, The Lonely Crowd, (New Haven: 1950).

<sup>5</sup>Halmo, Paul, Solitude and Privacy: A Study of Social Isolation, Its Causes and Therapy, (London: 1952).

To Marx<sup>1</sup>, "estrangement" is characteristic of modern society. He became concerned, not with alienation in an "abstract conceptual context," but with alienation in real concrete situations. It is a product of modern industrial society and occurs when man's labor can no longer be controlled by him. Marx<sup>2</sup> objectifies labor: "the fact simply implies that the object produced by labor, its products, now stand opposed to it as an alien being, as a power independent of the producer." Fromm<sup>3</sup>, in an outstanding manner, has elaborated on the Marxian concept of alienation: "the alienated person does not experience himself as the center of his world--he is out of touch with himself as he is out of touch with any person. He, like others, is experienced as things are experienced." Fromm<sup>4</sup> views alienation as related directly to the structure of contemporary society and can be corrected by means of social or psychiatric techniques. Marx<sup>5</sup> argues that labor has become a commodity and work has lost its human value. Labor is not intrinsically satisfying and man is estranged. Labor is the first source of alienation, self-alienation and alienation from his own environment. With increased complexity, in the organization of this society through more complex divisions of labor, this alienation is accentuated.

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<sup>1</sup>Leroy, G. C., The Concept of Alienation: An Attempt at a Definition in Marxism and Alienation, (New York: Humanities Press, 1965).

<sup>2</sup>Marx, quoted from Fromm (1961), 95.

<sup>3</sup>Fromm, Erich, The Sane Society, (New York: Holt, Rinehart and Winston, Inc., 1955), 70.

<sup>4</sup>ibid.

<sup>5</sup>Fromm, op. cit.

Fromm<sup>1</sup> contends that man is consumption hungry. Consumption has become uncontrollable, compulsive and irrational. "The alienated attitude exists in our acquisition and consumption of commodities, but it determines far beyond this, the employment of leisure time." The same idea was earlier expressed by Durkheim<sup>2</sup> who saw man's desire to acquire more and more as greedy self-destruction. Alienation, therefore, has come to be used more as a social variable affecting the individual in several social contexts rather than an abstract concept. It is becoming limited and more clearly associated with specific social systems.

Thus, relating alienation to the structure of modern society, Kenniston<sup>3</sup> suggests among others, the following causes: technology and chronic social change, social fragmentation, isolated nuclear family, decline of positive myth and specialized ego demands.

Modern nuclear family exhibits weaker ties among its members than old, traditional forms of the family. Modern period is one "in which old ties have been discarded." In the absence of "strong, authoritarian family and religious relationship, the processes that characterize an increasingly complex society, such as individual differentiation, have tended to become unduly isolating."<sup>4</sup>

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<sup>1</sup>Fromm, op. cit.

<sup>2</sup>Durkheim, Emile, "Anomie and Suicide," Sociological Theory: A Book of Readings, (London: MacMillan, 1964), 523-533.

<sup>3</sup>Kenniston, Kenneth, The Uncommitted: Alienated Youth in American Society, (New York: Harcourt, Brace and World, 1965).

<sup>4</sup>Wood, M. M., Paths of Loneliness - The Individual Isolated in Modern Society, (New York: Columbia University Press, 1953), 9.

Referring to the lost functions of the family, Fromm<sup>1</sup> argues that when the sense of security of belonging to a group is lost, modern man finds himself alone and anxious in a world in which he is unable to establish new and emotionally satisfying relationships." This is accentuated by increased mobility which creates a feeling of restlessness and sometimes of not belonging to a particular place. This is due to demands of a modern industrial society. Estrangement is associated with technology. Simmel<sup>2</sup> argues that technology was designed to protect life which created them, but "there is an immanent tendency to follow a direction of their own and assume an independent dimension and rhythm; through continuity they become forms which gradually gnaw at cultural forms." He argues further that the conflict between this "form" and life becomes perennial and enhanced today. Technology has made work and life smoother but has also depersonalized man.

Pappenheim<sup>3</sup> contends that the increasing mechanization of life induces a calculatory outlook towards nature and society "and dissolves the individual bond of union with nature." This underlines the need to investigate the degree of alienation in work situations and the bureaucratic systems by which they are administered. Alienation as estrangement as a central concern in Marx is clearly seen today as embodied in the loss of intrinsic satisfaction in work. Neo-Marxian developments, therefore, propose that alienated work is

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<sup>1</sup>Fromm, op. cit., p. 71.

<sup>2</sup>Simmel, George, quoted from The Alienation of Modern Man by Fritz Pappenheim, (New York: Monthly Review Press, 1959), 21-26.

<sup>3</sup>ibid.

typical of modern society. A recent research<sup>1</sup> found that alienation from work is a consequence of the professional bureaucratic dilemma for industrial scientists and engineers. Aiken and Hage<sup>2</sup> found that highly centralized and highly formalized organization structures are characterized by greater work alienation and greater alienation from expressive relations. Seeman<sup>3</sup>, however, a year later, found little evidence that alienated work, in the sense of work being rewarding in its own right, has the generalized consequences often imputed to it; although he points out that the case against an industrial system that breeds alienated work, "whatever the surrounding economic setting cannot rest upon the existences of the consequences with which it has been concerned." In a more recent study (March 1970), Bonjean and Grimes<sup>4</sup> found, in agreement with Seeman, little support for the proposition that there exists a broad and direct relationship between bureaucratization and alienation. They found some patterns of relationship: (a) bureaucracy may be directly related to alienation among blue collar workers, but not among salaried managers or independent businessmen; (b) that form of alienation most closely related to bureaucratization among hourly-paid workers

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<sup>1</sup>Miller, George A., "Professionals in Bureaucracy: Alienation Among Industrial Scientists and Engineers." American Sociological Review, XXXII (October 1967), 755-768.

<sup>2</sup>Aiken, M. and Hage, J., "Organizational Alienation: A Comparative Analysis." American Sociological Review, XXXI (August 1966), 497-507.

<sup>3</sup>Seeman, Melvin., "On the Personal Consequences of Alienation in Work." American Sociological Review, XXXII (April 1967), 273-285.

<sup>4</sup>Bonjean and Grimes, "Bureaucracy and Alienation." Social Forces, XLVIII (March 1970), 365-378.

is self-estrangement. The significance of these refinements is that alienation cannot be considered as a general syndrome. Various components of it have to be clearly separated in order to reveal which variants relate with specific forms of the social structure. The theoretical issue, therefore, relates to unidimensional, as against multidimensional concept of alienation. A single concept of alienation, as recently used, implies the frequent reference to individual malady to a negative world view and to feelings of despair. Seeman<sup>1</sup> attempted to bring down confusing and diffuse meanings of alienation to a set of constructs "each containing one central idea to guide and direct investigations into particular areas." Seeman did not deal with the objective conditions of alienation in society as Marx did, but clearly departs from the Marxian tradition by removing the critical polemic element in the idea of alienation."<sup>2</sup>

He distinguished five variants: 1) Powerlessness - the feeling that "means and goals are controlled by social entities beyond comprehension or identification. The worker is alienated to the extent that the prerogative and means of decision are expropriated by the ruling class." 2) Meaninglessness - when the individual is unclear as to what he ought to believe; when the individual's minimal standards for clarity in decision making are not met. 3) Normlessness - this variant was derived from Durkheim's<sup>3</sup> concept of anomie--"a situation in which

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<sup>1</sup>Seeman, Melvin. "On the Meaning of Alienation." American Sociological Review, XXIV (December 1959), 783-791.

