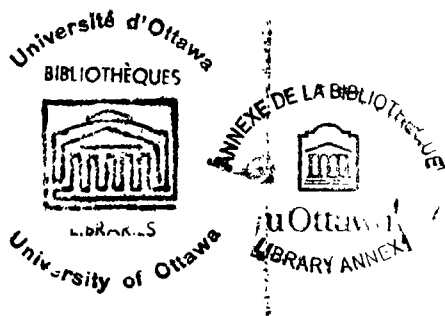


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A COMPARATIVE EMPIRICAL STUDY OF THE RELATIONSHIP  
BETWEEN ALIENATION FROM SCHOOL AND ACADEMIC  
ACHIEVEMENT

by Gaston J. Franklyn

Thesis presented to the Faculty of  
Education of the University of  
Ottawa as partial fulfillment of the  
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Doctor of Philosophy



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## CURRICULUM STUDIORUM

Gaston Franklyn was born in Trinidad, West Indies, in 1936. He received the Bachelor of Arts degree from Sir George Williams University, Montreal, in 1961. He received the Master of Education degree from the University of Toronto, Ontario, in 1963.

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## INTRODUCTION

All formal organizations are usually structured in such a way that people with a common interest or purpose are set in an institutional environment to cooperate in some group action. Regardless of the nature and scope of the organizational activities, the organization is characterized by: a group of people operating within a social system working toward stated goals or objectives; a work process which is differentiated; and an established power and authority structure. There is no doubt that the school functions as a formal organization within the general social system. It proposes a series of general and specific aims and sets out to accomplish these by creating an environment whereby the goals can be achieved with maximum effectiveness and efficiency.

From the standpoint of the school, the educational process reflects many elements. On the one hand, there is the administrative hierarchy, a professional teaching staff, course of studies, facilities and equipment, etc. However, there are also some non-intellectual factors which also constitute critical determinants in the achievement of the educational goal of maximization of student potential in every phase of development--intellectual, social, emotional, physical and aesthetic. Some of these non-intellectual

correlates are: motivation, parental attitude and ambitions, socio-economic and ethnic status.

This study focuses on the relationships between the non-intellectual factor of alienation and achievement variables. The research dealing with the relationship between alienation and achievement has tended to direct its attention to the personality variables associated with alienation. Consequently, it has viewed the concept of alienation as a pervasive perceptual set which permeates the social and intellectual life of the individual. In education, this emphasis on the psychological behavioural patterns connected with the concept has resulted from the constant research questioning of the extent to which motivational or personality variables influence the academic achievement of a student. This study points in another direction. It is designed to ascertain whether the research findings in respect to the relationship between alienation and academic achievement holds true when alienation is situationally confined within an institution (school), and when the student population is composed of mixed and different ethnic backgrounds. More specifically, the purpose of the present study is to determine the possible interrelationships which might exist among measures of alienation from school and academic achievement, statistically controlling for academic aptitude.

The underlying assumption was that in a cross-cultural educational system, conformity to institutionalized cultural value expectations will be more functional when the student is subjected to concurrent and compatible expectations from the primary and secondary socializing systems. However, when the student is subjected to concurrent but incompatible expectations from the primary and secondary socializing systems, his satisfaction with, and success within, the institution is affected.

The thesis is organized into three chapters. Chapter one presents a review of the literature, which also includes the theoretical rationale. The chapter concludes with a statement of the problem and specific hypotheses. Chapter two is the experimental design. It is organized under the following headings: Sample, Definitions and Description of Instrument, Collection and Scoring of Data, and Analysis of Data.

The final chapter presents the results, with a discussion related to hypotheses testing. Also included are the related findings. This chapter is followed by the Summary and Conclusions which includes a discussion of the implications for theory and practice. Following this section are a bibliography, appendices of materials used in the collection of the data, and an abstract of the thesis.

## CHAPTER I

### REVIEW OF THE LITERATURE

#### 1. Theoretical Framework.

##### A. The Significance of Alienation in Modern Society

The apparent prevalence of alienation in modern society has been well documented by a number of social theorists who have postulated that the many social changes in our social structure have militated towards an alienated way of life. For example, Keniston<sup>23</sup> has described how increasing rates of social change, affluence, leisure, automation, lack of creativity in work have contributed to apathy and withdrawal of youth. In the same vein, Fromm<sup>24</sup> has stressed the way in which the

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1-23 Kenneth Keniston, The Uncommitted, New York, Harcourt, Brace and World, 1960, viii-500 p.

24 Erich Fromm, The Sane Society, New York, Holt, Rinehart and Winston, Inc., 1955, xiii-320 p.

market-place orientation of our society has gradually led man to the feeling that he is driven by forces he cannot control. Other social commentators like Erikson<sup>25</sup> and Tillich<sup>26</sup> have emphasized modern man's loneliness and isolation, and have conceived of alienation as a rebellion against the dehumanization of man in the industrial society. Summarizing the impact of alienation in our society, Weiss states:

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25 Erik Erikson, "The Problem of Ego Identity," in H.M. Ruitenbeek (ed.), Varieties of Modern Social Theory, New York, Dutton, 1963, p. 37-87.

26 Paul Tillich, "The Person in a Technical Society--The Revolt Against Depersonalization in the Modern Era," in H.M. Ruitenbeek (ed.), Varieties of Modern Social Theory, New York, Dutton, 1963, p. 287-303.

Modern man has become more and more alienated from his self and his fellowman, from his nature and his culture, from his work and his leisure, from his body and his sex, from his feelings and from his creative potential. This all pervasive alienation has become a main phenomenon of our culture.<sup>27</sup>

Adding another explanation for the rising significance of the concept in modern times, Seeman and Evans<sup>28</sup> affirm that the current popularity of the term lies in the fact that alienation and its variants: normlessness, powerlessness, meaninglessness, isolation, self-estrangement<sup>29</sup> which have dominated a substantial segment of classical sociological work "represent a powerful array of humanistic values, mastery and autonomy; insight and understanding; order and trust; consensus and commitment; integrity and involvement."<sup>30</sup> Moreover, Seeman contends that up to the present time the argument for the nature and significance of the concept has rested largely on an inferential basis. In addition, he purports that alienation can be conceived as linking the interests of social psychology in the problem of

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27 Fred A. Weiss, "Introduction," in American Journal of Psychoanalysis, Vol. 21, 1961, p. 117.

28 Melvin Seeman and John Evans, "Alienation and Learning in a Hospital Setting," in American Sociological Review, Vol. 27, No. 6, December 1962, p. 772.

29 Melvin Seeman, "On the Meaning of Alienation," in American Sociological Review, Vol. 24, No. 6, December 1959, p. 783-791.

30 Seeman and Evans, op. cit., p. 772.

social learning, and sociology in the problem of the socialization process.<sup>31</sup>

Whereas in the literature and in the majority of studies on alienation, the emphasis has been on alienation as a pervasive enduring perceptual set encompassing the total personality of the individual, this study is concerned with alienation that is situationally or institutionally confined to the school; therefore, alienation from the school is fundamental to the research.

Although alienation as used in the context of this study is situationally confined to the school, and does not refer to a psychological perceptual set permeating the entire life style of the individual, nevertheless there is a significant relationship between alienation as a pervasive quality, and alienation that is institutionally confined. Generally, alienation usually connotes a degree of self-estrangement from some positive relation, either through an absence, loss or rejection. What is also implied is a separation between the individual's personality and significant aspects of experience. Nettler's interpretation typifies the generalized meaning ascribed to the term. He defines alienation as a psychological state of mind in which "the alienated person [...] has been

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<sup>31</sup> Melvin Seeman, "Alienation and Social Learning in a Reformatory," in American Journal of Sociology, Vol. 29, No. 3, November 1967, p. 270.

estranged from, made unfriendly toward his society and the culture it carries."<sup>32</sup>

A review of the theories of alienation reveals a wide variety in the vocabulary employed to refer to the concept. Moreover, regardless of the term used to refer to the phenomenon, alienation is primarily viewed as a subjective psychological concept characteristic of mental states and feelings, whereas anomie is considered to be an objective sociological state. It would seem that the differences between the two terms can be clarified by distinguishing between alienating conditions on the one hand, and states of estrangement on the other.

Based on this premise, alienation can be seen as a psycho-social concept related to Durkheim and Merton's theories of anomie. Conceptually, anomie would refer to the state of cultural disorganization whereby the individual is unable to refer his behaviour to any stable set of values, while the person caught in this situation is theorized to respond by developing the psychological state of alienation. This implies that one of the major requirements for using either alienation or anomie necessitates an answer to the

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<sup>32</sup> Gynn Nettler, "A Measure of Alienation," in American Sociological Review, Vol. 22, No. 6, December 1957, p. 671-672.

following questions: Alienation from what? Anomie in what normative system?

In an effort to classify the many intuitive notions about alienation, Seeman<sup>33</sup> has proposed a multi-dimensional categorization which appears to encompass both the historical and current usages of the term. Seeman also suggests that "the five variants of alienation, powerlessness, normlessness, isolation, self-estrangement, and meaninglessness, can be applied to as broad a range of social behaviour as seems useful,"<sup>34</sup> thus initiating a basis for the empirical study of alienation from an institution through the examination of the attitude of its participants. As a consequence, this study has used Seeman's multi-dimensional definition of alienation.

Marx was the first theorist to imply that the institution had alienating effects on the individual. Although his comments were directed toward activities in a specific institutional context, the economic system and its alienating effects on the worker, it can be assumed that the reference could also be applied to a particular role in a social organization. It may be that for sociological purposes, the idea of examining alienation in terms of a role theory rather

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33 Seeman, "On the Meaning of Alienation," p. 783-791.

34 Ibid., p. 788.

than as a personality construct may extend our understanding of the dynamics of social institutions. In this light, alienation can then be viewed as the outcome of an institutional process where the motivations and desires of the individual do not coincide with the prescribed role he plays.

In summary then, the contemporary definition provided by Kurt Lang in the Dictionary of the Social Sciences encompasses what appears to be all purpose generalized usage of the term. According to him:

Alienation as most generally used in the social science denotes an estrangement or separation between parts or the whole of the personality and significant aspects of the world experience.

1. Within this general denotation the term may refer to (a) an objective state of estrangement or separation; (b) the state of feeling of the estranged personality; (c) a motivational state tending toward estrangement.

2. The separation denoted by the term may be between (a) the self and the objective world; (b) the self and aspects of the self that have become separated and placed over against the self, e.g. alienated labor; the self and the self.<sup>35</sup>

In a social or institutional context, alienation can be viewed as:

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<sup>35</sup> Julius Gould and William L. Kolb (eds.), A Dictionary of the Social Sciences, New York, The Free Press of Glencoe, 1964, p. 19-20.

[...] the state of or the result of conformity within institutional expectations in segmented roles, where the performance of specialized functions, determined by the division of labor and the system of dominance of certain groups, deprives the total personality of opportunities to exercise substantively rational judgment and thereby to apply its creative powers in influencing the conditions of its own existence.<sup>36</sup>

#### B. Value Conflict - Alienation Rationale

The sample for the present study was taken from the schools in the Mackenzie District of the Northwest Territories, where a cross-cultural educational process occurs. This means that students of different and mixed ethnic backgrounds (Indian, Metis, Eskimo and White) participate in an educational program which, for all intents and purposes, is patterned along the lines of the dominant Canadian culture, where the values of individual success and achievement are stressed. As a consequence, a large percentage of the student population moves into a social system whose normative culture is different from the cultural elements they have internalized. Various studies have shown that this cultural conflict usually affects the personality development of the student. In this regard, Spindler and Goldschmidt state:

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<sup>36</sup> Ibid.

[...] persons in the transitional category, alienates as they are from the cultural symbols of their ethnic past and at the same time not having internalized the symbols which constitute the value system of western society, will exhibit more symptoms [...] of personality disorganization than members of groups closely identified with the symbols of either of these cultural types.<sup>37</sup>

Following this trend, it can be assumed that the possible societal and value disparities occurring in a cross-cultural environment are likely to cause the minority student to be alienated from the cultural norms of the dominant society. The recent Hawthorn study adds another perspective to that likelihood by suggesting that:

[...] the differences of both environmental and psychological factors between the Indian and White student not only produces alienation from the dominant cultural norm, but also alienation from the Indian culture.<sup>38</sup>

The report proceeds to hypothesize that the high rates of failure, drop-outs, and unemployment, as well as obvious difficulties in personal adjustment, attest to the low effectiveness of the school in preparing students for life in the larger society.

Other Canadian researchers have also expressed serious concern for the increasing rise in delinquency among

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<sup>37</sup> G. Spindler and W. Goldschmidt, "Experimental Design in the Study of Culture Change," in Southwestern Journal of Anthropology, Vol. 8, 1952, p. 80.

<sup>38</sup> H.B. Hawthorn, A Survey of Contemporary Indians of Canada--Economic, Political, Educational Needs and Policies, Indian Affairs Branch, Vol. 2, October 1967, p. 110.

unemployed school leavers--Eskimos (Ferguson,<sup>39</sup> Clairmont<sup>40</sup>); Indians (Zenter<sup>41</sup>), and Metis (Slobodin<sup>42</sup>). Commenting on the reasons for the rise in deviant behaviour among these ethnic groups, the authors contend that these youths have become disillusioned with their traditional past, and aspire to participate in the dominant society; however, they fail to make the necessary adjustment because their experiences have not reinforced the kind of internal controls or value orientations that are stressed in the society. What is exemplified here is Merton's idea that delinquency occurs when certain success goals are accepted as desirable by the society, but the means to the achievement are denied to a segment of the population.

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39 J.D. Ferguson, The Human Ecology and Social Economic Change in the Community of Tuktoyatuk, N.W.T., Northern Coordination and Research Centre Report 61-2, Ottawa, 1961, ix-80 p.

40 D.J.H. Clairmont, Deviance Among Indians and Eskimos in Aklwik, N.W.T., Northern Coordination and Research Centre Report 63-9, Ottawa, 1963, ix-84 p.

41 H. Zenter, "Factors in the Social Pathology of a North American Indian Society," in Anthropologica, Vol. 7, 1963, p. 119-130.

42 R. Slobodin, Metis of the Mackenzie District, Ottawa, Canadian Research Centre for Anthropology, St. Paul University, 1966, x-175 p.

Studies on Indian education in the United States (Bryde and Spilka,<sup>43</sup> Bryde,<sup>44</sup> Kerchkoff,<sup>45</sup> Tefft,<sup>46</sup> Wax<sup>47</sup>) have all reported a statistically negative relationship between alienation and academic achievement. However, these researchers have concentrated their attention on the cultural stress that ensues because of the conflict of norms and values between the Indian and White societies. Correspondingly, they have concluded that because of this cultural conflict basic elements emerge which give rise to certain behavioural patterns, and these can be identified as alienation. One of the resultant effects of this alienation is a high degree of personality disorganization of the Indian student, which is not only manifested in a steady decline in the level of school

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<sup>43</sup> J. Bryde and B. Spilka, Alienation and Achievement Among the Oglala Sioux Secondary Students, unpublished paper, University of Denver, Denver, Colorado, 1964, 1-20 p.

<sup>44</sup> J. Bryde, The Sioux Indian Students: A Study of Scholastic Failure and Personality Conflict, unpublished doctoral dissertation, University of Denver, Denver, Colorado, 1965, 1-190 p.

<sup>45</sup> Alan C. Kerchkoff, "Anomie and Achievement Motivation: A Study of Personality Development Within Cultural Disorganization," in Social Forces, Vol. 37, March 1959, p. 196-202.

<sup>46</sup> Stanton K. Tefft, "Anomy Values and Culture Change Among Teenage Indians: An Exploratory Study," in Sociology of Education, Vol. 40, No. 2, Spring 1967, p. 145-157.

<sup>47</sup> M. Wax, Rose Wax and R. Dumont, "Formal Education in an American Indian Community," in Social Problems, Vol. 2, No. 4, Spring 1964, x-126 p.

achievement, but also his failure to maximize his potential.

#### D. Organization - Alienation Rationale

Accepting the hypothesis that in any cross-cultural setting, the minority individual is likely to be alienated, it can also be theorized that since a great deal of the student's development occurs within the organizational structure of the school, certain situational characteristics of the school may alienate the student from that most important socialization institution.

The theory dealing with the relationship between alienation and the organizational structure also strengthens the need to look at how the individual's attitude to the organization may affect the performance of the tasks prescribed by the organization. Commenting on the kind of relationship that would most likely exist between the complex organizational structure and the organizational participants, Katz and Kahn suggest that:

The effects of the conflict between rising expectations of involvement and the difficulties of communication and participation in a complicated structure of decision making can have three maladaptive effects: (1) It can produce apathy or alienation among certain elements who see themselves hopelessly outside the system. (2) It can produce blind conformity among those who accept the system and its normative requirements as demands external to themselves and for which they have no responsibility. (3) It can result in ferment without form, rebels without a cause, demonstrations without an appropriate target.<sup>48</sup>

Etzioni<sup>49</sup> also proposes three levels of involvement that may be observed in an organization. Alienative involvement refers to the kind of intensive negative attitude which is usually displayed by inmates in prison or enlisted men in basic training. Calculative involvement describes either a negative or positive attitude of low intensity. He suggests that permanent customers fall into this category. Finally, moral involvement describes an orientation of high positive intensity. The devoted parishioner occupies this category. Etzioni concludes that organizations can be placed on an involvement continuum according to the modal involvement of their lower participants, and the individual's degree of involvement can be measured by an attitude scale. In respect

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<sup>48</sup> Daniel Katz and Robert Kahn, The Social Psychology of Organizations, New York, John Wiley and Sons, Inc., 1966, p. 470.

<sup>49</sup> Amatai Etzioni, A Comparative Analysis of Complex Organizations, New York, The Free Press, 1967, p. 9-11.

to the school, an alienation measure should identify the degree of involvement or non-involvement of students in the school.

Corwin proposes a similar kind of relationship when he points out that certain situational characteristics of the school produce various forms of alienation. He states that the excessive parental delegation of authority to the school results in pupil powerlessness;<sup>50</sup> excessive conformity requirements of the school results in pupil aimlessness;<sup>51</sup> increased centralization of administrative functions results in isolation;<sup>52</sup> too much emphasis on extrinsic rewards results in pupil normlessness;<sup>53</sup> and the failure of students to see immediate value in the activities required by the school results in self-estrangement and pupil drop-out.<sup>54</sup>

In a different context, the mass society theorists<sup>55,56</sup> have also articulated a relationship between organizational

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<sup>50</sup> Ronald G. Corwin, A Sociology of Education, New York, Appleton-Century-Crofts, 1965, p. 83.

<sup>51</sup> Ibid., p. 100.

<sup>52</sup> Ibid., p. 132.

<sup>53</sup> Ibid., p. 118.

<sup>54</sup> Ibid., p. 211.

<sup>55</sup> William Kornhauser, The Politics of Mass Society, Glencoe, Ill., Free Press, 1959, p. 1-256.

<sup>56</sup> Leon Bramson, The Political Context of Sociology, Princeton, N.J., Princeton University Press, 1967, 1-164 p.

ties and alienation (powerlessness, isolation). Their major theme revolves around the idea that the destruction of the old community separates the individual from binding social ties, and that this isolation produces a sense of powerlessness which affects the total personality of the individual. Kornhauser proposes that the whole political stability of a society is somewhat dependent upon its citizens being tied meaningfully to the institutions of the community. He proceeds to suggest that active participation in, and commitment to secondary organizations such as church, school, and union serve to mediate between the individual and the society. They also serve as a bulwark against alienation.<sup>57</sup>

There seems to be two related approaches commonly used by the mass theorists to explain participation in an organization or institution. The first deals with the degree to which the individual is structurally isolated or tied to community institutions. The second approach deals with the individual's awareness of his ability or inability to exercise some measure of control with respect to critical decisions which may affect him.

Both Seeman and the mass theorists incorporate in their theoretical framework a structure-alienation-behaviour-sequence. In this paradigm, alienation is considered to be

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<sup>57</sup> Kornhauser, op. cit., p. 110.

the crucial intervening variable; it is produced by the social structure (independent variable); and, in turn, produces distinctive behaviour.

In general, the mass theorists have emphasized the use of kinship, degree of bureaucracy, and impersonality in the contemporary society as their independent variables; alienation (powerlessness, isolation) as the intervening variable; and knowledge of political and international affairs, political passivity and extremism as the gamut of behaviours that constitute the dependent variable. On the other hand, Seeman has utilized the organization-alienation (powerlessness)-knowledge (control relevant information) sequence.

The present study accepts the organization-alienation-knowledge model with some modification of the constructs. Whereas Seeman was inclined to utilize other social institutions (hospital, penitentiary, union) as his organizational variable, this study will use the school; whereas he only studied the powerlessness dimension of alienation, this study will use his five dimensions as a basis for the empirical examination of attitudinal responses toward the school (alienation); finally, whereas Seeman tended to test his respondents on control relevant information, this study will use scores on the 1970 Alberta Battery of Junior High Achievement Tests to determine the level of academic achievement.

#### D. The Spindler-Getzels Rationale

The rationale proposed by Spindler<sup>58</sup> and Getzels<sup>59</sup> is intended to provide an explanation for the apparent changing values held by individuals toward the American school; however, their conclusions in respect to changing values have implications to the process of culture change occurring in the Northwest Territories. Both authors claim that the extent to which traditional or emergent values are held by individuals results in the nature and scope of their attitude toward the school. Although the theory was made in respect to American values, it has definite parallel significance to any situation where a process of culture change is manifested.

On the one hand, Spindler<sup>60</sup> categorizes values as either traditional or emergent. In his opinion, the traditional values of thrift, self denial, the work-success ethic, individualism, and achievement are giving way to the more emergent oriented value system of sociability, consideration

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58 George Spindler, "Education in a Transforming American Culture," in Harvard Educational Review, Vol. 25, No. 3, 1955, p. 145-156.

59 Jacob W. Getzels, "The Acquisition of Values in School and Society," in Francis S. Chase and Harold Anderson (eds.), The High School in a New Era, Chicago, University of Chicago Press, 1958, p. 146-161.

60 Spindler, op. cit., p. 156.

for others, hedonism, and conformity to the group. As a result, he proposes that the

[...] conflicts between groups centering on issues of educational relevance and confusion within the rank and file of educators can be understood best in the perspective of the transforming American culture that proceeds without regard for personal fortune or institutional survival.<sup>61</sup>

Spindler gives the example that older teachers, because of their age and childhood training, will tend to have traditional views, whereas younger teachers, because of their exposure to a more emergent oriented value position, will tend to hold more emergent views. It may be that the same kind of dissonance between traditional and emergent orientation lies at the core of the problem of students' alienation from school. This assumption is proposed in the recent Hawthorn study, which states that:

The non-Indian child taken for comparison is from middle-class home since the school is geared to his needs, values and development, and his early socialization is such that adaptation to school is relatively uneventful.<sup>62</sup>

On the other hand:

[...] for the Indian child the school is an entirely new phenomenon with new cultural items and some of his previous patterns of learning are not of value in the school situation. The Indian child is faced with the problems of overcoming disparate patterns of learning and of acquiring a new role in an unfamiliar setting.<sup>63</sup>

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61 Ibid., p. 156.

62 Hawthorn, op. cit., p. 109.

63 Ibid., p. 110.

Elaborating on Spindler's traditional emergent value framework, Getzels suggests a similar pattern which he labels "sacred" and "secular" values. According to him, the sacred values such as democracy, individualism, equality and human perfectability are the core of American life, and have remained unchanged. At the same time, he emphasizes that one's philosophy of life determines to a great extent his interpretation of these values. In contrast, Getzels considers that the secular values of achievement, orientation towards the future, personal independence, and self denial are in the process of considerable change. For example, achievement and hard work are giving way to sociability; orientation toward the future is giving way to present-time orientation; personal independence is giving way to group conformity; and respectability and moral commitment are giving way to attitudes without strong personal commitment. Getzels suggests that these changing values are the initiators of value conflict, because they are held in varying degrees by different people in the school and the community. As a consequence:

We have, side by side in the community and in the educational institutions a kaleidoscope of shifting and confusing, if not absolutely contradictory, assumptions about life and the values that are really ours.<sup>64</sup>

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<sup>64</sup> Getzels, op. cit., p. 154.

