

A PILOT STUDY TOWARDS A CONCEPTUAL FRAMEWORK

A Dissertation submitted to the Jawaharlal Nehru University
in partial fulfilment for the Degree of
MASTER OF PHILOSOPHY
(PSYCHOLOGY OF EDUCATION)

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D E C L A R A T I O N

Certified that the dissertation entitled
"Anomy, Alienation, University Campus : A Pilot Study
towards a Conceptual Framework" submitted by Surendra
Kumar Pattnaik, is in fulfilment of eight credits for
the Degree of Master of Philosophy of this University.
This dissertation has not been previously submitted for
any other degree of this University or any other
University and is his own work.

We recommend that this dissertation may be placed
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A C K N O W L E D G E M E N T

I am greatly indebted to my supervisor Dr. (Mrs.) J. Indiresan, for her scholarly guidance, inexhaustible patience, and constant encouragement. Without her support it would have been difficult for me to complete this study.

I am also very grateful to Professor Tapas Majumdar, Chairman, Zakir Husain Centre for Educational Studies, for the encouragement he has shown in my work.

I am really indebted to Dr. (Mrs.) S. Singhal, Professor S. Shukla for their valuable suggestions in developing the conceptual framework of alienation.

My sincere thanks to Mr. T.G.S. Rao, Mr. S. Krishna Rao, research scholars of Computer Centre in writing programmes for me.

My thanks in cluster to my friends for their unflinching help and encouragement throughout the period of this study.

I am obliged to the Jawaharlal Nehru University for awarding me a fellowship which made it possible to undertake this study.

My thanks are due to Mr. Bajaj who brought this dissertation into daylight.

New Delhi

Surendra Kumar Pattnaik
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ABSTRACT

Alienation studies differ in research objective, in assumption about anomy and alienation in operational criteria. Such opposing conceptualisation of alienation makes serious communication problems as well as conceptual and methodological difficulties in theory application. The present study was designed to ascertain the status of psycho-social factors that underlie alienation in student community. The underlying assumption is that once the status of socio-psycho dynamics of this critical aspect of behaviour is known, it will become possible to generate new theoretical insight based on the empirical evidence.

University campus was assumed to be anomy at the point when its functioning 'is dysfunctional to the needs of the participants'. Alienation was considered as a special type of response pattern to the system properties. Different psycho-social variables were operationalised as mediating mechanisms between anomy and alienation.

For this purpose a battery of tests viz., Alienation scale, Anomy scale, I.P.A.T. Anxiety scale, Maudsley Personality Inventory, Social participation scale, Mobility commitment scale, were administered to a sample of 140 students of Jawaharlal Nehru University. Information with regard to respondents socio-economic status, type of schooling he had, rural/urban background etc. were also obtained. The

two criterion groups namely Q_1 (Low-scores = low alienated students) and Q_3 (High-scores = High alienated students) were chosen on the measure of alienation. The mean difference of these two extreme groups (High alienated and low alienated students) with regard to different psycho-social variables viz., Anomy, Anxiety, Socio-economic status, introversion, social participation, mobility commitment were computed. Of all the variables, the 't' test showed significant difference on the variable of anomie, mobility commitment ($p < .05$), anxiety and introversion ($p < .01$). The mean scores suggested that high alienated students came from low S.E.S. families and were introverts and were highly anxious. These students did have more mobility commitments than their non-alienated counter-parts. When alienation scores were interpreted in terms of rural/urban background, sex and type of schooling, it was seen that alienated students largely came from rural background who had finished their schooling in a private or government school. Inter-correlation between different psycho-social variables and anomy and alienation suggested that anomy is significantly related with anxiety, introversion, social participation, alienation and mobility commitment. Students with high anxiety, introversion, social participation perceived the campus to be more anomic. Alienation was significantly and inversely related to S.E.S. ($p < .01$), Social participation ($p < .01$) and positively related to anomy and anxiety ($p < .01$).

CHAPTER - I

INTRODUCTION

During past few years there has been a marked deterioration in academic and non-academic role performance of the college students (Altbach, 1968). Much of what is witnessed on the academic scene, is grand-scale apathy and indifference (Keniston, 1965; Imam, 1978) on the part of students to academic values. The recent and much publicized emergence of 'hippie' and 'beatnik' sub-culture in campuses of many selected universities illustrates the overwhelming stance of alienated youth (Peterson, 1961; Davids et al. 1962; Keniston, 1965). Non-conformity to collegiate orders, heavy emphasis on immediacy, sex and love, demonstration of dissent through non-conformity of behaviour, ideology and dress, growing sense of isolation and meaninglessness of life and attraction towards hallucinogenic drugs have exposed before social scientists, the serious deficiencies in universities in almost all countries which can boast of an educational system.

Implication

This upsurge of student dissent have rendered the functioning of education ineffective. This has important implication for student themselves, teachers and authorities as organizational participants; the functioning

of the educational system (in terms of organizational roles and goals); and the society (in terms of losses incurred and the failure to integrate the educational system with the society). This organisational failure in goal attainment throws the whole system in jeopardy (Gross, 1968). Through goal attainment organisation translates its inputs into output or atleast legitimises its right to operate and to call on the society for its inputs. Before asking for inputs, universities must guarantee society a progressive promise. Educators, administrators and those who deal with higher education with more candour approach should explore consorted measures to stem the rising tide of the undesirable phenomena like the growing sense of indiscipline and dissent among students.

Response of the Social Scientists

Of the enormous output of research on student dissent published each year very little is specifically directed towards private dissenters (alienated students). The few researches which have highlighted the order of private dissentation among students (Elliot and Merrill, 1950; Levivson, 1959; Murry et al., 1961; David, 1962; Keniston, 1965; Seebury, 1966; Springer, 1968; Singh, 1968; Kupswami, 1972; Sinha, 1972; Rath, 1973) have usually focussed on students background variables (Flack, 1967),

general personality characteristics (Murry et al., 1961; Keniston, 1965; Seeburry, 1966; Springer, 1968), social change and tension, (Kupswami, 1972; Rath, 1973), social disorganisation (Elliot and Merrill, 1950; Singh, 1968), role conflict (Barry, 1975; Sharan, 1976, 1978), educational and vocational aspiration (George, 1971), anomic college environment (Sinha, 1972), erosion of the hierarchial structure of society (Altbach, 1968; Ross, 1968) and generation gap (Bettleheim, 1962; Janson et al., 1967; Astin, 1968; Bhan, 1972).

The set of expressions in explaining this critical aspect of student behaviour either treated as independant variable or dependant variable. Most of the researchers seem to have treated the issue as an unidimensional and fragmentary phenomena. Having viewed it with a single profile, made the explanations inadequate. (Singhal, 1977). Moreover, the researches in general tended to accept the hypothesis apriori and support it by evidence. Attempts to generate new theoretical insight based on the empirical evidence were missing.

The Focus of the Present Research

Different forces operate on the student behaviour. He is a member of the broder society outside the campus and an active participant in academic organisation. He has a unique personality of his own. So, it is but

obvious that his behavioural manifestation must be a synthesis of the various forces emanating from all possible sources. So any analysis to the genesis and dynamics of the phenomena must take into consideration the multiple interaction among need, expectation aspiration, value orientation and the forces emanating from the characteristics of the educational organisations and the outer society and his position in the social hierarchy. Since the problem is of a multidimensional nature, the present research attempts to fill in this lacuna by anchoring to an interdisciplinary and multidimensional perspective.

In this research two concepts i.e. Anomy and alienation has been borrowed from sociological literature to offer an understanding to the issue. Although several works dealing with anomy and alienation have been reported much scanty defined categorised attempt has been made so as to the usage and clarity of the concept (Clark, 1959; Seeman, 1959). As such, the concepts lacks consensus (Meir and Bell, 1959). Some researchers use 'anomia' as a social condition (Merton, 1959; Metter, 1957) while others use it as a psychological condition (Rokeach et al., 1956; Meir and Bell, 1959; Srole, 1966). Moreover, alienation studies differ in research objective, in assumption about anomy and alienation and in operational criteria (Neal et al., 1967). Such opposing conceptualisation of alienation makes serious communication problem as well as

for conceptual and methodological difficulties in theory application.

In the absence of agreement on the meaning, major variables involved, the present research aims at finding an operational criteria in par with the research objective. Moreover, most of the studies conducted on the themes of 'anomy' and alienation are specific to work organisation and delinquency. So for all purpose, the generalisation of these findings may or may not hold good.

Since the present research concentrates on the structure and dynamics of alienation in students, the framework of alienation must incorporate all the possible forces that operate on alienation and operationalisation of these forces. Previous studies conceived anomy as an independent variable and alienation as a dependant variable. With this assumption, it is decided to explore the nature of alienation, its genesis and dynamics and status of different forces emanating on it. To get first hand information about student alienation, student's immediate work environment (university) is assumed to be of great importance in the study of the generic conditions of a critical behavioural sequence. A good number of researches have shown that anomie is the product of a system which is dysfunctional and unresponsive to the need structure of the participants of that system. The response to this pressure emerging from the state of anomy can't

alone be determined by the system property nor can be viewed as direct consequence of the system. A number of social and psychological mechanisms seem to operate at both levels of reception and reaction to the system properties. Different individuals are differentially sensitive to the stimulus situation. Various psychological states such as motivation, cognitive functioning, emotion, belief and attitude influence reception, coding and cognitive appraisal and finally the response pattern of an individual concurrent to the stimulus field. There lies an enduring individual difference among people in specifiable tendencies to perceive the environmental event in a certain way and/or in disposition to react or behave in a specified manner. Persons who are circumscribed by isolation, deprivation and ignorance, persons who do not share in the life of the articulate society are prone to confuse about the norms. In comparison, the relatively successful and aware group show little difficulty in finding order and meaning in environmental events. Some individuals because of their social and economic position enjoy certain advantage which are denied to other. These diverse structural and functional differential must form a broad pattern or frame of reference for conceptualising the alienation research area within which one can consider the nature of alienation and dynamics of its occurrence.

Thus an attempt has been made to operationalise these mediating mechanisms in determination of anomie and alienation. An evaluation of the extent to which the mediating mechanisms have been responsible for alienation in students shall highlight the status of these variables towards offering of a conceptual framework for vigorous empirical verification.

After a conceptual clarification has been attempted, this report presents a detailed description of the development of the instruments to quantify the alienation and anomy dimensions.

CHAPTER - II

1. Conceptual formulation for present research.
2. Review of related studies.

In the decade of sixties 'anomy' 'alienation' emerged as a prominent social and psychological fact. These concepts became so popular among sociologists and psychologists that it became almost a routine to define social troubles in the language of anomy and alienation and seek for solution in those words. Although a massive body of literature on anomy and alienation emerged in early sixties, less attempt has been made so as to the usage of these terms. Researchers used these concepts differently depending upon research objectives of their own. As a result, in the absence of consensus regarding the usage of the concepts and variables involved, anomy alienation research taken collectively manifests a series of discrete, fragmentary and unrelated studies, rather than a cumulative addition to a coherent body of empirically verified propositions. So in the present chapter, attempt is made to assess different stands of the researchers in the treatment of the concepts and from the fragmentary studies available on different contexts, a systematic framework of anomy and alienation to be made and verified on student sample. This may give some insight towards

opening of a systematic theory of anomie and alienation.

Phase I (Durkheim)

The term anomie was first conceived by Durkheim. According to him various social conditions lead to overweening ambitions and in turn these unlimited passions produce a breakdown in the regulatory norms. Man has unlimited passions but he has no control over the passions. Control of passion is done by the collective force which as a regulating force defines, shapes and orders the goals to which man should orient their behaviour. If the collective order is disrupted, man's aspiration may then rise, exceeding all possibilities of fulfilment. Under these conditions deregulation may occur and this deregulation is the anomie. According to him "the state of deregulation or anomie being less disciplined precisely when they need more disciplining." He identified three conditions under which the regulatory forms of the collective order break down. They are - (1) sudden depression, (2) sudden prosperity, and (3) rapid technological change. Under these conditions regulatory control of the collective order breaks down and men are led to aspire goals beyond possibility of fulfilment and thus puts strain on the regulatory apparatus of the society.

Durkheim's original meaning of anomie, according to Angell (1962) was 'weakness of moral norms' which

inadequately support or direct a person's conduct. One of seeman's (1959) type of alienation, normlessness is used in regard to situations "in which norms lose their regulative force." Normatively regulated behaviour involves "power exercised by the group or community over the individual (Wrong, 1968)." The power of norms or normative system, like any other power, is a potential for influencing action (Bierstedt, 1950; Cart Wright, 1965; Lehman, 1969).