<sup>2</sup>ibid.

<sup>3</sup>Durkheim, E., "Anomie and Suicide," in Lewis A. Coser, op. cit.

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

Seeman<sup>1</sup> notes that while anomie is "both an integral part of alienation literature. . . (it) is not so clear how precisely are conceptualized the events to which "anomie" is intended to point. Mizruchi<sup>2</sup> distinguishes between objective and subjective aspects of meaninglessness. Objective sphere, according to Mizruchi, is "the sociological concept of anomie, that is, concrete behavior--what people do while the subjective or alienation involves mental state." Attempting to make further finer distinctions, McClosky and Schaar<sup>3</sup> used the term "anomy" and conceptualize it as "a state of mind, cluster of attitudes, beliefs and feelings in the mind of individuals; it is the feeling that the world and oneself are adrift, wandering and lacking in clear rules and stable moorings." Neal<sup>4</sup> complains at the proliferation of terms which might indeed add to the confusion. 4) Isolation - the alienated in the isolation sense are those who assign low reward value to goals or beliefs that are typically highly valued in the given society. 5) Self-estrangement - means to be

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<sup>1</sup>Seeman, op. cit.

<sup>2</sup>Mizruchi, E. H., Success and Opportunity - A Study of Anomie, (New York: The Free Press of Glencoe), 25-39.

<sup>3</sup>McClosky, Herbert and Schaar, John H., "Psychological Dimensions of Anomie." American Sociological Review, XXX (February 1965), 14-40.

<sup>4</sup>Neal and Rettig aptly commented that in the absence of lack of agreement on the meanings of the major variables involved, alienation research would be manifested in a sense of discrete and unrelated studies rather than cumulative additions to a coherent body of empirically verified proposition. They further hold that the issues involved cannot be settled by past methods of data analysis alone. They must be related to the wider context of alienation research and the "current proliferation of conceptual schemes."



something less than one might be if the circumstances in society were otherwise. Seeman's conceptual scheme has been variously attacked (Meir and Bell, Mouledous and Mouledous<sup>1</sup>) as lacking consistency and bearing no relationship to Marx. Seeman's multidimensional conceptualization has found empirical support (Neal and Rettig, Dean, Simmons<sup>2</sup>). They found separability or independent variation, as well as relatedness among the variants.

Also significant are findings which show that alienation varies with socio-economic status levels with race (Zucher, et. al., Bonnie Bullough<sup>3</sup>); with level of education (Killian, Lefcourt and Ludwig<sup>4</sup>);

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<sup>1</sup>Meir and Bell, "Anomia and Differential Access to the Achievement of Life Goals." American Sociological Review, XXIV (April 1954), 189-202.

Mouledous, Joseph C. and Mouledous, Elizabeth C., "Criticism of the Concept of Alienation." American Journal of Sociology, LXX (July 1964), 78-82.

<sup>2</sup>Neal, Arthur G. and Rettig, S., "On the Multidimensionality of Alienation." American Sociological Review, XXXII (February 1965), 54-64.

Dean, Dwight, "Alienation: Its Meaning and Measurement." American Sociological Review, XXVI (October 1961), 753-777.

Simmons, J. L., "Some Intercorrelations Among 'Alienation' Measures." Social Forces, XLIV (March 1966), 370-372.

<sup>3</sup>Zucher, L. A., et. al., "Value Orientation, Role Conflict and Alienation From Work: A Cross Cultural Study." American Sociological Review, XXX (August 1965), 539-548.

Bullough, B., "Alienation in the Ghetto." American Journal of Sociology, LXXII (March 1967), 467-478.

<sup>4</sup>Killian, L. M., et. al., "Urbanism, Race and Anomia." American Journal of Sociology, LXVII (May 1962), 661-665.

Lefcourt, H. and Ludwig, G. W., "Alienation in Negro and White Reformatory Inmates." Journal of Social Psychology, LXVIII (February 1966), 153-158.

and residence, that is, rural or urban (Coleman<sup>1</sup>). Seeman<sup>2</sup> has shown that alienation affects the learning process and, thus, has important consequences for the learning theory. Friedenberg<sup>3</sup> observed "ressentiment" in a study of high school students and that his evidence suggests the school is an "institutional press founded on control and authority." The single-teacher system is an embodiment of the teacher authority image and, thus, has a facade of less responsiveness than the teacher-team system.

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<sup>1</sup>Coleman, J. S., "Implications of the Findings on Alienation." American Journal of Sociology, LXX (July 1964), 76-78.

<sup>2</sup>Seeman, Melvin, "Powerlessness and Knowledge: A Comparative Study of Alienation and Learning" in Eckstein and Noah (ed.). Scientific Investigations in Comparative Education, (London: MacMillan, 1961), 121-140.

<sup>3</sup>Friedenberg, Influence of Ressentiment on Student Experience in Secondary School, (New York: Brooklyn College, 1965), 6-14. Cooperative Research Project, No. 1758.

The authors observed that there is a high sense of powerlessness among high school students. They found that the students expressed a desire for power and self-direction. They noted that in consequence, this expression was a recognition that the desire was escaping the students. In this study the students referred to the teachers consistently as "they." These authors came to the conclusion that such reference to teachers by students revealed a process of domination. To the authors such domination represents an abstraction which undermines the students' individuality. Also, the authors observed that the students expected to be managed and to get used to it.

Since these authors have shown that a feeling of identification with school or powerlessness is dependent on students' perception of teachers' roles, the teacher-student relationship and the structure of the school as social system are relevant to the study of student alienation.

## CHAPTER II

### METHODS OF DATA COLLECTION AND ANALYSIS

In this chapter are a description of the population, operational definitions of concepts, and a description of the data collection techniques and methods of analysis used in the study.

#### Description of the Population

The population studied was composed of seventh and eighth grade students from a middle school and a junior high school in a midwestern city with a population of approximately 500,000. The middle school has a population of approximately 1,500 while the junior high school has about 1,200 students. In the middle school, about 200 students are not assigned to teacher teams, while the rest are. Students not on teacher teams are referred to as the "non-teacher team." In the teacher team organization, there are about 150 students under each teacher-team unit. In the junior high school, there are no teacher teams and the teaching organization is similar to that in non-teacher team or single-teacher organization, except for basic structural differences between a middle and junior high school mentioned earlier. Both schools have between 15 percent and 20 percent Black students.

In the West Middle School, 161 students responded to the questionnaire. One hundred and eight of these were on teacher teams while 53 were not. One hundred and eighty-three students responded in the junior high school.

The middle school student population was divided into two sub-populations: (1) Student in teacher-team groups and (2) students in non-teacher team groups. A third sub-population group of students from a junior high school was also studied. Each of the three sample groups was divided into five sub-sample groups. Assignment into samples and sub-samples was done on a random basis by the means of random numbers. The results are presented in Table 1.