Again, one may or may not be able to ascribe sacred or secular values to the Indian-Metis or White student of the Northwest Territories; however, the fact remains that since the schools are geared to meet the needs of the middle-class society, the Indian-Metis student because of his different socialization process has to restructure his previously internalized value orientations with a system of value orientation which coincides with those of the school. The Hawthorn study substantiates this viewpoint in its comprehensive analysis of the differences that exist between White and Indian students in the areas of the early socialization process, environmental, and physiological factors. In analyzing one of the implications of these differences, the Report states:

The strong sense of autonomy and independence and the considerable strengths developed by young Indian children in their own milieu appear not to provide them with any confidence in themselves when they are overwhelmed with the demands of the rigid school system.<sup>65</sup>

Accepting the Spindler-Getzels rationale which suggests that differential values in our schools create conflicts and misunderstandings, one may expect two major types of conflicts from the interaction between students and the institution: (1) conflict resulting from the discrepancy

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<sup>65</sup> Hawthorn, op. cit., p. 115.

between the values of his parents and those of the school; (This can be referred to as lack of value congruence.) and (2) conflict resulting from a variation between the demands of the school and the student's understanding of his role expectations. (This can be referred to as lack of value consonance.) It is, therefore, hypothesized that both value congruence and value consonance will have an effect on the academic achievement of the student; however, this study will focus on the lack of value consonance which will be reflected in a negative attitude toward the school.

#### E. The Consequences of Academic Achievement

The essential rationale for considering academic achievement as an indicator of alienation from school lies in the consequences that academic achievement has on the individual's freedom to choose and to exercise some control over his life experiences. It is proposed that if the student perceives that he has little or no control over his achievement status, and feels that his success or failure is dependent on external forces, then he will not be able to maximize fully his potential in a school situation where intrinsic rewards are stressed. Correspondingly, it is postulated that alienation from school is a barrier to positive academic achievement.

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65 Hawthorn, op. cit., p. 115.

It is evident that in our modern technological society, access to socially valued and personally satisfying goals is becoming more and more dependent on the level of academic and vocational achievement. In fact, routes of access to the valued statuses, other than formal education and training, have become almost non-existent. Although academic achievement is not the only indicator of adaptation or maladaptation to the school, Friedenber<sup>66</sup> and Goldman<sup>67</sup> have justified underachievement as a symptom of adolescent alienation from conditions both in the school and society. Moreover, McClelland et al.<sup>68</sup> have indicated that underachievement constitutes a serious drain on the society's reservoir of talent and on the individual's chances to realize a sense of worth and fulfillment in the increasingly complex technological society. Therefore, it follows that if the student is to adapt to the achievement oriented school, and thus express positive attitudes toward the institution, he needs not only to control the performance of his assigned learning tasks with some degree of efficiency, but the performance of school

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66 E. Friedenber<sup>g</sup>, The Vanishing Adolescent, Boston, Beacon Press, 1959, 1-144 p.

67 P. Goldman, Growing Up Absurd, New York, Random House, 1956, 1-296 p.

68 D.C. McClelland et al., Talent and Society, Princeton, Van Nostrand, 1958, vii-275 p.

tasks must show some promise that such assignments will in the long run be of significant value to his future orientation.

One of the foremost modern incentives given for research on the relationship between attitudes to school and academic achievement comes from the Coleman<sup>69</sup> report. It claims that whatever measure was chosen to investigate the achievement of the disadvantaged child, the attitudinal variables (self-concept, success in school, sense of control of the environment) had the strongest relationship to achievement. The report concludes that:

[...] a pupil attitude factor which appears to have a stronger relationship to achievement than do all school factors together is the extent to which the individual feels that he has some control over his destiny.<sup>70</sup>

Another general significance for the empirical examination of the relationship between academic achievement and student's attitude toward school is derived from the generally accepted fact that attitudes reflect a basic outlook on life, and they affect the way in which people adjust to, or cope with, their social environment. Based on this premise, it is surmised that positive attitudes toward acceptable societal institutions reflect the extent to which the individual has become socialized; that is, the extent to which he has

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69 James S. Coleman et al., Equality of Educational Opportunity, Washington, U.S. Government Printing Office, 1966, vi-737 p.

70 Ibid., p. 23.

incorporated the basic meanings and values of the society. In respect to the school, it can be assumed that the greater the extent to which the student adjusts to the institution, the greater is his opportunity to internalize the meanings and values which constitute not only the goals of the institution, but also the values inherent in his society.

There is no doubt that the school is considered to be the most important socialization instrument of the society, and also the main channel for personal growth and achievement. At the same time, the ability to read and write (academic achievement) has become the hallmark for success both in and out of school. It seems logical to conclude that attitudinal responses toward the school can be interpreted as a measure of a student's satisfaction or dissatisfaction with the school, and can be used as an indicator both to his level of social maturity and academic achievement. In fact, the problems of adjustment to the school may be an essential factor which underlie the apparent manifestation of lowered academic achievement. For the Indian-Metis student, underachievement may be symptomatic of the problems of adjustment to school, teachers, and peer group. In this respect Etzioni's analysis of organizational dilemmas may also apply to schools. He contends that:

[...] Many people who work for organizations are deeply frustrated and alienated from their work. [...] Satisfied workers usually work harder and better than frustrated ones [...] organizational rationality and human happiness go hand in hand [...]. The problem of modern organizations is thus how to construct human groupings that are as rational as possible, and at the same time produce a minimum of undesirable side effects and a maximum of satisfaction.<sup>71</sup>

Parsons and Shils<sup>72</sup> theory of action provides a conceptual framework for the study of socialization as an important aspect in the life of a student. In this context, socialization is primarily a developmental learning process by which the individual internalizes the cultural elements of the society. A fundamental aspect of this process is the success with which the person is able to acquire the cultural elements of his society. Based on this rationale, it can be argued that the manifestation of value acquisition is exhibited in the student's tendency to internalize and conform to the norms and standards of conduct institutionalized in his society. The school and the family are the two major socializing agents through which the student can maximize this potential; however, in a cross-cultural situation, there exists a conflict between

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<sup>71</sup> Amatai Etzioni, Modern Organizations, Englewood Cliffs, N.J., Prentice-Hall Inc., 1964, p. 2.

<sup>72</sup> Talcott Parsons and Edward Shils, Toward a General Theory of Action, Cambridge, Harvard University Press, 1954, xi-506 p.

the expectations held for the child by the school, and that held for him by the family.

Consequently, it can be implied from Parsons and Shils' theory that the student who is exposed to the influence of primary and secondary socializing agents, whose value expectations are congruent, the agents are likely to reinforce each other's influence in value development. The eventual result would be an accurate perception of cultural expectations. This is the position of the White student in the Northwest Territories; conversely, in most cases, the Indian-Metis cultural experiences do not coincide but overlap in that, while at school, he conforms to the value expectations of that institution; concurrently, he also has to cope with the fact that his cultural heritage is different, and thus cannot help but be influenced by its expectations and systems of sanctions.

In conclusion, the extent to which socializing agents institutionalize cultural value expectations that complement each other, they reinforce, extend or supplement the socializing influence of each other. On the contrary, the extent to which they differ, they generate value conflicts in the student which affects his ability to actualize his potential in an educational institution. What is implied is that to function with some measure of success within the institution, the student must achieve some degree of consistency in his conformity to the value expectations of the school. In fact,

this consistency is an indication to which the student has achieved a measure of congruency of the internalization of values. Parsons and Shils summarize the relationship between the cultural, social, and personality systems this way:

[...] systems of value standards and other patterns of culture, when institutionalized in social systems and internalized in personality systems, guide the actor with respect to both orientation to ends and the normative regulation of means and of expressive activities, wherever the need-dispositions of the actor allow choices in the matter.<sup>73</sup>

Implicit in Parsons and Shils' theory is the idea that satisfaction with the organization is a function of congruence of institutional expectations with the internalization of value orientations. In respect to the school, it is implied that the achievement of success within the institution is dependent upon the degree to which the internalized value orientations coincide with those of the school. The above assumption is of particular significance to the study because it will be subjected to empirical testing. Having outlined various aspects of the theoretical rationale, the following section reviews empirical studies related to the research area.

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73 Ibid., p. 56.

## 2. Empirical Views.

This section of the chapter provides reviews of empirical research on the relationships between alienation measures and certain independent experimental variables, which seem to have relevance and significance to this research. It begins with an analysis of studies which viewed the relationship between alienation and socio-cultural factors, then proceeds to look at alienation within the organizational structure, alienation and achievement and, finally, alienation and achievement of the American Indian.

### A. Alienation and Socio-cultural Factors

A number of studies which tend to support the hypothesis of a negative inverse relationship between socio-cultural factors and various measures of alienation are reviewed in this section.

Dean<sup>74</sup> developed a tri-dimensional measure of alienation (powerlessness, normlessness, and social isolation) which he distributed to a randomly selected population of 384 adults. He hypothesized that: (1) there is a negative correlation between social status as measured by a modified version of the

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<sup>74</sup> Dwight G. Dean, "Alienation: Its Meanings and Measurement," in American Sociological Review, Vol. 26, No. 26, October 1961, p. 753-758.

North-Hatt Occupational Prestige Scale, and alienation and its several components; (2) there is a positive correlation between advancing age and alienation and its components; and (3) there is a negative correlation between rural background and alienation and its components. Although the hypotheses were sustained at statistically significant levels, Dean pointed out that because of the low correlation coefficients, he could not accurately predict the degree of alienation from the score of any of the five social correlates measured (occupation, education, income, age, community).

The value of this study is that the results support the generally accepted hypothesis of a negative correlation between alienation and socio-economic status; at the same time, the low order correlations also suggest that alienation may not be a personality trait, but a situation relevant variable.

Using a sample of 207 Whites and 99 Negroes, Middleton<sup>75</sup> examined the relationship between alienation (powerlessness, meaninglessness, normlessness, isolation, and estrangement) and socio-cultural factors in a small southern city. He reported that social conditions of deprivation were negatively related to alienation; moreover, subordinate racial status and

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<sup>75</sup> Russell Middleton, "Alienation, Race, and Education," in American Sociological Review, Vol. 28, No. 6, December 1963, p. 973-977.

limited education were also strongly associated with all but one type of alienation--cultural estrangement. Although such factors as occupation, family income, and sex were all related to alienation, the coefficients of association were not as high as those for race and education. The study also indicated support for Marx and Fromm's contention that self-estrangement lies at the core of the alienation syndrome. This was evidenced by the fact that, with the exception of cultural estrangement, there was a high intercorrelation among each type of alienation; however, self-estrangement correlated most highly with the others.

Also apparent was the pervasiveness of alienation among Negroes, with the largest differences occurring on estrangement from work, and on the normlessness dimension. It may be that the high incidence on estrangement from work displayed by Negroes resulted from the imbalance in the occupational structure of the community (72 per cent Negroes employed either unskilled or semi-skilled as compared to 14 per cent Whites); whereas the high incidence on the normlessness dimension may be the result of the feeling by Negroes that racial discrimination reduces the achievement of the culturally success goals.

In a similar study, Bell<sup>76</sup> reported that anomie as measured by the Srole Anomie Scale<sup>77</sup> was inversely related to each of the following variables: the economic status of the neighbourhood within which a respondent lives; the individual's economic status as measured by occupation, income, and education.

In a post factum analysis, Bell and Meier<sup>78</sup> administered the Srole Anomie Scale and a multi-dimensional index to a sample of adults who varied widely in economic and social status. Their basic hypothesis was that socially structured limitations in access to means of the achievement of life goals produce anomie in the individuals affected. The findings supported the hypothesis, for there was a very high negative correlation between anomie and the achievement of life goals. It was also disclosed that the lack of opportunity to achieve these goals was largely dependent on factors such as occupation, education, class identification, participation in formal and informal organizations, and religious preference.

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76 Wendell Bell, "Anomie, Social Isolation, and the Class Structure," in Sociometry, Vol. 20, No. 2, June 1957, p. 105-116.

77 Leo Srole, "Social Integration and Certain Corollaries: An Exploratory Study," in American Sociological Review, Vol. 21, No. 6, 1956, p. 709-716.

78-~~87~~ Wendell Bell and Dorothy Meier, "Anomie and Differential Access to the Achievement of Life Goals," in American Sociological Review, Vol. 24, No. 2, April 1959, p. 189-202.

Keniston<sup>88</sup> has extended the empirical base and in a different context has identified four major characteristics of the alienated student. In this socio-psychological study, alienation is defined as a rejection of the dominant values, roles, and institutions of the society. The major purpose of the research was to examine the roots of alienation in a group of alienated Harvard students who, according to Keniston, had no right to be alienated since their rejection of the dominant values was considered to be primarily ideological. In support of his contention, he makes the point that the students were not delinquents, psychotics, or revolutionaries, but merely disaffected young men.

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<sup>88</sup> Keniston, op. cit., p. 13-180.

After a series of intensive long-range psychological tests, the students were divided into three categories: twelve extremely alienated; twelve extremely non-alienated; and the control group which was not extreme in either way. Subsequent to the classification, these students participated in a variety of structured and unstructured experimental procedures. From his analysis of the data, Keniston identifies four major characteristics of the alienated students' attitude toward the United States culture: (1) distrust of commitment; (2) pessimistic existentialism; (3) anger, scorn, and contempt; and (4) aesthetic quest.

Keniston's central theme was that there are certain destructive social and cultural elements in American society which cause well-adjusted youth to become uncommitted or apathetic to the accepted values. Among the crucial factors are: a loss of sense of historical relatedness, a loss of the traditional community and intact task, and a loss of a compelling positive vision of the individual and collective future.<sup>89</sup> According to him, alienation results as a response to major collective estrangements, social strains, and historical losses in our society, which predispose certain individuals to reject their society and later shape the particular ways they do so.<sup>90</sup>

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89 Ibid., p. 475.

90 Ibid., p. 204.

The studies dealing with the relationship between alienation and socio-cultural factors are significant to this research because they provide a theoretical rationale for hypothesizing a negative correlation between measures of alienation and socio-cultural factors.

The justification for attempting the present study lies in the fact that there exists a parallel between lower socio-economic groups and minority ethnic groups in that they seem to be both victims of what Merton refers to when he contends that, although incentives for success pervade all levels of the class structure, those at lower socio-economic levels must turn to illegitimate means for reaching these goals since the more legitimate means are less accessible.<sup>91</sup> In the context of this study, the illegitimate means are reflected in alienative attitudinal or behavioural responses. Rosen<sup>92</sup> adds another perspective to the argument when he proposes that although social class is significantly and directly related to vocational aspirations, ethnicity accounts for more variance than social class.

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91 Merton, op. cit., p. 131-194.

92 Bernard Rosen, "Race, Ethnicity and the Achievement Syndrome," in American Sociological Review, Vol. 24, No. 1, February 1959, p. 47-60.

## B. Alienation Within the Organizational Framework

A major emphasis in this study deals with the alienation of students from school, based on their attitudinal responses toward that institution. In general, the following studies seem to engender the idea that the nature and scope of the organizational or institutional framework can be used as a guide to the recognition of the individual's personal and subjective reactions to that organization.

Blauner,<sup>93</sup> in an exhaustive study, attempted to demonstrate and explain the uneven distribution of alienation among factory workers in American industry. He focused his attention on the relationship between technology, division of labor, social organizations, and economic structure as sources of alienation.

Blauner reported that there was no conclusive evidence to prove whether or not the factory worker of today is alienated.

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93 Robert Blauner, Alienation and Freedom, Chicago, University of Chicago Press, 1964, p. 1-6.

Specifically, he found that members of the craft industries were usually highly integrated on the basis of the tradition and norms of the various occupational specialties. As a consequence, social isolation was low because of the skilled workers' loyalty to, and identification with, his particular craft and trade union. On the other hand, because the majority of workers in the machine industries was made up of low skilled labor forces, they had less identity and autonomy, and consequently were less integrated socially. To emphasize the effect that strong loyalties have on the satisfaction of the worker, Blauner mentions that southern textile workers manifested greater group cohesiveness and displayed greater social integration than the machine industry workers. He attributes this to the apparent close relationship which existed between the industrial environment and the local community.

Finally, workers in the automobile assembly line manifested cynicism toward authority and institutional systems, and a volatility toward authority and infringements on personal rights.<sup>94</sup>

Defining alienation as subjectively experienced powerlessness to control one's own work activities, Pearlin<sup>95</sup> also studied the way in which certain structures within a mental hospital have an effect on the degree of alienation among the nursing staff. The three aspects of the organizational framework examined were: its authority structure, opportunity structure, and work groups.

The findings illustrated that alienation was most likely to occur when authority figures and their subordinates stand in great positional disparity; when communication between supervisor and worker discouraged exchange of opinions; and when authority was exercised in relative absentia. It was also reported that alienation was conspicuous among limited achievers, and low among high achievers; however, satisfaction with rewards of pay, promotion and social mobility tended to reduce alienating tendencies. Conversely, dissatisfaction with these rewards appeared to cause alienation. Finally, job

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<sup>94</sup> Ibid., p. 175-178.

<sup>95</sup> Leonard I. Pearlin, "Alienation from Work: A Study of Nursing Personnel," in American Sociological Review, Vol. 27, No. 3, June 1962, p. 314-326.

isolation accompanied by the lack of affective bonds between fellow employees resulted in evidences of alienation.

Confining his investigation to an agricultural co-operative organization, Clark<sup>96</sup> examined the relationship between alienation (powerlessness) and satisfaction (the degree to which the expectations of cooperation were perceived by the members to have been achieved). His findings revealed that alienation scores varied widely among members; moreover, alienation was highly related to members' satisfaction with the organization, whereas lower relationships existed between knowledge and participation. Although Clark admits that his measuring scale was inadequate, nevertheless the significance of this research is that it confined the study of alienation within a unit social system rather than within the whole society.

It is assumed that by studying alienation in a single social system, as this present study proposes to do, one may be better able to evaluate both the extent of member alienation, and the relationships among alienation, satisfaction with, participation in, and knowledge of that social system.

The fact that the findings indicate that "the more powerless the members of an organization feel, the more likely

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<sup>96</sup> John Clark, "Measuring Alienation Within a Social System," in American Sociological Review, Vol. 24, No. 6, December 1959, p. 849-852.

they are to be satisfied with its operations,"<sup>97</sup> invites a further testing of the hypothesis in another organization, for it is theorized that the individual's satisfaction with an organization is relative to the level of his task performance.

The need for satisfaction and identification with the organization is further verified by Neal and Seeman's<sup>98</sup> study of the relative incidence of alienation (powerlessness) among workers associated with a work-based organization, as compared to those not associated with a work-based organization. Their basic premise suggests that a strong presumptive tie exists between the values of success and achievement and the two key variables--organization membership and powerlessness.

Their prediction was borne out by the results collected from a questionnaire distributed to 450 workers in Columbus, Ohio. It was revealed that members of work-related organizations were generally lower in powerlessness than non-members; this difference was sustained under appropriate controls for socio-economic status and mobility. It was further revealed that the predicted differences in powerlessness were largest among mobility oriented workers, while among the non-striving white-collar workers the general pattern was reversed. In

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97 Ibid., p. 851.

98 Arthur Neal and Melvin Seeman, "Organizations and Powerlessness: A Test of the Mediation Hypothesis," in American Sociological Review, Vol. 29, No. 2, April 1964, p. 216-226.

the latter case, organization membership and high powerlessness were found together. In an attempt to explain the lack of definite verification of the mediation thesis, the authors suggest that:

[...] the key to the matter may be in the different meanings attached to organizational life by the manual as compared with the non-manual workers, and by the strivers as compared with non-strivers.<sup>99</sup>

The significance of this study lies in the fact that it does lend some support to the theorists who believe that powerlessness, as a variant of alienation, is a function of the lack of mediating organizational ties.

In a study of the dimensions of alienation among 109<sup>4</sup> randomly chosen manual and non-manual workers, Neal and Rettig<sup>100</sup> examined whether Seeman's conceptual independence of the different meanings of alienation can be empirically supported. They found support for a conceptual separation of the alternative meanings of alienation. This conclusion was drawn because for both manual and non-manual workers the powerlessness, normlessness, and Srole's Anomie Scale emerged as unrelated dimensions. Moreover, contrary to the previous findings by Neal and Seeman, the researchers found no relationship between mobility values and alienation.

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99 Ibid., p. 225-226.

100 Neal and Rettig, op. cit., p. 599-608.

The value of this study is that it provides empirical support for the multi-dimensionality of alienation as proposed by Dean,<sup>101</sup> Seeman,<sup>102</sup> Neal and Rettig,<sup>103</sup> and Struening and Richardson.<sup>104</sup>

Following along the same lines, Zurcher et al.<sup>107</sup> used a unidimensional measure of alienation to examine by cross-cultural comparison whether the components of a work situation in which an organizational expectation influenced by the culture of one society is in conflict with the modal employee value, influenced by the culture of another society. The study is

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101 Dean, op. cit., p. 753-758.

102 Seeman, "On the Meaning of Alienation," p. 670-677.

103 Arthur Neal and Solomon Rettig, "On the Multi-dimensionality of Alienation," in American Sociological Review, Vol. 32, No. 1, February 1967, p. 54-64.

104 Elmer Streuning and Arthur Richardson, "A Factor Analytic Exploration of Alienation, Anomie, and the Authoritarian Domain," in American Sociological Review, Vol. 30, No. 5, October 1965, p. 768-776.

105-107 Louis A. Zurcher, Susan Zurcher and Arnold Meadow, "Value Orientation, Role Conflict, and Alienation," in American Sociological Review, Vol. 30, No. 4, August 1965, p. 539-548.

based on Parsons and Shils' general theory of action which states that:

[...] in any given social situation, the actor's cultural background will influence his choice between the horns of the dilemma presented by each pattern variable. Thus, if an individual is placed in a situation in which he must choose between particularism (duty to a friend) and universalism (duty to an abstract society), his choice will reflect the pattern of his parent culture.<sup>108</sup>

The sample was comprised of 250 bank employees whose ethnic status included Spanish-speaking Mexicans, Anglo-Americans, and Spanish-Americans. The results from the data collected from the Pearlin Alienation from Work Scale and the Stouffer Role Conflict Scale indicated the following: The Mexican group was more particularistic than the Mexican-American who, in turn, was more particularistic than the Anglo-Americans; the Mexicans were significantly more alienated from work than the Mexican-Americans; but the Mexican-Americans were not significantly more alienated than the Anglo-Americans; finally, alienation was significantly and positively correlated with particularism, and significantly negatively related with longevity, position level, satisfaction with position, and plans to continue working in the bank. Correlations among the same variables for each cultural group revealed a positive

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<sup>108</sup> Parsons and Shils , op. cit., p. 76-77.

significant correlation between alienation and particularism for the Anglo-Americans, but not for the Mexicans or Mexican-Americans.

The value of this is that it reinforces the accepted theory that cultural values have some impact on the behavioural attitudes of individuals, thus supporting Parsons and Shills' assumption that particularism is influenced by culture. It would seem that because the bank was considered to be a universalistic oriented work organization, employee particularism contributed to alienation from work. What is implied here is that the compatibility of one's value orientation coupled with externally imposed expectations of work within an organization is one of the determinants of alienation from work. In the light of this, the theory can be empirically tested to ascertain whether in a cross-cultural educational system externally imposed expectations of school tasks is also a determinant of student alienation from school.

A number of studies have looked at the extent to which the schools conform to a bureaucratic model; however, Kolesar,<sup>109</sup> in a very thorough study significant to this research, examined the degree of client alienation in organizations varying in

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109 Henry Kolesar, An Empirical Study of Client Alienation in the Bureaucratic Organization, unpublished doctoral dissertation, University of Alberta, Edmonton, 1967, xvii-244 p.

degree and type of bureaucratization. The organization studied consisted of twenty public high schools in Alberta whose clients were students. The study was designed to determine whether or not pupils were more highly alienated in certain types of bureaucratic schools than in other types. The theoretical rationale was based on the idea that client alienation is one of the dysfunctions of bureaucratic structure in service organizations such as schools.