Phase II (Merton) - Disjunction between cultural goals and socially structured capacities

Merton extended the theory of anomy and put on the sociological literature by making it more scientific. Durkheim's notion of over weening ambition and subsequent breakdown of the regulatory norms was the two connecting links between Merton and Durkheim's treatment of anomy. Merton discarded Durkheim's concept of man as a bundle of passion which can be tamed only by social restraints. Merton examined the social pressure but retained Durkheim's definition of anomy as a condition of relative normlessness. Merton suggests that goals and norms may vary independantly of each other and that, this some times lead to malinte-grated states. In his view two polar types of disjunction may occur - (1) "There may develop a very heavy, at times a virtually exclusive stress upon the value of particular

goals, involving comparatively little concern with the institutionally prescribed means of striving towards these goals." The second type of polar disjunction is found where "activities originally conceived as instrumental are transmitted into self-contained practices lacking further objectives....sheer conformity becomes a central value". Having identified patterns of disjunction between goals and norms, Merton defined anomie "as a breakdown in the cultural structure" occurring particularly when there is an acute disjunction between cultural norms and goals and the socially structured capacities of members of the group to act in accord with them. Of the two kinds of malintegrated societies, Merton is primarily interested in the one in which "there is an exceptionally strong emphasis upon specific goals without corresponding emphasis upon institutional procedures." Merton's treatment of anomie is based upon three conditions (1) disjunction between goals and norms (2) relationship between norms and goals (3) differential access to success goals by legitimate means.

Phase - III - (Anomie as a state of mind. Psychological treatment of anomie)
Srole, Mac Iver, Ho Clossky, Schaar

In the analysis of anomie both Merton and Durkheim focussed on two sides link of the causal chain and have little to say about the link in between.

Mac Iver (1950) treated the concept 'anomy' as a psychological variable. He viewed anomy as a state of mind than a state of society. According to him "the state of mind of one who has been pulled up by his moral roots... the anomic man has become spiritually sterile responsive to himself, responsible to no one. He lives in the thin line of sensation between no future and no past.

Srole (1950) referred anomy as a psychological state which refers to the individuals generalised pervasive sense of self to others belongingness at one extreme compared with self to others alienation at the other Pole of the continuum. Srole used the standard explanatory model in which social malintegration stands as the independent variable and the mental state of anomy as the dependant variable. He theorised that to a large degree the state of anomia in an individual is dependant upon and determined by the conditions of sociological integration at the point of social system concurrently occupied by him. There, he broadened his theory by accepting both sociological variables and psychological variables. The original emphasis on the socio-genesis of the anomic state has been referred to include psychogenic personality factor in an interactive relationship with element of dysfunctional and malintegration in the social system.

Srole (1956) studied the relationship between anomy and various degrees of mental disturbance on a sample of

1060 individuals in the age range of 20 to 54. The questionnaire contained 1/3 of items on psychological and social role functioning. Psychiatrists made mental disturbance ratings of the subject. The relationship held between anomy and severe disturbances and anomy was inversely related to social and economic status independently of the mental disturbance factor. Therefore, he concluded that social dysfunctional (low-status) was the independent variable. Both anomia and psychopathology and anomia without psychopathology are postulated as consequence of social dysfunction. Both combination stand in a strong inverse linear relationship with socio-economic status.

Nobody explained the relationship between anomy and personality nor has any one tried to assess the contribution of various psychological states may make anomy independently of the persons social status.

Mc Closky and Sehaar (1965) conceptualised anomy as a state of mind, a cluster of attitudes and beliefs in the minds of individuals. Specially it is the feeling that the world and oneself are adrift wandering, lacking in clear rules and stable moorings. The anomic feels literally demoralised. For such a person, the climate is lawless, no law to confirm, no law to regulate his perception of others and of himself. Norms to him are weak, no use to hold, too ambiguous to give meaning to his daily activities.

Mc Closky and Schaar (1965) in their treatment gave emphasis to both personality variables and sociological variables. According to them, as in a society norms are learned, so too are the feelings of normlessness. He emphasised on the impediments of learning arising from individuals social setting and personal characteristics. They examined the role of cognition, emotion, anxiety, substantive belief, psychological inflexibility, group participation on anomy.

Cognitive factor

Whose cognitive and intellectual equipments lacks power and efficiency, he will find it difficult to organise and understand the events and ideas he encounters and is likely to feel more normless of a situation. Mc Caskey et al (1965a) found that scores of information test (S.I.T.) which are measures of cognitive domain were related to anomy. But this finding can't be generalised because S.I.T. scale can't be a measure of cognitive domain.

Substantive belief and opinion

A person's opinion and values have a considerable effect in the way he is received by a group. Newcomb (1943) showed in his Bennington study that persons who have acquired proper values and beliefs are more readily

accepted by the members of a group. His participation will reinforce its values in his mind. "A group leader" writes Newcomb (1943) participate in group life and thus "is more devoted than the average members to the group value." On the other hand, persons who fail to learn the dominant values of a group or who hold beliefs and opinion not widely shared are not likely to be received by group members. This reduces communication and makes socialisation more difficult and poor learning of norms.

Social participation and anomy

Bell (1959) reports that relative social isolation as reflected in low frequencies of participation in both formal and informal associations, is associated with high anomia. However, these relationship do not hold for the higher economic status groups as measured by an ecological index. Bell find no significant difference between frequent and infrequent participation in informal groups in the highly ranked neighbourhood and a difference in their same neighbourhood for members as compared with non-members at less than .05 level of probability. He concluded from his study that "these findings relating informal and formal participation to anomy, are not subjects convincing as one would desire, but they offer some evidences in favour of a hypothesis that social isolation may result in personal disorganisation."

In an effort to test the above hypothesis Mizruchi (1958) taking the chapin social participation scale as an index of formal social participation did his study and found a marked and significant inverse association between formal social participation and anomia. The chi-square value obtained was 36.8 ($p > .001$).

Sex and Anomia

The same person replicated the study of Meier and Bell (1959) in order to find out the relationship between sex and anomia and obtained a significant result. Women felt more anomic than men. The chi-square tests of association yields the lowest measure of any of the calculation ($X^2 = .12$, edf, $p > .90$) $N = 615,237$ male, 378 female) which states that sex and anomia are associated.

Mizruchi (1958) hypothesised that females will feel more anomic than men. According to him anomy in case of females depends upon presumably whether or not women accept goals (especially those other than being a house wife) when they are prevented from reaching the goal.

Srivastab et al. (1971) in a study to find some correlated of alienation among Indian female students, found that Indian female students are more fear prone and more anomic.

Emotion and Anomy

Mc Closky et al. (1965) states that emotion wrap the perception and interfere with the cognitive functioning. Emotional man finds it difficult to structure the world realistically.

Beier and Hanfman (1956) have shown that high emotion is related to evaluative attitudes. High and low emotional scores related with different kinds of experiences and behaviour. Highly emotional subjects in his studies were over reactive individuals compared to medium and low emotional subjects. Jung (1924); Mc Allister (1948); Schiff et al. (1949); Spence (1951) have shown that high emotional persons responded at a significantly higher level than low emotional subjects in eyelid conditioning. Spence (1958) shown that high emotional subjects react emotionally in a chronic manner to all situations, whether stressful or not and high emotional subjects have a lower threshold of emotional responsiveness and react with a stronger emotional response than low emotional subjects to a situations containing some degree of stress (Guildford and Martin, 1945; Humphrey's, 1943; Pavlov, 1928).

Inflexibility and anomy

This condition refers to the unusual rigidity of

defense mechanism. Inflexible persons tend towards cognitive closure and are inclined to restrict the range of alternatives they consider relevant to the handling of a problem. They hang tightly to their established perceptual and cognitive structures and resist change in their set ways of thought and action.

McClosky and Schaar (1965) found 67 per cent who score high on the inflexibility index score high in anomy. Lindsey and Kalnins (1949); Sears, 1952; Kelly (1953) found that persons who are very much rigid in their personality disposition experience more stress when faced with a blockade.

Anxiety and Anomy

Since an inverse relation exists between level of cognitive functioning and anomy, any thing that impairs the quality of cognitive functioning thereby heightens the tendency towards anomy. Persons who feel anxious about themselves also feel anxious to external world. This anxiety interferes in the cognitive functioning and tend to project upon the external world the doubts and fears that determine their own mental life.

McClosky et al. (1965) found that probability of being anomic is over four times as great when one scores high on manifest anxiety as when one scores low.

Most investigators have assumed that high anxious subjects would be more sensitive to implied personal threat than the low anxious subjects. The bulk of available findings suggest that high anxious subjects are affected more detrimentally by failure than are subjects lower in the anxiety score (Davidson, et al. 1956; Berlyne and Gordog, 1954; Levine et al., 1957; Wicholson, 1958; Sarson, 1956; Westrope, 1953). High anxious subjects have been found to be more self deprecatory, more self preoccupied and generally less content with them-selves than subjects lower in the distribution of anxiety scores (Bendig, 1958; Cowen, 1957; Doris, 1955; Fiedler, 1958; Holtzman, 1956; Trapp, 1958; Traux, 1957; Wolf, 1955). High anxious persons can't perceive the environment in a structured way and they have always a tendency to escape. (Kochin, 1962).

Low ego strength and anomy

This level refers to the generalised feelings of personal inadequacy and self contempt. Typically a person with low ego strength shall lack self confidence. McClosky found that 64 per cent of respondents who have high guilty feeling are high anomic.

Phase IV (Meier, Bell, Misruchi, Rokeach, Cohen, Powell).

Bell (1957) conceptualised anomy as the lack of access to means for achievement of life goals. This group

of researchers gave more emphasis to the social position of the person in the achievement of life goals. Bell (1969) reports lack of opportunity is a result of individuals position in the social structure as determined by such factors as type of occupation, amount of education, income, age, sex, marital status. Bell states that socially structured limitations in access to the means for achievement of life goals produce anomia in the individual so affected.

Anomy and Social Class

As Bell (1969) has noted, there is some questions concerning the empirical support of Merton's hypothesis (1957) that the discrepancy between desired ends and inaccessibility of the means for achieving these ends leads to greater anomia in the relatively lower class segments of the population. But Srole (1962) and Robert and Rokeach (1969) have reported conflicting results. Srole (1962) in his study used a combination of education and occupation and the reported relationship between class and anomia was not high ($-.30$).

Mizruchi's (1960) finding contradicts the above findings. Data for his study was gathered as a part of the adult education survey. In this study Holling leads two factor index of social position was utilised as a measure of social class. In this measure of three factor scale, occupation is given a weight of



seven, education a relative of four, the occupation scale itself is a modification of the Edward's scale which takes into account the difference among kinds of professional difference and the size and economic strength of business. The scale yields a distribution into five classes. The findings concerning the relationship between these classes and anomie is significant ($p < .001$).

Roberts and Rokeach (1969) found that when education is held constant the relationship between income and anomia is negligible (.22). But a similar study done by Misruchi (1958) shows that there is an association between income and anomia for those who attended college level ($N = 170$, Chisquare = 37.82, 2 df, $p < .001$). His findings suggests that income alone does not determine whether or not persons become anomic, but that expectation regarding income - the principal means of achieving success play a significant role in the process. Persons who have attended college have greater income expectations and when the latter are not realised, there is a tendency to become anomic. Tumin (1964) Blaunner (1960), Crozier (1964) found a positive relation between high stress and expected and obtained occupation discrepancy score.

Social Class and Anomie

Meier and Bell (1959) found that anomia is inversely related with class identification. In this study the



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respondants were asked to rank themselves along a class continuum from very low to very high. Mizruchi (1960) found inverse relationship between anomia and class identification.

Grazia (1968) made a study on status frustration and anomia. The data were collected from two general population sample : one, a cross section of a population of Minesorta (N = 1082) and the other a cross section of the national population (N = 1484), status was correlated with anomie and the correlation was significant i.e. .42. Better status persons do enjoy good breeding, wealth, better educational facilities and inferior status persons do enjoy a sense of shame and self doubt because of lower birth or failure to have risen higher. Such persons feel more anomic.

However, literature of anomie becomes still further confusing when researchers on alienation handled the concepts. Alpert (1962), Lundberg (1959), Powell (1959) analysed anomy as a social and psychological condition. Powell writes "when the ends of action becomes contradictory or insignificant, a condition of anomy arises characterised by a general loss of orientation and accompanied by feeling of emptiness and apathy". Powell emphasises external disintegration and internal experience of chaos. Netter (1957) meant alienation as an inter personal condition and anomie as a social condition. Meier and Bell (1959) feels

that their concept of anomia is a measure of alienation. Srole (1956) postulated five attitudinal - ideational components of the anomic state of mind and devised a five item scale to measure them using the standard explanatory model in which social malintegration stands as the independent variable and mental state of anomy as the dependant variable. The scale incorporates items referring to the individuals perception of his social environment as well as those about the perception of his own place within that environment. Srole emphasised that he had attempted to devise a measure of inter-personal alienation. His scale he supposes to be a measure of anomy and inter-personal alienation. Netter (1957) constructed a scale to measure alienation and correlated it with Srole's (1962) anomic scale. The pearsonian correlation is + .309. Although Netter (1957) concludes that his measure of alienation is related to Srole's anomia, Bell and Meier (1957) reports that Srole's scale mostly measures despair while Netter's scale measures self-estrangement.

However, only systematic attempt to conceptualise 'anomy' dates back to the work of Merton (1957) and Parson and Bales (1953, 1955). Parson and Bales (1953) yielded four directional type of anomy : those of aggressive and withdrawal on the alienated side and of compulsive performance and compulsive acceptance on the side of

compulsive conformity. This paradigm was essentially the same as earlier put forward by Merton (1957). His schema is more complex than any other: 'anomy' researchers which highlighted different points of anomy in social structure, thereby constructing a typology of adaptation.