Table 1  
Distribution of Population Into  
Teaching Systems and Random Sub-samples

	Teaching System		
	Teacher-Team	Non-Teacher Team Middle School	Non-Teacher Team Jr. High School
Subgroup 1	115	55	190
Subgroup 2	23	11	38
Subgroup 3	23	11	38
Subgroup 4	23	11	38
Subgroup 5	23	11	38

#### Definitions of Variables

##### Independent variable

Teaching system is the independent variable in our study. It refers to teacher-team, non-teacher team in the middle school, and junior high school (non-teacher team).

a) Teacher-teams (Middle School). This system refers to organized units of teachers into teams in the middle school studied. Each unit is composed of four or five teachers representing various academic specialities who share in planning their students' curricular activities, attendance and behavior; has about 150 students and meet to discuss students' progress at least once a week.

b) Single-teacher system (Junior High School). A population of students from a junior high school where there are no teachers functioning in teams.

c) Single-teacher system (Middle School). All other teachers in the West Middle School who do not belong to teams constitute single-teacher units.

#### Dependent variables

Two variants of alienation are used in this study. (1) Identification was defined as the students' sense of belonging to the school. Two measures of identification are employed. One assesses the student's happiness at being in his particular school; the other assesses the student's pride in his school. Happiness was operationalized by assessing what sense of satisfaction a student has with being in his school. The following question was asked:

"Now we would like to ask you a few questions about how you feel about your school. Would you say that you are happy about being in this school?"

- a. Yes, I am definitely happy with this school.
- b. I am happy with this school more often than not.
- c. I am unsure about how happy I am about this school.
- d. I am unhappy with this school more often than not.
- e. No, I am definitely unhappy with this school.

Pride in school was operationalized by assessing the student's feeling of elation derived from the pleasure of expressing to others that he was a student of his school. The following question was asked:

"Would you say that you feel pleased when you tell people that you are a student of this school?"

- a. Yes, I am very pleased.
- b. I am usually pleased.
- c. I am unsure.
- d. I am not usually too pleased.
- e. I am not pleased at all.

These questions were first correlated to find whether they were common factors. They were found to be highly correlated ( $r = .63$ ). However, since this is approximated, only 40 percent ( $r^2 = .396$ ) of the variance in one is explained by the other, the use of both measures of identification is justified.

Feeling of powerlessness. The student's feeling of incapacity to affect the direction of his learning was operationalized by the following statement:

"You have to learn what teachers say you must. You cannot use your own initiative or imagination in this school."

- a. This is definitely true.
- b. This is more true than false.
- c. I am unsure.
- d. This is more false than true.
- e. This is definitely false.

These instruments were adapted from a study of Ressentiment on Student Experience in Secondary School by Friedenberg and others.<sup>1</sup>

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<sup>1</sup>Friedenberg, op. cit., p. 127-133.

These authors correlated measurements obtained from their instruments with the Stern High School Characteristics Index<sup>1</sup> which had been pretested. They found that statistical comparisons indicated that the two instruments agreed well in their assessment of the responses obtained.

#### Control variables

1. Students' racial identity. Categorization of students as Negro and white. There were too few other racial groups to analyze.
2. Students' sex. Students categorized as male or female.
3. Students' socio-economic status. Socio-economic status determined by father's occupation. Socio-economic status was coded on the Otis Duncan Scale.<sup>2</sup>

#### Collection of Data

Questionnaires (appendix) were administered to a sample of West Middle School students in the winter of 1970. The classes of students who made responses to the questionnaires were randomly selected. The same form of questionnaires was administered to a randomly-selected group of junior high students at about the same time. The purpose of this study was carefully explained to the students by the investigator.

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<sup>1</sup>Stern High School Characteristics Index, Psychological Research Center, Syracuse University.

<sup>2</sup>Otis Duncan in D. C. Miller Handbook of Research Design and Social Measurements, (New York: McKay, 1970), 177.

The teachers left the classroom to give the students freedom to respond as they wished. Students wrote their names on the front cover. They were requested to rip this off before answering the questions. This gave them a feeling of anonymity. Each question and response was carefully read out to the students. After the questionnaires were administered, students' identities were established by code numbers put on both the ripped off front cover and a page in the questionnaire booklet. In this way it was possible to collect other information from the students' files. Such information included the family background of the students.

#### Data Analysis

The responses were coded and punched onto IBM cards. Page's<sup>1</sup> L has been employed in analyzing the data. Since we are comparing three groups, our hypotheses are in the form of  $H: M_1 > M_2 > M_3$ . Page demonstrates that the L analysis of variance test is more useful than Friedman's<sup>2</sup> F-test. Friedman's F-test, as the basis of much existing work, is used to test the hypothesis of the form  $H: M_1 \neq M_2 \neq M_3$ . But it is of great scientific interest to be able to test an ordered form of  $H: M_1 > M_2 > M_3$ .

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<sup>1</sup>Page, E. L., "Ordered Hypothesis for Multiple Treatments: A Significance Test for Linear Ranks." American Statistical Association, Journal, LVII (March 1963), 216-219.

<sup>2</sup>Friedman, Milton, "A Comparison of Alternative Tests of Significance for the Test of M Rankings." Annals of Mathematical Statistics, II (1940), 86-92.



Means were computed for each of the above random sub-samples and for total samples on "sense of identification" to the school scores and "powerlessness" scores. The means obtained were then ranked along the rows. Page's L was computed for discrepancies between hypothesized rankings and obtained rankings.

L for obtained rankings was computed in order to determine whether the students' alienation varied systematically among the sub-samples regardless of predicted hypothesized variations. Level of significance selected is .05.

In the exploratory analyses, which were made after research hypotheses were not confirmed, Page's<sup>1</sup> L was also used to test exploratory hypotheses. Alpha level was .05. Students' racial identity, socio-economic status and sex were also controlled.

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<sup>1</sup>Page, op. cit.

## Hypotheses

In this study, populations from students in teacher-team and single-teacher organizations from a middle school and students from a junior high school where teachers do not function in teams will be used to test the following hypotheses.

Middle school students whose teachers are functioning as a team (A) will score highest on happiness in school followed by middle school students whose teachers do not function in teams (B), who in turn will be followed by junior high school students where teachers do not function in teams (C).

Middle school students whose teachers are functioning as a team (A) will score highest on pride in school followed by middle school students whose teachers do not function in teams (B), who in turn will be followed by junior high school students where teachers do not function in teams (C).

Junior high school students (C) will score highest on powerlessness to effect outcome in academic role followed by middle school students whose teachers do not function in teams (B), who in turn will be followed by middle school students whose teachers function in teams (A).

## CHAPTER III

### FINDINGS

As discussed in the previous chapters, this study is concerned with the effect of three different teaching systems on two types of student alienation from education. The first type of alienation, psychological identification, on which data is reported, concerns the extent to which students are able to experience a sense of satisfaction and pride at being members of their schools. The second type of alienation for which data is presented concerns the extent of power adolescents feel they have to effect academic outcomes in their roles as students.

In accord with the theoretical and methodological order of development in the previous chapters, the findings are presented in order of the relevance to the testing of the major hypothesis and questions which emerged during the course of this study.