The findings revealed:

1. Schools differed significantly in type of bureaucratic structure.
2. Significant differences on the degree of pupil alienation were found consistently on the powerlessness dimension and on total scores. Differences on the other dimensions were found in some groups of schools, but not among others.
3. Pupil powerlessness and total scale scores were found to be significantly higher in monocratic and in punishment-centered schools than in representative bureaucracies.
4. Pupil powerlessness and total scale scores were found to be significantly higher in schools where scores on the bureaucratic dimension of authority were high.

The importance of the study lies in its attempt to extend alienation theory by investigating the organizational or structural variables which can be related to the concept. In other words, its significance lies in the apparent successful use of alienation to predict the bureaucratic structure of the school.

The above studies suggest that the apparent dysfunctional nature of some organizations is reflected in the alienation of its clients. Specifically, the degree of alienation is related to the bureaucratic structure of the organization. They also imply that in a cross-cultural situation, alienation within the organization stems largely from the role and value conflicts caused by the institutional expectations.

Both theorists and researchers have established the fact that the institution or organization can and does affect both the attitudes and the personality of the worker; however, in most cases, they have been concerned with variables such as authority structure, opportunity structure, or economic reward. It seems logical to assume that there is some importance in studying how the intellectual demands of the school affect the attitudes of the students.

### C. Alienation and Achievement

One of the fundamental considerations in this study is the examination of the relationship which might exist between alienation and achievement. The following studies focus on that relationship, and generally support a negative correlation between measures of alienation and various indices of achievement.

Seeman and Evans,<sup>113</sup> confining their investigation to patients in a tuberculosis hospital, sought to show whether alienation (powerlessness) is related to poor knowledge in control-relevant domains of information. It was hypothesized that the patient's sense of powerlessness would be a decided factor in his knowledge of tuberculosis; correspondingly, high alienation would be associated with poor learning. The findings confirmed the predictions since patients who were high on alienation achieved low on an objective knowledge test on their illness, whereas those who were low on alienation scored high on the same test.

In a similar study, Seeman<sup>114</sup> extends the previous work done by Evans and himself by examining the relationship

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110-113 Seeman and Evans, op. cit., p. 772-782.

114 Seeman, "Alienation and Social Learning in a Reformatory," p. 270-284.

between alienation (powerlessness) and social learning in a reformatory, where the inmate's learning and his institutional behaviour could be jointly considered. Correcting what he considered a flaw in the design of the first experiment, Seeman included new knowledge to be learned. The sample was comprised of eighty-five inmates who met the criterion of having an IQ of at least a hundred and a grade IX education.

The central hypothesis was based on the assumption that since the alienated inmates would display low expectancies for control, they would learn less about parole items than the unalienated. It was also hypothesized that different degrees or kinds of learning would characterize those reformatory inmates who hold an alienated view of their circumstances, since they would believe that fate or society controlled their destiny.

The hypotheses were all supported by the data. It was found that inmates who were relatively high on alienation (powerlessness) learned less when exposed to parole relevant information. Seeman considers that the significance of the results:

[...] lies in the fact that the inmate's learning of corrections--relevant information is shown to be related not only to his generalized expectancies for control, but to his behaviour--both outside the prison and inside it--which presumably reflects such expectancies. And, what is more, the results consistently show that learning is selective in that it takes into account the personal control implications of what is there to be learned.<sup>115</sup>

The need for comparative data necessitated a replication of previous studies, thus Seeman<sup>116</sup> added these two new features to this study: (1) new type of sample--non-American Swedish university students; and (2) a new domain of knowledge--nuclear.

Again, the major hypothesis was that those students who were high on alienation (powerlessness) will manifest inferior knowledge in control relevant areas. In other words, the student's level of nuclear knowledge would correlate negatively with powerlessness, but that the cultural test score would be unrelated to alienation. The findings supported the hypothesis, as it was found that high powerlessness went with poor nuclear knowledge; whereas, alienated and unalienated students did not manifest any difference in cultural information.

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115 Ibid., p. 282.

116 Melvin Seeman, "Powerlessness and Knowledge: A Comparative Study of Alienation and Learning," in Sociometry, Vol. 30, No. 2, June 1967, p. 105-116.

A similar study<sup>117</sup> also undertaken in Sweden among a sample of a male work force also seems to support the thesis that:

[...] an individual's generalized expectancy for control of his outcomes (i.e. his sense of powerlessness) governs his attention to, and acquisition of, information available in the environment.<sup>118</sup>

Epperson<sup>119</sup> took his cue from the many research studies which recommend a narrowing of the vacuum that exists between social output (affective support in the student's environment), and the behavioural output of the student (academic achievement and student's affection for others in the classroom). His study was designed to examine the relationship which might exist between the degree of student's exclusion from the classroom, his feeling of alienation (isolation, powerlessness), and his performance of classroom tasks in relation to his measured ability. The theoretical assumption proposed is based on the idea that isolation and powerlessness as forms of alienation grow out of the social conditions of exclusion, and this results in a psychological

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117 Melvin Seeman, "Alienation, Membership and Political Knowledge: A Comparative Study," in Public Opinion Quarterly, Vol. 30, Fall 1966, p. 353-368.

118 -----, "Powerlessness and Knowledge: A Comparative Study of Alienation and Learning," p. 105.

119 D. Epperson, "Some Interpersonal and Performance Correlates of Classroom Alienation," in School Review, Vol. 71, No. 3, Autumn 1963, p. 362-375.

process that consumes energy, thus making it difficult for the student to maximize his academic potential.

Data collected from 753 pupils (Grades 3 - 12) and teachers indicated that a high degree of both powerlessness and isolation were related to low achievement of a student's academic potential. The significance of this study is that it lends strong theoretical support for a negative correlation between alienation and academic achievement.

The above studies by Seeman et al. are significant to this study because they lend support to the theory that alienation (powerlessness) defined as an expectancy for control is a factor in determining the level of achievement in control relevant material. This idea is similar to the theory proposed by Rotter.<sup>120</sup> This theory claims that people who respond on the internal locus of control direction on the locus of control scales tend to learn more than those who respond on the external locus of control direction. Empirical evidence with children to support this contention has been provided by Crandall, Katkovsky and Preston<sup>121</sup> who examined

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<sup>120</sup> J.B. Rotter, "Generalized Expectancy for Internal versus External Control of Reinforcement," in Psychological Monographs: General and Applied, Vol. 80, No. 1, Whole No. 609, January 1966, p. 1-28.

<sup>121</sup> V.J. Crandall, W. Katkovsky and A. Preston, "Motivational and Ability Determinants of Young Children's Intellectual Achievement Behaviour," in Child Development, Vol. 33, 1962, p. 643-661.

the relationship between locus of control and achievement among primary grade children.

Using the Intellectual Achievement Responsibility Questionnaire (IAR) which was developed to evaluate the attitudes of children to their personal responsibility in school situations, they found that the boys who scored in the internal locus of control direction were involved in more intellectual activities than those who scores in the external locus of control direction. This finding did not hold for the group of girls who participated in the study.

In a subsequent study, Crandall et al.<sup>122</sup> examined the relationship between IAR scores of 923 children from grades 3 to 12 and measures of academic achievement. They reported that the manifestation of self responsibility (internal locus of control) was related to a high level of performance on both standardized tests and marks assigned on report cards.

Battle and Rotter,<sup>123</sup> distributing the Children's Picture Test of Internal-External Control to eighty 6th and

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122 V.C. Crandall, W. Katkovsky and V.J. Crandall, "Children's Beliefs in Their Own Control of Reinforcement in Intellectual Academic Situations," in Child Development, Vol. 36, No. 1, March 1965, p. 91-109.

123 E.S. Battle and J.B. Rotter, "Children's Feelings of Personal Control as Related to Social Class and Ethnic Group," in Journal of Personality, Vol. 31, No. 4, December 1963, p. 482-490.

8th grade students selected on the basis of sex, race, and social status, found that the locus of control measures were related to social class and race. On the one hand, middle-class White and Negro children were found to be more internally oriented than lower-class children. On the other hand, the lower-class Negro children tended to be more externally oriented than the lower-class White group.

Patsula,<sup>124</sup> in a study very relevant to this research, examined the interrelationships among measures of alienation, introversion, and achievement of 371 Grade X Edmonton, Alberta students, statistically controlling for sex and socio-economic status and experimentally controlling for scholastic aptitude. The study was designed to test two major hypotheses: (1) the relation of alienation to academic achievement; and (2) the relation of introversion to achievement.

Alienation was defined as a syndrome whose main component was the subjective feeling of powerlessness, and introversion was viewed as the direction of one's thoughts inward and the tendency to withdraw from social contact. The theoretical rationale of the study revolved around two ideas: (1) the pervasive feeling of alienation was a detriment to

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<sup>124</sup> Philip J. Patsula, The Relation of Alienation and Introversion to Academic Achievement Among Grade Ten Students, unpublished M.Ed. dissertation, University of Alberta, Edmonton, 1968, 1-146 p.

positive academic achievement; and (2) the introverted student will be inclined more toward academic pursuits than the extraverted.

The findings supported the hypothesis of a significant positive relationship between introversion and academic achievement. However, the hypothesis of a significant negative relationship between alienation measures and achievement measures was rejected. At the same time, there was a trend towards a negative relationship between the powerlessness aspect of alienation, but a positive relationship between social isolation and achievement. Of significance was the fact that girls were found to have more significant correlates than boys. This apparent lack of significant relationship between alienation and academic achievement, and the significant relationship among girls but not among boys is contrary to the findings of the bicultural study of Bryde,<sup>125</sup> and thus necessitates further investigation of the sex differences as an important variable to study. In respect to the minor hypotheses it was found that: there were some significant intercorrelations between alienation and introversion;

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125 Bryde, op. cit., 1-190 p.

significant sex differences with respect to alienation measures (boys had higher alienation scores than girls), but not in respect to introversion; finally, the hypothesis of a negative linear relationship between socio-economic status and alienation was generally rejected. The latter finding is inconsistent with the previous research done by Meier and Bell,<sup>126</sup> Middleton,<sup>127</sup> Dean,<sup>128</sup> and Mizruchi.<sup>129</sup> Although socio-economic status is not a variable in this study, there is some evidence to associate the level of socio-economic status with ethnic affiliation. It would be interesting to see whether the results obtained in an analysis of the relationship between alienation and ethnicity parallel Patsula's findings in respect to socio-economic status.

Patsula suggested that the lack of verification of a negative correlation between alienation and achievement may be due to the inadequacy of aggregate achievement scores as a behavioural variable. In spite of this, the present study utilized aggregate scores as a measure of academic achievement because in a cross-cultural situation they may indicate a

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126 Meier and Bell, op. cit.

127 Middleton, op. cit.

128 Dean, op. cit.

129 Ephraim Mizruchi, Success and Opportunity: A Study of Anomie, New York, Free Press of Glencoe, 1964, viii-204 p.

truer picture of academic achievement in terms of the curriculum, rather than a standardized achievement test. It is currently recognized that the data collected in cross-cultural empirical studies may be misleading because most instruments or techniques were developed for application in a specific society. Therefore, the validity of the data will always pose a problem. However, until a real science of cross-cultural testing is developed the only other alternative is the adaptation of instruments, with strict control of important variables.

In conclusion, the studies cited above tend to support a hypothesis of a negative relationship between alienation and achievement. The general theoretical speculation formulated is that the individual's sense of personal control (alienation) is important to the learning process and to organization membership. It would seem that alienation in the powerlessness sense serves as a hypothetical intervening variable between the individual's social circumstances (i.e., structural place) and his social learning. If this theory is correct, then the connection between alienation and achievement should hold cross-culturally, in a variety of institutional contexts, and using an achievement measure derived from scores based on an end-of-year examination. The present study is an attempt to extend or reject the theory by examining the problem in a cross-cultural context.

## D. Alienation and the American Indian

The research reported thus far ascertained alienation differences by primarily focusing on normal samples; a number of investigations, however, have attempted to detect differences through the study of cross-cultural populations. For example, Tefft<sup>130</sup> examined the relationship between anomie, values and culture change among two groups of teenage Indians. The theoretical base for the study hinged on research findings which tend to suggest that in some situations of culture contact, conflict between value systems within a minority group may produce anomie. This is similar to Merton's hypothesis which postulates that "it is the conflict between the cultural goals and the availability of institutional means which produce the strain toward anomie."<sup>131</sup>

A questionnaire was designed to elicit information on the student's perceptions of his social environment as well as his value orientation. The anomie scale was a modification of the one developed by Srole. Tefft believed that the modified version was essential since the original instrument was designed to measure self-to-other alienation

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130 Tefft, op. cit., p. 145-157.

131 Robert K. Merton, "Social Structure and Anomie," in Herman Stein and Richard Cloward (eds.), Social Perspectives on Behavior, Glencoe, The Free Press, 1958, p. 54.

manifested by members of a group; whereas, in reality, it appeared "to measure the despair and discouragement experienced by people when they are unable to exercise any confidence and trust that their desires and wishes may be realized."<sup>132</sup> Therefore, in context of the study, both anomie and self-to-other alienation are defined as subjectively experienced feelings.

The rationale underlying the value section of the questionnaire was based on Kluckhohn's<sup>133</sup> theory of value orientations which proposes that within each culture there is an ordered variation in value orientation. In developing a schemata of value classification, she assumes that there are some universal problems for which all peoples must find solutions.

The sample consisted of 310 high school students (229 Whites, 36 Northern Arapaho, and 25 Shoshone) living on or near a reserve in Wyoming. The findings revealed that the dominant value orientations of the three groups were similar. However, an analysis of the anomie items on the scale revealed that a higher percentage of Arapaho students manifested

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<sup>132</sup> Meier and Bell, op. cit., p. 191.

<sup>133</sup> Florence Kluckhohn and Fred Strodtbeck, Variation in Value Orientation, Evanston, Row, Peterson and Co., 1961, p. 4; quoted from Stanton Tefft, "Anomy, Values and Culture Change Among Teen-age Indians: An Exploratory Study," in Sociology of Education, Vol. 40, No. 2, 1967, p. 149.

self-to-other alienation than Shoshone or White students. The Arapaho students also displayed greater despair and disillusionment with their social environment than the majority of White and Shoshone students. Finally, in their responses to group attitudes, the White students indicated a greater affinity toward the Shoshone students.

The results of the study would seem to imply that in a cross-cultural process a favourable evaluation by the dominant or reference group not only produces a high subjective status in the minority group (Arapaho), but also promotes a more over-all identification with the norms and values of the reference group. On the other hand, a negative evaluation by the reference group lowers the self-esteem of members within that group; this, in turn, precipitates a greater degree of personality disorganization which may be reflected in alienative responses. Therefore, the nature and scope of a person's adjustment to, or identification with, the norms and values of the society is a prerequisite for active and successful participation in the institutions of society.

The research also suggests that in some situations of culture contact between value systems may produce anomy in the absence of structural barriers to success. For example, while the Arapaho, Shoshone and White students appear to be subjected to the same barriers of obtaining success, a large

percentage of Arapaho youth reveal attitudes characteristic of members of anomy groups in contrast to Shoshone youth.

Tefft offers this explanation for the incongruency of responses:

While dominant value orientations of Arapaho, Shoshoni, and white teenagers are similar, Arapaho show a lower agreement on how to rank value choices than do white or Shoshoni. Arapaho teenagers feel unable to make a firm commitment to any set of values which they can feel are constantly rewarded by their peers; their apathy, low aspiration, escapism and self-to-other alienation may be in part a consequence of this condition.<sup>132</sup>

Kerchkoff,<sup>133</sup> using a modification of McClelland et al.<sup>134</sup> Thematic Apperception Test (TAT), conducted a study to determine if the projective method would differentiate between two socio-cultural groups which would be expected to exhibit different degrees of achievement motivation without experimental manipulation. The socio-psychological theory of "achievement motivation" or "need for achievement" constituted the theoretical framework for the research. It proposes that needs are learned elements of the individual's personality, and are developed as part of the socialization process; therefore, in the context of this study, it was hypothesized that the kind of social environment in which the child is

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132 Tefft, op. cit., p. 145.

133 Kerchkoff, op. cit., p. 196-202.

134 D.C. McClelland, J.W. Atkinson, R.A. Clark, and E.L. Lowell, The Achievement Motive, New York, McGraw-Hill, 1953.

reared determines to a great extent the degree to which the need for achievement becomes a part of his personality.

The sample was composed of sixty-three Indians and seventy-six White students ranging from grades 5 to 7, and attending schools on or near a Chippewa reservation. The basic assumption of the study was that events in one's life can establish and alter the importance of various needs, and that the resultant variation would be expressed in stories told in responses to TAT-type pictures. Utilizing the interview method to acquire answers to questions in the three general areas: self-identification, associational preferences and acceptance of Indian ideas, beliefs and behaviour patterns, the following hypotheses were formulated and supported by the findings:

1. Younger children would score lower (use less in nAch imagery) than older children.
2. Indians would score lower than Whites.
3. Those Indians showing unclear or conflicting patterns of identification with the Indian and White population would score lower than Indians who identify with the White population.

Kerchkoff explains that the difference in need achievement among Indian and White children is a result of differences in socialization outcome rather than differences in environmental frustration. This interpretation attempts to place the motivational pattern of the individual in an

interpersonal and societal framework. Based on these assumptions, his results appear to be consistent with the theory of the development of need for achievement offered by McClelland et al. According to Kerchkoff:

This theory relates high nAch scores with early independence training. Since the latter requires consistent parental enforcement of a set of relatively clearly defined behavioural norms, the disorganized state of the Indian population makes such independence training highly improbable.<sup>135</sup>

He proceeds to suggest that:

The development of nAch, if it is dependent on what has been called independence training, must take place in a social setting in which there are stable norms on the basis of which parents may judge (and thus reward or punish) a child's behaviour. In the case of the Chippewa, anomie rather than a stable normative structure seemed to be the dominant pattern.<sup>136</sup>

The findings of this study provide a basis for the rationale that in a cross-cultural setting certain essential elements are important prerequisites for achievement motivation: (1) the significance of socialization, rather than emphasis on degree of environmental frustration; (2) the need for a stable normative structure; and finally (3) the impact of group identification and its effect on achievement. In respect to the latter point, Kerchkoff states:

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135 Kerchkoff, op. cit., p. 201.

136 Ibid., p. 202.

Apparently, relatively clear identification with the white group does foster a need to succeed in competition with a standard of excellence, whereas an ambivalent or divided identification is antithetical to strong achievement striving.<sup>137</sup>

Bryde and Spilka's<sup>138</sup> study represents an effort to extend Kerchkoff's rationale by examining how actual measures of achievement relate to alienation among Sioux adolescents. The research was initiated because of two main educational problems of the area: (1) high drop-out rates (60%) as compared with the national average; and (2) achievement levels of Indian students consistently below their White counterparts. Moreover, Bryde and Spilka also noted that despite the fact that the poorest students dropped out, regular drops in achievement were still manifested in Indian students, while achievement scores of Whites in the same area tended to increase.

Bryde and Spilka suggest that the deprived environment hypothesis is only a partial answer to the problem; and propose that a psycho-social developmental process was also occurring which was detrimental to educational performance. As a consequence, they hypothesize that the Sioux culture and

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137 Ibid., p. 201.

138 J. Bryde and B. Spilka, Alienation and Achievement Among Oglala Sioux Secondary Students, University of Denver, Col., 1964, a pilot study, 1-20 p.

society which once provided norms and values for its members is anomic, and the resultant effect is revealed in response patterns which are indicative of alienation and its components. It is this psycho-social state which is responsible for low and reducing educational achievement found among Indian students.

The sample for the study was comprised of 105 Oglala senior high school students (55 boys, 50 girls). Alienation (powerlessness, normlessness, and social isolation) was assessed by Dean's Alienation Scale; social approval was measured by the Marlowe-Crowne Scale; and achievement was measured by the Iowa Test of Educational Development. The findings revealed that alienation and its components were significantly negatively related to achievement, and these became more pronounced as the grade level increased. The judicial and social needs were also significantly related to achievement indices.

In another study, Bryde<sup>139</sup> examined the correlates and possible causes of the cross-over phenomenon as displayed by the Oglala Sioux Indian adolescents. This phenomenon occurs when students achieve satisfactorily for one phase of their educational development only to exhibit a steady decline in achievement during the later years of their school life.

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139 Bryde, op. cit.

He assumed that the impact of the social confrontation between White and Indian cultures has its greatest influence at adolescence. The resultant effect is severe and distinct personality maladjustments which have the negative effect of retarding achievement levels. On the basis of this assumption, he proposed the following hypotheses: (1) a comparison of Sioux Indian and White adolescents on achievement and MMPI variables would reveal significant differences in the undesirable direction on the part of the Indian student; (2) that these differences would correlate with degree of Indian blood; (3) that significantly greater personality disturbance would be observed in Indian drop-outs in comparison to Indian students who remained in school.

The central focus of the study was 164 Indian and seventy-six White grade eight students. However, a total of 415 Indian and 223 White adolescents were divided into six different Indian-White groups and five within-Indian groups were compared to effect as broad an appreciation of potential group differences as possible. Bryde found support for all his hypotheses. Specifically, he discovered that from grades four to six, Indian students scored significantly higher than the national norms for achievement. Conversely, they scored significantly lower than the norms at grade eight. Moreover, on the personality variables, the Indian students revealed consistently and significantly more disturbance on

more variables than their White counterparts. In fact, the Indian groups consistently and significantly revealed themselves as feeling more rejected, depressed, withdrawn, paranoid, as well as more socially, emotionally and self-alienated.

In addition, Indian girls appeared to be more disturbed than the boys in the areas of anxiety, depression, dependence, social and self-alienation. No significant differences on the achievement variables were observed among the blood groups. However, on the personality measures, it was evident that the more Indian blood one had the more personality dissonance he manifested, especially in feeling depressed, rejected and alienated. Finally, of all the groups, the Indian drop-outs showed the greatest disturbances of all, in feelings of rejection, depression and alienation.

The studies which comprise this section of the review are very significant because they provide the fundamental cross-cultural theoretical base for the present study.

### 3. Summary.

Bryde's theoretical rationale embodies the idea that the Sioux Indian culture which once provided norms and values for its society is anomic for all intents and purposes, and as a consequence, the majority of these people tend to reveal

patterns which can be identified as alienation and its components. The position taken here is that the Indian is caught between two cultures as literally outside of and between both. According to Bryde, the psychological state which may result from his efforts to adapt to these circumstances has been defined as alienation. The resultant effect is a general psycho-social condition out of which develop the high rates of crime, delinquency, alcoholism, mental disturbance, truancy, school drop-outs, and low and reducing educational achievement found among Indians.

This study accepts the Bryde position. However, it would tend to suggest that the Indian-Metis of the Northwest Territories are not so much between two cultures, but instead are on an evolutionary continuum. The fact that changing and conflicting patterns prevail is a normal expectation in light of the impact that the dominant culture is having on their traditional communities. There is little doubt that the Canadian White middle-class society will be the global environment to the Indian-Metis group, hence the social, political and economic advancement of these people must be structured on bringing this group and its members into the mainstream of the Canadian society. The emphasis on education as a possible solution to the problem is based on the generally acceptable assumption that education is the prime channel for change and progress.

Kerchkoff, Tefft, and Bryde have all suggested that the individual and group behaviour is dependent on values, and that the most significant set of values are those that underlie the culture of which one is a product. On the individual level, behavioural norms and standards can only become stable and functional when they gain support from all major learning situations. In respect to this study, the facts tend to reveal that the Canadian society possesses several features that contribute to the alienating process of the Indian-Metis. In the first place, the society views success and achievement in individuals as its primary pattern of values, and therefore self-fulfillment is primarily conceived in economic terms.

At the same time, researchers Douvan,<sup>140</sup> Rosen,<sup>141</sup> and Rosen,<sup>142</sup> have all reported a positive relationship between the need for achievement and socio-economic status to the extent that the lower one finds himself on the socio-economic ladder, the less likely the need for achievement

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<sup>140</sup> Elizabeth Douvan, "Social Success and Success Striving," Journal of Abnormal and Social Psychology, Vol. 52, No. 2, March 1956, p. 219-233.