Merton considers five types of adaptation to anomy basing upon cultural goals and institutionalised means. The following Table gives the typology of modes of individual adaptation where (+) signifies acceptance, (-) signifies rejection and (+) signifies rejection of prevailing values and substitution of new values.

<u>Modes of adaptation</u>	<u>Cultural goals</u>	<u>Institutionalised means</u>
1. Conformity	+	+
2. Innovation	+	-
3. Ritualism	-	+
4. Retreatism	-	-
5. Rebellion	±	±

According to Merton these categories "refers to role behaviour in specific types of situations, not to personality".

Conformity - Type I

If the society is stable, the individual will conform to both cultural goals and institutionalised means.

Innovation - Type II

Great cultural emphasis upon success goal courses such adaptation. "This response occurs when the individual has assimilated the cultural emphasis upon the goal without equally internalising the institutional norms governing ways and means for its attainment". Through deviant approach goal seeking behaviour starts.

Ritualism - Type III

"Ritualistic type of adaptation can be readily identified. It involves the abandoning or scaling down of the lofty cultural goals of great pecuniary success and rapid social mobility to the point where one's aspiration can be satisfied". Here the person continues to abide almost compulsively by institutional norms.

Retreatism - Type IV

Here the person rejects cultural goals and institutional means. "People" says Merton "who adopt (or maladapt) in this fashion are strictly speaking in the society but not of it". They constitute aliensty not sharing the common frame of values.

Rebellion - Type V

This adaptation leads man outside the environing social structure. It pre-supposes alienation from reigning goals.

Merton (1957) however categorised persons in adaptation to anomy. Retreatism closely parallels the alienation syndromes.

Whatever the semantic difficulty this concept has, it is beyond doubt that it can explain varied problems and malises confronting any social system. In a number of studies anomy has explained deviant behaviour (Cohen, 1965; Dublin, 1959; Henry and Janes, 1959; Becker, 1963) adoption of illegal means (Chanbliss, 1960; Tannenbaum, 1938; Mills, 1959) apathy, anxiety, isolation, purposefulness, pessimism (Murry and Davids 1964; Keviston, 1965; Akhilchan and Imam, 1978).

Alienation

Alienation has been used to describe such diverse conditions as the separation of spirit from nature, man's loss of relationship to his work, the individuals estrangement from some deep and productive part of himself, his loss of his own sanity, disillusionment with education, society, the violational norms and a variety of other conditions. Especially, since the beginning of the industrial revolution historians and social commentators have noted that intellectuals, writers, students have often rejected the major value assumptions of the prevalent system. One of the most salient characteristics of the intellectuals in modern society is his skeptical, critical

and repudiative attitude towards much of his culture. Such men and women are often said to be alienated. Thus alienation may be defined as an explicit rejection of what are seen as dominant values of the surrounding society.

Dictionary meaning of alien is foreign. A man who is alienated would be in same sense foreign or separated from himself. Alienation occurs when an individual perceives an absence of meaningful relationship between his status, his identification, his social relationship, his style of life and his work.

U.N.E.S.C.O. Dictionary of social science defines alienation as an estrangement or separation between parts or whole of the personality and significant aspects of the world of experience⁽¹⁾ with this general denotation the term may refer to (a) an objective state of estrangement or separation, (b) the state of feeling or estranged personality, (c) a motivational state tending towards estrangement. (ii) 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 against the self, (c) the self and the self.

Marvin Scott categorised alienation as (i) Alienation from values, (ii) Alienation from norms, (iii) Alienation from roles, (iv) Alienation from facilities.

Seeman (1959) put forth five basic ways in which the concept of alienation has been used and conceptualised five variants of alienation, i.e., powerlessness, meaninglessness, normlessness, isolation and self-estrangement.

(Variant I)

Powerlessness - "Powerlessness is the expectancy or probability held by the individual that his own behaviour can't determine the occurrence of the outcomes or reinforcement he seeks".

This view of powerlessness is a socio-psychological view. It does not treat powerlessness from the standpoint of the objective conditions of society. Marx used the concept alienation in describing workers condition in capitalistic society. The worker is alienated to the extent that the prerogatives and means of decision are expropriated by the ruling entrepreneurs. Marx dealt alienation in an industrial system. But Seeman have not emphasised the objective condition to consider powerlessness. He took objective conditions in determining the degree of realism involved in the individuals response to which situation (Howreal the objective condition induce powerlessness. How far it is real) in Seeman's version of alienation expectancy regarding a state of affair induces feeling of powerlessness as opposed to Marx's judgement about a state of affair.

This expectancy is related to Rotter's (1958) internal versus external control of reinforcement paradigm.

Individuals sense of personal control over the reinforcement situation is the internal control. But the view that the occurrence of reinforcement is dependant upon external condition such as chance and luck¹ is external control.

Meaninglessness (Variant II)

When the individual is unclear as to what he ought to believe (when the individuals minimal standards for clarity in decision making are not met. This type of alienation is described by Mannheim in his book "Man and society in an age of reconstruction". He views that increase of functional rationality and the concomitant decline of substantial rationality bring a meaningless situation. As society increasingly organises its members with reference to the most efficient realisation of ends (as functional rationality increases) there is a parallel decline in the capacity to act intelligently in a given situation on the basis of one's own insight into the interrelation of events). In the words of Seeman (1959)

1. W.H. James and J.B. Rotter, "Partial and hundred percent reinforcement under chance and skill condition", Journal of experimental psychology, May, 1958, pp.394-403. Rotter has shown in an experimental study which stimulate conditions of external control where the subject is likely to perceive reinforcement as being beyond his control and primarily contingent upon external conditions.

meaninglessness is characterised by a low expectancy that satisfactory prediction about future outcomes of behaviour can be made. The first meaning of alienation refers to the sensed ability control out comes (powerlessness) whereas the second meaning refers to the senses ability to predict behavioural outcomes.

Normlessness (Variant III)

High expectancy that social unapproved behaviours are required to achieve a given goal. To know normlessness Seeman views to discover the extent to which such expectancies are held, the conditions for their development and their consequences.

Isolation (Variant IV)

On the basis of reward values, Seeman says persons assign low reward value to goals or beliefs that are typically highly valued in a given society. Thus isolation is an estrangement from the dominant aims and values of society.

Self-estrangement (Variant V)

The person feels that his own self and abilities are something strange. In the language of Seeman "To be self-alienated means to be something less than one might ideally be if the circumstances in society were otherwise - to be insecure, given to appearance, conformist.

Dean and Seeman (1961) developed a scale of measure social isolation. But Seeman (1961) again rejected social isolation as a variant. But Nisbet (1962), Pappenheim (1956),

Goodzins (1956) have emphasised loss of community in modern society as the main source of alienation.

Seeman (1961) points out that social isolation can't readily be separated from difference in associational style. - the fact that some men are sociable and some are not. He says this is the reason why he desired distinguishing social isolation from social estrangement.

Townsend (1957) makes such distinction to be socially isolated to have few contacts with family and community. To be lonely is to have unwelcome feeling of lack of or loss of companionship. One is objective, the other is subjective. The two concepts do not coincide. Eric and Josephson (1962) opines that not all isolates are socially estranged nor all non-isolates are free from estrangement. They view that feeling of loneliness is crucial to alienation.

Various attempts that have been made to define alienation, little attention has been given to the distinction between Alienation from self and alienation from society (Srole, 1956; Netter, 1957; Dean, 1961; Hajda, 1961). Because of this failure to make this distinction, the characterisation that define alienation for one theorist may be precisely those which distinguishes the non-alienated man in the eyes of another theorist (Taviss, 1969).

Taviss (1969) views alienation to be seen as having its origin in the self-society interaction. Alienation results from disfunction between social demands and values

and individual needs and inclination. Given tension between self and society, two ideal type extreme forms resolution are possible (1) social alienation in which individual selves may find the social system in which they live to be oppressive or incompatible with some of their own desires and feel estranged from it. This is what Etzioni (1968) defines alienation. He views alienation means a social "situation which is beyond the control of the actor and hence unresponsive to his basic needs".

Taviss (1969) defines self alienation as one in which individual selves may lose contact with any inclination or desire that are not in agreement with "prevailing social pattern, manipulate their selves in accordance with apparent social demands and/or feel incapable controlling their own action". The socially alienated maintain distance from society, make the self alienated engage in self manipulating behaviour so as to eliminate the distance. Taviss concludes "Although both types of alienation are indicative of tension in the self society relationship, in the case of social isolation the onus of blame is placed on the society, whereas in the case of self alienation, the self is seen to be responsible". Hence, not only is the behaviour of the socially alienated is different from that of the self alienated, but the underlying attitude towards society is different.

Social isolation - Isolation or estrangement from other people. Estrangement from norms and values. Violative behaviour. Suspicion, distrust regarding fellow men.

Self alienation - Suppression of or distance from needs, objectification of self and projection of power.

Aiken and Hage (1966) considers alienation as a free floating human condition irrespective of specific social contexts which produces such mental state. Aiken and Hage distinguishes two types of alienation - (i) Alienation from work, and (ii) Alienation from relation. His main concern is alienation in an organisation. He took into account two dimensions of organisation i.e. centralisation and formalization. From these two dimensions both alienation from work and alienation from relation appears to the person party to the organisation. Alienation from work reflects feeling of disappointment with career and professional demands whereas alienation from relation reflects dissatisfaction in social relationship with supervisors and fellow workers. By centralisation he meant the degree to which members participate in decision making, to what an extent members participate in setting the goal and policies of organisation. Perlin (1962) noted greater alienation if the authority structure is rigid and impersonal. Formalisation refers to the degree of work standardisation and the amount of deviation that is allowed from standards.

Geertz (1970) found work alienation is highly related to alienation from fellow workers. The correlation was .75.

This shows persons who are dissatisfied with their work environment were also the persons who are dissatisfied with their companionship. The relation between formalisations and work alienation is positive and high (.51) and centralisation and work alienation is still higher (.57).

Alienation and Status Striving

Sociologists generally regard alienation as being a direct relationship to certain dominant value orientations of the open class society, particularly that of vertical mobility. They have ascertained the relationship between alienation (feeling of powerlessness) with mobility goals. But Strodbeck maintained that an achievement orientation in terms of both performance and commitment is positively related to sense of personal control. This personal control eliminates the feeling of powerlessness. Neal and Rettig (1963) used Seeman's (1958) scale to test this proposition. The measure of mobility attitude scale which Neal and Rettig used, consisted of a modified short form of Seeman's status orientation scale. Seeman's scale is primarily a measure of the degree of commitment to competitive mobility goals and the extent to which intrinsic values will be sacrificed to enhance mobility attainment. Rettig and Neal (1963) could not get any relation between alienation and social mobility commitment.

Erich Fromm regards powerlessness as a necessary consequence of status striving. Fromm maintains that

individual loses a sense of mastery and personal control "through instrumentalising himself in an intense mobility commitment. Since mobility often requires a sacrifice of personal autonomy, the status striver tends to objectify himself into a marketable commodity." Thus the positive relation between mobility goals and alienation should exist. However, Neal and Rettig's (1963) study on manual worker gave rise to such type of finding as these people do have less mobility commitment (Silberstein, 1959).

Alienation and Education

Middleton (1963) to determine whether each of the variables is associated with conditions of deprivation found that the percentage of Negroes who feel alienated is far higher than the percentage of whites for every type of alienation. Approximately two-third of the Negro subjects agree with most of the items indicating alienation whereas a majority of whites disagree with every item. Among Negroes those who have had 12 or more years of education are every instance less likely to feel alienated than with those with less education.

Alienation and Socio-economic Position

Studies of Grodzins (1956), Tanenbaum (1956), Keniston (1965), Sinha (1972) have shown that socio-economic status is inversely related to alienation. But Neal and Rettig (1967) comments that the support has not been of

such a magnitude to preclude concentrating on the kinds of and degrees of alienation at the higher socio-economic level. His findings suggests that one should neither assume that men who occupy position of power feel powerful nor the man who lack power by objective criteria feel powerless.

Alienation and Achievement

Propper and Clark (1969) found that from both bright and superior mental ability groups, low academic achievers revealed significantly more of the alienated syndrome.

Sinha (1972) found a positive relation between alienation and academic achievement. High achievers are less alienated than low achievers.

Saha (1968) examined the four combinations of high status and high and low ability level in order to find out if these four groups of students show differential behaviour on university campuses and he did find results in the direction envisaged above.

Alienation and duration of exposure to the environment

Sinha and Sinha (1971) found that different length of stay on a university does not affect the dimension and degree of alienation and activism. They took a sample of 212 students who were divided into 3 groups having 2, 4 and 6 years of stay in the university. The three groups were

compared for the significance of difference on alienation and activism measures. Simple analysis of variance for each of the measures revealed that none of the differences were significant, F scores ranged from 1 to 1.25 $df = 2$ $p > .05$.

Alienation and Political Participation and Activism

Goertzd (1971) analysed the relationship between politically trust, politically efficacy and riot participation in a survey of 237 black male subjects of self-reported non-participants are more likely to be found among the dissidents - those high political efficacy but low on politically trust, rather than among the alienated - those who are both distrustful and ignorant of Government.