#### Initial Research Hypotheses

The general hypothesis is that alienation levels will be lowest among middle school students whose teachers function in teacher teams and become respectively higher among middle school students and then junior high school students whose teachers are in single-teacher organizations. As developed in Chapter I, the distinction between students in the middle and junior high schools is based on the hypothetical differences related to teacher teams and organizations of the middle and junior high schools.

Alienation type I: identification

Satisfaction, as previously elaborated upon, with school was assessed by asking students to indicate their happiness in school on a scale. The major hypothesis for which the data were collected is as follows:

H<sub>R1</sub>: Middle school students whose teachers are functioning as a team (A) will score highest on happiness in school followed by middle school students whose teachers do not function in teams (B), who in turn will be followed by junior high school students whose teachers do not function in teams (C).

Operational Hypothesis: H<sub>R1</sub>:  $X_a > X_b > X_c$

Statistics: Page's L Test<sup>1</sup>

Alpha: .05 level of significance

As shown in Table 2, student satisfaction, as measured by their indications of happiness with their school, was not as hypothesized. Students in the middle school teacher-team program were not the least alienated as expected. Further analysis relevant to which group is least alienated is presented in the section on Exploratory Questions and Hypotheses.

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<sup>1</sup>Page, op. cit.

TABLE 2  
 Predicted and Observed Rankings of Students'  
 Happiness With School on the Bases of  
 Type of School and Teacher Team

	Type of System		
	A Middle School Teacher Team	B Middle School Non-Teacher Team	C Junior High School
Predicted Ranking	3	2	1
Observed Ranking			
Subsample I	1	3	2
Subsample II	1	3	2
Subsample III	1	3	2
Subsample IV	1	3	2
Subsample V	<u>1</u>	<u>2</u>	<u>3</u>
$EX_{ij} =$	5	14	11 = 30
$Y_j EX_{ij} =$	15	28	11 = 54

$L = 54 \quad P > .05$

$H_{R1}: X_a > X_b > X_c$  rejected

Sometimes relationships between variables are masked or distorted by failure to take into account other variables that are associated. Therefore, the test of  $H_{R1}$  was repeated controlling for students' racial identity, socio-economic status and sex, which as previously discussed may be related to alienation.

Controlling for racial identity. The findings reported in Table 3, similar to the findings reported in Table 2, were not in accord with  $H_{R1}$ . That is, when controlling for race, alienation of students in the middle and junior high schools was not as predicted.

TABLE 3

Differences in Feeling of Happiness With School  
by Type of School and Teacher Teams  
Controlling for Students' Racial Identity

Type of System				
	A	B	C	
	Middle School Teacher Team	Middle School Non-Teacher Team	Junior High School	
Predicted Ranking	3	2	1	
Observed Ranking				
Black	1	3	2	
White	<u>1</u>	<u>3</u>	<u>2</u>	
$EX_{ij}$	= 2	6	4	= 12
$Y_j EX_{ij}$	= 6	12	4	= 22

L = 22

P &gt; .05

Controlling for socio-economic status. The findings reported in Table 4, similar to the findings reported in Table 2, were not in accord with  $H_{R1}$ . That is, when controlling for socio-economic status, alienation of students in the middle and junior high schools was not as predicted.

TABLE 4

Differences in Sense of Happiness With School  
by Type of School and Teacher Teams  
Controlling for Students' Socio-Economic Status

Type of System				
		A	B	C
		Middle School Teacher Team	Middle School Non-Teacher Team	Junior High School
Predicted Ranking		3	2	1
Observed Ranking				
High S.E.S.		1	3	2
Low S.E.S.		<u>1</u>	<u>3</u>	<u>2</u>
$EX_{ij}$	=	2	6	4 = 12
$Y_j EX_{ij}$	=	6	12	4 = 24
L = 24      P > .05				

Controlling for students' sex. The findings reported in Table 5, similar to the findings reported in Table 2, were not in accord with  $H_{R1}$ . That is, when controlling for sex, alienation of students in the middle and junior high schools was not as predicted.

TABLE 5  
Differences in Feeling of Happiness With School  
by Type of School and Teacher Teams  
Controlling for Students' Sex

Type of System			
	A	B	C
	Middle School Teacher Team	Middle School Non-Teacher Team	Junior High School
Predicted Ranking	3	2	1
Observed Ranking			
Male	1	3	2
Female	<u>1</u>	<u>3</u>	<u>2</u>
$EX_{ij}$ =	2	6	4 = 12
$Y_j EX_{ij}$ =	6	12	4 = 22
L = 22      P > .05			



Pride. Student pride was assessed by asking students to indicate on a scale whether they felt pleased to tell others that they were students in their particular schools. The major hypothesis for which data were gathered is as follows:

H<sub>R2</sub>: Middle school students whose teachers are functioning as a team (A) will score highest on pride in school followed by middle school students whose teachers do not function in teams (B), who in turn will be followed by junior high school students whose teachers do not function in teams (C).

Operational Hypothesis: H<sub>R2</sub>:  $X_a > X_b > X_c$

Statistics: Page's L Test<sup>1</sup>

Alpha: .05 level of significance

As shown in Table 6, students sense of satisfaction as measured by their sense of pride in school was not as hypothesized. Students in the middle school teacher team did not have the highest sense of pride as expected. Further analysis relevant to which group has highest sense of pride is presented on Exploratory Questions and Hypotheses.

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<sup>1</sup>Page, op. cit.

TABLE 6  
Predicted and Observed Rankings of Students'  
Sense of Pride With School on the Bases of  
Type of School and Teacher Teams

	Type of System		
	A	B	C
	Middle School Teacher Team	Middle School Non-Teacher Team	Junior High School
Predicted Ranking	3	2	1
Observed Ranking			
Subsample I	1	3	2
Subsample II	1	2	3
Subsample III	1	3	2
Subsample IV	1	3	2
Subsample V	<u>1</u>	<u>3</u>	<u>2</u>
$EX_{ij}$	= 5	14	11 = 30
$Y_j EX_{ij}$	= 15	28	11 = 54

L = 54      P > .05

$H_{R2}: X_a > X_b > X_c$  rejected

The test of  $H_{R2}$  was repeated controlling for students' racial identity, socio-economic status and sex, which as previously discussed may be related to alienation.

Controlling for racial identity. The findings reported in Table 7, similar to the findings reported in Table 6, were not in accord with  $H_{R2}$ . That is, when controlling for race, alienation of students in the middle and junior high schools was not as predicted.

TABLE 7

Differences in Sense of Pride With School  
by Type of School and Teacher Team  
Controlling for Racial Identity of Students

		Type of System		
		A	B	C
		Middle School Teacher Team	Middle School Non-Teacher Team	Junior High School
Predicted Ranking		3	2	1
Observed Ranking				
Black		1	3	2
White		<u>1</u>	<u>2.5</u>	<u>2.5</u>
	$EX_{ij}$ =	2	5.5	4.5 = 12
	$Y_j EX_{ij}$ =	6	11	4.5 = 21.5

$$L = 21.5 \quad P > .05$$

Controlling for socio-economic status. The findings reported in Table 8, similar to the findings reported in Table 6, were not in accord with  $H_{R2}$ . That is, when controlling for socio-economic status, alienation of students in the middle and junior high schools was not as predicted.