<sup>141</sup> Bernard Rosen, "The Achievement Syndrome: A Psychocultural Dimension of Social Stratification," in American Sociological Review, Vol. 21, No. 2, April 1956, p. 203-211.

<sup>142</sup> -----, "Race, Ethnicity and the Achievement Syndrome," in American Sociological Review, Vol. 24, No. 1, February 1959, p. 47-60.

motivation is represented. This is the position of the Indian-Metis in the Northwest Territories, and it corresponds to Merton's idea of the conflict that exists between the acquiring of success goals without providing the means to achieve these goals.

The major purpose of the review was to extract from the relevant studies their implications for establishing a sound theoretical framework for the present research, and to establish support for the hypotheses. In light of this, it can be said that the present thesis is closely related to two of the studies reviewed: Kolesar's thesis provides the theoretical speculation that the nature of the institution may have alienative effects, and these can be reflected in an attitudinal scale; and secondly, this study can be considered to be a replication of Bryde's work in that it pursues the interaction between levels of alienation of students in a cross-cultural context, and its effect on educational achievement.

#### 4. The Problem and Statistical Hypotheses.

Before proceeding with the statement of the problem, it seems appropriate to summarize briefly the over-all theoretical underlying rationale, and the convergences among the various research findings.

Firstly, it was noted that indices of socio-economic status appear to be an underlying characteristic of individuals who manifest alienative feelings or behaviour. Again, it was noted that one of the apparent dysfunctional characteristics of certain organizations is the alienation of clients from the organization; this is largely due to role and value conflicts caused by institutional expectations. This state is even more evident in cross-cultural situations. In addition, it would appear that the individual's sense of personal control (alienation) is an important factor in the acquisition of control-relevant information (achievement), and also to organization membership. Finally, studies on certain aspects of Indian education in the United States all seem to report a statistically negative relationship between alienation and educational achievement. Concomitantly, they have concluded that because of the cultural stress, certain elements emerge which give rise to alienated behaviour, and this personality disorganization is manifested in, among other things, a decline in educational achievement and low educational achievement.

Specifically, Seeman has established a definite relationship between alienation (powerlessness) and low acquisition of knowledge. Moreover, it has been unduly accepted that the phenomenon of alienation as a pervasive

quality within the individual has significant negative effects on personality development, achievement, and degree of organizational ties.

In addition, Parsons and Shils' theory of action and other organizational and value conflict theories imply that a student's conformity with the institutionalized cultural value expectations is dependent on the nature and scope of the socialization process. Some important aspects of this process are: the degree to which there is mutual acceptance between the socializing agent (the school) and the student, the sanctions applied by the socializing agent for the student's conformity or non-conformity with their expectations, and finally, the extent to which these institutionalized expectations are internalized by the student.

The purpose of the study is to test the above assumptions under specific conditions; that is, to examine the alienation problem within the above theoretical contexts to ascertain whether the fundamental generalizations apply cross-culturally, and when alienation is situationally confined. Stated in general terms, the study attempts to investigate the following questions. Firstly, is the level or degree of alienation from school related to the sex or ethnic status of the student? More specifically, do grade nine students in the Mackenzie District of the Northwest Territories, regardless

of sex or race, possess the same alienative attitudes toward the school. Secondly, in considering non-intellectual correlates of academic achievement, can we discuss as units students of different and mixed ethnic backgrounds, or students with various aptitude levels? Again, more specifically, do Indian-Metis and White grade nine students with varying degrees of alienation achieve differently when academic aptitude is controlled? In other words, do attitudinal variables and ethnic status combine in such a way to produce an effect on the performance of school tasks?

Regardless of the results obtained from the study, this thesis is not intended to generalize its findings to other student populations. Instead, the design only encompasses that aspect of alienation from school as related to the sex, ethnic status and academic achievement among grade nine students attending schools in the Mackenzie District of the Northwest Territories.

To investigate the questions posed above, the following statistical null hypotheses are formed:

1. There are no statistically significant differences on alienation scores between Indian-Metis and White students.
2. There are no statistically significant sex differences in respect to alienation scores.
3. There is no statistically significant interaction effect between sex and ethnic status when the criterion is alienation scores.

4. There are no statistically significant differences on achievement scores between Indian-Metis and White students.
5. There are no statistically significant differences on aggregate achievement scores between Indian-Metis students with high alienation scores and White students with high alienation scores; between Indian-Metis students with average alienation scores and White students with average alienation scores; and finally, between Indian-Metis students with low alienation scores and White students with low alienation scores.

The next chapter provides an account of the experimental design established to test these hypotheses.

## CHAPTER II

### EXPERIMENTAL DESIGN

This chapter consists of four sections, and outlines the experimental design of the study. Section one describes the sample, while section two provides operational definitions of the variables under investigation. Also incorporated in this section is a description of the instrument used in the study with some experimental support for its reliability and validity. The third section describes the procedures used in the collection and scoring of the data. The chapter is then concluded with a brief account of the statistical procedures used in the analysis of the results.

#### 1. The Sample.

The population in this study includes all grade nine students attending schools in the Mackenzie District of the Northwest Territories that are supervised and administered by the Territorial Department of Education. Formerly, these schools were governed by the Federal Department of Indian Affairs and Northern Development. The decision to exclude public school students from this study was based on the premise that they cannot be considered as representative of the school population of this area.

The fundamental criterion of representativeness was almost equal distribution of Indian-Metis and White students in Territorial schools, whereas in the public schools, the student population was predominantly White. In addition, the public school system is only functional in the two communities of Yellowknife and Hay River, with the majority of students attending either the Yellowknife Public or St. Patrick's Separate, both of which are located in Yellowknife. It can be suggested that because Yellowknife is the political centre of the North it is in many respects typical of a suburban city and, therefore, cannot really be considered as a typical northern community. In the light of this observation, the omission of the public school students was an attempt to control a variable which may have influenced the results of the experiment.

Despite the fact that the five schools from which the final sample was selected are located in different parts of this vast territory, and also represent schools of various sizes, the administrative and supervisory procedures remain the same. On the one hand, they are all governed by the regulations of the Territorial Department of Education; on the other hand, the basic curriculum guidelines are furnished by the Alberta Department of Education although teachers do modify these to meet the needs of their students.

Of the 190 students registered as having taken the 1970 Grade IX Alberta Department of Education Final Examinations, 169 students were present when the Kolesar Pupil Attitude Questionnaire was administered. A copy of the Questionnaire is found in Appendix 1. Table I gives an ethnic and school account of this population.

From this population, twenty-three Eskimo students were excluded because they constituted too small a sample for analysis; eleven students who missed one or more of the achievement examinations were also omitted because an over-all analysis of their achievement could not be assessed; and finally, twenty-eight students (12 Indian-Metis, 16 White) were used in testing the reliability of the Pupil Attitude Questionnaire. The actual remaining sample included sixty Indian-Metis and fifty-eight White students. A subsample of fifty-four Indian-Metis (27 males, 27 females) and fifty-four White students (27 males, 27 females) was then randomly drawn.

Sex differences in respect to alienation scores seem to be one of the fairly consistent findings in the literature

Table I.-

Ethnic Breakdown of Population Who Wrote Both the Alberta Departmental Examinations and the Alienation Questionnaire.

Schools	Ethnic Status			Total
	Indian	Eskimo	White	
Pine Point	1	-	11	12
Fort Simpson	9	1	4	14
Hay River	4	-	24	28
Fort Smith	31	1	15	47
Inuvik	31	21	16	68
Total	76	23	70	169

in that girls tend to score higher on alienation variables as compared to boys.<sup>1,2,3</sup>

## 2. Definitions and Description of Instrument.

Alienation and achievement are the two key variables in this study. However, other variables to be controlled and considered are: ethnic status, sex and academic aptitude. Attention will now be directed to the operational and theoretical definitions of these variables relative to their measurement process.

### A. Definitions

#### (i) Alienation

Generally, alienation has been used to refer to the estrangement of the individual from his social, political, cultural, ideological or psychological reference points. In most cases, the concept is considered as a psychological

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1 J.F. Bryde, The Sioux Indian Student: A Study of Scholastic Failure and Personality Conflict, unpublished doctoral dissertation, University of Denver, 1965, 1-196 p.

2 Wendell Bell and Dorothy Meier, "Anomia and Differential Access to the Achievement of Life Goals," in American Sociological Review, Vol. 24, No. 2, April 1959, p. 189-202.

3 E.H. Mizruchi, "Social Structure and Anomie in a Small City," in American Sociological Review, Vol. 25, 1960, p. 654-664.

perceptual set encompassing the total life style of the individual, the assumption being that alienation from oneself, from others, or from nature are all intertwined. Such a view is compatible with Fromm's definition of alienation.

For him:

Alienation as we find it in modern society is almost total; it pervades the relationship of man to his work, to the things he consumes; to the state, to his fellowmen, and to himself.<sup>4</sup>

Alienation as used in this study differs from the above approach in that it focuses on alienation that is situationally confined to the school. The major underlying premise is that every person is not alienated from everything; therefore, the question of "how much" and "from what" is significant to an understanding of whether different degrees of alienation from a focus (school) affect the individual's ability to actualize his potential in respect to the goals prescribed by the institution. In this context, the student is viewed in respect to alienation or its variants in school, rather than the general all-purposive syndrome of alienation.

Furthermore, alienation is treated as an integrating concept comprising relatively independent dimensions. It is operationally defined in the manner suggested by Seeman except

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<sup>4</sup> Erich Fromm, The Sane Society, New York, Holt, Rinehart and Winston, 1955, p. 124.

for the proviso that alienation is regarded as having a focus or object which, in this case, is the school. In essence, each variant is defined in terms of an alienated student:

**Powerlessness:** High powerlessness refers to the expectancy held by the student that he cannot determine or control the outcomes or reinforcements he seeks within the school situation.

**Self-estrangement:** Students who manifest a high degree of self-estrangement are those whose participation in school activities is hinged on anticipated future rewards as opposed to intrinsic rewards.

**Meaninglessness:** Students who experience a high degree of meaninglessness have a low expectancy that they could make satisfactory predictions about the future outcomes of their behaviour in a school situation.

**Normlessness:** Students who manifest a high degree of normlessness expect that they must use illegitimate means to achieve the prescribed goals set by the school system.

**Isolation:** Students who exhibit a high degree of isolation tend to assign a low reward value to the goals or beliefs that are highly valued by the school authorities.<sup>5</sup>

Alienation, then, is viewed as a feeling of estrangement from the school, coupled with a feeling of self-estrangement in that situation. Conversely, this interpretation

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<sup>5</sup> Barry D. Anderson, Bureaucratization and Alienation: An Empirical Study in Secondary Schools, a paper presented before the American Educational Research Association Annual Meeting, March 4, 1970, 1-12 p.

implies an integrative pattern with the accompanying feelings of actively and positively being related with one's environment. This viewpoint corresponds with Byles'<sup>6</sup> theory that alienation from school is a function of affiliation, identification and achievement. Specifically, alienation is then considered as the measure of the extent to which the student is affiliated with, identifies with, and has experienced a degree of success and satisfaction with the school. The underlying rationale revolves around the idea that the school as a social institution is usually designed to acculturate and socialize the youth of the society. As a consequence, it reflects the collective values and norms of the society. It follows that identification with and acceptance of these values are evidences of integration while, on the other hand, rejection of these values is indicative of alienation.

The theoretical rationale for the definition of the concept is derived from Seeman who intended to provide for a socio-psychological examination of alienation by incorporating the following five variants: powerlessness, meaninglessness, normlessness, isolation, and self-estrangement. His stated reason was "to make more organized sense of one of

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<sup>6</sup> John A. Byles, Alienation, Deviance and Social Control: A Study of Adolescents in Metropolitan Toronto, an interim research project on Unreached Youth, Toronto, 1969, p. 9.

the great traditions in sociological thought and to make the traditional interest in alienation more amenable to sharp empirical statement."<sup>7</sup>

Powerlessness.- Powerlessness is defined as the expectancy or probability held by the individual that his own behaviour cannot determine the outcomes or reinforcements he seeks.<sup>8</sup> According to Seeman, this definition is based on three premises: (1) the individual's expectancy is related to the internal versus external control of reinforcements; (2) the emphasis rests on the perception of the individual, rather than the perception of an observer; and (3) the individual's judgment must be based on his own standards.<sup>9</sup>

As a result of these inferences, Kolesar,<sup>10</sup> in developing the Alienation Questionnaire, defined some outcomes or reinforcements which the student might, through school attendance, need to be satisfied. His theoretical base of adolescent need satisfaction was taken from Kuhlen<sup>11</sup> who

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7 Melvin Seeman, "On the Meaning of Alienation," in American Sociological Review, Vol. 24, No. 6, December 1959, p. 783.

8 Ibid.

9 Ibid., p. 784-785.

10 Henry Kolesar, Pupil Attitude Questionnaire, Technical Report, University of Alberta, Edmonton, 1967, 1-33 p.

11 Raymond G. Kuhlen, The Psychology of Adolescent Development, New York, Harper Bros., 1952, p. 47.

suggested the following classifications of adolescent needs:

1. the need for status and acceptance;
2. the desire for personal independence;
3. vocational and material needs;
4. the need to adhere to codes and ideals;
5. the need for understanding and long-range purpose;
6. sex and other biological needs.

With the exception of the biological needs, Kolesar constructed items which tended to measure whether or not pupils believed that their own behaviour would result in the achievement of outcomes they sought. The assumption was that failure to operate within the framework of what was desired in any one of the conceptual need frameworks resulted in needs not being met.

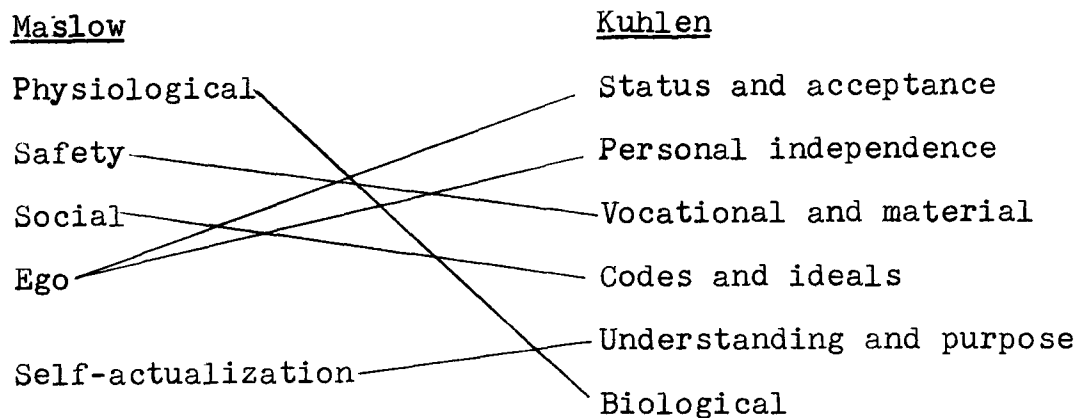
Meaninglessness.- Meaninglessness is characterized by a low expectancy that satisfactory predictions about future outcomes of behaviour can be made.<sup>12</sup> The items in this subscale reflected the individual's reaction to the organizational environment. The basic rationale is that alienation occurs when:

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<sup>12</sup> Seeman, op. cit., p. 786.

[...] the organizational situation is increasingly rationally planned and controlled to most efficiently achieve given ends, and there is a decrease in the individual's attitude of decision regarding his own future in his understanding of the events in which he is engaged, and in his ability to predict the outcomes of his own behaviour.<sup>13</sup>

In his consideration of the kinds of outcomes students are most likely to be concerned about, Kolesar draws upon Maslow's<sup>14</sup> theory of hierarchical needs. This was selected because of interrelationships between those and Kuhlen adolescent needs.



Normlessness.- Normlessness occurs in the situation where the individual manifests a high expectancy that socially unapproved behaviours are required to achieve given goals.<sup>15</sup> The basis for the items in this subscale revolves around the idea that within the organizational framework of the school

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<sup>13</sup> Kolesar, op. cit., p. 12.

<sup>14</sup> Abraham H. Maslow, Motivation and Personality, New York, Harper Bros., 1954, p. 80.

<sup>15</sup> Seeman, op. cit., p. 788.

there may exist a conflict between the prescribed goals and the satisfaction of students' needs. The resultant effect may cause the student to use illegitimate instead of legitimate means. Based on this theoretical framework, the items presented direct or indirect statements of the day-to-day behaviour of students. The assumption being that unapproved behaviour would be manifested in dishonesty, unfairness, lack of consideration, manipulative attitude by student, etc.

Isolation.- Isolation refers to the individual's assignment of a low reward value to goals or beliefs that are typically highly valued in a given society.<sup>16</sup> Kolesar used the five major areas of beliefs proposed by Havighurst and Taba,<sup>17</sup> and related the items of this subscale to those beliefs. These areas of beliefs are: friendliness, honesty, loyalty, moral courage and responsibility.

Self-estrangement.- Self-estrangement as a form of alienation is manifested by the individual who is highly dependent on the anticipated future rewards for a given behaviour rather than the rewards intrinsic to that activity.<sup>18</sup>

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16 Ibid., p. 789.

17 Robert J. Havighurst and Hilda Taba, Adolescent Character and Personality, New York, Wiley and Sons Inc., 1949, p. 83-87.

18 Seeman, op. cit., p. 790.

The items on this subscale were designed to determine whether the student considers his school tasks only as a means of achieving some future personal vocational goal.

(ii) Academic Achievement

Academic achievement, as defined in this study, refers to the aggregate score obtained on the 1970 grade nine Alberta Battery of Junior High School Achievement Tests.

These tests (Language, Social Studies, Science, Mathematics) were administered through the Provincial Department of Education to all grade nine students in the Province of Alberta, and the Mackenzie District of the Northwest Territories. They are scored by the Examinations Branch in Edmonton, and students' marks are submitted to the schools in the form of stanines. However, in this study the stanines were converted to T-scores.

Despite the diversity that may occur among schools in respect to staff qualifications, educational facilities, and socio-cultural differences, it is proposed that these Junior High School Achievement Tests are perhaps a better measure of academic achievement than the available published standardized tests for two main reasons. On the one hand, since these tests are developed by the Alberta Department of Education they will reflect to a greater degree the kind of educational experiences that the department suggests in its

curriculum guides. This point is emphasized in its correspondence to principals outlining the philosophy underlying these tests. Specifically, it is stated that "the primary function of these tests is one of guidance."<sup>19</sup> As a consequence of this approach, it is also suggested that increased emphasis is placed on major concepts, skills and abilities rather than on recall of subject matter or specific information.

Moreover, the same document also emphasized the cumulative nature of the examinations rather than just grade nine in that "each test will be based on the student's entire achievement in Junior High School."<sup>20</sup> It seems that if the tests reflect either approach, the results are more meaningful because they reflect actual achievement over a particular period of time, as opposed to potential school achievement. The major flaw of using these tests as a measure of achievement in the Northwest Territories is the fact that research has shown that the validity of results obtained from standardized tests administered in a cross-cultural educational setting are usually affected by the inherent culture-bias of such tests.

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19 Memo to Principals of All Alberta Junior High Schools re Battery of Junior High School Achievement Tests to be administered in March 1970, p. 1-2.

20 Ibid., p. 1.

However, because the tests are developed by the department presumably to suit the needs of students following an Alberta curriculum, because the department is aware of the fact that some schools in the province have Indian and Metis students, and because the tests are based on Bloom's taxonomy of educational objectives where the philosophy is to extend the emphasis from simple recall of knowledge to the transfer of knowledge to new solutions, problems, etc. at different mental levels,<sup>21</sup> it is postulated that the scores on these tests are the best possible measure of over-all achievement.

(iii) Scholastic Aptitude

Scholastic aptitude is defined as the summated raw scores (Verbal and Quantitative) acquired from the Cooperative School and College Ability Test (SCAT) Level 3. The form of this recognized standardized aptitude test is administered annually to all grade nine students in the Mackenzie District of the Northwest Territories as part of the Alberta Department of Education testing program. As a consequence, these scores were available from the school records. Because there are no established norms in respect to this area, and because the

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<sup>21</sup> Correspondence from L. Allers, Examinations Development Officer, Alberta Department of Education, March 11, 1970.

reported percentiles were in relation to all grade nine students in the Province of Alberta, it was decided that the raw scores were the best form of data.

(iv) Ethnic Status

In this study, ethnic status refers specifically to the classification of grade nine students into Indian-Metis or White based on their cultural and familial heritage. During the process of administering the Alienation Questionnaire, the cooperation of teachers was used in verifying this classification of the student sample.

Indian-Metis Student.- A number of studies done at the University of Alberta among students in the Mackenzie District of the Northwest Territories make no distinction between Indian and Metis students in the analysis of achievement and aptitude results. In these studies, the hyphenated term Indian-Metis is used to combine the legal Indian, the enfranchised Indian, and the Metis into one group sample. In light of this, the Indian-Metis student is defined as any student who, in the opinion of his teachers, is considered by the community to have Indian blood in his veins.<sup>22</sup> This

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<sup>22</sup> R.S. MacArthur, Assessing the Intellectual Ability of Indian and Metis Students at Fort Simpson, N.W.T., Department of Northern Affairs and Natural Resources, Ottawa, August 1962, p. 4.

study accepts the Indian-Metis classification. However, it defines the Indian-Metis student as any student who has one or both parents of Indian ancestry. The rationale for the categorization of the Indian-Metis into one group parallels the explanation given by the Hawthorn study<sup>23</sup> for defining all peoples of Indian ancestry as Indians. The assumption is that the student who shows any physical evidence of Indian ancestry is considered to be an Indian by non-Indians and, as such, is treated as an Indian whether he is legally Indian, enfranchised or Metis. Based on this premise, it is postulated that their school experiences have more in common than not. Therefore, for the purposes of this study, no distinction is made between Indian and Metis, both of whom are referred to as Indian-Metis.

White Student.- Any student who is neither Eskimo nor Indian-Metis.

#### B. Description of the Instrument

The Pupil Attitude Questionnaire, which appears in Appendix 1, was developed to obtain an individual and an over-all index of the attitude a student held with respect to

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23 H.B. Hawthorn (ed.), A Survey of the Contemporary Indians of Canada--Economic, Political, Educational Needs and Policies, Part 2, Indian Affairs Branch, Ottawa, 1967, p. 107.

a diverse number of attitudes towards the organizational framework of the school. Therefore, alienated attitudes were inferred from the student's expression of opinions in response to items on the Questionnaire.

(i) Scoring

The response mode was a Likert-type scale, and the students responded to each item by circling that part of the scale which corresponded to the way they felt toward the prescribed item (strongly agree, agree, undecided, strongly disagree, disagree). The responses were scored from one to five, with five indicating the greatest degree of alienation. At the same time, three different scoring procedures were utilized (5 4 3 2 1, 1 3 5 2 1, 1 2 3 4 5) depending on the relationship of the content of the statement to the particular subscale. Scores on the items of each variable were summated.

(ii) Validity

In the construction of the Questionnaire, Kolesar delineated four of Ebel's<sup>24</sup> types of validity criteria as a basis for justifying the validity of the scale. In the first place, face validity was achieved by submitting 167 items selected as possible indicators of alienation to fourteen judges (two members of the thesis committee, and twelve graduate students at the University of Alberta). This group

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<sup>24</sup> Robert L. Ebel, Measuring Educational Achievement, Englewood Cliffs, N.J., Prentice-Hall, 1965, p. 380-381.

agreed that these items met the criteria of representing culturally approved and unapproved modes of behaviour in respect to the school.

The scale was then edited to include 164 items and was administered to 163 grades ten, eleven and twelve students in an Edmonton high school. The results were subjected to a one-tailed t-test to determine whether or not each item discriminated between the quarter of students with high and low subscale scores. As a result of this procedure, nineteen items were deleted. The remaining 145 items discriminated beyond the .01 level between high and low scores of the total group. A further correlational analysis of each item with other items and with the subscale also resulted in the deletion of an additional twenty items. These two statistical procedures provided Kolesar's evidence of content validity.