Sinha (1972) found a positive relation between activism and alienation. Students who scored high on the alienation scale also scored high on the activism scale.

Various researchers have linked biographical items to value system (Stagdil et al, 1970). Variance in social status, economic conditions, education, political affiliation, community background were more highly related to difference in values in the Indian students. Sinha (1969, 1970) found that joint family reduces incentive in risk-taking behaviour and promotes lassiness. Since the dependance prone persons are in high need of dependance, are prone to low on, in making decision and realising aspiration.

These background variables exert a unique influence on the young adult on his interaction with the environment. Sinha (1972) found that jointness of family was negatively associated with the measures of alienation and positively with activism.

Among various factors parental control, primary socialisation have been considered to be a major source of alienation (Keniston 1965, Murry and Davids, 1964).

Who are alienated students

Alienated students are pessimistic and too firmly opposed to the system to which they belong. They are non-conformist in their behaviour, ideology and address. These students are highly talented and less committed to academic values and intellectual achievement. These students psychologically and ideologically find it difficult to take part in group activities. When they are expected to assume leadership, they prefer periphery to central position. Murry and Davids (1964) found that distrust is a primary variable in the alienation syndrome. They have a low view of human nature, they believe that intimacy ends in disillusionment. Keniston (1965) in his study on alienated college students found that most of the students are aware of darkness, isolation and meaninglessness of life. They distrust all positive thinking and therefore find it almost impossible to agree with any

questionnaire statement that clearly expresses an affirmative view. Murry and Davids (1964) found that the main focuss of these students are present and main source is the self.

Alienation as a way of life

Keniston (1965) reported that alienated students do not look different from their classmates and the overt pattern of their daily activities shows relatively little that is distinctive. But to know whether one is alienated, an analysis should be done how they do but not what they do. These students do have intellectual passion. They concentrate on few topics with single minded dedication and show an erratic performance before examination. In intellectual discussion in small groups, these students are active, dominant, negative and hostile.

Peterson (1961), Kenisten (1965) found that this group of students largely concentrate in institutions of high calibre and their percentage is less in comparision to activists (Kenisten, 1965).

Though study of alienation is useful yet loosely defined concept used in such studies (Clark, 1961) make the study dangerous. The most controversial issue is scale construction in alienation studies. (Seeman, 1959; George and Miller, 1967). In the alienation domain

Netter (1957), Davids (1964), Dean (1961), Seeman (1959) with somewhat different interpretation of alienation have developed scales of one, three, five and five dimensions respectively. But they have developed these scales for vastly different population and little is known about the degree of redundancy among the scales (Mill, 1967).

"Although a number of studies have demonstrated the degree of association among selected combination of the scales, the complete pattern of relations among them is not known, particularly on random samples of the general population." Goel (1973) commenting upon the scale of Seeman (1961), Middleton (1963) opines that the manifest content of his scale appears to be a condition of cynicism and pessimism what Netter (1957) and Meier and Bell (1959) maintain despise.

McClosky et al, (1965) opposes the way the researchers hold the logic of psychological scale construction. He views that psychological scale construction however will not support inferences from scale scores to the state of society because the distribution of scores is a function of difficulty of the scale item themselves.

Moreover, the leap from the subjective feelings expressed by individuals to statements about objective social condition is a perilous one. What people believe about a society may or may not be an accurate reflection

of its nature. "Perception and feeling are never a literal copy of what is out there" (McClosky et al, 1965) but are always powerfully shaped by need, motive and attitude. Hence one can't say because some people feel anomic, the society is anomic. Likewise person's securing more score on an alienation scale that refers to the objective conditions can't lead to assume with confidence that the person is alienated. Sinha (1972) constructed an alienation scale for her Ph.D dissertation which manifests the items of an organisation (university). She used the objective conditions of the (disintegrated) university organisation. Agreement to these items simple reveals the perception of the practices as opposed to feeling of alienation. It is far beyond logical to confuse perception of practice with alienation which according to Keniston (1965), Murry and Davids (1964) is more or less a personality syndrome resultant from social and cultural break down (Herton, 1957).

Clark (1959) offers a unit approach of scale construction to measure alienation. Dean (1961) has constructed scales to measure man's powerlessness, normlessness and social isolation from selected items of social interaction to arrive at a total alienation score. In the Netter's study the situations in which man feels powerless, normless and isolated are not specific nor possibly representative of social involvement. A more rewarding approach to the

problem of measuring alienation might be the single unit approach (Clark 1959) selecting for study only those whom one can establish to be involved in a single well-defined unit.

On the earlier work of Murry and Davids (1964), Keniston (1965) developed 13 alienation scales. These attitudes constitute a kind of empirical cluster or alienation syndrome. Distrust, pessimism, resentment, egocentricity, anxiety, interpersonal alienation, social isolation, cultural alienation, self-contempt, vacillation, subspection, outsider unstructured universe are the 13 syndromes which clustered in the scale of Keniston. He found that if a student held one of these out looks, he was extremely likely to held the rest as well. These attitudes constitute a kind of empirical cluster or alienated syndrome. Keniston's (1965) scale to measure alienation seems to be more reliable. After developing this empirical measure of alienation he correlated the measure in personality tests, in background factors, in fantasy and in inter-personal behaviour.

Review of literature highlights the fact that, in the absence of consensus regarding the usage of concept, it is difficult rather confusing to work upon their frameworks. Depending upon the research objective, an attempt is made to outline a systematic framework of anomy and alienation and to be verified empirically on a student population. It is expected this framework shall offer a

route to understanding if not eliminating these problems.

Anomy, Alienation a Socio-psychological framework

Socially defined goals held out as legitimate frame of reference for all members of a given system. To achieve these goals there are some institutionalised means. Certain norms and regulations control the acceptable modes of reaching out for these goals. A balance in the system pre-supposes a constant relationship between means and goals. So satisfaction of an individual in the system depends upon goal-means congruence and stability. Goal means disjunction will appear -

- (1) If social emphasis placed upon certain goals varies independantly of the degree of emphasis upon institutionalised means (Merton, 1938, 1957; Cloward and Ohlin, 1960; Smelser, 1963).
- (2) If norms to regulate or organise the means becomes weak, uncertain and ambigeous.
- (3) If institutionally canalised modes of striving proves unworkable in attainment of goals defined by society.
- (4) If the socially structured capacities in a given system are not uniformly distributed.
- (5) If the value structure of that system is not linked with the value structure of the related systems.

This disjunction what Merton (1957), Bell (1959), Mizruchi calls goal means disparity shall bring a dis-organisation to the system (Alpert, 1961). Social dis-organisation in a system creates a state of normlessness (norms regulating individual conduct are no longer effective as rules of behaviour) which in turn causes low predictability of behaviour (Merton, 1957) and high expectancy that social unapproved behaviour are required to achieve a given goal (Seeman, 1959). The feeling of lack of means (power) to eliminate the discrepancy between the role he is playing and the one he feels he should be playing shall induce an expectancy that his own behaviour can't determine the occurrence of the outcomes or reinforcement he seeks.

Different interpretation of anomie i.e. social dis-organisation (Alpert, 1962), disjunction between cultural goals and social structured capacities (Merton, 1957); lack of access to means for achievement of life goals in a social system (Meier and Bell, 1957; Mizruchi, 1958; Rokeach, 1969; Tumin, 1964), low normative pressure (Durkheim), have so far emphasized that anomie involves the presence of certain classes of stimulus situation involving certain classes of stimulus properties. But, if the presence of anomie is to be defined on the basis of properties of the stimulus situation without reference to the individual who is undergoing the presumed anomie, then

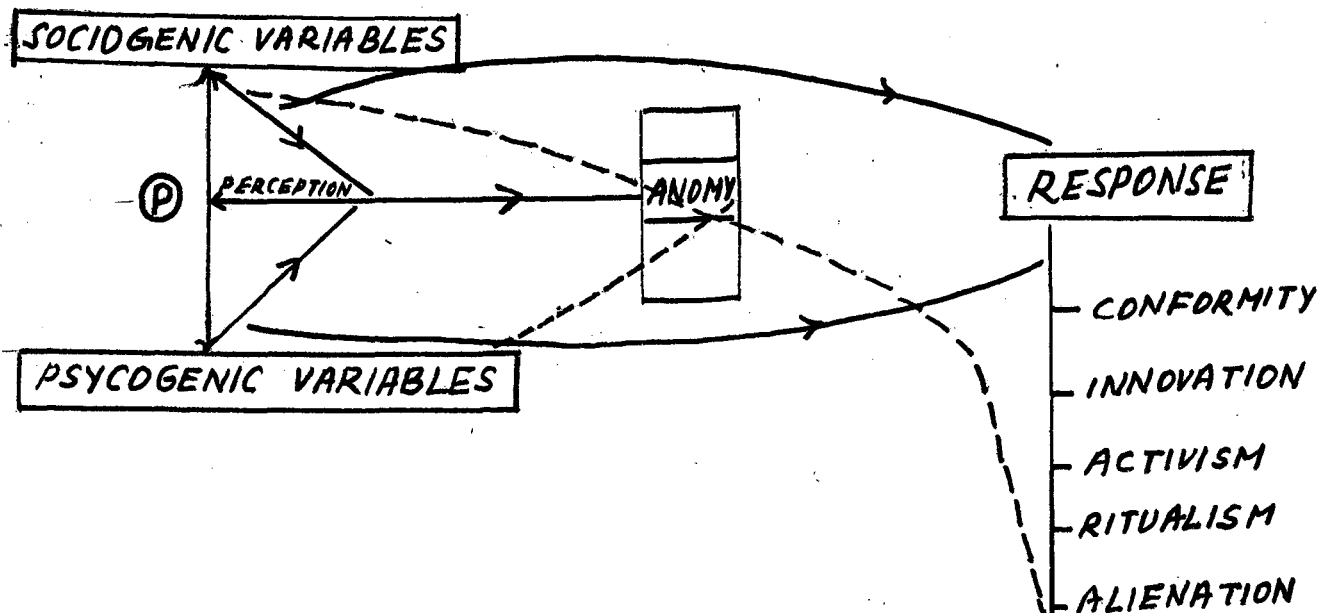
one will have to accept a broad range of reaction as outcomes or effects of anomy situation : performance enhancement as well as decrement; no reaction as well as strong reaction; criminal behaviour as well as suicide; active protest as well as private dissident. Furthermore, it has been shown that some persons manifest a good deal of progress while others retreat under the same anomic umbrella. Dembers (1967) input output model of perception can be applied to give a comprehensive meaning of anomy and alienation.

Anomy involves a series of events (1) Disorganisation and disjunction takes place in a social system in which the person is embedded. This disjunction is the press or input, (2) Second stage consists of reception of the input (recognition, cognitive appraisal, perception), (3) Third stage consists of response to the input at psychological, behavioural and social interactive level, (4) The last stage is the consequence of response both for the individual and social system in which it is embedded.

Properties of the individual (both sociogenic and psychogenic) come into play at several locations in this four stage paradigm. First they affect the reception of the input. Different individuals, at whatever level, are differently sensitive to or capable of accurate coding of, events of social system, and may place different

interpretation on the same event (because of his internal and external conditions like his socio-economic position, his family structure, his motivation, his degrees of commitment to the goal and his personality structure. Various attributes of the person - his skills, capabilities, his cognitive level etc. shall affect his reception. These factors will affect also in psychological, behavioural and social interactive level. Thus what he will perceive and how he will react depends upon a number of psychological and social and sociological factors.

Thus alienation which is a special kind of reaction i.e. feeling of isolation (Merton, 1957) hopeless resignation and flight (Kardiner, 1945), Isolation (Seeman, 1961) fantasy (Keniston, 1965) and the like are the product of anomy in an interaction with a special type of psychogenic and sociogenic characteristic of person concerned.



A review of the above studies compels to conclude that a mode of representation of each of the two concepts and especially relation among them would be complex and multiform.

University Campus - Anomy and Alienation

University helps students to master a body of knowledge, prepare for a life time career and expand their perspective on man and broader society out of the campus (Gaff et al, 1973) ideally goal behaviour of one social system are geared into the goal behaviour of the other related social system (Getzel and Thelen, 1960). The primary goal of the university is to relate its functioning with the related systems like family, society, and nation.

The most important analytic unit of the university is its role playing. Roles are dynamic aspects of the position, offices and statutes within an institution and they define the behaviour of the role incumbents (Linton, 1936). Roles are defined in terms of role expectancies. A role has certain privileges, obligations, responsibilities and powers (Getzel et al, 1960) and expectations defined for the member of a system as to what he should do and what he should not do.

Effective achievement of goals in a system, thus logically depends upon the effectiveness and appropriateness

of imperative functions; clarity and adequacy of normative dimension and responsiveness of the system to the ideographic dimension. The functioning of university can be analysed into following areas (1) how far education programme is related to other related systems like family, society etc. and to the needs of participants, (2) how far normative dimensions have clarity and effectiveness, (3) and lastly the way in which both normative and ideographic dimensions are integrated to the needs of participants.

So a breakdown of structure and function must call for a state of normlessness and meaninglessness in the system which in return shall bring strain towards the system among the participants.