TABLE 8

Differences in Sense of Pride in School by  
Type of School and Teacher Team Controlling  
for Socio-Economic Status of Students

	Type of System		
	A Middle School Teacher Team	B Middle School Non-Teacher Team	C Junior High School
Predicted Ranking	3	2	1
Observed Ranking			
High S.E.S.	1	2	3
Low S.E.S.	<u>1</u>	<u>2</u>	<u>3</u>
$EX_{ij} =$	2	4	6 = 12
$Y_j EX_{ij} =$	6	8	6 = 20

L = 20      P > .05

Controlling for sex. The findings reported in Table 9, similar to the findings reported in Table 6, were not in accord with  $H_{R2}$ . That is, when controlling for sex, alienation of students in the middle and junior high schools was not as predicted.

TABLE 9

Differences in Sense of Pride With School by  
Type of School and Teacher Team Controlling  
for Sex of Students

	Type of System		
	A	B	C
	Middle School Teacher Team	Middle School Non-Teacher Team	Junior High School
Predicted Ranking	3	2	1
Observed Ranking			
Male	1	2	3
Female	<u>1</u>	<u>3</u>	<u>2</u>
$EX_{ij} =$	2	5	5 = 12
$Y_j EX_{ij} =$	6	10	15 = 21

L = 21      P > .05

Operational Hypothesis Three. Powerlessness to effect academic role.

$H_{R3}$ : Junior high school students (C) will score highest on powerlessness to effect academic role followed by middle school students whose teachers do not function in teams (B), who in turn will be followed by middle school students whose teachers function in teams (A).

Operational Hypothesis:  $H_{R3}$ :  $X_c$   $X_b$   $X_a$

Statistics: Page's L Test<sup>1</sup>

Alpha: .05 level of significance

Decision: Reject  $H_{R3}$

As shown in Table 10, operational hypothesis three is rejected. The L value for feeling of powerlessness to effect academic role depicted by the statements, "You have to learn what the teachers say you must. You cannot use your own initiative or imagination in this school," was 54, which is less than the value of 66 needed to confirm the hypothesis at the .05 level of significance.

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<sup>1</sup>Page, op. cit.

TABLE 10

Predicted and Observed Rankings of Students'  
Sense of Powerlessness to Effect Outcomes in  
Academic Roles in School on the Bases of  
Type of School and Teacher Teams

Predicted Ranking	Type of System		
	A	B	C
	Middle School Teacher Team	Middle School Non-Teacher Team	Junior High School
	1	2	3
Observed Ranking			
Subsample I	3	2	1
Subsample II	2	3	1
Subsample III	3	1	2
Subsample IV	3	1	2
Subsample V	<u>3</u>	<u>1</u>	<u>2</u>
$EX_{ij}$	= 14	8	8 = 30
$\sum_j EX_{ij}$	= 14	16	24 = 54

L = 54      P > .05

$H_{R3}: X_c > X_b > X_a$  rejected

## Exploratory Analysis

While contrary to the theoretical basis for this study and the related literature, observations of the data in the Tables 2, 6 and 10 lead to an exploratory question: "What if group B students would have been hypothesized as being highest on belongingness followed by groups C and A respectively?" While hypothesis made in accord with data already observed cannot be definitively tested, such ex-post-facto analysis is appropriate as an exploratory procedure for arriving at hypothesis to be verified with new samples. Hence, the following exploratory analysis:

### Exploratory Hypothesis One. Happiness.

H<sub>E1</sub>: Students in non-teacher teams in middle schools will score the highest on happiness in school followed by students in junior high school, who in turn will be followed by students whose teachers function in teams in the middle school.

Exploratory Hypothesis: H<sub>E1</sub>:  $X_b > X_c > X_a$

Statistics: Page's L Test<sup>1</sup>

Alpha: .05 level of significance

Decision: Confirm H<sub>E1</sub>

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<sup>1</sup>Page, op. cit.



As shown in Table 11, exploratory hypothesis one is confirmed. The L value for happiness with school is 69, which is greater than the value of 66 required to confirm the hypothesis at the .05 level of significance.

TABLE 11

Obtained Ranking Used as Exploratory Rankings for  
Students' Happiness With School on the  
Bases of School and Teacher Team

Exploratory Ranking	Type of System		
	A	B	C
	Middle School Teacher Team	Middle School Non-Teacher Team	Junior High School
	1	3	2
Obtained Ranking			
Subsample I	1	3	2
Subsample II	1	3	2
Subsample III	1	3	2
Subsample IV	1	3	2
Subsample V	<u>1</u>	<u>2</u>	<u>3</u>
$EX_{ij}$	= 5	14	11 = 30
$Y_j EX_{ij}$	= 5	42	22 = 69

$$L = 69 \quad P > .05$$

$$H_{E1}: X_b > X_c > X_a \quad \text{confirmed}$$

Exploratory Hypothesis Two. Sense of pride in school.

$H_{E1}$ : Students in non-teacher teams in the middle school will score highest in sense of pride in school followed by students in junior high school whose teachers do not function in teams, who in turn will be followed by students whose teachers function in teams in the middle school.

Exploratory Hypothesis:  $H_{E2}$ :  $X_b > X_c > X_a$

Statistics: Page's L Test<sup>1</sup>

Alpha: .05 level of significance

Decision: Confirm  $H_{E2}$

As shown in Table 12, exploratory hypothesis two is confirmed. The L value for sense of pride in school is 69, which is greater than the value of 66 required to confirm the hypothesis at the .05 level of significance.

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<sup>1</sup>Page, op. cit.

TABLE 12

Obtained Rankings Used as Exploratory Rankings for  
Students' Sense of Pride in School on the  
Bases of School and Teacher Teams

Exploratory Ranking	Type of System		
	A	B	C
	Middle School Teacher Team	Middle School Non-Teacher Team	Junior High School
	1	3	2
Obtained Ranking			
Subsample I	1	3	2
Subsample II	1	2	3
Subsample III	1	3	2
Subsample IV	1	3	2
Subsample V	<u>1</u>	<u>3</u>	<u>2</u>
$EX_{ij}$	= 5	14	11 = 30
$Y_j EX_{ij}$	= 5	42	22 = 69

L = 69      P > .05

$H_{E2}$ :  $X_b > X_c > X_a$  confirmed

Data shown in Tables 11 and 12 provide strong support for the following statement:

Students in non-teacher teams in middle schools will feel highest sense of identification with school followed by students in junior high school where teachers do not function as teams, who in turn will be followed by students in middle school whose teachers function in teams.

Exploratory Hypothesis Three. Powerlessness to effect academic outcome in student role.

$H_{E3}$ : Students whose teachers function in teams in the middle school will have the greatest sense of powerlessness to effect academic outcome in students' role followed by students in junior high school where teachers do not function in teams, who in turn will be followed by students whose teachers do not function in teams in the middle school.

Exploratory Hypothesis:  $H_{E3}$ :  $X_a > X_c > X_b$

Statistics: Page's L Test<sup>1</sup>

Alpha: .05 level of significance

Decision; Confirm  $H_{E3}$

As shown in Table 13, exploratory hypothesis three is confirmed. The L value for sense of powerlessness to effect academic outcome in student role is 66, which is required to confirm the hypothesis at the .05 level of significance.