Finally, Kolesar subjected ninety-eight of the remaining 125 items to item and factor analysis. This procedure resulted in the final sixty-item Questionnaire. Because of the larger individual scores than the derived criterion score for each item subscale, and a favourable clustering of heavy loadings within factors, this led him to conclude that empirical support was also gained for factorial validity.<sup>25</sup>

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<sup>25</sup> Kolesar, op. cit., p. 17.

After the sixty-item scale was approved by a panel of judges, Kolesar took steps to establish construct validity by correlating what judges (teachers) said about their students (N=20), with what the measure indicated. He reported significant correlations beyond the .001 level of significance in a two-tailed test. Again, this led him to conclude that "this test of construct validity indicated that there was an acceptable degree of correlation between the expressed attitudes of pupils and the attitudes of pupils inferred by their teachers from their observation."<sup>26</sup>

(iii) Reliability

Defining reliability as the proportion of variance of a set of measurements which is true variance, and testing for the three types of reliability outlined by the American Psychological Association<sup>27</sup> (internal consistency, equivalence, stability), tangible support was gained for the reliability of the Pupil Attitude Questionnaire. For example, in a pilot project, Kolesar administered the final test to ninety-two Edmonton high school students on two occasions, separated by one week. The results of his findings are reported in Table II.

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<sup>26</sup> Ibid., p. 31.

<sup>27</sup> American Psychological Association, Technical Recommendations for Psychological Tests and Diagnostic Techniques, Washington, A.P.A., 1954, p. 28.

Table II.-

Product-Moment Coefficients of Stability for Subscales  
and Total Alienation Scale.  
(Time lapse of one week.) N = 92<sup>a</sup>

Subscale	Coefficient of Stability
Powerlessness	0.734
Self-estrangement	0.737
Normlessness	0.706
Meaninglessness	0.625
Isolation	0.659
Total Scale	0.790

All significant  $p < 0.01$ .

<sup>a</sup> Henry Kolesar, Pupil Attitude Questionnaire,  
Technical Report, University of Alberta, Edmonton, 1967,  
p. 26.

Scores on each of the subscales were also correlated with scores on the other subscales and the total scales. These were all positive and significantly different from zero with the exception of the correlation between meaninglessness and isolation. Table III provides this information.

By correlating item responses with sub-total, and total scale scores (N=176<sup>4</sup>), and subjecting this data to a factor analysis procedure, Kolesar<sup>28</sup> also indicated strong support for the internal consistency of the scale.

In the present study, the Pupil Attitude Questionnaire was also administered twice with a one-week interval to twenty-eight students (Indian-Metis 16; White 12); the test-retest reliability coefficients were calculated by means of the Pearson product-moment correlation and reported in Table IV.

For the present sample, the correlations between individual and total alienation scores were also positive and significantly different from zero with the exception of the correlation between powerlessness and isolation, isolation and self-estrangement, and isolation and meaninglessness. Table V indicates the values of the correlation coefficients.

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28 Kolesar, op. cit., p. 25.

Table III.-

Product-Moment Correlations of Scores for Each Subscale and  
for the Total Scale (N = 1764).<sup>a</sup>

	SE	N	M	I	T
Powerlessness	0.521	0.459	0.144	0.195	0.771
Self-estrangement		0.549	0.134	0.319	0.786
Normlessness			0.154	0.282	0.771
Meaninglessness				0.045	0.448
Isolation					0.443

<sup>a</sup> Henry Kolesar, Pupil Attitude Questionnaire,  
Technical Report, University of Alberta, Edmonton, 1967,  
p. 26.

Table IV.-

Test-Retest Pearsonian Correlations for Subscales and Total Alienation Scale. (Time lapse of one week.) N=28

Subscale	No. of Items	Coefficient of Stability
Powerlessness	12	0.813
Isolation	10	0.600
Self-estrangement	12	0.910
Meaninglessness	12	0.750
Normlessness	14	0.899
Total scale	60	0.894

Table V.-

Product-Moment Correlations of Scores for Each Subscale  
and for the Total Scale (N=108).

Variable	P	I	SE	M	N	T
Powerlessness	0.149	0.487	0.419	0.355	0.687	
Isolation		0.142	0.040	0.351	0.351	
Self-estrangement			0.252	0.538	0.709	
Meaninglessness				0.219	0.650	
Normlessness					0.741	

$r > .195$  required for significance at .05.  
 $r > .254$  required for significance at .01.

In summary, from the data available there is justifiable evidence to support the contention that the Pupil Attitude Questionnaire constitutes a relevant, valid and reliable measuring instrument of alienation from school. Its greatest asset lies in the fact that the tool actually related to behaviour most directly illustrative of the particular theoretical variable for which each dimension was constructed. Secondly, the instrument was developed specifically for a similar study undertaken in schools which follow the same curriculum as those in the present study. Finally, the instrument was designed to measure several personality and attitudinal variables related to adolescent institutional needs.

### 3. Collection and Scoring of Data.

Permission was granted by the superintendent to administer the Pupil Attitude Questionnaire to all grade nine students. A copy of the permission may be found in Appendix 2. Following the granting of this permission, principals were

contacted informing them of the nature and scope of the research project, and also eliciting their cooperation (see Appendix 2). Except in two schools (Pine Point and Fort Simpson), the author group administered the Questionnaire.

The decision of the researcher to administer the Questionnaire was based on the assumption that because most of the questions expected students to react to all aspects of their school environment, it was believed that students might not give objective responses if they had suspected that their responses could be identified by the school staff. As a consequence, time was spent in trying to establish a meaningful rapport between students and researcher. This was attempted by providing a brief insight into the purpose of the research project, and also emphasizing the confidential nature of their responses. To further reinforce this confidentiality all students were assigned numbers.

In the communities of Pine Point and Fort Simpson, the Questionnaires were administered by members of the teaching staff. The fact that these tests were administered by teachers may have had an adverse effect on students' responses. Nevertheless, in an attempt to reduce the possible contaminating effects, a personal letter was attached to each Questionnaire, in which the student was informed of the nature of the research project, and also assuring the student

of the confidentiality of his or her responses. In addition, the student was requested to enclose the completed Questionnaire in a self-addressed envelope, which was also supplied. Finally, it is suggested that because a form of written standardized instructions was available to both teachers and students, this also facilitated a comparable situation of test administration. (See Appendix 2.)

As indicated previously, the sixty items of the Pupil Attitude Questionnaire represent five variables of alienation: powerlessness, isolation, meaninglessness, self-estrangement, normlessness. Each item of the scale has five ordered statements, and the respondent was requested to select the statement which corresponds to his attitude toward the school. Each item is scored as a Likert-type scale with a range from one to five. A student's alienation score was obtained by summing the numbered values of his or her responses to the Questionnaire. Individual alienation subscale scores were obtained in the same way. Low scores indicated a low degree of alienation, whereas a high score indicated a high degree of alienation.

In order to test hypothesis 2, alienation was categorized as high, medium and low. To determine this classification, the distribution of scores was divided into thirds. Table VI provides the actual numbers and cut-off points in respect to all variables.

Table VI.-  
Numerical Breakdown of Alienation Variables into  
High, Average and Low.

Alienation Variable	No. of Items	Score	Ethnic Status		Total
			Indian-Metis	White	
Powerlessness	12				
High		> 25	18	20	38
Average			13	20	33
Low		< 20	23	14	37
Isolation	10				
High		> 27	12	22	34
Average			23	14	37
Low		< 23	19	18	37
Self-estrangement	12				
High		> 39	15	19	34
Average			16	23	39
Low		< 33	23	12	35
Meaninglessness	12				
High		> 52	16	20	36
Average			17	21	38
Low		< 43	21	13	34
Normlessness	14				
High		> 40	27	9	36
Average			17	19	36
Low		< 29	10	26	36
Total Alienation	60				
High		> 175	15	19	34
Average			15	23	38
Low		< 158	24	12	36

As stated before, the achievement scores were reported to the schools in the form of stanines. These were converted to T-scores and aggregate achievement was obtained by summing the T-scores of: Language, Science, Social Studies and Mathematics. Additionally, the aptitude scores were the combined raw scores--Verbal and Quantitative derived from the SCAT. Table VII reports the relevant characteristics of the two subsamples.

#### 4. Analysis of Data.

##### A. Statistical Test of Hypotheses 1, 2, 3

The data were subjected to a two-way analysis of variance design modeled after Winer's<sup>29</sup> design. This statistical technique is designed to determine the significance of mean differences by analyzing variances. In effect, it capitalizes on the functional relationship between variances and means. The approach of this technique is based on the partitioning of the total variance between (1) the tested factor, and (2) experimental error by means of an "F" test.

In respect to these hypotheses, the mathematical model for this statistical procedure can be represented in this way:

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<sup>29</sup> B.J. Winer, Statistical Principles in Experimental Design, New York, McGraw-Hill, 1962, p. 283-297.

Table VII.-

Means and Standard Deviations of Alienation, Academic Achievement and Aptitude Scores.

	Indian- Metis N=54		White N=54		Combined N=108	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
<b>Subscales</b>						
Powerlessness	23.66	4.9	22.68	5.8	23.17	5.4
Isolation	26.37	4.1	24.57	5.3	25.47	4.8
Self-estrangement	36.59	5.8	35.50	6.1	36.04	5.9
Meaninglessness	46.04	7.7	48.40	7.5	47.52	7.6
Normlessness	37.18	7.5	32.40	8.5	34.79	8.3
Total	170.46	21.4	164.16	20.9	167.31	21.3
<b>S.C.A.T. (raw scores)</b>						
Verbal	26.77	9.3	39.16	11.1	32.97	12.0
Quantitative	21.18	6.5	26.14	8.7	23.66	8.0
Total Ability	47.96	13.4	65.11	17.1	56.53	17.6
<b>T-scores Achievement</b>						
Language	40.69	7.7	51.27	9.3	45.98	10.0
Social Studies	42.01	7.7	50.24	10.1	46.12	9.9
Mathematics	42.65	7.1	50.53	9.1	46.59	9.0
Science	39.33	8.0	49.25	9.6	44.29	10.1
Aggregate	164.70	24.4	201.29	32.5	183.00	34.0
Reading (Sta)	3.64	1.63	5.25	1.83	4.45	1.91

$$X_{ab} = M + R_a + C_b + (RxC)_{ab} + e$$

$X_{ab}$  = specifies a value in one of the a rows (ethnic status) and in one of the b columns (sex).

$M$  = general mean of the population.

$R_a$  = is the deviation of the row effect from the mean.

$C_b$  = is the deviation of the column effect from the mean

$(RxC)_{ab}$  = source of interaction effect--joint influence of race and sex.

$e$  = the source of error.

The basis for the ANOVA then, from this mathematical model is this: each single observation (for any column, row, or replication) depends upon the mean of the population, an influence due to the row factor, an influence due to the column factor, and interaction and error. Specifically, for 'N' individuals in 'k' groups the total sum of squares is divided into four additive parts:

$$SST(\text{total}) = SSB(\text{between groups}) + SSW(\text{within groups}) + SSI(\text{interaction}) + SSE(\text{error}).$$

The degrees of freedom associated with SSB, SSI and SSW are k-1, k-1, and N-k respectively, and the F-ratio is

$$F = \frac{SSB/k-1}{SSW/N-k}$$

The basic assumption of homogeneity of variance was checked by using the F-Max statistic,<sup>30</sup> and it was revealed that the assumption was not violated by the data. Moreover, the assumption of normality of sample distributions was also checked using the chi-square. These all approached normality.

#### B. Statistical Test of Hypothesis 4

To test the hypothesis of no significant difference on achievement scores between Indian-Metis and White students, a one-way analysis of covariance design was utilized. Essentially, this statistical procedure combines the analysis of variance technique with a regression model. In the first place, the total sum of squares of both  $X$  and  $Y$  are partitioned into two components: a within group and a between group sum of squares. The classical analysis of variance model is used in this process.

In addition, a regression prediction technique is used which statistically adjusts the criterion scores to compensate for whatever differences exist between groups with respect to the covariate. In this study, achievement is the criterion variable ( $Y$ ), and academic aptitude is the covariate ( $X$ ). For each group's criterion mean an adjustment term is calculated by using the within regression coefficients and the difference

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30 Ibid., p. 239.

between the individual group's covariate mean, and the total sample's control mean. The mathematical model for calculating the adjustment values can be stated thus:

$$My_i = M_y - b(M_{x_1} - M_x)$$

where, Y = can refer to criterion variable for either Indian-Metis or White group

$$b = \text{regression coefficient} = \frac{SS_{xy}(e)}{SS_x(e)}$$

$M_{x_1}$  = mean of covariate for one group

$M_x$  = mean of covariate for total group.

Once the scores are adjusted they are then subjected to an analysis of variance which tests for mean differences by identifying the amount of variation resulting from the differences between groups. In the analysis of variance, the degrees of freedom associated with SSB and SSW are  $k-1$  and  $N-k$  respectively, in ANCOVA it is  $N-k-1$  and  $k-1$  respectively. Consequently, the definition of the F ratio is:

$$F = \frac{SSB/k-1}{SSW/N-k-1}$$

The fundamental assumption of the homogeneity of regression was tested and did not violate the data.

### C. Statistical Test of Hypothesis 5

Hypothesis 5 was also tested by the same design as hypothesis 4, except for some changes in the computational formula because of unequal cell frequencies.<sup>31</sup>

The results of these analyses are presented in the following chapter.

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<sup>31</sup> Ibid., p. 594.

## CHAPTER III

### PRESENTATION AND DISCUSSION OF RESULTS

The purpose of this chapter is twofold: to report the results of the statistical computation of the previously stated hypotheses, and to provide a discussion of these results in light of the theoretical framework proposed for the study. The chapter is divided into six sections. Sections one to five present the statistical data with respect to the testing of the five hypotheses, together with an analysis of these results, while section six outlines the general findings.

#### 1. Results of Testing Hypothesis 1.

The first hypothesis stated that there were no significant differences between the alienation from school scores of Indian-Metis and White students. This hypothesis was tested separately for each alienation variable by a two-way analysis of variance design.

The statistical data presented in Table VIII indicate no significant differences on total alienation from school between Indian-Metis and White students, thus suggesting a failure to reject the null hypothesis of no ethnic differences on total alienation from school. However, there was a significant ethnic difference on the alienation variable of Normlessness. It was also noted that the Isolation variable approached statistical significance. Tables IX to XIV show the results.

Table VIII.-

Analysis of Variance Results for Testing Total Alienation Among  
Ethnic Status and Sex.

Source of Variation	df	SS	MS	F
Sex	1	855.70	855.70	1.92
Ethnic Status	1	1070.37	1070.37	2.40
Sex and Ethnic Status	1	616.34	616.34	1.38
Within Subjects	104	46270.68	444.91	
Total	107	48813.09		

Table IX.-

Analysis of Variance Results for Testing Powerlessness Among  
Ethnic Status and Sex.

Source of Variation	df	SS	MS	F
Sex	1	7.78	7.78	.27
Ethnic Status	1	26.00	26.00	.92
Sex and Ethnic Status	1	173.78	173.78	6.14*
Within Subjects	104	2940.06	28.26	
Total	107	3147.62		

\*  $p < .05$ .

Table X.-

Analysis of Variance Results for Testing Isolation Among  
Ethnic Status and Sex.

Source of Variation	df	SS	MS	F
Sex	1	2.08	2.08	0.09
Ethnic Status	1	87.12	87.12	3.82
Sex and Ethnic Status	1	41.56	41.56	1.82
Within Subjects	104	2370.13	22.78	
Total	107	2500.89		

Table XI.-

Analysis of Variance Results for Testing Self-estrangement  
Among Ethnic Status and Sex.

Source of Variation	df	SS	MS	F
Sex	1	30.08	30.08	.82
Ethnic Status	1	32.23	32.23	.88
Sex and Ethnic Status	1	18.74	18.74	.51
Within Subjects	104	3769.69	36.24	
Total	107	3850.74		

Table XII.-

Analysis of Variance Results for Testing Meaninglessness  
Among Ethnic Status and Sex.

Source of Variation	df	SS	MS	F
Sex	1	211.12	211.12	3.70
Ethnic Status	1	83.56	83.56	1.46
Sex and Ethnic Status	1	15.54	15.54	.27
Within Subjects	104	5922.60	56.94	
Total	107	6232.82		

Table XIII.-

Analysis of Variance Results for Testing Normlessness Among  
Ethnic Status and Sex.

Source of Variation	df	SS	MS	F
Sex	1	197.37	197.37	3.08
Ethnic Status	1	616.33	616.33	9.62*
Sex and Ethnic Status	1	35.57	35.57	.55
Within Subjects	104	6656.12	64.00	
Total	107	7505.39		

\*p < .01.

Table XIV.-

Mean Alienation Scores by Ethnic Status and Sex.

Ethnic Status	Sex	N	P	I	SE	M	N	Total Alienation
Indian-Metis	M	27	22.66	25.89	36.70	47.66	37.96	170.88
White	M	27	24.22	25.33	36.44	50.18	34.33	169.37
Combined: Indian-Metis & White	M	54	23.44	25.61	36.57	48.92	36.14	170.12
Indian-Metis	F	27	24.66	26.85	36.48	45.62	36.40	170.03
White	F	27	21.14	23.81	34.55	46.62	30.48	158.96
Combined: Indian-Metis & White	F	54	22.90	25.33	35.51	46.12	33.44	164.49
Indian-Metis	M&F	54	23.66	26.37	36.59	46.04	37.18	170.46
White	M&F	54	22.68	24.57	35.50	48.40	32.40	164.16
Total Group	M&F	108	23.17	25.47	36.04	47.52	34.79	167.31

## A. Discussion of Results of Testing Hypothesis 1

Stated in the null form, the first hypothesis was that Indian-Metis students did not differ significantly from White students on measures of alienation from school. The hypothesis was partially rejected. Indian-Metis students were higher than others on the alienation measure of Normlessness. This result is inconsistent with the previous research of Bryde,<sup>1</sup> Tefft<sup>2</sup> and Middleton,<sup>3</sup> all of whom seem to establish a significantly negative relationship between measures of alienation and ethnic status.

If one accepts the idea that the ethnic minority and people of low economic status are subjected to similar forces in the society, then the finding is also inconsistent with much of the previous research<sup>4,5,6</sup> which tends to indicate a

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1 J.F. Bryde, The Sioux Indian Student: A Study of Scholastic Failure and Personality Conflict, unpublished doctoral dissertation, University of Denver, 1965, 1-190 p.

2 Stanton Tefft, "Anomy, Values and Culture Change Among Teen-age Indians: An Exploratory Study," in Sociology of Education, Vol. 40, No. 2, 1967, p. 145-157.

3 Russell Middleton, "Alienation, Race, and Education," in American Sociological Review, Vol. 28, No. 6, December 1963, p. 973-977.

4 Dwight G. Dean, "Alienation: Its Meaning and Measurement," in American Sociological Review, Vol. 26, No. 6, October 1961, p. 753-758..

5 Wendell Bell and Dorothy Meier, "Anomia and Differential Access to the Achievement of Life Goals," in American Sociological Review, Vol. 24, No. 2, April 1959, p. 189-202.

6 E.H. Mizruchi, "Social Structure and Anomie in a Small City," in American Sociological Review, Vol. 25, No. 5, Oct. 1960, p. 645-654.

a significant negative relationship between level of socioeconomic status and alienation measures.

The underlying assumption of this hypothesis was based on the idea that whenever societies are in the process of undergoing social, economic and culture change, the adjustment to emerging institutions usually precipitates problems for the individual in the areas of : understanding the essential goals of the institutions, achieving satisfaction within the institution and, finally, functioning with some degree of success based on the institutional role expectations. In respect to the school in a cross-cultural situation, the formidable task of education--the preparation of young people for essential personal, social and economic roles--will be influenced to some degree by the philosophy underlying the acculturation process, and possibly the inherent conflict of institutional norms.

Generally, it is agreed that the student tends to learn best when he thinks that which is taught is appropriate to him. If he believes that what is appropriate comes not just from teachers, but also from parents, friends, and other persons significant to him, then it could be theorized that the White student, because of his social and cultural orientation, will have achieved a greater degree of congruency between cultural values, individual needs and institutional

expectations. As a consequence, he will display a better understanding of the limits of the educational organization, and the procedures for achieving success within that institution. Of course, it is assumed that as individuals become socialized in specific groups, patterns of individually held values should appear which will reflect the intensity or effectiveness of the socialization process. However, the test of the hypothesis showed that, in general, the alienation scores of Indian-Metis students with the exception of Normlessness did not differ significantly from those of the White students.

The Normlessness finding implies that the Indian-Metis students, more than their White counterparts, believe that socially unapproved behaviours (making false statements to teachers and educational authorities; using illegitimate means to acquire acceptable grades) are justifiable to achieve the important goals and values stressed in the school setting.

The relevance of these findings is the apparent incongruency of attitudinal expression toward the school by the Indian-Metis student. On the one hand, he expresses similar attitudes as White students toward the school in respect to his ability to determine the nature of the reinforcements he seeks within the school (powerlessness); his belief that participation in school activities can provide

him with anticipated future rewards (self-estrangement) as opposed to intrinsic benefits; the belief that he could make satisfactory predictions about the outcome of his interactions with the school (meaninglessness); and his tendency to assign the same reward values to the goals that are highly valued in the school (isolation). On the other hand, he responds differently to the mode of pursuing the goals stressed in the school.

It could be that the school, with its emphasis on learning tasks and deferred gratifications, is not meaningful to the Indian-Metis student. For example, if he sees the goals of the school as unimportant, and if sanctions are imposed for not achieving these goals, then utilizing socially unacceptable behaviour patterns to meet the objectives of the school may become justifiable.

Etzioni's<sup>7</sup> analysis of organizational control within an institution may well apply as an explanation of the results. Generally, it is recognized that the school functions as an organization in which control emanates from social and legal power. In fact, the power structure is diffused in the total society. At the same time, the organizational goals of the school, and even more so in a cross-cultural context, will

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<sup>7</sup> Amitai Etzioni, Modern Organizations, Englewood Cliffs, N.J., Prentice-Hall Inc., 1964, p. 58-67.

sometimes clash with the needs of individual students. However, the school in its endeavour to maximize the attainment of its objectives has traditionally resorted to the use of implicit and explicit control mechanisms. As part of this process, rewards and sanctions are distributed according to educational achievement which, in effect, established machinery to penalize those whose performance deviates from the expected norms.

According to Etzioni, control within the organization is usually defined in terms of the base of power from which it evolves. The control derived from physical means is defined as coercive, power based on material means is utilitarian, and power derived from the use of symbols of prestige, esteem or love, and acceptance, is normative or social power. At the same time:

[...] all other things being equal, at least in most cultures, the use of coercive power is more alienating to those subject to it than is the use of utilitarian power, and the use of utilitarian power is more alienating than the use of normative power.<sup>8</sup>

In explaining the nature of coercive control, Etzioni defines physical as exerting a definite effect on the body.

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<sup>8</sup> Ibid., p. 60.

However, the use of coercive control can be interpreted in a broader context to include any kinds of sanctions that create tension, dissatisfaction, or a sense of failure within the individual. In the school situation, the main form of coercive control is the emphasis on academic achievement.

Translating this theory to an explanation of the results, it would seem that the apparent similar alienative attitudes to school (powerlessness, meaninglessness, isolation, self-estrangement, total alienation) between the Indian-Metis and White student are related to the kind of power base that exists within the school structure. Etzioni maintains that:

Normative power is predominant in religious organizations, ideological - political organizations, colleges and universities, voluntary associations, schools and therapeutic mental hospitals.<sup>9</sup>

Although in many social institutions the above may prevail, this may not be true for the Indian-Metis student. Because the motivation for attending school may be externally imposed, and because he may have experienced very little success in his academic pursuits, the Indian-Metis student may fail to internalize fully the relevancy of school experiences. For him, the normative power may not be operative despite the fact that he does express attitudes similar to White students toward some of the individual and institutional

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9 Ibid., p. 60.

expectations within the school. Nevertheless, it seems that for the Indian-Metis student these goals have not been reinforced to the extent that their experiences could provide them with the orientation or motivation to fully internalize the academic and social disciplines inherent in a school situation. It can be implied that they have been conditioned to accept some of the objectives of the school either by coercive or utilitarian power.