A review of studies on social and psychological obstacles to the function of university with reference to India and many other countries indicated serious mal-integration with regard to academic roles and goals (Peterson, 1964; Altbach, 1968; Singh, 1972; Singhal, 1977).

During last few years there has been a rapid growth in the number of student enrolment in the university. As the student body has become larger, the diversity among students has also increased. Whereas during earlier times university served students coming from upper socio-economic strata, the contemporary university attracts substantial number of students from lower socio-economic strata of

society. Increased heterogeneity of the student bodies have produced a lack of cohesiveness among student community (Fishman et al, 1964; Schiff, 1964; Peterson, 1964; Sinha, 1972) and regimental type of interpersonal relationship (Singha, 1977). Evidence shows that as the size of the university increases it becomes more impersonal (Gaff et al, 1972) and social psychological distance between student and teacher becomes more wide (Buchanan and Nicos, 1970).

Since university education provides an institutional opportunity for social mobility, the curriculum is most important for student. A number of Indian studies has shown that students perceive academic programme as poorly motivating and unchallenging (Altbach, 1968; Sinha, 1972; Rath, 1973; Singhal, 1977). The learning has little relevance to students own personal and vocational concern and to the broader social millene. As the content is not related to the family life, future working life in society and national and international values it increases the structural inadequacies of the system. Society is changing rapidly, but, in par with society, education has made no comparable changes in its programme. Rather it has attempted to accommodate the new students and the knowledge within the same old structure and to teach students in traditional ways.

Faulty examination system (Rao, 1963; Sen, 1971)
uncertainty and academic failure (Dibona, 1967; Singh, 1972;

Bhattacharya, 1972), fear of unemployment and sub-standard education programme (Altbach, 1968) make the students feel cynical and decide to withdraw their involvement and attempt merely to play the game so as to obtain a degree.

The organisational deficiencies also play a pivotal role in the determination of campus health. The bureaucratic and unconcerned attitude of the authorities towards student (Sinha, 1972; Singhal, 1977), too much politics in the campus (Lipset, 1968; Altbach, 1969; Ross, 1968; Eakin, 1972), wide communication gap between students and authorities, non involvement of students in policies affecting student life and the felt relative deprivation in their roles as students (Ellis, 1971; Pinner, 1972) are all the precipitating factor towards the break down of the integrity of the system. The unresponsiveness of the system towards the needs of participants and normlessness in the state of affair make the students feel helpless in the face of complexities of life outside the campus. Campus for students seen as confusing, full of dilemmas fraught with problems of belongingness and security. The more structurally and functionally separated are the students from administration, faculty, fellow students and related social systems, more likely the students will feel separated, neglected. The more the students will feel separated the more they will become alienated (Murry and Davids, 1964; Keniston, 1965; Sinha, 1973). Especially for an Indian student, such

disintegration will exert tremendous impact because culturally he is nurturance prone (Sinha, 1970). For dependent prone student the campus will be perceived as more anomic than students who can pull along with it.

However, it is recognised that students differ greatly in their general personality characteristics and background factors (Fieldman and Newcomb, 1969; Kipswami, 1973; Rath, 1973). A number of studies have shown that persons who for whatever reason are stranded in the backwaters of symbolic and material mainstream, those whose lives are circumscribed by isolation, deprivation and ignorance, persons who are more anxious and inflexible will feel more anomic than others (McClosky and Schaar, 1965; Etzioni, 1968; Sinha, 1972). In a university all students do not behave in the same way though the percept is same for all. Thus a number of background factors singly or in various combinations are relevant for the study of alienation and anomie.

The theoretical framework right from Merton to the recent ones suggested that goal means disparity is a potent source of alienation and the social basis of this disparity lies in differences in the socio-economic status of the person. Class barriers are usually difficult to overcome. Such barriers push and pull individual towards various forms of activities (Cloward 1959; Cottlieb, 1969; Mizvuchi, 1971). Socio-economic status factor is one of the most important

factors that leads the lower socio-economic strata students feel more helpless in the face of adverse world. Shah (1968) has suggested the students ability and status determine students response to a number of things. His theoretical framework can be employed to understand how status and academic achievement affect the degree of alienation. Researchers have shown that growth of motive pattern is greatly affected by the family ecology (Abegglen, 1958; Miller and Atkinson, 1956; Mc Clelland, 1961; Kagan and Moss, 1962; Murlidharan and Topa, 1970; Rosen, 1961; Verof et al, 1960; Winter Bottom, 1958). But the results are not consistant as the family structure varies from country to country. Studies by Sinha (1972) have shown that students coming from joint family feel more alienated as these students are more dependant prone. Parental attitude and parental control have significant result on the goal-seeking behaviour of students (King, 1968; Marwell, 1966). Thus this variable is assumed to be of great importance in the determination of alienation of a student.

Erich Fromm regards powerlessness as a necessary consequence of status striving. As a person instrumentalise himself towards intense mobility commitment and perceives large scale impedements, he is likely to feel more helpless and alienated. Thus students position in the social hierarchy and intensity of mobility commitment may be related to alienation.

Scope and Objective of this Study

Literature review gives sufficient insight to predict the possibility of alienation being a cause arising out of the anomic conditions of the university campus and the background variables as the mediating variable in between anomy and measures of alienation. In view of the well recognised importance of the mediating variables, the major aim of this research is to assess the operation of mediating variables and their relative efficacy in behavioural consequences.

Within the framework of anomy and alienation suggested in this chapter, it was hypothesized that certain personality type, coming from certain socio-economic and family background on certain conditions (anomy) would be highly susceptible to alienation.

The cluster of variables which mediates students perception of his organisation and behavioural outcomes consequent upon the perception, are made specific to students socio-economic status, rural/urban background, type of schooling, level of social participation, degree of mobility commitment and to certain personality patterns like anxiety and introversion.

An evaluation of the extent to which the various socio-psychological factors have been responsible for alienation in the student, the following hypotheses are proposed to be tested :

Hypothesis

Anomie will be positively related to alienation, anxiety, introversion and inversely related to social participation and mobility commitment. Both the scores of anomie and alienation will be inversely related to the students socio-economic status. As regards the personality dimension alienation will be positively related to anxiety and introversion. Alienation will be inversely related to student social participation scores and positively to mobility commitment. High alienated students have more mobility commitment, and less social participation than low alienated students. High alienated students used to come from poor socio-economic status families and are more anxious and score high in introversion measures than low-alienated students. Students coming from rural background are more prone to alienation than their urban counterparts. Female students will feel more alienated than their male counterparts.

It is hoped that testing of the above hypotheses would reflect the variety of psycho-social factors that account for the student alienation in a university set-up. Apart from informing about the socio-psycho dynamics and mechanisms of alienation in the students, it would indicate the measures which are likely to be effective in eliminating or atleast reducing the feelings of tension which hamper

the proper shaping of the personality of the country's youth. The knowledge thus gained would help the planners and educationists to adopt such measures which would be conducive to the creation of the proper psycho-social climate in which the students would mature and develop into well-rounded citizen.

CHAPTER - III

DESCRIPTION OF SCALES

To test the hypothesis formulated in the previous chapter, a battery of tests were used to obtain data. For some variables, available standard tests were used. Some tests were developed for the specific purpose of this investigation. This chapter deals with the tests developed and used in this investigation.

The following instruments were used to obtain data for different variables under study.

(1) Anomy scale [A.S.] (2) Alienation scale [A.L.S.] (3) Mobility Commitment Scale [M.C.S.] (4) Social participation scale [S.P.S.] (5) Maudsley Personality Inventory [M.P.I.] (6) I.P.A.T. Anxiety scale (7) Background information sheet.

Both 'Anomy' and 'Alienation' scales were developed and the other four scales were available standard scales. Although these scales were extensively used by sociologist, they were used in different settings. In this study some modification in version and contexts, were made so as to suit student sample. In the following exposition an attempt has been made to describe the nature, dimension, reliability and validity of the scales used. First part of this chapter deals with the development of 'Anomy scale' and 'Alienation scale'.

PART - I

Anomy Scale

This questionnaire consisted of 81 items. For each item four alternative responses were provided. The alternatives are (1) strongly disagree (2) disagree (3) Agree (4) Strongly agree. The response categories were weighted from 1 to 4 and where the items were negatively worded, the scoring was reversed. Higher scores indicate greater anomy.

Test Construction

A sample of 50 students were asked to outline the problems they encounter in the following area :

- (a) student-faculty relationship;
- (b) student-student relationship;
- (c) problems relating to facilities like, library, hostel, medical and the like;
- (d) problems relating to curriculum, examination, administration etc.; and
- (e) problems relating to his adjustment with academic life.

Statements thus generated constituted the universe of campus activities. These statements were edited, sorted out and some more were added to form a pool of 100 items

representing the universe. On the basis of their response 81 items were selected on which 60 per cent or more of subjects agreed. These items constituted the organisational climate scale which reflected a picture of the campus as perceived by the majority of students. These statements were then assigned to one of seven categories considered to be descriptive of mutually exclusive areas of an organisational alienation. As anomy is viewed to be a 'system property' disfunctional to the need structure of participants, the meaning attached to these categories are in line with Seeman's (1959) conception of alienation. Seeman's conception of normlessness, powerlessness, isolation, meaninglessness and in addition to these. Sinha's (1972) Nurturance and morality were analysed to its generative conditions. Along with these 6 dimension of alienation one more dimension i.e. problems relating to facilities was added to constitute a seven dimensional judgement of a system properties which are likely to generate a feelings of powerlessness, meaninglessness, normlessness and isolation among the participants. The items in each dimension are conditions to generate a feeling close to the semantic property of that dimension. As these items represent organisational property of a university, this scale is named as anomy scale in view of the research objectives.

Analysis of seven components that have been used in 'Anomy' scale (See appendix for the anomy scale).

Nurturance

It embedded the items asking for care, protection, help and support from teachers and authorities. The items are : 8, 11, 19, 13, 15, 17, 40, 54, 59, 65, 75, 79, 81.

Morality

It contained the items suggesting violation of a code of ethics and sense of right and wrong. The items are : 1, 22, 24, 27, 30, 50, 56, 63, 68, 69, 70, 71, 72, 35.

Meaninglessness

Items of this dimension relates to the irrelevance of organisational goals leading to low expectancy of satisfactory prediction about future outcomes. The items are: 2, 4, 7, 9, 31, 41, 44, 52, 76, 77.

Normlessness

This dimension suggests a high expectancy in the organisation for contradictory role relationship and unapproved behaviour. The items are : 3, 5, 6, 12, 20, 21, 23, 25, 28, 29, 42, 48, 73, 51.

Powerlessness

This dimension suggests a feeling of helplessness emergent from normative low pressure and unresponsive climate to the participants needs. The items are 10, 16, 18, 26, 32, 66, 67, 61, 62, 74, 80, 55.

Isolation

This dimension refers to the isolation of participants from dominant aims and values of organisation. The items are : 14, 34, 45, 64, 78, 53, 58, 60.

Absence of facilities

Items are 33, 36, 37, 38, 39, 43, 46, 47, 49, 57.

Alienation Scale

Alienation scale composed of tightly organised syndrome of traits reflecting certain aspects of the respondents perception of, and orientation to self, society and inter-personal relationship. This scale consisted of 12 alienated outlooks, such as (1) Pessimism, (2) Egocentricity, (3) Anxiety, (4) Vaccilation, (5) Inter-personal alienation, (6) self contempt, (7) Distrust, (8) Cultural alienation, (9) Hostility, (10) Social alienation, (11) Unstructural universe, (12) Self alienation, (13) Feeling of immediacy. The number of items appearing on the scale were partially based on the literature surveyed for this research and partially on Keniston's (1965) 13 alienated scales.

A pool of 100 items pertaining to 13 alienated outlooks were administered on a small sample to locate the difficulty in understanding of the content. On the basis of their response 74 items were selected. The description

of items in respective categories are given below :

Pessimism - items 1,5,9,10,13,14,49.

Egocentricity - items 4, 6, 22, 24, 26, 28, 29, 57.

Anxiety - items 23, 25, 27, 30, 31, 32.

Inter-personal alienation - items 17, 19, 33, 66, 67.

Vaccillation - items 36, 38, 40, 50.

Self-contempt - items 7, 8, 37, 39, 41, 43, 46, 48.

Distrust - items 2, 11, 16, 18, 20, 72.

Cultural alienation - items 34, 35, 58, 59, 61, 65, 68.

Hostility - items 3, 12, 15, 21.

Social alienation - items 42, 44, 52, 53, 60, 62, 74, 63.

Unstructured universe - items 54, 55, 56, 64.

Self alienation - items 45, 47, 51.

Feeling of immediacy - items 69, 70, 71, 73.

Reliability and validity of the tests

Reliability

Reliability as indicated by internal consistency was sought. Internal consistency is the homogeneity of items within a test (or items of a particular dimension). This can be done by inter item correlation which serves as a first step in the determination of reliability and supports decision regarding the dropping of or the application of another item analysis to improve it. This can be done by (a) (1) correlating each item score against the grand total score (2) by obtaining the inter item correlation of each

item with other items of the same dimension. (b) Test retest reliability by administering the same test on the same subjects after a reasonable time gap. (c) Split-half reliability.