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<sup>1</sup>Page, op. cit.

TABLE 13

Obtained Rankings Used as Exploratory Rankings for  
Students' Sense of Powerlessness to Effect  
Academic Roles on the Bases of School and Teacher Teams

Exploratory Ranking	Type of System		
	A	B	C
	Middle School Teacher Team	Middle School Non-Teacher Team	Junior High School
	3	1	2
Obtained Ranking			
Subsample I	3	2	1
Subsample II	2	3	1
Subsample III	3	1	2
Subsample IV	3	1	2
Subsample V	<u>3</u>	<u>1</u>	<u>2</u>
$EX_{ij}$	= 14	8	8 = 30
$Y_j EX_{ij}$	= 42	8	16 = 66

L = 6      P > .05

$H_{E3}: X_a > X_c > X_b$  confirmed

In this section of the analysis, the variables of race, socio-economic status and sex of students were controlled for on each of the exploratory hypotheses to see if they remain confirmed. All predicted rankings will now be on the basis of exploratory analysis.

As shown in Table 14, the L value for happiness in school is 28, which is equal to the value of 28 required to show that the exploratory hypothesis one is confirmed when race has been controlled. That is, students in non-teacher teams in middle school will score highest on happiness in school followed by students in junior high school, who in turn will be followed by students whose teachers function in teams in the middle school.

TABLE 14  
Differences in Feeling of Happiness With School by  
Type of School and Teacher Teams Controlling  
for Students' Racial Identity

Predicted Ranking	Type of System		
	A	B	C
	Middle School Teacher Team 1	Middle School Non-Teacher Team 3	Junior High School 2
Observed Ranking			
Black	1	3	2
White	<u>1</u>	<u>3</u>	<u>2</u>
$EX_{ij}$	= 2	6	4 = 12
$Y_j EX_{ij}$	= 2	18	8 = 28
L = 28      P > .05			

Controlling for socio-economic status. Table 15 shows that the L value for happiness in school is 28, which is equal to the value of 28 required to show that the exploratory hypothesis one remains confirmed when students' socio-economic status has been controlled. Students in non-teacher teams in middle school will score highest on happiness in school followed by students in junior high school, who in turn will be followed by students whose teachers function in teams in the middle school.

TABLE 15

Differences in Sense of Happiness With School by  
Type of School and Teacher Teams Controlling  
for Students' Socio-Economic Status

Predicted Ranking	Type of System		
	A	B	C
	Middle School Teacher Team	Middle School Non-Teacher Team	Junior High School
	1	3	2
Observed Ranking			
High S.E.S.	1	3	2
Low S.E.S.	<u>1</u>	<u>3</u>	<u>2</u>
$EX_{ij}$	= 2	6	4 = 12
$Y_j EX_{ij}$	= 2	18	8 = 28
L = 28      P > .05			

Controlling for sex. As shown in Table 16, the L value for happiness in school is 28, which is equal to the value of 28 required to show that the exploratory hypothesis one remains confirmed even when sex has been controlled.

TABLE 16

Differences in Sense of Happiness With School by  
Type of School and Teacher Teams Controlling  
for Students' Sex

	Type of System		
	A Middle School Teacher Team	B Middle School Non-Teacher Team	C Junior High School
Predicted Ranking	1	3	2
Observed Ranking			
Male	1	3	2
Female	<u>1</u>	<u>3</u>	<u>2</u>
$EX_{ij}$	= 2	6	4 = 12
$Y_j EX_{ij}$	= 2	18	8 = 28
L = 28                      P > .05			



Controlling for racial identity of students. The findings reported in Table 17, dissimilar to the findings reported in Table 12, were not in accord with  $H_{E2}$ . That is, when controlling for race, alienation of students in the middle and junior high schools was not as predicted.

TABLE 17

Differences in Sense of Pride With School by  
Type of School and Teacher Team Controlling  
for Racial Identity of Students

	Type of System		
	A	B	C
	Middle School Teacher Team	Middle School Non-Teacher Team	Junior High School
Predicted Ranking	1	3	2
Observed Ranking			
Black	1	3	2
White	<u>1</u>	<u>2.5</u>	<u>2.5</u>
$EX_{ij}$	= 2	5.5	4.5 = 12
$Y_j EX_{ij}$	= 2	16.5	9 = 27.5
L = 27.5		P .05	

The L value of 27.5 obtained is less than the value of 28 required to confirm significance at the .05 level.

Controlling for socio-economic status of student. The findings reported in Table 18, dissimilar to the findings reported in Table 12, were not in accord with  $H_{E2}$ . That is, when controlling for socio-economic status, alienation of students in the middle and junior high schools was not as predicted.

TABLE 18

Differences in Sense of Pride in School by  
Type of School and Teacher Team Controlling  
for Socio-Economic Status of Students

	Type of System		
	A	B	C
	Middle School Teacher Team	Middle School Non-Teacher Team	Junior High School
Predicted Ranking	1	3	2
Observed Ranking			
High S.E.S.	1	2	3
Low S.E.S.	<u>1</u>	<u>2</u>	<u>3</u>
$EX_{ij}$ =	2	4	6 = 12
$Y_j EX_{ij}$ =	2	12	12 = 26
L = 26      P > .05			

The L value of 26 obtained is less than the value of 28 required to confirm significance at the .05 level.

Controlling for sex of students. The findings reported in Table 19, dissimilar to the findings reported in Table 12, were not in accord with  $H_{E2}$ . That is, when controlling for sex, alienation of students in the middle and junior high schools was not as predicted.

TABLE 19

Differences in Sense of Pride in School by  
Type of School and Teacher Team Controlling  
for Sex of Students

Predicted Ranking	Type of System		
	A	B	C
	Middle School Teacher Team	Middle School Non-Teacher Team	Junior High School
	1	3	2
Observed Ranking			
Male	1	2	3 -
Female	<u>1</u>	<u>3</u>	<u>2</u>
$EX_{ij} =$	2	5	5 = 12
$Y_j EX_{ij} =$	2	15	10 = 27
L = 27		P > .05	

Controlling for racial identity. The findings reported in Table 20, dissimilar to the findings reported in Table 14, were not in accord with  $H_{R3}$ . That is, when controlling for sex, alienation of students in the middle and junior high schools was not as predicted.

TABLE 20

Differences in Sense of Powerlessness by  
School Type and Teacher Teams Controlling  
for Racial Identity of Students

	Type of System		
	A	B	C
	Middle School Teacher Team	Middle School Non-Teacher Team	Junior High School
Predicted Ranking	3	1	2
Observed Ranking			
Black	2	3	1
White	<u>3</u>	<u>2</u>	<u>1</u>
$EX_{ij}$	= 5	5	2 = 12
$Y_j EX_{ij}$	= 15	5	4 = 24
L = 24		P > .05	

Controlling for socio-economic status of students. The findings reported in Table 21, dissimilar to the findings reported in Table 14, were not in accord with  $H_{E3}$ . That is, when controlling for socio-economic status, powerlessness of students to effect academic role was not as predicted.