Etzioni suggests that coercive power by its very nature may force provisional compliance, while at the same time alienating the individual from the core of the school program. Maybe this is the situation of the Indian-Metis student, and the questions that should be asked in respect to the organizational structure of schools in the Northwest Territories are: What is the philosophy of control in the schools? Towards whom is prestige and esteem directed? What role do love and acceptance play in the school?

Another possible explanation for the apparent similarity in the expression of most alienative attitudes toward the school by Indian-Metis and White students, and the dissimilarity expressed in relation to a significantly related value, may be interpreted in the light of the observation that:

Indian parents are more successful in enculturating their children in Indian ways, than are the schools in acculturating the same children towards the dominant society; and 2) Indian pupils may be trying out White values around the age of fourteen then rejecting them.<sup>10</sup>

It could be that the Indian-Metis student faced with this dilemma or conflict of interests may come to the conclusion that to succeed within the organizational structure of the school, he has to detach himself from his cultural and family beliefs, and adopt the values of the dominant society. This lack of a strong mutually reinforcing relationship between school and the Indian-Metis parents may result in insecurity, confusion, or a feeling of powerlessness within the mind of the student. Thus, feeling powerless in the face of competition in the school situation, the Indian-Metis student may rely on socially unapproved means to measure up to the expectations held for him by the school. Essentially, the Indian-Metis life and culture have been uprooted from a communal setting and are now required to serve a new set of institutional norms. Maybe some of the values of these institutions are rejected because they represent the subjection of cultural values to the requirements of the institution.

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<sup>10</sup> Leslie Gue, A Comparative Study of Value Orientations in an Alberta Indian Community, unpublished doctoral dissertation, University of Alberta, Edmonton, 1967, p. 266.

The assumption that the hostel equalized these backgrounds, and thus provides an adequate social and emotional climate, is essentially false. What this kind of experience does is to eradicate the positive values, beliefs, and customs from their traditional life style, instead of merging the traditional aspects with some comparable aspects of the dominant culture. Nathaniel Hickerson emphasizes this point when he suggests that:

The inability of affluent oriented teachers in American society to understand or cope with the behaviour of children from economically deprived families is of paramount importance in alienating those children from the public schools. It is this clash of value commitments that, more than any other factor, drives our Negro, Mexican, Puerto-Rican, Indian and economically deprived Caucasian children out of school and into the street [...]. They have been attacked at the point of great vulnerability, their own value structure.<sup>10a</sup>

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<sup>10a</sup> Nathaniel Hickerson, Education for Alienation, Englewood Cliffs, N.J., Prentice-Hall, 1966, p. 42.

## 2. Results of Testing Hypothesis 2.

The second hypothesis stated that there were no significant sex differences on alienation from school measures. This hypothesis was tested separately for each alienation variable by the same two-way analysis of variance design used in hypothesis 1.

The results of the analyses was a failure to reject the null hypothesis of no sex differences on alienation from school scores on all five variables and total alienation. At the same time, the F ratio for Meaninglessness and Normlessness did approach statistical significance. Tables VIII to XIV report these results.

### A. Discussion of Results of Testing Hypothesis 2

In the null form, this hypothesis stated that there were no significant sex differences on alienation from school measures. Although the mean scores as presented in Table XIV indicate the tendency for boys to score higher than girls regardless of ethnic status, the test of the hypothesis revealed that the male and female students did not differ

significantly on alienation from school scores. This result is similar to Patsula's<sup>11</sup> findings. However, it is inconsistent with the previous findings of Meier and Bell,<sup>12</sup> Mizruchi<sup>13</sup> and Bryde<sup>14</sup> who have all reported higher scores for girls on some alienative measures. Further discussion of this finding is continued in the analysis of the findings related to hypothesis 4.

### 3. Results of Testing Hypothesis 3.

The third hypothesis stated in the null form was that there were no significant interaction effects between sex and ethnicity when the criterion was alienation. This hypothesis was tested separately for each alienation variable by the same two-way analysis of variance design used in hypothesis 1 and 2.

The results of the analyses indicate a partial rejection of the hypothesis since the only interaction effect was found on the powerlessness dimension. Figure 1 shows that

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11 Philip Patsula, The Relation of Alienation and Introversion to Academic Achievement Among Grade Ten Students, unpublished M.Ed. dissertation, University of Alberta, Edmonton, 1968, 1-146 p.

12 Meier and Bell, op. cit.

13 Mizruchi, op. cit.

14 Bryde, op. cit.



Figure 1.- Interaction Pattern of Ethnicity and Sex, Based on Powerlessness Data of Table XIV.

in comparing boys with girls, the White boys exhibited a greater feeling of powerlessness than the Indian-Metis boys; conversely, the Indian-Metis girls exhibited a greater feeling of powerlessness than the White girls. Another significant finding lies in the fact that whereas the means of the total alienation from school scores are similar for all groups, the scores for the White girls are much less than the others.

#### A. Discussion of Results of Testing Hypothesis 3

An explanation of this apparent interaction effect can be viewed in the light that the greater feelings of powerlessness can be expected where the burdens are greater. Maybe the Indian-Metis girl, because of her cultural orientation, has a specific status and role in her community. It is proposed that the traditional female role in the Indian-Metis society would be one of subservience to the male. However, as the students attend school girls and boys are educated identically, and throughout the school life there is a continual reinforcement of expectations of equality in achievement. Whereas the same pressure of reinforcement of equality and competition in academic pursuits also confronts the White female student, it usually gives way to the role expectations of society as she progresses through the

secondary school. It could be that for the Indian-Metis female, the adjustment to the competition with the male results in a continual conflict between institutional and cultural expectations. This point is reinforced by Bryde who suggests that:

Indian females, thrust into competition with Indian males in the White environment of a modern school, could well feel disturbed by the school pressure to perform and excel over boys, when the culture recommends conformity to an inferior role.<sup>15</sup>

A possible explanation for the lower total alienation from school scores by White girls could be related to the consistent findings in the literature which affirm that the greater the alienation the greater the degree of powerlessness. Perhaps the organizational structure of the present school system with its implicit and explicit sanctions does not afford the male adolescent enough scope or power to explore choices and to make decisions.

Although the sense of powerlessness could be either the consequence or cause of alienation from the institution, traditionally females in our culture are not expected to have the same freedom for self-determination as that required of the male. In fact, females have tended to be more obedient and submissive, and more sensitive and reactive to social

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<sup>15</sup> Bryde, op. cit., p. 121.

approval. It could be that these qualities are essential for success in school.

In conclusion, the results of hypotheses 1, 2, and 3 tend to reinforce the idea that when expectations are institutionalized in two different cultural or social systems, the students' perceptions of relevant cultural expectations are congruent only if both socializing agents (school-family) reinforce the institutional expectations of the student. It is suggested that the primary socializing agent contributes more than the secondary agents in producing a measure of integration among student expectations in school. The impact of the cultural influences for the Indian-Metis student is limited, and may be the result of his contradictory attitudes. It may well be that the lack of interaction effects represent the presence of conflict for the Indian-Metis student.

#### 4. Results of Testing Hypothesis 4.

The fourth hypothesis stated that there were no significant differences on total achievement scores between Indian-Metis and White students. In order to test this hypothesis, the aggregate achievement of Indian-Metis was compared with that of White students. Moreover, the comparison was also made in each of the four subject areas under study: Language, Social Studies, Mathematics and Science. The hypothesis was tested by means of an analysis of covariance design with academic aptitude as the covariate.

Five t-tests performed on the mean achievement scores (aggregate and individual) of Indian-Metis and White students proved to be significant. Table XV summarizes this data which indicates that in every case the mean criterion scores of the White students were higher than those of the Indian-Metis students, and these differences were significant beyond the .001 level. These results were expected. They established the fact that achievement differences are represented between the two ethnic groups, and thus increased the possibility that real achievement differences between the two groups would manifest themselves.

To make use of the analysis of covariance design, the mean criterion scores were adjusted to compensate for initial differences between the groups on the control variable. Table XV shows that the mean of the Indian-Metis group's unadjusted original mean achievement scores have been slightly increased while those of the White group have been adjusted downward. The reason for the nature of these adjustments can be inferred from the differences between Indian-Metis and White students on the control variable (academic aptitude).

The contribution to the mean adjustment made by the control variable is determined primarily by the magnitude of the initial differences between the Indian-Metis and White

Table XV.-

Comparison of Criterion and Covariate Variable Means of Indian and White Students.

Ethnic Status	N	Subject	Criterion (Achievement)		Covariate Academic Aptitude	S.D.	Unad-justed Means t
			Unad-justed	Ad-justed			
Indian	54	Language	40.69	44.26	47.96	7.73	11.50*
White	54	Language	51.27	47.70	65.11	9.36	
Indian	54	S.Studies	42.01	45.80	47.96	7.75	11.72*
White	54	S.Studies	50.24	46.45	65.11	10.17	
Indian	54	Math.	42.65	45.79	47.96	7.10	9.77*
White	54	Math.	50.53	47.39	65.11	9.14	
Indian	54	Science	39.33	42.88	47.96	8.00	10.65*
White	54	Science	49.25	45.70	65.11	9.60	
Indian	54	Aggregate Ach.	164.71	178.74	47.96	24.45	18.71*
White	54	"	201.29	187.26	65.11	32.54	

\*  $p < .001$ .

students, and the strength of the relationship between the criterion measure (achievement) and the control variable. The correlation coefficients between the criterion variable and control variable were: for the total group (N=108) .90, Indian-Metis (N=54) .81, and White (N=54) .91.

When the adjusted mean achievement scores were subjected to an analysis of covariance design, the hypothesis of no significant difference on aggregate achievement between the two groups was rejected. Moreover, there were also significant F values with respect to Language and Science achievement. The statistical data are presented in Tables XVI to XX.

#### A. Discussion of Results of Testing Hypothesis 4

A hypothesis of lowered achievement by Indian-Metis as compared to White students was predicated on two sets of previous, cross-cultural research findings. On the one hand,

Table XVI.-

Analysis of Covariance for Language Achievement Differences  
Between Indian-Metis and White Students, Controlling for  
Academic Aptitude.

Source of Variation	df	SS	MS	F
Between	1	244.04	244.07	7.41*
Within	105	3458.32	32.93	
Total	106	3702.36		

\*  $p < .01.$

Table XVII.-

Analysis of Covariance for Social Studies Achievement  
Differences Between Indian-Metis and White Students  
Controlling for Academic Aptitude.

Source of Variation	df	SS	MS	F
Between	1	8.74	8.74	.244
Within	105	3752.12	35.73	
Total	106	3760.86		

Table XVIII.-

Analysis of Covariance for Mathematics Achievement  
Differences Between Indian-Metis and White  
Students Controlling for Academic Aptitude.

Source of Variation	df	SS	MS	F
Between	1	52.38	52.38	1.47
Within	105	3718.40	35.41	
Total	106	3770.78		

Table XIX.-

Analysis of Covariance for Science Achievement Differences  
Between Indian-Metis and White Students Controlling  
for Academic Aptitude.

Source of Variation	df	SS	MS	F
Between	1	164.57	164.57	4.34*
Within	105	3981.16	37.91	
Total	106	4145.73		

\*p < .05.

Table XX.-

Analysis of Covariance for Aggregate Achievement Differences  
Between Indian-Metis and White Students Controlling for  
Academic Aptitude.

Source of Variation	df	SS	MS	F
Between	1	1490.25	1490.25	7.72*
Within	105	20254.81	192.90	
Total	106	21745.06		

\* p < .01.

a number of studies<sup>16,17,18</sup> were done at the University of Alberta using samples from various communities in the Northwest Territories. The theoretical rationale for these studies was based on the assumption that the performance of an individual on an intelligence test is dependent on the nature and scope of the child's experiences. The implication was that intelligence or achievement is affected by the interaction between heredity and environment. The general conclusion drawn from these studies was that tests of mental ability discriminate against children from cultures other than middle-class America. Specifically, it suggested that in spite of the fact that the Indian-Metis students of the Northwest Territories scored consistently lower than White students on both achievement and intelligence tests, these lowered scores were not due to lack of ability, but to the extent to which the tests were culture-biased. In suggesting

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16 L.W. West and R.S. MacArthur, "Intelligence Test for Two Samples of Metis and Indian Children," in Alberta Journal of Educational Research, Vol. 10, No. 1, 1964, p. 17-27.

17 M.S. Rattan and R.S. MacArthur, "Longitudinal Prediction of School Achievement for Metis and Eskimo Children," in Alberta Journal of Educational Research, Vol. 14, No. 1, March 1968,

18 R.S. MacArthur, "Assessing the Intellectual Potential of the Native Canadian Pupils: A Summary," in Alberta Journal of Educational Research, Vol. 14, No. 2, June 1968, p. 115-122.

that the Progressive Matrices seem to provide more valid results than other conventional intelligence tests, MacArthur concludes that from his studies in the MacKenzie District:

[...] large proportions of Canadian Natives of early school age have the general intellectual ability to participate fully in the larger Canadian community.<sup>19</sup>

Generally, the analysis of research findings on achievement differences between Indian and White students in other areas also tend to support significant differences in achievement in favour of the White student. Therefore, in the light of these findings it was expected that the White student in the Northwest Territories would achieve higher than the Indian-Metis. Despite the attempt to control the variable of academic aptitude, there were significant differences in favour of the White students on Language, Science and aggregate achievement. It is suggested that the apparent lowered achievement may be symptomatic of problems of adjustment to the school that may result in strains on the Indian-Metis student which are not discernible in an examination of the effects of achievement.

Perhaps the apparent achievement differences are really language or reading difficulties, rather than mental defect, or lowered achievement. In fact, it is surmised

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<sup>19</sup> Ibid., p. 122.

that the main area of deficiency in the Indian-Metis sample is that of vocabulary and information, both of which are largely dependent on the experiential background of the student. This study accepts MacArthur's assumption that the level of intellectual functioning is a product of heredity and environment. In addition, "a developmental theory" of intelligence and achievement also assumes that certain stages in the developmental processes are crucial to the learning process. What is implied in this theory is that in the social, emotional and educational development of a child, certain processes must occur in a certain sequence. If they do not, or fail to develop in line with the normative population, then their potential to function at maximum capacity is jeopardized. The work of Piaget<sup>20</sup> and Bruner<sup>21</sup> seems to lend support to the critical period hypothesis in the development of all phases of intelligence and achievement patterns.

This theoretical framework can be used as a possible explanation for lowered achievement by the Indian-Metis students. The basic assumption is that language is the key to the educative process, and that the Indian-Metis student, because of his cultural, social and economic orientation,

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20 J. Piaget, The Psychology of Intelligence, London, Routledge and Kegan Paul, 1950, vii-182 p.

21 Jerome Bruner, The Process of Education, Cambridge, Mass., Harvard University Press, 1965, xvi-92 p.

fails to develop the kind of perceptual motor background skills which are so critical to the continual development of basic academic skills, and more so reading and language skills to which he is exposed in the school situation. As indicated before, the school and the home are the major components in the shaping of the socialization process. Therefore, both make indelible contributions to the development of the child.

Central to the comparative deficiency in perceptual motor development in the Indian-Metis as he comes to school may be the lack of exposure to work and play objects concomitant with those of the normative population. The significance and importance of a possible vacuum in the development of facilities essential to the formal educational process is illustrated thusly:

[...] the non-Indian child who has blocks to play with learns to discriminate spatially, and to distinguish colours and sizes [...] Tactile sensory discrimination is also learned through familiarity with a number of toys and direct teaching of the parents [...] such skills help immeasurably when the child learns to read and write. And such skills are assumed by the school as being possessed by all children on entry.<sup>22</sup>

As suggested by the Hawthorn Report, maybe the school perpetuates this lack of perceptual motor development by

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22 H.B. Hawthorn, A Survey of Contemporary Indians of Canada, Part 2 - Economic, Political, Educational Needs and Policies, Ottawa, Indian Affairs Branch, Vol. 2, October 1967, p. 114.

continuing educational programs at the primary level assuming that all children have the same perceptual motor and language experiences in the home. The consequence of such an assumption is the elimination of valuable pre-school experiences in favour of a more academic type of experience beginning in grade one.

In conclusion, despite the fact that verbal skills are essential for achieving in school, in general, the Indian-Metis student begins school at a distinct disadvantage when compared to the White student. On the one hand, the non-Indian child has had familiarity with books, and has also been exposed to parents who speak English fluently, whereas usually the Indian-Metis child has very little exposure to books, and learns the English language from parents who either use it as a second language, or speak it poorly. One can concur with the statement that:

The lack of corrective feedback and paucity of objects provides the Indian child with few opportunities to discriminate perceptually and conceptually and limits his experience with items that are familiar to most children.<sup>23</sup>

It may also be possible that the Indian-Metis student comes to school with the absence of critical learning experiences, and thus can be considered linguistically and

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23 Ibid., p. 114.

culturally handicapped, yet he is placed in group situations far beyond his capabilities. Added to this may be the fact that at the beginning of his school life, he is taught to recognize concrete concepts such as letters, words, colours, numbers. At this stage reading of stories is usually associated with the learning of specific words. However, as time progresses and the need for the teacher to cover certain curriculum requirements takes place, the Indian-Metis child is expected to read and interact with content based on middle-class norms and experiences. Although the non-Indian student has to make the same abstractions, the vehicle of communication is the same; that is, there is a closer sense of association between himself and the objects he is requested to visualize. The Indian-Metis, on the other hand, is not only forced to abstract to the objects in the specific learning experience, but also has to generalize to the basic values of the normative population. This problem is a progressive one, and operates throughout the school career of the student. As a consequence, the achievement gap widens, and once the cycle of failure begins the situation is magnified by the increasing body of knowledge to which the student is exposed during the school experience. It is interesting to note that the Coleman study reports that in both verbal and non-verbal skills, the average minority pupil (American

Indians, Mexican-Americans, and Puerto Ricans) score distinctly lower at every level than the average White student. The Report goes on to express the viewpoint that although it seems that the non-school factors put minority children at a disadvantage in verbal and non-verbal skills when they enter first grade, the fact is that the schools have not overcome them.

#### 5. Results of Testing Hypothesis 5.

In order to test the null hypothesis of no significant differences on aggregate achievement scores between Indian-Metis and White students with varying degrees of alienation, subjects were categorized as having High, Average or Low degrees of alienation. Table XXI indicates the grouping. Again, this hypothesis was tested separately for each of the alienation variables by means of an analysis of covariance design.

The t tests performed on the mean achievement scores of Indian-Metis and White students with varying degrees of alienation all proved to be significant beyond the .001 level. Table XXI indicates that in every case the mean criterion scores (aggregate achievement) of White students were higher than those of the Indian-Metis students. Nevertheless, when the means were adjusted for the linear

Table XXI.-

Comparison of the Means of Aggregate Achievement with Varying Degrees of Alienation.

Ethnic Status	N	Degree of Alienation	Alienation Variable	Aggregate Achievement		Unadjusted "t"
				Unadjusted	Adjusted	
Indian	20	High	Powerlessness	171.42	182.57	9.93*
White	18	High	"	198.51	186.13	
Indian	20	Average	"	155.03	168.15	10.99*
White	13	Average	"	200.36	180.18	
Indian	14	Low	"	168.93	185.03	11.07*
White	23	Low	"	204.02	194.22	
Indian	22	High	Isolation	165.55	172.59	10.30*
White	12	High	"	190.18	177.27	
Indian	14	Average	"	171.75	189.18	9.47*
White	23	Average	"	212.95	202.34	
Indian	18	Low	"	158.20	173.00	11.55*
White	19	Low	"	194.20	180.18	
Indian	19	High	S.Estrangement	166.45	177.35	11.13*
White	15	High	"	196.56	182.76	
Indian	23	Average	"	164.99	172.53	9.55*
White	16	Average	"	192.22	181.39	
Indian	12	Low	"	161.40	187.08	10.57*
White	23	Low	"	210.71	197.32	
Indian	13	High	Meaningless-	170.95	189.65	14.97*
White	21	High	ness"	203.49	191.91	
Indian	21	Average	"	167.93	177.82	10.78*
White	17	Average	"	196.62	184.40	
Indian	20	Low	"	157.26	168.79	8.09*
White	16	Low	"	203.41	189.01	

Table XXI.- (Cont'd.)

Ethnic Status	N	Degree of Alienation	Alienation Variable	Aggregate Achievement		Unad- justed "t"
				Unad- justed	Adj- justed	
Indian	26	High	Normlessness	158.06	165.39	10.12*
White	10	High	"	191.11	172.05	
Indian	19	Average	"	169.91	180.35	12.98*
White	17	Average	"	196.64	184.98	
Indian	9	Low	"	172.91	187.11	8.47*
White	27	Low	"	208.01	203.28	
Indian	19	High	Total Alien.	163.44	174.38	10.23*
White	15	High	"	196.93	183.08	
Indian	23	Average	"	162.85	176.15	12.27*
White	15	Average	"	194.61	174.21	
Indian	12	Low	"	170.27	184.64	10.34*
White	24	Low	"	208.22	201.03	

\*  $p < .001$ .

effect of the covariate, the results showed that the only significant total alienation-aggregate achievement differences were found between Indian-Metis students with low composite alienation scores, and White students with low composite alienation scores.

Further analysis of the relationship between alienation variables and aggregate achievement also revealed significant differences among the following: between Indian-Metis and White students with Low Normlessness scores (Table XXXIV), between Indian-Metis and White students with Low Meaningless scores (Table XXXIII), between Indian-Metis and White students with Average Powerlessness scores (Table XXIII). The complete statistical data for this hypothesis are found in Tables XXI to XXXIX.

Table XXII.-

Analysis of Covariance for Aggregate Achievement Differences  
 Between Indian-Metis and White Students with High  
 Powerlessness Scores.  
 (N=38) Indian=20; White=18

Source of Variation	df	SS	MS	F
Between Subjects	1	94.07	94.07	0.486
Within Subjects	35	6772.89	193.51	
Total	36	6866.96		

Table XXIII.-

Analysis of Covariance for Aggregate Achievement Differences  
 Between Indian-Metis and White Students with Average  
 Powerlessness Scores.  
 (N=33) Indian=20; White=13

Source of Variation	df	SS	MS	F
Between Subjects	1	803.74	803.74	4.66*
Within Subjects	30	5165.62	172.18	
Total	31	5969.36		

\*  $p < .05$ .

Table XXIV.-

Analysis of Covariance for Aggregate Achievement Differences  
 Between Indian-Metis and White Students with Low  
 Powerlessness Scores.  
 (N=37) Indian=24; White=13

Source of Variation	df	SS	MS	F
Between Subjects	1	600.05	600.05	2.88
Within Subjects	34	7079.06	208.20	
Total	35	7679.11		

Table XXV.-

Analysis of Covariance for Aggregate Achievement Differences  
 Between Indian-Metis and White Students with High  
 Isolation Scores.  
 (N=34) Indian=22; White=12

Source of Variation	df	SS	MS	F
Between Subjects	1	142.02	142.02	0.98
Within Subjects	31	4467.93	165.82	
Total	32	4609.95		

TableXXVI.-

Analysis of Covariance for Aggregate Achievement Differences  
 Between Indian-Metis and White Students with Average  
 Isolation Scores.  
 (N=37) Indian=14; White=23

Source of Variation	df	SS	MS	F
Between Subjects	1	1206.98	1206.98	3.96
Within Subjects	34	1034.53	304.36	
Total	35	2241.51		

Table XXVII.-

Analysis of Covariance for Aggregate Achievement Differences  
 Between Indian-Metis and White Students with Low  
 Isolation Scores.  
 (N=37) Indian=18; White=19

Source of Variation	df	SS	MS	F
Between Subjects	1	388.69	388.69	2.43
Within Subjects	34	4733.70	139.22	
Total	35	5072.39		

Table XXVIII.-

Analysis of Covariance for Aggregate Achievement Differences  
Between Indian-Metis and White Students with High  
Self-estrangement Scores.