Validity

Validity is defined as the extent to which a test measures what it purports to measure. There are two basic approaches to determine validity of a test i.e. empirical analysis and logical analyses. Empirical analysis deals with the determination of predictive, concurrent, construct and content validity. However, empirical validity necessarily demands a criterion. A criterion may be an objective measure of performance or a qualitative measure. Thus, the correlation of a test and a criterion is evidence of its validity. To obtain validity through empirical analysis two basic requirements are that the test and the criterion be reliable and independent.

In the absence of a reliable criterion, some estimate of validity is determined by logical analysis. The content validity of a test can to some extent be determined by item analysis i.e., the inter-relationship between items of a test, between items and a dimension (given by subscores), and inter correlation between dimensions (between sub-scores). The present study utilises both these methods to determine validity.

1) The validity of each of the items of anomy scale and alienation scale were checked by correlating each item score

with the sub-total score (dimension-score). This would provide evidence of whether each item measures the dimensions it attempts to measure.

2) The validity of a particular dimension of alienation and anomy was determined by correlating each sub-total score (dimension score) with the grand total score of the scale.

3) The extent to which each of the dimensions are independent of other dimensions was determined by correlating each sub-total score (dimension score) against other dimension score.

4) Intrinsic validity of an item is the square root of its reliability.

Reliability and validity of Anomie scale

Table I shows the inter-correlation between each of the 80 items of the questionnaire and the grand total score. The significant value of r at .05 level is .194 and at the .01 level is .254 for $df = N - 2 = 101$ (See Table I).

Results show that except item No.35, 39, 45, 50, 53, 64, 65, 72, 79 all the items are significant beyond .01 level. This can be considered as a first index of reliability of items.

Table 2 to 8 shows the inter item correlation matrices for the seven dimensions of anomie. Within a

dimension each item is correlated with other items. These 'r' values are taken as indices of inter item reliability, believing that if items of one dimension correlates significantly within a dimension, they are highly inter-dependant and are measuring a common theme. Table 9 shows item dimension correlation and

\sqrt{r} .

Table 1

Item - total correlation on the anomie questionnaire

Item No.	Item content	Item total correlation
1.	Teachers have indifferent attitude towards teaching.	939
2.	Our educational system is not concerned with personal and social development.	750
3.	Teachers look for political interest to rise high in their social life.	859
4.	Academic programmes do not teach any skill to meet the real life.	319
5.	Some teachers and some students form cliques according to their own interest.	685
6.	Most of the teachers are self seekers and they are busy in their work which can increase their status.	458
7.	The university courses are irrelevant to future jobs.	389
8.	Teachers do not explain elementary concepts before lecturing.	341
9.	Our examination system do not measure ability.	438
10.	Teachers are being partial in giving grades	520
11.	Teachers think as if we have known everything.	479
12.	Some students by their personal influence get better grades.	299
13.	Teacher student relationship in our campus is mechanical.	619

Table 1 - contd.

Item - total correlation on the anomie questionnaire

Item No.	Item content	Item total correlation
14.	Teachers do not take us into their confidence.	567
15.	Teachers and students are stranger to each other.	338
16.	In the university we have to find out all alone what we have to do.	663
17.	Teachers are not concerned with the frustration and tension persisting in student community.	378
18.	Authorities have suppressive attitude towards students.	691
19.	The way the teachers treat us is impersonal.	582
20.	University authorities follow ill-conceived policies.	668
21.	Karmacharis behave students in a rude way.	362
22.	Boarders do not obey the rules and regulations of the Hostel	729
23.	University administration do not follow any clear cut policy.	529
24.	There is no sense of morality in the campus.	819
25.	High degree of unfairmeans is being practiced in the campus.	308
26.	For a simple work we have to undergo a lot of official formalities.	466
27.	Politics is rampant in the campus.	921

Table 1 - contd.

Item - total correlation on the anomie questionnaire

Item No.	Item content	Item total correlation
28.	University funds are misappropriated by the authorities.	358
29.	Student leaders are more concerned with politics and hardly look into students' interest.	885
30.	Union leaders misuse union funds.	508
31.	Our friendship is not guided by personal relationship.	372
32.	Students' coming from elite families get more advantage than general students.	299
33.	University does not provide facilities for extra-curricular activities.	493
34.	We have regimental type of inter-personal relationship.	406
35.	I am disturbed and always feel deprived of having a boy/girl friend.	131
36.	Though university authorities misuse funds, whenever we demand something they assign the reason of financial difficulty.	901
37.	All relevant books of the library are kept by senior students and teachers.	475
38.	Our library do not have adequate number of good books.	307
39.	Our laboratory is not well-equipped.	141
40.	Hostel authorities hardly look into the interest of the boarders.	319
41.	Educational interest in the university is such that hardly one can rely upon his efforts to achieve the desired end.	312

Table 1 - contd.

Item - total correlation on the anomie questionnaire

Item No.	Item content	Item total correlation
42.	Teachers very often interfere into the personal affair of students.	573
43.	Students do not have economic security in the university.	509
44.	The curriculum of the university is such that it is very difficult to identify oneself with the university.	497
45.	Most of the students feel isolated from the mainstream of the campus-activity.	137
46.	University do not render adequate financial aid to needy students.	307
47.	University do not provide recreational facilities.	400
48.	Some low calibre students get admission simply through manipulation and influence.	328
49.	Most of the teachers are unable to teach in English.	504
50.	Some students feel proud to offend their teachers.	113
51.	Not through merit but through political influence teachers get appointment in the University.	410
52.	The syllabus is not related directly to intended career.	638
53.	In designing courses student' are not taken into account by the authorities	299
54.	Teachers do not present the basic concepts in a neat orderly sequence.	421
55.	Teachers do not impartially judge a student's work	373

Table 1 - contd.

Item - total correlation on the anomie questionnaire

Item No.	Item content	Item total correlation
56.	Most of the campus protests are self-defeating as they could hardly be called as worthwhile and legitimate.	909
57.	University fails to accomodate the rapid growth of students.	342
58.	Students are ignored from the affairs of university administration.	519
59.	Teachers think their responsibilities are over the moment they come out of the class room.	498
60.	The authorities do not take students into their confidence while devising measures affecting their lives and careers.	519
61.	There are no proper facilities to ventilate the grievances to the authority.	609
62.	Professors show favouritism towards a selected few students.	531
63.	Union office-bearers are breeding grounds of all indiscipline in the educational institution.	289
64.	Students from similar cultural background tend to segregate and form ethnic groups.	052
65.	There is a lack of concern for others feelings among students under the pretext of maturity and autonomy.	013
66.	Teachers tend to impose their ideas on the students leaving no room for academic freedom.	384

Table 1 - contd.

Item - total correlation on the anomie questionnaire

Item No.	Item content	Item total correlation
67.	A dominant - subordinate relationship pervades among teachers and students which is unhealthy for individual growth.	301
68.	Cut throat competition among teachers create rivalries and jealousy at the expense of students.	477
69.	A craze for power and prestige dominates the life style of most of the teachers.	618
70.	Students tend to misuse the freedom given to them outside and inside the academic sphere.	314
71.	Students are torn between western and native culture.	299
72.	Self-indulgence on the part of students leaves no room for a sense of dependance.	106
73.	An overall pretentious atmosphere prevails in the campus.	307
74.	University courses are not geared to the kind of job a student wants after completion of university education.	259
75.	Academic programmes of this university are not carried out with guidance and supervision.	130
76.	Students can do little to bring about changes in education.	312
77.	Examinations are not adequate to measure the learning which hastaken place in a course.	416

Table 1 - conclud.

Item - total correlation on the anomic questionnaire

<u>Item No.</u>	<u>Item content</u>	<u>Item total correlation</u>
78.	Large scale campus events are usually quite impersonal.	472
79.	There is no scope to discuss various theoretical and philosophical issues with faculty and students.	004
80.	Teachers do not help students to pursue their own doubts.	395
81.	The faculty is not competent to clarify one's doubts.	368

Decimals are omitted.

Table 2

Inter item correlation Matrix for the Nurturance dimension

NURTURANCE

	8	11	19	13	15	17	40	54	59	65	75	79	81
8	x	317	343	242	263	305	279	361	217	196	201	195	199
11		x	425	319	312	375	504	497	201	198	328	204	400
19			x	504	683	195	306	351	247	199	406	317	318
13				x	318	243	400	478	417	300	208	198	280
15					x	358	588	503	372	019	372	503	209
17						x	259	288	198	280	466	219	499
40							x	362	229	345	381	296	501
54								x	465	199	481	199	205
59									x	278	227	195	197
65										x	480	278	351
75											x	209	431
79												x	209
81													x

are significant at .05 level except the correlation of item 15 with 19. Most of the correlations are even significant beyond .01.

Decimals omitted.

Table 3

Inter item correlation Matrix for the morality dimension

Morality dimension														
	1	22	24	27	30	50	56	63	68	69	70	71	72	35
1	x	873	502	752	471	285	501	301	273	653	301	299	309	201
22		x	813	708	528	319	400	274	358	278	498	328	195	193
24			x	297	518	308	289	378	228	509	218	301	196	302
27				x	307	378	245	246	419	414	388	529	202	197
30					x	529	318	398	423	623	317	346	305	199
50						x	218	413	476	392	543	411	231	284
56							x	456	479	437	538	596	196	245
63								x	278	270	298	538	353	301
68									x	566	801	207	195	246
69										x	311	268	153	218
70											x	328	301	243
71												x	194	201
72													x	196
35														x

All the items are significant beyond .05 level.
Decimals omitted.

Table 4

Inter item correlation matrix for meaningless dimension

Meaningless dimension										
Items	2	4	7	9	31	41	44	52	76	77
2	x	229	308	215	307	199	201	297	203	242
4		x	269	429	313	285	216	413	199	301
7			x	371	398	204	411	307	289	246
9				x	195	289	388	219	310	346
31					x	261	397	203	277	378
41						x	356	307	215	300
44							x	219	198	199
52								x	678	731
76									x	214
77										x

All the items are significant beyond .05 level except item 44 with 76 and 9 with 31.

Decimals omitted.

Table 5

Inter item correlation matrix for the dimension of normlessness

Item No.	Normlessness Dimension											
	3	5	6	12	20	21	23	25	28	29	42	51
3	x	201	216	283	237	258	358	199	558	325	203	205
5		x	314	246	282	449	245	257	322	381	458	307
6			x	454	306	448	317	207	204	262	336	443
12				x	373	366	419	360	226	217	384	350
20					x	346	359	536	443	360	305	246
21						x	353	408	549	379	299	314
23							x	203	208	748	688	199
25								x	393	513	542	307
28									x	389	340	294
29										x	514	195
42											x	202
51												x

All the items are significant at .05 level.
Decimals omitted.

Table 6

Inter item correlation matrix for the dimension of powerlessness

Item No.	Powerlessness Dimension											
	10	16	18	26	32	66	67	61	62	74	80	55
10	x	371	384	240	199	191	257	318	365	349	209	301
16		x	484	259	271	345	403	355	249	200	325	327
18			x	290	138	386	250	352	385	296	376	293
26				x	301	158	202	315	509	090	368	308
32					x	209	363	153	322	124	414	376
66						x	259	248	344	407	175	401
67							x	237	175	343	355	387
61								x	257	376	201	299
62									x	233	407	294
74										x	203	281
80											x	301
55												x

Correlation of item 18 with 32, 26 with 74, 66 and 32 with 61 and 67 with 62 are not significant. But all the correlations are significant at .05 level. Decimals omitted.

Table 7

Inter item correlation matrix for the isolation dimension

Item No.	Isolation Dimension							
	14	34	45	64	78	53	58	60
14	x	207*	138	003	331*	178	321*	199**
34		x	201	316*	217**	195**	503*	058
45			x	211**	031	039	113	312*
64				x	134	035	228**	245**
78					x	348*	356*	231**
53						x	224**	506*
58							x	304*
60								x

*Significant at .01

**Significant at .05

Decimals omitted.

Table 8

Inter item correlation of the absence of facilities dimension

Item No.	Absence of facilities									
	33	36	37	38	39	43	46	47	49	57
33	x	231*	138	201*	059	193	258**	321**	264**	302**
36		x	127	200*	135	127	305**	258**	269**	257**
37			x	234	139	298**	578**	326**	288**	183
38				x	205*	119	388**	254**	291**	311**
39					x	250*	191	218	131	289**
43						x	380**	166	205	183
46							x	174	257**	358**
47								x	584**	207
49									x	305**
57										x

*Significant at .05 level.

**Significant at .01 level.

Decimals omitted.

Table 9

(Item dimension correlation and \sqrt{r})

Dimensions with items	Items	Item dimension correlation	\sqrt{r}
<u>Nurturance</u>			
(8, 11, 19, 13, 15, 17, 40, 54, 59, 65, 75, 79, 81)	8	275	524
	11	254	504
	19	936	971
	13	202	450
	15	315	501
	17	263	513
	40	273	522
	54	433	658
	59	383	618
	65	082	287
	75	332	576
	79	025	100
	81	283	532
<u>Morality</u>			
(1, 22, 24, 27, 30, 50, 56, 63, 68, 69, 70, 71, 72, 35)	1	828	910
	22	730	854
	24	883	939
	27	858	811
	30	543	737
	50	202	450
	56	941	970
	63	392	626
	68	538	734
	69	779	882
	70	283	532
	71	315	502
	72	124	174
35	350	592	
<u>Meaninglessness</u>			
(2, 4, 7, 9, 31, 41, 44, 52, 76, 77)	2	432	657
	4	297	545
	7	374	611
	9	591	769
	31	227	476
Decimals omitted.			