TABLE 21

Differences in Sense of Powerlessness by  
School Type and Teacher Teams Controlling  
for Socio-Economic Status of Students

Predicted Ranking	Type of System		
	A	B	C
	Middle School Teacher Team	Middle School Non-Teacher Team	Junior High School
	3	1	2
Observed Ranking			
High S.E.S.	2	3	1
Low S.E.S.	<u>3</u>	<u>1</u>	<u>2</u>
$EX_{ij}$	= 5	4	3 = 12
$\sum_j EX_{ij}$	= 15	4	6 = 25
L = 25      P > .05			

Controlling for students' sex. The findings reported in Table 22, dissimilar to findings reported in Table 14, were not in accord with  $H_{E3}$ . That is, when controlling for sex, powerlessness of students to effect academic role was not as predicted.

TABLE 22

Differences in Sense of Powerlessness by  
School Type and Teacher Teams Controlling  
for Students' Sex

	Type of System		
	A Middle School Teacher Team	B Middle School Non-Teacher Team	C Junior High School
Predicted Ranking	3	1	2
Observed Ranking			
Male	3	2	1
Female	<u>2</u>	<u>2</u>	<u>2</u>
$EX_{ij}$	= 5	4	3 = 12
$Y_j EX_{ij}$	= 15	4	6 = 25
L = 25		P > .05	

## Summary of Findings

The first main hypothesis that students in teacher teams in the middle school would have highest sense of identification with school followed by students in non-teacher teams, who in turn would be followed by students in the junior high school was not confirmed.

The second main hypothesis that students in the junior high school will have the highest sense of powerlessness followed by students in the non-teacher teams, who in turn will be followed by students in the teacher teams was not confirmed.

Both hypotheses remained unconfirmed when race, socio-economic status and sex were controlled.

In Exploratory Hypotheses, we found that:

Students in non-teacher teams have the highest sense of happiness with the school followed by students in junior high school, who in turn are followed by students in teacher-team systems. This remained confirmed when the variables of racial identity, socio-economic status and sex were controlled.

Students in non-teacher teams in the middle school will have the highest sense of pride in school followed by students in the junior high school, who in turn will be followed by students in teacher teams in the middle school. This, however, was not confirmed for each of the control variables of students' racial identity, socio-economic status or sex.

Students in teacher teams in the middle school will have the highest sense of powerlessness to effect outcome in academic role

followed by students in the junior high school, who in turn will be followed by students in the non-teacher team system in the middle school.

This, however, was not confirmed when any of the three control variables of students' racial identity, socio-economic status, or sex was tested.



## CHAPTER IV

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This research was undertaken to examine whether alienation of students from education is a function of the type of educational organization experienced. In accord with Etzioni<sup>1</sup>, it was theorized that the more responsive to human needs a system is, the less the alienation induced in its members. In this study there were three types of educational organizational structures. In one structure, teachers are organized into a team with the same students for the express purpose of being more responsive to student needs than is thought to be the case where teachers do not function in a team.

It was also possible to have team and non-team structures within the same building context. Assuming a positive contribution to school climate from the team structure, which would in turn lessen alienation among students who were not in team structures but were in the same school, it was possible to elaborate on differences between team and non-team structures. The difference in organizational structure of the junior high school is the basis of distinction between it and the middle school. Therefore, the general hypothesis tested (and which was rejected) was that alienation levels would be highest among junior high students followed by students from single or non-teacher teams, who in turn would be followed by students in the teacher-team system

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<sup>1</sup>Etzioni, op. cit.

in the middle school. The variables of students' racial identity, socio-economic status, and sex were controlled to test for distortion. Again, the hypothesis was rejected. The relationships observed from the data suggested a consistently systematic variation of alienation in a direction that was contrary to predictions. Exploratory analyses were then made in the form of hypotheses to test for confirmation.

The hypothesis that students in non-teacher teams in the middle school would have the highest sense of happiness with school followed by students in the junior high school, who in turn would be followed by students in teacher teams in the middle school was confirmed. When tests were made for control variables of racial identity, socio-economic status, and sex, the hypothesis remained confirmed.

The hypothesis that students in non-teacher teams will have the highest sense of pride in school followed by students in the teacher teams in the middle school was confirmed. This hypothesis was, however, rejected at the .05 level when tests were made for each of the control variables: racial identity, socio-economic status and sex. Even though the hypothesis was rejected at the .05 level, the mean figure obtained showed a trend in the predicted direction.

The hypothesis that students in teacher teams would have the highest sense of powerlessness to effect academic roles followed by students in the junior high school, who in turn would be followed by students in the teacher teams in the middle school was confirmed. However, when racial identity, socio-economic status and sex were controlled, the hypothesis was rejected.

## Methodology

In April of 1970, questionnaires were administered to students from a large middle school and students from a large junior high school in a mid-western city with a population of about 500,000. The major sub-populations were:

1. 115 randomly-drawn students in a teacher-team structure in a middle school structure.
2. 55 randomly-drawn students in a non-teacher team structure in a middle school structure.
3. 165 randomly-drawn students in a junior high school structure.

The instruments were adaptations of instruments used by Friedenberg<sup>1</sup> in an earlier study. These instruments assessed two types of alienation:

1. Students' identification with school.
2. Students' powerlessness to effect academic roles.

Major control variables were students' racial identity, socio-economic status and sex.

## Explanation and Implication for Theory

Because the findings were contrary to predictions, explanations and implications for theory are offered below.

The teacher-team system, as constituted in the school where the questionnaire was administered, might be an inauthentic organization with respect to its responsiveness to students' needs in sharing and

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<sup>1</sup>Friedenberg, op. cit.

appreciating students' problems. Teachers in the middle school are expected to have a close relationship with their students. Organized into a group, each might abandon his own responsibility to a collective whole. Relationships with students might then become specific; that is, there is a tendency to become less familiar with and to adopt a non-personal relationship with particular students. On the other hand, relationships with a single teacher might be primary. It is possible that students are able to develop a more intimate and more intensive association with a single teacher and, thus, have a sense of identification with the school.

Perhaps it is with the single-teacher system that the concept of the middle school to provide social and psychological security for middle school age students is best exemplified. Students might find more satisfying relationships with a single adult in such a social environment as the middle school.

Secondly, observing that more than one teacher recognizes his weaknesses, the teachers in the team might become so many more "presses" within the school. If this were true, Friedenberg's<sup>1</sup> perspective that teachers appear as "presses" to students within the school's social system might provide theoretical basis for the findings of this study. Friedenberg has argued that students expect their lives to be absorbed into a set of categories, that they feel a sense of powerlessness to effect the outcomes of their roles as students. But he noted that

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<sup>1</sup>Friedenberg, op. cit.

dedicated teachers and counselors who have shown special understanding of students' problems have earned the love and respect of these students. If such a relationship did not exist, the relationship between the student and the teacher is viewed by the student as a process of domination through which the school system is revealed to him.

It is possible, sometimes, that teacher teams do not function in the desired manner. On the one hand, friction may develop within teacher-team units that could have effect on the flow of communication among members of the team. On the other hand, in the same school setting, conditions may exist that facilitate a free, though informal, flow of communication with teachers in the single-teacher organization.