(N=34) Indian=19; White=15

Source of Variation	df	SS	MS	F
Between Subjects	1	197.25	197.25	1.18
Within Subjects	31	5140.54	259.08	
Total	32	5337.79		

Table XXIX.-

Analysis of Covariance for Aggregate Achievement Differences  
 Between Indian-Metis and White Students with Average  
 Self-estrangement Scores.  
 (N=39) Indian=23; White=16

Source of Variation	df	SS	MS	F
Between Subjects	1	645.12	645.12	2.73
Within Subjects	36	8486.41	235.73	
Total	37	9131.53		

Table XXX.-

Analysis of Covariance for Aggregate Achievement Differences  
 Between Indian-Metis and White Students with Low  
 Self-estrangement Scores.  
 (N=35) Indian=12; White=23

Source of Variation	df	SS	MS	F
Between Subjects	1	534.82	534.82	2.73
Within Subjects	32	6266.59	195.83	
Total	33	6801.41		

Table XXXI.-

Analysis of Covariance for Aggregate Achievement Differences  
 Between Indian-Metis and White Students with High  
 Meaninglessness Scores.  
 (N=34) Indian=13; White=21

Source of Variation	df	SS	MS	F
Between Subjects	1	33.93	33.93	0.22
Within Subjects	31	4673.84	150.76	
Total	32	4607.77		

Table XXXII.-

Analysis of Covariance for Aggregate Achievement Differences  
 Between Indian-Metis and White Students with Average  
 Meaninglessness Scores.  
 (N=38) Indian=21; White=17

Source of Variation	df	SS	MS	F
Between Subjects	1	339.21	339.21	1.70
Within Subjects	35	6953.61	198.67	
Total	36	7292.82		

Table XXXIII.-

Analysis of Covariance for Aggregate Achievement Differences  
 Between Indian-Metis and White Students with Low  
 Meaninglessness Scores.  
 (N=36) Indian=20; White=16

Source of Variation	df	SS	MS	F
Between Subjects	1	2372.35	2372.35	13.86*
Within Subjects	33	5650.58	171.23	
Total	34	8022.93		

\*  $p < .01$ .

Table XXXIV.-

Analysis of Covariance for Aggregate Achievement Differences  
 Between Indian-Metis and White Students with High  
 Normlessness Scores.  
 (N=36) Indian=26; White=10

Source of Variation	df	SS	MS	F
Between Subjects	1	240.51	240.51	1.63
Within Subjects	33	4847.64	146.89	
Total	34	5088.15		

Table XXXV.-

Analysis of Covariance for Aggregate Achievement Differences  
 Between Indian-Metis and White Students with Average  
 Normlessness Scores.  
 (N=36) Indian=19; White=17

Source of Variation	df	SS	MS	F
Between Subjects	1	171.02	171.02	0.85
Within Subjects	33	6570.12	199.09	
Total	34	6741.14		

Table XXXVI.-

Analysis of Covariance for Aggregate Achievement Differences  
 Between Indian-Metis and White Students with Low  
 Normlessness Scores.  
 (N=36) Indian=9; White=27

Source of Variation	df	SS	MS	F
Between Subjects	1	1529.51	1529.51	7.01*
Within Subjects	33	7199.17	218.15	
Total	34	8728.68		

\*p < .05.

Table XXXVII .-

Analysis of Covariance for Aggregate Achievement Differences  
 Between Indian and White Students with High Total  
 Alienation Scores.  
 (N=34) Indian=19; White=15

Source of Variation	df	SS	MS	F
Between Subjects	1	498.34	498.34	2.77
Within Subjects	31	5563.73	179.45	
Total	32	6062.07		

Table XXXVIII.-

Analysis of Covariance for Aggregate Achievement Differences  
 Between Indian-Metis and White Students with Average  
 Total Alienation Scores.  
 (N=38) Indian=23; White=15

Source of Variation	df	SS	MS	F
Between Subjects	1	25.47	25.47	0.15
Within Subjects	35	5728.69	163.67	
Total	36	5745.16		

Table XXXIX.-

Analysis of Covariance for Aggregate Achievement Differences  
Between Indian-Metis and White Students with Low Total  
Alienation Scores.

(N=36) Indian=12; White=24

Source of Variation	df	SS	MS	F
Between Subjects	1	1853.56	1853.56	8.51*
Within Subjects	33	7181.66	217.62	
Total	34	9035.22		

\*p < .01.

## A. Discussion of Results of Testing Hypothesis 5

The results of this hypothesis did not reveal too many significant alienation-aggregate achievement differences between Indian-Metis and White students. The pre-experimental reasoning was that if a negative relationship exists between alienation and achievement, the level of alienation would affect the achievement of both groups in the same way. The hypothesis was partially tenable because the only significant achievement differences between the groups were found between Indian-Metis and White students with Low Composite Alienation scores, Low Normlessness scores, Low Meaninglessness scores, and Average Powerlessness scores. In all cases, the tendency was for the White student to achieve higher than the Indian-Metis student. Since there were only four significant differences among eighteen comparisons, it can be concluded that achievement does not have a differential effect on ethnic groups with varying degrees of alienation. At the same time, the findings also seem to suggest that the degree of alienation on composite alienation, normlessness and powerlessness may be a more significant variable affecting the achievement of Indian-Metis students than that of Whites.

One significant aspect of the findings of this hypothesis is the apparent conclusion that acculturation alone is not sufficient to ensure comparable achievement

between the two groups. In spite of the fact that the Indian-Metis and White students indicated similar low alienative attitudes toward the school, the White students achieved higher. One might easily conjecture that the slight evidence in this study for White students with low and average degrees of alienation to achieve better than Indian-Metis students is related to Merton's<sup>24</sup> idea that anomie (normlessness) occurs when there is a conflict between culturally prescribed goals and socially organized access to them by legitimate means. This may be the case of the Indian-Metis in that, although he may have assimilated the cultural emphasis on some aspects the institutional expectation goals, by evidence of low alienation scores, he may not have equally internalized the institutional norms governing the ways and means for its full attainment (achievement).

Merton points out the consequences of a failure to achieve a suitable equilibrium between cultural goals and institutionalized practice when he states:

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<sup>24</sup> Robert K. Merton, "Social Structure and Anomie," in H.M. Ruitenbeek (ed.), Varieties of Modern Social Theory, New York, E.P. Dutton & Co. Inc., 1963, p. 363-401.

No society lacks norms governing conduct. But societies do differ in the degree to which folkways, mores, and institutional controls are effectively integrated with the goals which stand high in the hierarchy of cultural values. The culture may be such as to lead individuals to centre their emotional convictions upon the complex of culturally acclaimed ends, with far less emotional support for prescribed methods of reaching out for these ends. With such differential emphasis upon goals and institutional procedures, the latter may be so initiated by the stress on goals as to have the behaviour of many individuals limited only by considerations of technical expediency.<sup>25</sup>

In the light of Merton's idea that the provisional compliance with goals is related to technical expediency, and the fact that only a few significant alienation-achievement differences existed between the Indian-Metis and White students, it can be surmised that the problems of adjusting to the school by Indian-Metis students may not be due to lack of achievement. The findings seem to negate this view, and suggest that psychological readiness is as important as technical readiness for the achievement of the student.

In the past, there has been the tendency to assume that low achievement by Indian-Metis in comparison to non-Indian students resulted from lack of technical skills, motivation, or intelligence. As a consequence, the majority of educational programs have emphasized acculturation, and

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25 Ibid., p. 368.

the removal of language problems as prerequisites for increased achievement. It is suggested that inflexible curricula, and moreso psychological unreadiness are the chief factors causing lowered educational achievement by the Indian-Metis in comparison to the non-Indian student.

If one views the educational process as moving from a level of prerequisites (technical skills) to the level preceding the ultimate (affective, physical and cognitive experiences), and finally to the ultimate goal of self-actualization, then all phases of the process have to be developed to some degree of competence. The results of this hypothesis, though not conclusive, suggest that because in most cases the educational programs for the Indian-Metis have emphasized acculturation and the eradication of language problems (technical skills) as a way of increasing academic achievement, they seem to have neglected the concept of affective learning (coping, interest, satisfaction, etc.).

As a result of this, the Indian-Metis student may be psychologically unready for school. Therefore, the lowered achievement may be the result of problems of adjustment to school, teachers and classmates. It may well be that alienation is not a result of low achievement, but rather cultural and institutional conflict.

It is suggested that the Indian-Metis lack the perceptual motor background experiences necessary to the continual development of the academic skills stressed in the school. The importance of the home as a socializing agent for success in the elementary school is emphasized by Erikson when he states:

[...] the child's danger at this stage lies in a sense of inadequacy and inferiority. If he despairs of his tools and skills or his status among his tool partners, his ego boundaries suffer, and he abandons hope for the ability to identify early with others who apply themselves to the same general section of tool world. Many a child's development is disrupted when the family life may not have prepared him for school life, or when school life may fail to sustain the promises of the earlier stages.<sup>25a</sup>

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<sup>25a</sup> Erik Erikson, Childhood and Society, New York, W.W. Norton & Co. Inc., 1950, p. 227.

More precisely, it is implied that the values associated with high academic achievement and other intellectual endeavours are not as pervasive in the cultural structure of the Indian-Metis as they are for the non-Indian student. This observation would tend to explain, at least in part, the tendency of the Indian-Metis student to achieve lower than the White student.

#### 6. General Findings.

Analysis of the relationship between aggregate achievement and total alienation failed to show any significant relationships for the total sample, the Indian-Metis sample, or the White sample. However, a further analysis of the correlations between individual subjects and aggregate achievement and the factors of alienation showed some significant relationships.

Table XL shows the correlations for the total sample. It is noted that statistically significant negative relationships existed between isolation and language, between isolation and aggregate achievement, and between composite alienation and social studies. Moreover, normlessness correlated significantly and negatively with all subjects and aggregate achievement.

Table XL.-

Correlation Between "Alienation" Measures and Achievement in  
the Various Academic Subjects for the Total Sample.  
(N=108)

	Language	Social Studies	Mathe- matics	Science	Agg. Achiev.
Powerlessness	-.053	-.160	-.054	-.097	-.106
Isolation	-.221*	-.165	-.190	-.153	-.209*
Self-estrangement	-.026	-.074	-.014	-.101	-.099
Meaninglessness	.176	.082	.132	.144	.154
Normlessness	-.316*	-.308*	-.276*	-.267*	-.336*
Total Alienation	-.130	-.195*	-.126	-.162	-.177

\*  $p < .05$ .

When correlations were computed separately for Indian-Metis and the White sample (Tables XLI and XLII), only one significant correlation was found, and that was a negative relationship between Normlessness and Science for the Indian-Metis sample. One interesting aspect of these findings is the consistent positive correlation between Meaninglessness and achievement variables which existed for all samples. Also the positive though not significant relationship between Self-estrangement and Language, between Self-estrangement and Science, between Self-estrangement and Social Studies, and between Self-estrangement and Aggregate Achievement.

The lack of significant correlation between alienation and Aggregate Achievement is consistent with Patsula's<sup>26</sup> findings. However, it is inconsistent with the significant negative correlations of alienation to achievement reported by Bryde.<sup>27</sup> This latter result is important to this study because of the similarity between samples. Maybe the conflicting results can be explained in light of the fact that the Iowa Test of Educational Achievement used by Bryde is a standardized achievement measure and, as such, has an inherent culture bias. On the other hand, since the Alberta Grade IX Examinations were designed specifically for this population,

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26 Patsula, op. cit.

27 Bryde, op. cit.

Table XLI.-

Correlations Between "Alienation" Measures and Achievement in  
the Various Academic Subjects for the Indian-Metis  
Sample (N=54).

	Language	Social Studies	Mathe- matics	Science	Agg. Achiev.
Powerlessness	.132	-.077	-.019	-.105	-.023
Isolation	-.077	-.049	-.046	-.069	-.076
Self-estrangement	.251	.125	-.001	.020	.125
Meaninglessness	.261	.020	.146	.104	.165
Normlessness	-.142	-.246	-.108	-.315*	-.258
Total Alienation	.127	-.073	.001	-.106	-.017

\*  $p < .05$ .

Table XLII.-

Correlations Between "Alienation" Measures and Achievement in  
the Various Academic Subjects for the White Sample.  
(N=54)

	Language	Social Studies	Mathe- matics	Science	Agg. Achiev.
Powerlessness	-.102	-.172	-.014	-.029	-.096
Isolation	-.192	-.127	-.169	-.072	-.164
Self-estrangement	-.151	-.160	-.213	-.132	-.192
Meaninglessness	.033	.051	.050	.100	.069
Normlessness	-.247	-.198	-.222	-.029	-.204
Total Alienation	-.223	-.210	-.126	-.102	-.195

and since the curriculum guidelines provide teachers a basis for instructional objectives, these semi-standardized tests may relate more closely to achievement expectations of the Indian-Metis sample.

The loss of information can be observed when correlations were calculated separately for the Indian-Metis and White groups. Whereas there were four significant correlations for the total sample, there were none for the White sample, and only one for the Indian-Metis sample. It is also significant to note that most of the relationships between alienation and achievement were negative as would be predicted from previous studies with the exception of meaningfulness. However, in spite of the absence of statistically significant correlations between meaningfulness and achievement variables, all correlations were positively related. This indicates that as achievement increased in all subject areas, there was also the increase in the feeling that satisfactory predictions about future behaviours in respect to the school environment could not be made. This consistent positive correlation between the above alienation measure and achievement does reinforce the previously stated idea that the type of alienation is important for the prediction of both the direction of the relationship and consideration of significant differences between groups.

It was also interesting to note that for the Indian-Metis sample, there was a positive relationship between Self-estrangement and the following subjects: Language, Social Studies, Science, and aggregate achievement. Although the correlations were not significant, these results imply that as achievement on these subjects increased, there was also an increase in the feeling that school activities were not intrinsically rewarding or meaningful. It may be that the focus on acculturation and remedial programs designed to solve language and learning problems has been misdirected, and maybe alienation of the students from schools, or the lowered achievement, is due to inflexible curricula, programs and activities which are not geared to meet the needs and experiences of these children.

#### A. Summary of General Findings

1. Generally, ethnic status does not affect alienation from school. However, it would appear that the Indian-Metis students are somewhat more alienated from the school than the White students. Specifically, the Indian-Metis do not differ significantly from White students on Powerlessness, Meaninglessness, Self-estrangement, Isolation and Total

Alienation. Nevertheless, they do differ significantly on Normlessness.

2. Sex does not appear to be a factor in predicting alienation from school despite the tendency for boys to have higher mean scores than girls. White girls had by far the lowest mean total alienation scores. The F ratio for Meaninglessness and Normlessness did approach statistical significance.

3. Ethnicity-sex interactions only occurred on the Powerlessness dimension. White males expressed a slightly greater powerlessness attitude than the Indian-Metis males. On the other hand, Indian-Metis females expressed a greater powerlessness attitude than White females.

4. Generally, ethnic status affects the achievement of students, particularly the Indian-Metis, at all levels of academic aptitude. Despite the adjustment of the means to accommodate differences on academic aptitude, the White student achieved higher than the Indian-Metis on Language, Science, and Aggregate Achievement.

5. Generally, the level of alienation is not a good predictor of achievement for either Indian-Metis or White students. At all levels of alienation, the White student had higher achievement scores than the Indian-Metis. These were significant at the following levels: Low Meaninglessness, Low Normlessness, Low Total Alienation, and Average Powerlessness.

6. Most alienation scores correlated negatively with achievement scores. The only exceptions were: all correlations between Meaninglessness and achievement are positive but non-significant for all samples; there was the tendency to have positive but non-significant correlations between Self-estrangement and achievement scores for the Indian-Metis sample. Except for the above, there was a negative relationship between alienation and achievement measures, which implies that high alienation scores will be reflected in lowered achievement.

## SUMMARY AND CONCLUSIONS

One of Parsons and Shills' implied assumptions is that a student's conformity to institutionalized cultural expectations is partly dependent on the degree of consistency with which these values are internalized by the primary (parents) and secondary (school, church, law) socializing agents, and also upon the system of sanctions applied by the socializing agents for his conformity or non-conformity with their expectations. The study was primarily concerned with the secondary socializing agent of the school, and the institutionalized cultural expectations studied were alienative or non-alienative attitudes toward the school. These were measured by Kolesar's Pupil Attitude Questionnaire. The extent to which the student coped with, or internalized, the system of sanctions imposed by the school was related to his achievement on the 1970 Alberta Grade IX Examinations. Finally, the assumption was made that there would be congruency between institutional expectations and internalization of cultural values for the White student, but incongruency for the Indian-Metis student. The following conclusions are based on the results of the analyses carried out in testing the hypotheses.

### Hypothesis 1.- Alienation and Ethnic Status

There are no statistically significant differences on alienation scores between Indian-Metis and White students.

This hypothesis was partially rejected, as it was found that Indian-Metis students did not differ significantly from White students on Powerlessness, Meaninglessness, Self-estrangement, Isolation, and Composite Alienation. However, the both groups did differ significantly on Normlessness scores. In all instances, the Indian-Metis students had higher "alienation" scores than White students.

### Hypothesis 2.- Alienation and Sex

There are no statistically significant sex differences in respect to alienation scores.

The hypothesis was tenable. It was revealed that no significant sex differences existed in respect to alienation measures, although the F ratio did approach statistical significance on the alienation measures of Meaninglessness and Normlessness. In all cases, there was a tendency for boys to have higher scores than girls.

### Hypothesis 3.- Alienation, Ethnicity and Sex

There is no statistically significant interaction effect between sex and ethnic status when the criterion is alienation scores.

Generally, this hypothesis was tenable. Ethnicity-sex interaction only occurred for one alienation measure:

Powerlessness. White male students scored higher than Indian-Metis on this dimension. Conversely, Indian-Metis girls scored higher than White girls. It is implied that the White male feels more powerless than the Indian-Metis male in the school situation, whereas the Indian-Metis female feels more powerless than the White female.

#### Hypothesis 4.- Achievement and Ethnicity

There are no statistically significant differences on achievement scores between Indian-Metis and White students.

This hypothesis was partially rejected. The findings revealed that Indian-Metis students did differ significantly from White students in Language, Science, aggregate achievement. Despite the adjustment of the means to compensate for the differences in academic aptitude, there was a tendency for the White student to have higher individual and aggregate achievement scores than the Indian-Metis students.

#### Hypothesis 5.- Alienation and Achievement

There are no statistically significant differences on aggregate achievement scores between Indian-Metis students with high alienation scores and White students with high alienation scores; between Indian-Metis students with average alienation scores and White students with average alienation scores; and finally, between Indian-Metis students with low alienation scores and White students with low alienation scores.

The hypothesis was not rejected. It was revealed that there were significant alienation-aggregate achievement

differences between Indian-Metis and White students with low Normlessness scores, with low Meaninglessness scores, average Powerlessness scores, and low composite alienation scores. In all cases, there was the tendency for White students to have higher achievement scores than Indian-Metis students.

#### General Findings

Generally, there was no statistically significant relationship between alienation from school and achievement measures. It was revealed that all Normlessness scores correlated negatively with all achievement scores. In every instance the correlation was significant.

Isolation scores correlated negatively and significantly with Language and Aggregate Achievement.

Total alienation scores correlated negatively and significantly with Social Studies.

Generally, all alienation scores correlated negatively with achievement scores with the noted exception of Meaninglessness. All correlations between Meaninglessness and achievement were positive but non-significant.

There was a single significant correlation for the Indian-Metis sample: the alienation variable of Normlessness correlated significantly and in a positive direction with Science. Again, all alienation variables correlated negatively with achievement scores with the exception of Meaninglessness

and Self-estrangement. All correlations between these scores and achievement were positively but not significantly related.

Finally, there were no significant correlations between alienation from school and achievement measures for the White sample. Generally, the direction of all correlations was negative, the only exception being the positive but not significant correlation between Meaninglessness and all achievement variables.

#### Implications for Further Research

In general, the findings and conclusions of this study must be cautiously interpreted since they are only valid within the specific conditions of this experiment; for example, the particular sample, measuring instrument, and the theoretical rationale. These limitations demand that this project be replicated under a variety of experimental conditions.

The first hypothesis dealing with the alienation-ethnicity problem was partially rejected. However, the interesting result was the fact that while the Indian-Metis and White students expressed similar attitudes toward the school on the dimensions of Powerlessness, Self-estrangement, Meaninglessness, Isolation and Total Alienation, they differed on the dimension of Normlessness.

There may well be problems of adjustment to the school which are at the base of and which underlie the outward

manifestation of being forced to adjust to two cultures, each of which has its respective demands on the individual.

It is suggested that the Indian-Metis, unlike the White student, is in a marginal position in that his life style embodies two fundamental socializing agents, both of which may have different and conflicting sanctions or behaviour codes. Because he spends a large proportion of his life at school, and in most cases away from home, his behaviour becomes attuned to the sanctions of success which prevail in the school situation.

The underlying assumption is that education is more than what happens in the school. The language, the systems of beliefs, and the history are all fundamental influences in the education of a child. This point is reiterated by the Coleman Report which states that:

[...] one implication stands out above all: That schools bring little influence to bear on a child's achievement that is independent of his background and general social context [...].<sup>1</sup>

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<sup>1</sup> James S. Coleman *et al.*, Equality of Educational Opportunity, Washington, D.C., U.S. Government Printing Office, 1966, p. 325.

The present study indicates that no sex differences exist on alienation measures in spite of the fact that boys tended to have higher alienation scores than girls. Further research should be designed to examine the alienation-achievement differences and relationships with controls for sex and ethnic status. The fact that boys have higher mean scores than girls suggests the possibility that they have greater difficulty in adjusting to the school. In light of this, educational authorities should direct their attention to this problem and attempt to use the counseling process in assisting these students to adjust to the school situation.

The expectation that alienation measures were related to ethnicity and sex was based on the premise that there may have been possible different male-female roles in each society. The results of the analysis showed that this

rationality was only substantiated for the Powerlessness dimension. The higher Powerlessness scores for White males was surprising, since one would have expected the Indian-Metis male to have a lower expectancy that his own behaviour can achieve the reward he seeks within the school situation. Perhaps, a sense of powerlessness is the key to understanding the reason for the higher alienation scores in males, and moreso the higher scores for the Indian-Metis males. This feeling of insecurity to have control over his success and failure implies an estrangement of the male from his role of effecting his own decisions. On the other hand, the female, except for the recent upsurge of the women's liberation movement, does not have the same avenues for self-determination. This situation may be even greater in the Indian-Metis environment. The sense of powerlessness may precipitate for the males a higher threshold for alienation on other dimensions. In the light of previous comments, replicative studies should use the Powerlessness dimension to examine whether this tendency is really a factor, and also to find out if the problem is greater at certain age or grade levels.

In spite of the lack of significant interaction effects, the tendency for Indian-Metis males to have higher alienation scores than non-Indian males, the tendency for the Indian-Metis female to have higher scores than the non-

Indian female, and the tendency for White girls to have lower alienation from school scores than all other groups, have grave implications for educators. What can the school do to overcome this condition manifested by the Indian-Metis student? This general condition may be attributed to their lack of familiarity with the system of education, and a lack of commitment to the values and goals stressed in the situation. Therefore, students who are less familiar and less committed need more guidance and counselling to correct their apprehensions. In light of this, the concept of guidance should become an intrinsic aspect of the school program, particularly at the early ages.

Generally, the findings seem to mirror ethnic differences on achievement measures in favour of the non-Indian student. Despite the lack of achievement differences on Math and Social Studies, the tendency was for the White student to have a mean score which is higher than the Indian-Metis. Maybe the problem of lowered achievement is related to adjustment to school initiated by the fact that the cultural expectations for success in the school is not developed or reinforced by the primary socializing agent.