Test retest reliability was computed. Table 10 shows the test retest reliability of 7 dimensions and total anomie score.

Table 10

Dimensions	Reliability
Nurturance	683
Morality	831
Meaninglessness	745
Normlessness	899
Powerlessness	931
Isolation	768
Absence of facilities	860
Total Anomy	885

Validity of anomy scale

Reliability coefficients (given as 'r' values were obtained for each item by correlating each item score with the sub-total score of the dimension. The intrinsic validity of the items was determined by computing the square root of the reliability coefficient.

Table 11 presents the inter dimension correlation (indices of reliability and \sqrt{r} (indices of intrinsic validity.

Table - 11

<u>Dimensions with items</u>	<u>Items</u>	<u>Item dimension correlation</u>	\sqrt{r}
<u>Normlessness</u>			
(3, 5, 6, 12, 20, 21, 23, 25, 28, 29, 42, 48, 73, 51)	3	834	913
	5	718	847
	6	562	750
	12	261	511
	20	793	890
	21	380	617
	23	520	721
	25	200	447
	28	332	576
	29	831	912
	42	601	813
	48	209	437
	73	377	614
51	431	656	
<u>Powerlessness</u>			
(10, 16, 18, 26, 32, 66, 67, 61, 62, 74, 80, 55)	10	485	696
	16	601	813
	18	570	755
	26	456	675
	32	231	481
	66	567	753
	67	231	481
	61	621	788
	62	649	805
	74	227	477
	80	370	608
	55	242	492
<u>Isolation</u>			
(14, 34, 45, 64, 78 53, 58, 60)	14	374	611
	34	297	545
	45	110	332
	64	005	071
	78	591	769
	53	223	473
	58	591	769
	60	550	742

Dimensions with items	Items	Item dimension correlation	\sqrt{r}
<u>Absence of facilities</u>			
(33, 36, 37, 38, 39, 43, 46, 47, 49, 57)	33	461	681
	36	838	915
	37	300	548
	38	330	574
	39	162	402
	43	508	753
	46	206	454
	47	432	657
	49	550	742
	57	239	489

Note : Decimals are omitted.

All the items are significant at .01 level
except the item number 79, 72.

Reliability of Alienation Scale

Table 12 includes the inter correlation between each of 74 items of the questionnaire and the grand total scores. The significant value of r at the .05 level is .194 and at the .01 level is .254 for $df = N - 2 = 101$ (See Table 12).

Results indicate that the obtained r values range from .224 to .920. In terms of significant values, all the seventy four items are significant at the .01 level. This can be taken as first index of reliability of these items. Table 13 to 25 (4-M) give the inter-item correlation matrices for the 13 dimensions of alienation. Within a dimension each item is correlated with other items. These r values are taken as indices of inter item reliability, believing that if items correlate significantly within a dimension, they are highly inter-dependant and are measuring a common characteristics.

Table 13 shows the inter item correlation of the items measuring the pessimism dimension. Results indicate that the r values on this dimension range from .216 to .933. All the items on this dimension are found to be significant at the .01 level except item 1 with 14 which becomes significant at .05 level. 7 of the 21 r values are highly significant, 4 moderately significant. But except one item (1 with 14) all the items are significant beyond .01. Results are indicative of the fact that the seven items included for measuring the dimension of pessimism can be retained in the questionnaire for further study.

Table 12

Item-total correlation on the alienation questionnaire

Item No.	Item content	Item total correlation
1.	There is little chance of finding happiness in life.	.876
2.	I do not have faith in people as they are constantly belied.	.784
3.	Sometimes, I feel like making life unbearable for others.	.492
4.	Seldom one can afford to bother about others problem.	.831
5.	There is no meaning and purpose in my life.	.920
6.	I constantly think about myself because no one else bothers.	.913
7.	No one else can be blamed except the self for whatever goes wrong.	.526
8.	A life time is not enough for repenting all the mistakes one has committed in life.	.831
9.	There is no permanence in relation or belief. So there should be no fixed categories in life.	.312
10.	Hard work and sincerity hardly guarantee one's success in life.	.913
11.	Friendship very often ends with disillusionment.	.785
12.	At times some people make me feel like killing them.	.268
13.	I am unable to do anything in the face of a hostile fate.	.818

Table 12 - contd.

Item-total correlation on the alienation questionnaire

Item No.	Item content	Item total correlation
14.	Events happen in such a way that hardly it goes in my favour.	.291
15.	I feel better when I see somebody in a happy mood.	849
16.	To find a trust worthy friend is difficult in our time.	757
17.	Very rarely I share my feelings with others.	880
18.	All appearance in this world is deceptive.	730
19.	Very rarely I feel like meeting a friend.	851
20.	First impression can't be relied upon. What lies beneath the surface is disappointing.	.779
21.	At times I feel like murdering the politicians.	.722
22.	One will be left behind if he stops too often to give a helping hand to others.	.853
23.	Man is a helpless victim of the ailments of our time.	819
24.	Very rarely I give my personal belongings to my friends.	851
25.	I feel always apprehensive when I undertake a new task.	573
26.	All men inevitably use each other for their own purpose.	880
27.	Very rarely I feel a sense of freedom.	485
28.	If you want to achieve anything you must forget the interests of others.	607

Table 12 - contd.

Item-total correlation on the alienation questionnaire

Item No.	Item content	Item total correlation
29.	Rarely I feel disturbed when I hear my friends problems.	749
30.	A careful observer shall see something is going wrong with the world.	588
31.	Human conditions provides the basis for universal anxiety.	757
32.	Very rarely I feel happy and relaxed.	598
33.	Emotional commitments to others are usually a prelude to disappointment.	888
34.	The idea of trying to adjust to society as it is now constituted fills me with horror.	.918
35.	I find it is very difficult to identify myself with my culture.	.224
36.	I make few commitments without reservations.	901
37.	Hardly I possess anything worth showing to others.	619
38.	Every choice for me precludes equally desirable alternatives.	.490
39.	Always I hold myself responsible for any failure that I encounter.	903
40.	Whenever I make a decision I find it difficult to stick to it.	.610
41.	My knowledge is so limited that I can't achieve anything.	.897
42.	I feel that I am different from my friends.	.840

Table 12 - contd.

Item-total correlation on the alienation questionnaire

Item No.	Item content	Item total correlation
43.	Any man who really knows himself has a good cause to be horrified.	.862
44.	I prefer the role of the observer to the position of responsibility.	.873
45.	Very often I feel stranger to myself.	.607
46.	It is unwise to blame others when somebody meets a defeat.	.521
47.	Rarely I experience myself as unique individual entity.	.364
48.	A life time is not enough for repenting all the mistakes one has committed in life.	.348
49.	No amount of endeavour can change the world hence anarchy is the answer to all the problems.	.488
50.	In deciding one alternative, one loses the other that are equally good.	.886
51.	In this world it is very difficult to think oneself as the creator of his own action.	.831
52.	There is little chance of ever finding real friendship, so I prefer isolation to friendship.	.877
53.	One can hardly expect an inter-personal relationship devoid of hypocrisy.	.500
54.	The universe is dead, lacking in structure and inherently unpredictable.	.437
55.	The truth is the expression of subjective and arbitrary beliefs.	.500

Table 12 - contd.

Item-total correlation on the alienation questionnaire

Item No.	Item content	Item total correlation
56.	The belief that man and nature are governed by regular laws is an illusion.	.621
57.	I am not much interested in the happenings of the society.	.564
58.	It is hightime to challenge the norms of society.	.318
59.	If one will adopt the kind of personality offered to him by cultural pattern, one ceases to be himself.	.364
60.	I can realise my essential nature if I will withdraw myself from society.	.231
61.	The values of our present culture is so useless and irrelevant that we should reject it at once.	318
62.	Any man who really knows his society has sufficient to disobey the values it engenders.	259
63.	Modern man is suffering from a defeat of spontaneity and individuality because of his conformity to society.	.318
64.	Our society is no more regulated by the clear cut rules and regulations.	500
65.	I do not feel secure in my culture for it does not speak the language something related to me.	865
66.	I do not like to be emotionally involved in friendship.	804
67.	It is unwise to discuss problems with one's friends.	437

Table 12 - conold.

Item-total correlation on the alienation questionnaire

Item No.	Item content	Item total correlation
68.	The more decisively I grasp my culture the more desolate and indifferent I feel.	.621
69.	I can't wait long to hear my results.	.694
70.	Long range ethical idealism is impossible, the present becomes overwhelmingly important for me.	.564
71.	Mostly I prefer to work where I can get immediate reward.	.651
72.	One cannot speak ones mind out without being easily misunderstood.	.535
73.	Immediate feeling and pleasure is the only possible guidelines for action.	.619
74.	Hardly, I find solace in people around me.	.844

Table 13

Inter-item correlation matrix for the pessimism dimension of Alienation

Item No.	1	5	9	10	13	14	49
1	x	769*	321*	931*	912*	216**	434*
5		x	311*	921*	614*	410*	317*
9			x	531*	316*	541*	396*
10				x	743*	706*	319*
13					x	312*	586*
14						x	933*
49							x

* p < .01

** p < .05

Note : decimals omitted.

Table 14

Inter-item correlation matrix for the egocentricity dimension of alienation

		Egocentricity						
Item No.	4	6	22	24	26	28	29	57
4	x	984*	713*	543*	941*	637*	312*	211**
6		x	613*	751*	781*	815*	277*	367*
22			x	567*	863*	803*	313*	244**
24				x	754*	561*	219**	600*
26					x	574*	613*	348*
28						x	374	266*
29							x	434*
57								x

* p < .01

** p < .05

Note: Decimals omitted.

Table 14 shows the inter-item correlation of the 8 items measuring the dimension of egocentricity. Results indicate that the r values ranges from .211 to .984. All the items on this dimension are found to be significant at the .01 level, except correlation of item 4 with 57, 22 with 57 and 24 with 29. But these items are significant at .05 level.

Table 15 shows inter-item correlations of the six items measuring the anxiety dimension. As seen in Table, r value ranges between .349 to .890. All the correlations are found to be significant beyond .01 level.

Table 15

Inter-item correlation matrix for the anxiety dimension of alienation

Item No.	23	25	27	30	31	32
23	x	786	349	755	401	500
25		x	544	508	745	670
27			x	826	625	890
30				x	745	671
31					x	496
32						x

significant beyond .01 level.

Note : Decimals omitted.

Table 16

Inter-item correlation matrix for the dimension
of inter-personal alienation

Inter-personal alienation					
Item No.	17	19	33	66	67
17	x	755	873	760	329
19		x	898	745	416
33			x	656	667
66				x	314
67					x

All significant beyond .01 level.

Note : Decimals omitted.

Table 17

Inter-item correlation matrix for vaccination
dimension of alienation

Vaccination				
Item No.	36	38	40	50
36	x	560	628	706
38		x	636	589
40			x	681
50				x

All significant beyond .01 level.

Note : Decimals omitted.

Table 18

Inter-item correlation of self-contempt dimension

Item No.	Self-contempt							
	7	8	37	39	41	43	46	48
7	x	702	506	646	600	721	722	776
8		x	724	829	729	690	806	635
37			x	738	706	873	574	674
39				x	613	670	629	542
41					x	492	730	508
43						x	745	637
46							x	617
48								x

All items are significant beyond .01 level.

Note : Decimals omitted.

Table 19

Inter-Item correlation of Distrust dimension

Item No.	Distrust					
	2	11	16	18	20	72
2	x	440	819	481	588	481
11		x	591	912	543	527
16			x	608	561	617
18				x	513	411
20					x	501
72						x

All the items are significant beyond .01 level.

Note : Decimals omitted.

Table 20

Inter-item correlation matrix for the cultural
Alienation dimension

Cultural alienation							
Item No.	34	35	58	59	61	65	68
34	x	341*	437*	396*	501*	508*	343*
35		x	300*	081	024	177	222*
58			x	207*	231*	301*	197**
59				x	543*	441*	403*
61					x	304*	147*
65						x	329*
68							x

*Significant at .01 level

**Significant at .05 level.

Note : Decimals omitted.

Item No.35 is not significant but its relation with item No.58 is significant at .01 level. But all the items correlations are significant at .01 level except the item correlation of 58 with 68 which is but significant at .05 level. From this Table it is evident that item No.35, which reads as "I find it is very difficult to identify myself with my culture" may be very well discarded in the final questionnaire.

Table 21

Inter-item correlation matrix for Hostility dimension

Item No.	Hostility			
	3	12	15	21
3	x	431*	450*	359*
12		x	194*	193**
15			x	307*
21				x

*Significant at .01 level.
 **Significant at .05 level.

Note : Decimals omitted.