One other possible cause is that the organization of teachers into teams in the middle school is a recent innovation. Time might, therefore, be too short for its methods to have had the desired effects and, thus, a valid assessment cannot yet be made. Periods of change can be unsettling. The transition and confusion that may have followed upon such organizational changes may produce a state that is not as desirable as the original situation. This may, in fact, account for the higher scores of alienation of middle school teacher-team students than even the junior high school students.

Limitations in the methodology may also be responsible for our results. The survey was a cross-section, one-shot investigation. Perhaps, if pre-post measures of alienation were available, different results would have occurred. Also, if the survey was supplemented by in-depth interviews, it might have altered our results. Again, the

results obtained were based on population from a single environment. It is possible that special conditions of the particular setting studied has led to the results obtained. For example, as mentioned in the review of literature, the variety of teacher-team organization in the middle school is different from other types and, thus, may have influence on the results. Therefore, on the basis of alternative explanations and methodological limitations, it may not be appropriate to suggest that our study has revealed a gap in Etzioni's<sup>1</sup> theoretical perspective. This study does not, however, provide support for Etzioni.<sup>2</sup>

#### Recommendations for Future Research

It is suggested that this study be replicated, using variants of alienation other than, or in addition to, identification and powerlessness. Such other variants might be "meaninglessness," and "normlessness" for their particular relevance to the problems of modern youth. Again, in his study of resentment in secondary school, Friedenberg finds that in the school system, there is an outward attempt to be fair to everybody. He noticed that the word "everyone" was used to describe the "individual." In the process of being fair, "everyone" is left with the illusion of fairness and objectivity but at the same time with a feeling of "meaninglessness."

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<sup>1</sup>Etzioni, op. cit.

<sup>2</sup>ibid.

It will be worthwhile as a further test of these results to compare levels of alienation among elementary school pupils on the one hand and high school students on the other. The two school systems are structurally different. In the elementary school, there is a single teacher who works throughout the day with the pupils and primary relationships may have developed. In the high school, students move from one teacher to another and are generally less likely to develop as high a sense of primary relationships with the teacher.

Such examples of research might indicate to what extent in each system a teacher is a "significant other;" whether different teaching systems can be associated with different rates of students' "drop-out" from school, "achievement" in school, "aspirations" and so forth.

The present study did, in a measure, examine the relationships between "students' alienation" and the educational systems experienced. The larger purpose of establishing definite relationships with certain educational systems, such as structure of teacher organization or school structure in a predicted order, was not achieved. Rather, results contrary to predictions were obtained. Exploratory analyses and findings point to further research as outlined above.

## APPENDIX A

Distribution of means of scores of students' happiness with school, pride in school and powerlessness to effect academic roles on the basis of type of school and teacher teams.

TABLE A  
Means of Scores of Students'  
Happiness with School

	Type of System		
	A Middle School Teacher Team	B Middle School Non-Teacher Team	C Junior High School
Subsample I	3.17	2.45	2.47
Subsample II	3.30	2.73	2.87
Subsample III	3.09	2.55	3.05
Subsample IV	3.17	2.36	2.74
Subsample V	3.09	2.81	2.71



TABLE B

Means of Scores of Students' Happiness with  
School Controlling for Students' Racial Identity

	Type of System		
	A Middle School Teacher Team	B Middle School Non-Teacher Team	C Junior High School
Black	3.72	2.67	3.49
White	3.01	2.45	2.60

TABLE C

Means of Scores of Students' Happiness with  
School Controlling for Students' Socio-Economic Status

	Type of System		
	A Middle School Teacher Team	B Middle School Non-Teacher Team	C Junior High School
High S.E.S.	2.60	2.50	2.28
Low S.E.S.	3.24	2.70	2.93

TABLE D

Means of Scores of Students' Happiness with  
School Controlling for Students' Sex

	Type of System		
	A Middle School Teacher Team	B Middle School Non-Teacher Team	C Junior High School
Male	3.00	2.68	2.91
Female	3.09	2.56	2.60

TABLE E

Means of Scores of Students'  
Sense of Pride with School

	Type of System		
	A Middle School Teacher Team	B Middle School Non-Teacher Team	C Junior High School
Subsample I	2.60	2.00	2.21
Subsample II	2.91	2.72	2.66
Subsample III	2.74	1.90	2.60
Subsample IV	2.60	2.27	2.55
Subsample V	2.91	2.36	2.50

TABLE F

Means of Scores of Students' Sense of Pride with  
School Controlling for Students' Racial Identity

	Type of System		
	A Middle School Teacher Team	B Middle School Non-Teacher Team	C Junior High School
Black	3.28	2.67	2.89
White	2.72	2.40	2.40

TABLE G

Means of Scores of Students' Sense of Pride with  
School Controlling for Students' Socio-Economic Status

	Type of System		
	A Middle School Teacher Team	B Middle School Non-Teacher Team	C Junior High School
High S.E.S.	2.50	2.09	1.76
Low S.E.S.	2.88	2.70	2.49

TABLE H

Means of Scores of Students' Sense of Pride  
with School Controlling for Sex of Students

	Type of System		
	Middle School Teacher Team	Middle School Non-Teacher Team	Junior High School
Male	2.78	2.78	2.31
Female	2.80	2.25	2.29

TABLE I

Means of Scores of Students' Sense of  
Powerlessness to Effect Academic Roles

	Type of System		
	A Middle School Teacher Team	B Middle School Non-Teacher Team	C Junior High School
Subsample I	2.43	2.46	2.68
Subsample II	2.95	2.46	3.02
Subsample III	2.47	2.64	2.60
Subsample IV	2.60	3.09	3.13
Subsample V	2.17	3.18	2.42

## APPENDIX B

### Questionnaire

#### Introduction

This is just a questionnaire; it is not a test. Questions will be read to you, and you are asked to put a circle around the answer that best describes how you feel about different things. The answers that you give will be treated as confidential; these answers will not be shown to your teachers or anyone else other than this researcher. Since we are able to ask only a few persons to express their opinions, your personal opinion is worth much more. Won't you please help by answering the following questions:

1. We would like to ask a few questions about how you feel about your school. Would you say that you are happy about being in this school?
  - a. Yes, I am definitely happy with this school.
  - b. I am happy with this school more often than not.
  - c. I am unsure about how happy I am about this school.
  - d. I am unhappy with this school more often than not.
  - e. No, I am definitely unhappy with this school.
2. Would you say that you feel pleased when you tell people that you are a student of this school?
  - a. Yes, I am very pleased.
  - b. I am usually pleased.
  - c. I am unsure.

- d. I am usually not too pleased.
  - e. I am not pleased at all.
3. You have to learn what the teachers say you must. You cannot use your own initiative or imagination in this school.
- a. This is definitely true.
  - b. This is more true than false.
  - c. I am unsure.
  - d. This is more false than true.
  - e. This is definitely false.
4. What does your father (or whomever supports your family) do for a living?
5. Describe what your father (or whomever supports your family) does on the job.
6. What is your race?
- a. Black.
  - b. White.
  - c. Other. (Please tell what it is \_\_\_\_\_.)
7. Are you . . .
- a. Male.
  - b. Female.

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