The question is: What can the school do to help these students overcome these deficiencies? In the first place, a definitely structured pre-school kindergarten program should be established within each community. The

experiences gained from these institutions will facilitate the perceptual motor development, and thus provide pupils with the necessary reading and writing skills to build on when they move to grade one. Once the child is in grade one, this program should continue. Again, a school community guidance counsellor should set up a program designed to educate parents about the perceptual motor needs of children, emphasizing the kinds of materials relative to each age level.

Because of the problem that the Indian-Metis student may have in abstracting concepts from the normative population, the reading and writing curriculum should be geared to the experiential things in his community, especially in the early grades. To reinforce this process, the option should be given to the student to communicate in his own language. Therefore, English should be taught as a second language. It is in this area that the native teacher aid could be very functional. Her presence will not only raise the level of self-esteem of the Indian-Metis student, but communicating orally in his own language will increase his confidence about his ability to communicate, thus facilitating his learning of English. By and large, the programs have been designed to be remedial in nature and as a consequence, they have focused on relieving the symptom rather than curing the cause.

In addition, it would seem that curriculum planning within any school should take cognizance of this problem. This would, of course, necessitate the establishment of a flexible non-graded system to accommodate for individual differences. This also may tend to eliminate the emphasis on competitive educational achievement.

Of course, this does not mean that the school has to lower its standards in trying to bridge the gap between itself and the community. It does, however, have the responsibility to translate these standards into programs and material meaningful to the Indian-Metis child. Programs and curricula should not be oriented to eliminate cultural beliefs, values, experiences or customs, but should build on the positive elements of the child's background and experiences rather than being directed solely toward remedial action to overcome cognitive deficiencies.

The findings of this study indicate that not too many relationships exist between alienation and achievement. The fact that only one significant relationship was found between Science and Normlessness for the Indian-Metis sample indicates that the problems which Indian-Metis students manifest in adjusting to school are not due to lack of achievement as some educators assume. In addition, the tendency for a positive correlation between Meaninglessness and achievement, and between Self-estrangement and achievement

implies that as achievement increased there was an increase in the feeling that school activities were not intrinsically meaningful, and an increase in the feeling that the student could not make satisfactory predictions about his behaviour in a school situation. Moreover, the study found not too many significant differences in achievement between Indian-Metis and White students with varying degrees of alienation. Combining these results, it would seem that the higher alienation scores recorded by the Indian-Metis student and the tendency for him to achieve lower than the White student implies that the curricula and programs are not geared to meet the needs and experiences of these children.

This investigation has not exhausted the possibilities for research into alienation from school in this vicinity. Replication of the study at other grade levels could provide much useful information. Because of the consistent positive relationship between Meaninglessness and achievement measures, and the comparative low Powerlessness scores, a similar study using these alienation dimensions may throw some light on the apparent spuriousness of this measure. It would also be of interest and value to repeat the study including an Eskimo sample, and delineating a purely Indian sample based on the official definition of an Indian. Another possible area of research would be to compare the public school students with those attending territorial schools.

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This study examines in detail the processes of alienation, deviance, and social control as they affect youth in Metropolitan Toronto. Some of the main conclusions were: (a) Boys tend to become increasingly alienated as they get older; girls do not. (b) The sense of powerlessness is also likely a cause of boys' alienation, but this, too, is unrelated to alienation of girls. Girls are equally alienated at all levels of social class, whereas the prevalence of alienation among boys increases as social class level increases. (c) The processes of alienation and deviance are related but separate processes.

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APPENDIX 1

DATA COLLECTING INSTRUMENT  
KOLESAR'S PUPIL ATTITUDE QUESTIONNAIRE

APPENDIX 1

Data Collecting Instrument  
Kolesar's Pupil Attitude Questionnaire

NAME \_\_\_\_\_

SEX \_\_\_\_\_

Circle the letter which you think best expresses the way you feel about each statement

- A = strongly agree
- B = agree
- C = undecided
- D = disagree
- E = strongly disagree

Example:

Prime Minister Trudeau is doing a good job of running the country.

A  B C D E

\* \* \* \* \*

- [N]<sup>1</sup> 1. Not telling the whole truth is justified when it helps to avoid punishment. A B C D E
- [N] 2. It is a good idea to tell teachers only what they want to hear. A B C D E
- [N] 3. In this school success is to be aimed for by any means that pupils can come up with. A B C D E
- [I] 4. It is most important that right always be achieved even if it requires tremendous effort. A B C D E
- [P] 5. Schools are run by others and there is little that pupils can do about it. A B C D E
- [M] 6. I think that I can now predict what I can achieve in a job after graduation A B C D E

---

<sup>1</sup> N=Normlessness; I=Isolation; P=Powerlessness; M=Meaninglessness; SE=Self-estrangement.

- [P] 7. The school experiences of pupils are controlled by plans made by others. A B C D E
- [P] 8. There really isn't much use complaining to teachers about school because it is impossible to influence them anyway. A B C D E
- [I] 9. The reason I endure some unpleasant things now is because I feel that it will benefit me later on. A B C D E
- [SE] 10. Pupils should have most of their time free from study. A B C D E
- [N] 11. Sometimes it is necessary to make promises to school authorities which you don't intend to keep. A B C D E
- [SE] 12. In order to get ahead in this school pupils are almost forced to do some things which are not right. A B C D E
- [P] 13. Pupils often are given the opportunity to express their ideas about how the school ought to be run. A B C D E
- [M] 14. On the basis of my present school achievement, it is possible for me to predict with great accuracy what I can expect when I become an adult. A B C D E
- [N] 15. It is very desirable that pupils learn to be good citizens. A B C D E
- [SE] 16. I think my teachers would have given me the same marks on the last report card no matter how well I really had done. A B C D E
- [M] 17. My school experiences will help me to become a good citizen. A B C D E
- [N] 18. It doesn't matter too much if what I am doing is right or wrong as long as it works. A B C D E
- [M] 19. At school we learn habits and attitudes which will guide us in the achievement of a good life. A B C D E
- [I] 20. I know that I will complete my high school education. A B C D E

- [SE] 21. These days a pupil doesn't really know who he can trust. A B C D E
- [I] 22. I often worry about what my teachers think of me. A B C D E
- [I] 23. Pupils must try to develop an interest in their school subjects even when the subject matter is dull. A B C D E
- [N] 24. It is more important to achieve enjoyment and personal satisfaction than to sacrifice yourself for others. A B C D E
- [I] 25. I study hard at school mainly because I want to get good grades A B C D E
- [SE] 26. I often read and study in my courses beyond what is required by my teachers. A B C D E
- [N] 27. Really, a pupil has done wrong only if he gets caught. A B C D E
- [P] 28. The school principal is really interested in all pupils in this school. A B C D E
- [P] 29. In discipline cases the pupil's explanation of the circumstances is carefully considered by the school authorities before punishment is decided upon. A B C D E
- [P] 30. The teachers will not listen to pupil complaints about unfair school rules. A B C D E
- [SE] 31. Usually I would rather play hookey than come to school. A B C D E
- [SE] 32. I would rather go to work now than go to school, but more education now will help me to get a better job later. A B C D E
- [M] 33. What I am doing at school will assist me to do what I want when I graduate. A B C D E
- [P] 34. Pupils have a number of opportunities to protect themselves when their interests are different from the interests of those who run the school. A B C D E

- [N] 35. Copying parts of essays from books is justified if this results in good marks on the essays. A B C D E
- [SE] 36. I get more satisfaction from doing an assignment well than from the marks I receive on the assignment. A B C D E
- [M] 37. What we do at school will help us to affect the world in which we live. A B C D E
- [M] 38. Participation in school clubs and activities will help me in anything I try to do in the future. A B C D E
- [SE] 39. As a result of my school experiences I know what I will do when I graduate. A B C D E
- [SE] 40. No matter how I try I don't seem to understand the subject matter of my courses very well. A B C D E
- [P] 41. In this school the teachers are the rulers and the pupils are the slaves. A B C D E
- [N] 42. It is unlikely that in this school the pupils will achieve the goals in which they believe. A B C D E
- [SE] 43. If homework assignments were not required, I would seldom do homework. A B C D E
- [P] 44. I like to do extra problems in mathematics for fun. A B C D E
- [M] 45. I understand how decisions are made regarding what we are to study in this school. A B C D E
- [M] 46. My school studies will help me to make predictions about the kind of world in which I will live in the future. A B C D E
- [M] 47. My present school studies will help me to understand others. A B C D E
- [I] 48. Pupils must be very careful to make the best possible impression with their teachers. A B C D E
- [I] 49. If I had my way, I'd close all schools. A B C D E

- [I] 50. Having lots of friends is more important than is getting ahead at school. A B C D E
- [P] 51. In this school pupils can complain to the principal and be given a fair hearing. A B C D E
- [N] 52. Copying another pupil's homework is justified if he agrees to let you do it. A B C D E
- [P] 53. Pupils' ideas about how the school should be run are often adopted in this school. A B C D E
- [SE] 54. I find it easy to please my teachers. A B C D E
- [I] 55. I want to finish high school. A B C D E
- [N] 56. It is necessary to misbehave at school if you're going to have any fun. A B C D E
- [N] 57. Giving an answer to someone else during an examination is not really cheating. A B C D E
- [N] 58. Pupils must take advantage of every opportunity, fair or unfair, because good opportunities occur very infrequently at this school. A B C D E
- [P] 59. Pupils in this school are given considerable freedom in planning their own programs to meet their future needs. A B C D E
- [M] 60. Participation in school clubs and activities will assist one to become a good citizen. A B C D E

APPENDIX 2

COPIES OF CORRESPONDENCE WITH SUPERINTENDENTS  
OF EDUCATION, PRINCIPALS, STUDENTS  
REGARDING RESEARCH PROJECT

APPENDIX 2

25 Woodridge Crescent,  
Apt. 215,  
Ottawa, Ontario,  
February 13, 1970.

Mr. R.J. Carney,  
A/District Superintendent of Schools,  
Yellowknife, N.W.T.

Dear Mr. Carney:

It is almost a year since I received your very informative letter; however, I decided not to reply until I had my thesis proposal approved. I am pleased to report that the project has been approved, and my thesis advisor is Dr. O'Reilly.

Although the title is still tentative, the study is concerned with investigating the possible interrelationships which might exist among measures of alienation and academic achievement of Grade IX students in the Mackenzie District of the N.W.T., statistically controlling for sex and ethnic status, and experimentally controlling for scholastic aptitude.

Originally, I had planned to use Grades X, XI, and XII, but at the research seminar there was some criticism of the validity and reliability of using achievement results obtained on a standardized test in a cross-cultural educational process. After a series of discussion with my advisors, it was decided that the Grade IX aggregate marks on the Alberta Departmental Examination would be a better measure of achievement.

In light of the above, I would like to submit the following requests for your consideration: (1) permission to administer a Pupil Attitude Questionnaire to Grade IX students, (2) to acquire or have access to the 1970 Grade IX Alberta Departmental Examination results, and (3) to acquire the scholastic ability scores of all students who wrote the 1970 Grade IX Alberta Examinations. Moreover, I would like to request a research grant to cover my travel expenses during the testing session. No definite dates have been set for the administering of the Pupil Attitude Questionnaire (alienation scale); however, as soon as you have considered the requests, definite testing dates would be forwarded to your office.

I hope that this synoptic account of the project has given you a clear insight into the research, and I will be anxiously awaiting a reply. Dr. O'Reilly sends his regards, and we both wish you a successful and gratifying school year.

Yours truly,

GF:dd

Gaston Franklyn.

N.B. Could you provide me with an estimate of your Grade IX population, and if possible, an ethnic breakdown?

Yellowknife, N.W.T.  
13 March, 1970.

SUPERINTENDENTS OF EDUCATION  
INUVIK  
SMITH  
YELLOWKNIFE

Visit of Mr. G. Franklyn

Mr. G. Franklyn, a former Territorial Teacher, who is presently a doctoral candidate at the University of Ottawa, has received the Department's permission to administer a pupil attitude questionnaire and to have access to this year's Grade 9 Achievement Test Results.

As Mr. Franklyn will be visiting the Mackenzie in late April or early May, we would ask you to advise the principals of Territorial Schools in your Superintendency which register Grade 9 students to cooperate with Mr. Franklyn and to provide him with whatever assistance they can.

Carney/mp

c.c. Mr. G. Franklyn

(signed) R.J. Carney  
Chief of School Programs  
For: Director of Education

25 Woodridge Crescent,  
Apt. 215,  
Ottawa, Ontario,  
March 20, 1970.

Mr. R. Carney,  
Chief of School Programs,  
Government of the Northwest Territories,  
Yellowknife, N.W.T.

File 72-261-000

Dear Mr. Carney:

Thank you for the permission to administer a Pupil Attitude Questionnaire to the Grade IX students, and also for making available to me the Achievement Test results, together with the scholastic ability scores. At the outset, I would like to find out whether this permission covers the Public and Separate Schools in Yellowknife and Hay River, or do I have to contact those respective boards for their permission?

I took your advice and wrote the Examinations Branch for some clarification of the philosophy underlying the new examinations to be administered this year, and I am pleased to report that the nature and scope of the proposed Achievement Tests will provide me with the kind of information that I need.

I expect to come up sometime in late April or early May to administer the questionnaire. However, because of the small number of students in Pine Point and Fort Simpson, and the additional expense to get to those communities, I intend to request the principals of those schools to have one of their teachers administer the instrument. Of course, as soon as I have set definite travel dates, I will contact all principals asking for their cooperation and assistance in this project.

Thank you again for your kind consideration in the matter, and would appreciate an early answer to the question raised in the first paragraph.

Yours truly,

GJF/vc

Gaston J. Franklyn

25 Woodridge Cresc., Apt. 215,  
Ottawa, Ontario,  
March 23, 1970.

The Principal,  
Samuel Hearne High School,  
Inuvik, Northwest Territories.

Dear Principal:

This letter, written with the permission of Mr. Robert Carney, Chief of School Programs, is intended to request your assistance and cooperation in the collection of data for a Ph.D. thesis, which I am presently doing under the auspices of the Department of Educational Administration at the University of Ottawa.

My study is concerned with investigating the possible interrelationships which might exist between measures of alienation and academic achievement among Grade IX students in the Mackenzie District of the N.W.T., statistically controlling for sex and ethnic status, and experimentally controlling for scholastic aptitude.

As a consequence, I would like to administer a Pupil Attitude Questionnaire to your Grade IX students, which should take about forty minutes. The achievement measure would be the scores on the Battery of Junior High School Achievement Tests administered by the Alberta Department of Education. Let me assure you that no one person or school will be selected for special analysis or evaluation. However a copy of the completed study will be submitted to the Education Division of the Government of the N.W.T. I may also add that I am not a newcomer to the North, since I taught at Sir John Franklin school during the years 1964-1968.

My present plans call for the administration of the Questionnaire in late April or early May, and as soon as definite travel plans are made, I would contact you to suggest test arrangements which would be most suitable to the teachers involved.

Thank you for your consideration in the matter, and I only hope that the results of the study will justify any inconveniences caused by my interruption of your school program.

Yours truly,

GJF/vc

Gaston J. Franklyn

Dear Student:

As part of a requirement for a degree at the University of Ottawa, I have to carry out a research project. As a result, I am requesting you to fill out this questionnaire which is designed to obtain a true picture of your attitudes towards school. It is my hope that your frank and honest answers will serve two purposes: (1) they will provide me with information to complete my studies; and (2) they may help teachers, principals, etc. to better understand, and provide for, the educational needs of students attending school in the North.

Let me assure you that your individual answers will only be seen by me; therefore, feel free to give your own personal opinion of each statement. Furthermore, do not state what you ought to believe, or what other people want you to believe. Try and answer the way you really feel about these statements.

Answer every question. Since this is not an intelligence test, there are no wrong or right answers. REMEMBER, you need not fear that your opinions will be known by anyone connected with this school. When you are finished, put the questionnaire in the envelope provided, and SEAL it.

Thank you for your assistance and cooperation, and the best of luck in the remainder of your school year.

Yours truly,

Gaston Franklyn  
Faculty of Education,  
University of Ottawa.

Dear Student:

One way of finding out whether a questionnaire is reliable or not is to have individuals fill out the SAME questionnaire TWICE. Your class has been selected for this purpose.

Although the questionnaire which I will hand out contains the same questions which you answered last week, please respond to each statement as you NOW feel.

It is quite possible that over a few days, a person's opinions and feelings may or may not change. Therefore, please do not make any effort to recall how you answered the statements last week. Simply respond to them as if you were doing it for the first time.

Thank you again for your kind cooperation.

Yours truly,

Gaston Franklyn  
Faculty of Education  
University of Ottawa

APPENDIX 3

INTERCORRELATIONAL MATRIX OF ALL VARIABLES  
FOR TOTAL SAMPLE

Table AIII.-  
 Interrelation matrix of all variables for  
 Total Sample (N=100).

Var. No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	1.000	0.546	0.924	0.813	0.854	0.766	0.629	0.741	0.863	-0.054	-0.261	-0.041	0.169	-0.400	-0.177
2		1.000	0.810	0.455	0.537	0.829	0.733	0.625	0.724	-0.431	-0.173	-0.009	0.114	-0.100	-0.060
3			1.000	0.761	0.811	0.801	0.755	0.788	0.903	-0.048	-0.261	-0.052	0.168	-0.343	-0.146
4				1.000	0.795	0.696	0.510	0.638	0.763	-0.045	-0.224	-0.010	0.133	-0.353	-0.171
5					1.000	0.764	0.830	0.716	0.896	-0.053	-0.221	-0.026	0.176	-0.316	-0.130
6						1.000	0.596	0.714	0.888	-0.160	-0.165	-0.074	0.062	-0.308	-0.195
7							1.000	0.811	0.808	-0.054	-0.190	-0.149	0.132	-0.276	-0.126
8								1.000	0.879	-0.097	-0.153	-0.101	0.144	-0.267	-0.162
9									1.000	0.100	-0.208	-0.099	0.154	-0.336	-0.177
10										1.000	0.149	0.467	0.412	0.355	0.687
11											1.000	0.142	0.040	0.351	0.351
12												1.000	0.252	0.538	0.709
13													1.000	0.219	0.650
14														1.000	0.741
15															1.000

10	P	r > .105 required for significance at .05 level.
11	I	r > .251 required for significance at .01 level.
12	SL	
13	M	
14	V	
15	T	

APPENDIX 4

INTERCORRELATION MATRIX FOR ALL VARIABLES FOR  
INDIAN-METIS SAMPLE



APPENDIX 5

INTERCORRELATION MATRIX FOR ALL VARIABLES FOR  
WHITE SAMPLE

Table 111.-  
Intercorrelation Matrix for All Variables for  
White sample (n=54).

Var. No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	1.000	0.513	0.901	0.771	0.803	0.780	0.553	0.603	0.600	0.011	-0.170	-0.136	0.132	-0.220	-0.130
2		1.000	0.310	0.381	0.502	0.685	0.690	0.605	0.735	-0.047	-0.216	-0.143	0.050	-0.064	-0.064
3			1.000	0.600	0.798	0.847	0.690	0.750	0.113	-0.001	-0.223	-0.140	0.114	-0.183	-0.114
4				1.000	0.700	0.854	0.411	0.530	0.700	-0.060	-0.244	-0.032	0.021	-0.237	-0.239
5					1.000	0.730	0.550	0.600	0.071	-0.102	-0.102	-0.141	0.021	-0.247	-0.223
6						1.000	0.501	0.700	0.004	-0.172	-0.127	-0.100	0.051	-0.190	-0.210
7							1.000	0.130	0.770	-0.014	-0.101	-0.113	0.040	-0.222	-0.126
8								1.000	0.040	-0.020	-0.072	-0.122	0.100	-0.029	-0.102
9									1.000	-0.090	-0.104	-0.102	0.000	-0.204	-0.195
10										1.000	-0.047	0.401	0.000	0.300	0.630
11											1.000	0.005	-0.040	0.300	0.180
12												1.000	0.050	0.053	0.683
13													1.000	0.225	0.581
14														1.000	0.769
15															1.000

VARIABLE 1  
 2 ABIL  
 3 ABIL  
 4 ABIL  
 5 LANG  
 6 MATH  
 7 ILL  
 8 ILL

P 10  
 I 11  
 L 12  
 4 13  
 T 14  
 15

r > .075 required for significance at .05 level.  
 r > .054 required for significance at .01 level.

APPENDIX 6

ABSTRACT OF

A Comparative Empirical Study of the Relationship  
Between Alienation from School and Academic  
Achievement

## APPENDIX 6

### ABSTRACT OF

#### A Comparative Empirical Study of the Relationship Between Alienation from School and Academic Achievement<sup>1</sup>

The purpose of this thesis was to test the assumption that a student's conformity with the achievement value expectations of the school is dependent on the extent to which there is congruence between institutional expectations and individual value orientations. It was assumed that the Indian-Metis and White student differ in the possession of one of the fundamental components of achievement orientation; that is, value orientations which define and implement achievement motivated behaviour.

The assumption was subjected to empirical testing in which the institutional and personal dimensions were examined with reference to alienation from school, and the individual value dimension with reference to academic achievement.

Specifically, the thesis was designed to investigate the following questions:

1. Do Grade IX students in the Mackenzie District of the Northwest Territories, regardless of sex or ethnic status,

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<sup>1</sup> Gaston J. Franklyn, doctoral thesis presented to the Faculty of Education of the University of Ottawa, Ontario, March 1971, xiii-252 p.

possess the same alienative attitudes toward the school?

2. Do Indian-Metis and White students differ on achievement measures when controlled on academic aptitude?

3. Do Indian-Metis and White students with varying degrees of alienation from school achieve differently when controlled on academic aptitude?

Essentially, the study examined the relationship between alienation from school and academic achievement within the context of the individual's membership in an ethnic group.

The statistical null hypotheses were:

1. There are no statistically significant differences on alienation scores between Indian-Metis and White students.
2. There are no statistically significant sex differences in respect to alienation scores.
3. There is no statistically significant interaction effect between sex and ethnic status when the criterion is alienation scores.
4. There are no statistically significant differences on achievement scores between Indian-Metis and White students.
5. There are no statistically significant differences on aggregate achievement scores between Indian-Metis students with high alienation scores and White students with high alienation scores; between Indian-Metis students with average alienation scores and White students with average alienation scores; and finally, between Indian-Metis students with low alienation scores and White students with low alienation scores.

The sample of students was chosen randomly from Grade IX students attending Territorial Schools in the Northwest Territories. The measuring instruments included Kolesar's Pupil Attitude Questionnaire, the SCAT-Level 3, and the 1970 Alberta Departmental Grade IX Examinations.

The data were analyzed by analysis of variance and analysis of covariance techniques. The following conclusions were drawn from the results.

1. Generally, ethnic status does not affect alienation from school. Specifically, the Indian-Metis students do not differ significantly from White students on Powerlessness, Meaninglessness, Self-estrangement, Isolation and Total Alienation. Nevertheless, they do differ significantly on Normlessness. Despite the lack of significant differences, the Indian-Metis students tended to have higher alienation from school scores than White students.
2. Sex does not appear to be a factor in predicting alienation from school despite the tendency for boys to be somewhat more alienated than girls. White girls were the least alienated group.
3. White males expressed a slightly greater powerlessness attitude than Indian-Metis males. On the other hand, Indian-Metis girls expressed a greater powerlessness attitude than White girls.

4. Despite the adjustment of means to accommodate differences on academic aptitude, the White students achieved higher than the Indian-Metis on Language, Science, and aggregate achievement.

5. There was the tendency for the White students at all levels of alienation to have higher achievement scores than the Indian-Metis students. They were significant at these levels: low meaningfulness, low normlessness, low total alienation, and average powerlessness.

6. There was a negative relationship between alienation and achievement measures. The only exceptions were: all correlations between meaningfulness and achievement are positive but non-significant for all samples; there was also the tendency to have positive but non-significant correlations between self-estrangement and achievement scores for the Indian-Metis sample. Generally, the data imply that high alienation will be reflected in lowered achievement.

Suggestions for further research are:

1. replicative studies with other grade levels or with an Eskimo sample;
2. further examination of the meaningfulness and normlessness variables in relation to achievement;
3. further investigation of alienation-sex differences.