Table 22

Inter-item correlation matrix for the dimension of social alienation

Item No.	Social alienation							
	42	44	52	53	60	62	74	63
42	x	575*	561*	548*	314*	219*	536*	211*
44		x	486*	448*	171	051	451*	356*
52			x	468*	455*	443*	439*	422*
53				x	246*	194**	301*	406*
60					x	057	005	143
62						x	103	137
74							x	451
63								x

*Significant at .01 level. **Significant at .05 level.

Note : Decimals omitted.

In the above Table item No.60 is correlated with item No.42 and 52 and 53 but their relation with other items of social alienation dimension is negligible. Item 62 also is not significantly related with all the items of this dimension. This item out of 8 items, fails to relate itself with other items of the dimension in 50 per cent cases. So both item number 60 and 62 will be omitted from the final questionnaire. Rest of the items are worth measuring the dimension and belong to one cluster.

Table 23

Inter-item correlation for the dimension of unstructured universe

unstructured universe				
Item No.	54	55	56	64
54	x	287	273	388
55		x	368	296
56			x	259
64				x

All significant at .01 level.

Note : Decimals omitted.

Table 24

Inter-item correlation of the dimension
self alienation

Item No.	Self alienation		
	45	47	51
45	x	591	873
47		x	593
51			x

All significant beyond .01 level.

Note : Decimals omitted.

Table 25

Inter-item correlation of the dimension of
feeling of immediacy

Item No.	Feeling of immediacy			
	69	70	71	73
69	x	300	305	789
70		x	535	540
71			x	745
73				x

All the items are significant beyond .01 level.

Note : Decimals omitted.

Data from Table 12 (which gives inter-item correlation between each of the seventy four items and the grand total), Table 13 to 25 (which gives inter-item correlation for all the items of a dimension with other items of the same dimension) provide evidence on the reliability of the questionnaire.

Test retest reliability was computed. Table 26 shows the test retest reliability of 13 dimensions and total alienation scores.

Table 26

Test retest reliability of 13 dimensions of alienation and the total alienation score

Dimension	1	2	3	4	5	6	7	8	9	10	11	12	13	Total
Reliability	849	873	760	861	898	792	656	861	713	951	874	910	841	896

Note : Decimals omitted.

Table 26 shows that the reliability of the instrument is high.

A split-half reliability as corrected by Spearman Brown formula was computed to be .873. An alternative computation utilising a formula presented by Cronbach yields a reliability of .895.

Validity

Reliability coefficients (given as r values) were obtained for each item by correlating each item score with the sub-total score of the dimension it is supposed to measure. The intrinsic validity of each of the items was determined by computing the square root of the reliability coefficients.

Table 27

Item-dimension correlation (indices of reliability)
and \sqrt{r} (indices of intrinsic validity)

<u>Dimension</u>	<u>Item No.</u>	<u>Item-dimension correlation</u>	<u>\sqrt{r}</u>
<u>Pessimism</u>			
(Items 1, 5, 9, 10, 13, 14, 49)	1	735	857
	5	920	959
	9	870	933
	10	867	942
	13	740	860
	14	468	684
	49	892	944
<u>Egocentricity</u>			
(Items, 4, 6, 22, 24, 26, 28, 29, 57)	4	872	934
	6	832	912
	22	686	828
	24	868	932
	26	843	918
	28	755	868
	29	809	899
	57	820	905

Table 27 - contd.

Item-dimension correlation (indices of reliability)
and \sqrt{r} (indices of intrinsic validity)

<u>Dimension</u>	<u>Item No.</u>	<u>Item dimension correlation</u>	<u>\sqrt{r}</u>
<u>Anxiety</u>			
(Item 23, 25, 27, 30, 31, 32)	23	665	815
	25	634	796
	27	791	889
	30	553	744
	31	754	868
<u>Inter-personal alienation</u>			
(Items 17, 19, 33, 66, 67)	17	745	803
	19	732	855
	33	720	848
	66	633	796
	67	385	620
<u>Vaccilation</u>			
(Items 36, 38, 40, 50)	36	656	810
	38	638	799
	40	674	821
	50	667	816
<u>Self-contempt</u>			
(Items 7, 8, 37, 39, 41, 43, 46, 48)	7	630	793
	8	638	799
	37	674	821

Table 27 - contd.

Item-dimension correlation (indices of reliability)
and \sqrt{r} (indices of intrinsic validity)

Dimension	Item No.	Item dimension correlation	\sqrt{r}
	39	535	745
	41	770	877
	43	757	870
	46	622	788
	48	484	696
<u>Distrust</u>			
(Items 2, 11, 16,	2	667	817
18, 20, 72)	11	502	708
	16	512	715
	18	670	881
	20	784	885
	72	728	853
<u>Cultural alienat-</u> <u>ion</u>			
(Items 34, 35, 58,	34	629	793
59, 61, 65, 68)	35	587	766
	58	484	696
	59	496	704
	61	633	796
	65	592	769
	68	549	741
<u>Hostility</u>			
(Items 3, 12,	3	566	752
15, 21)	12	723	850
	15	681	825
	21	631	794

Table 27 - conold.

Item-dimension correlation (indices of reliability)
and \sqrt{r} (indices of intrinsic validity)

<u>Dimension</u>	<u>Item No.</u>	<u>Item dimension correlation</u>	<u>\sqrt{r}</u>
<u>Social alienation</u> (42, 44, 52, 53, 60, 62, 74, 63)	42	557	746
	44	700	836
	52	752	867
	53	567	753
	60	479	692
	62	387	622
	74	561	749
	63	363	603
<u>Unstructured universe</u> (54, 55, 56, 64)	54	585	765
	55	576	759
	56	721	849
	64	741	861
<u>Self-alienation</u> (45, 47, 51)	45	721	849
	47	355	596
	51	643	801
<u>Feeling of immediacy</u> (69, 70, 71, 73)	69	857	926
	70	920	959
	71	885	941
	73	845	919

All the items are significant beyond .01 level.

Note : Decimals omitted.

Table 28 includes the reliability indices (r) for each of the 13 dimensions contributing to total alienation score. These were obtained by correlating sub-total (dimension) scores with the grand total score. The intrinsic validity of each of the dimensions was obtained by computing the square root of reliability (See Table 28).

Table 28

Dimension-total correlation (indices of reliability)
and r (indices of intrinsic validity)

No.	Dimension	Dimension total correlation	\sqrt{r}
1	Pessimism	845	919
2	Egocentricity	894	945
3	Anxiety	758	871
4	Inter-personal alienation	748	865
5	Vaccilation	879	938
6	Self-contempt	784	885
7	Distrust	808	899
8	Cultural alienation	876	936
9	Hostility	693	832
10	Social alienation	811	901
11	Unstructured universe	657	811
12	Self-alienation	722	850
13	Feeling of immediacy	799	894

All the dimensions are significant beyond .01 level.

Note : Decimals omitted.

Table 28 shows that the reliability index and validity index for all the dimensions are significant beyond .01 level.

The inter-correlation among the 13 dimensions were computed. These 'r' values were taken as indicative of the independence/dependence of the dimensions from each other. Table 29 shows that inter-dimensional r values range from .451 to .873, all of which are significant beyond .01 level. Results indicate that the dimensions are not independent of each other and that they all measure attributes of the same dimension.

A high correlation among the dimensions shows that these dimensions form a kind of empirical cluster what Davis and Murray (1967); Keniston (1965) called alienated syndrome. In their findings they had shown that alienated students do have a cluster of alienated attitudes and if a student hold one of the outlooks of the cluster, is likely to hold the rest.

Another method of assessing the scale validity is to observe its relation to other attitude that one would expect on theoretical grounds, to become associated with feeling of alienation. One would expect feeling lonely and distrust from his fellows, pessimism to be the major attitudinal components of an alienated person. So, the

Table 29

Correlation matrix for 13 dimensions

Dimensions	1	2	3	4	5	6	7	8	9	10	11	12	13
1	x	828	717	809	616	589	457	559	579	538	573	612	567
2		x	713	784	666	680	451	594	591	521	550	643	640
3			x	781	785	800	522	675	699	753	656	860	808
4				x	682	639	560	628	706	636	589	681	634
5					x	702	506	646	600	721	722	776	724
6						x	681	742	520	692	686	833	726
7							x	764	535	592	682	602	633
8								x	715	708	775	765	754
9									x	765	656	726	747
10										x	849	873	760
11											x	823	709
12												x	848
13													x

Significant beyond .01 level.

Note : Decimals omitted.

magnitude and direction of correlation of alienation with scales of social isolation and pessimism would give assurance that alienation scale is located in the proper attitudinal domain.

To assess the scale validity, total alienation score was correlated with pessimism and social alienation dimension. To get the total alienation score, both these components were excluded. Pessimism and social alienation dimensions were assumed to be two scales to measure pessimism and social alienation. When alienation score was correlated with pessimism and social alienation, a statistically significant relationship was obtained between alienation and pessimism, i.e. .69 (significant beyond .01) and alienation and social alienation i.e. .58 (significant beyond .01 level). Theoretically pessimism and social alienation are highly associated. As the obtained relation supports the theoretical stand, it is but obvious to say that alienation scale is located in the proper attitudinal domain.

Another common validation procedure used by social-scientists, is to check respondents scale score against some independent and external criterion. But for alienation, no feasible criterion was available. Obviously, there was no recognisable group of alienated students to whom one might

turn to validate an alienation scale, as one can turn to groups of liberals to validate a liberal scale. Apathy towards academic commitment, consumption of drugs etc. are also inappropriate criteria, for it is by no means certain that alienation typically produce these consequences or that a large proportion of them are caused by alienation.

For item selection and reduction the seventy four items were factor analysed using the method of principal components analysis. The results were rotated using Kaisers (1958) varimax criterion.*

Scoring

Attached to each item of the questionnaire four modes of response best expressed their own judgement about that particular item, have been given i.e. very true of me, true of me, not true of me, untrue. The response categories were weighted from 1 to 4. If respondent responds the item 'very true of me', he gets 4, if he responds with 'untrue' he gets 1. Items 9, 43, 47, 48, 53, 57 were negatively stated so reversed scoring was done.

PART - II

In the following section a brief description of

*It was proposed that such factor solution would be used in reducing the number of items. The final questionnaire was decided to be used in Ph.D. The results of factor analysis are attached in the appendix.

other 4 scales has been made.

Mobility Commitment Scale

This scale consists of 5 items and attached to each item four alternative responses are provided i.e. very true, true, not true, absolutely wrong. Response categories were weighted from 1 to 4.

This scale consisted of items relating to the degree of commitment to competitive mobility goals. The degree of commitment is expressed through the degree of sacrifice of intrinsic values to enhance mobility commitment.

Originally this scale had been developed by Seeman (1958) to measure status orientation. Neal and Retting (1963) adopted this scale to measure mobility commitment. The index of reliability and validity is not reported. As an exploration study, this scale has been used to assess the role of mobility commitment on alienation.

Social Participation Scale

Bell (1958) reported that relative social isolation is reflected in low frequency of participation in both formal and informal association.

To measure the degree of social participation, 8 formal and informal associations have been cited for which subjects are to show how much importance they assign to become participant in these association. The response

categories were 'Not important', 'Desirable', 'essential'. High score on this scale would mean a high frequency of participation in association.

I.P.A.T. Anxiety Scale

I.P.A.T. anxiety scale is primarily designed to measure free lasting manifest anxiety level whether it be situationally determined or relatively independent of immediate situation. It is a brief non-stressful, clinically valid questionnaire for measuring anxiety. This scale has been effectively used on the Indian population. The validity of the scale is $r = .94$ and reliability is $r = .75$ (split half).

This scale consists of 40 questions, each question having five alternative answers. Administration and scoring of this scale as instructed in the manual involves obtaining sten values for individual cases checking it against the norms provided in the manual. A total sten score of 1, 2 or 3 indicates stability, security and sound mental health. Sten values of 4, 5, 6 or 7 are still in the normal range. Sten 7 is indicative of border line high anxiety and might bear further watching with periodic retesting. When the Sten level reaches 8, 9, 10, there is a definite psychological morbidity, almost certain to have adverse effects on work and social emotional adjustment.

Background Information Sheet

Literature review suggested a number of background factors which might be singly or in various combination relevant for the study of alienation. Informations regarding student's socio-economic status i.e., his parent's income, occupation, education were asked for. Other informations regarding (1) Students rural/urban background (2) Type of schooling (Private/Government/Public) were also obtained.

Sample

The sample under study consisted of 140 post-graduate and research students in various schools at Jawaharlal Nehru University. The questionnaires were administered to the students either in the university or in the hostel. All the students were requested to read the instructions carefully and not to omit any question. Respondants were assured of the confidentiality of their response.

CHAPTER - IV

RESULTS AND DISCUSSION

The present study aiming at exploring the socio-psychological mechanisms underlying anomy and alienation was designed to test certain hypotheses which have been stated in chapter two.

Inter correlation between different psycho-social variables, anomie and alienation were computed to see the direction and extent of relationship with each other. In accordance with the aim of the present study it was proposed to ascertain the status of psycho-social factors that underlie alienation in the student community. It was, therefore, considered desirable to determine the two criterion groups namely Q1 (Low scorers) and Q3 (High scorers) on the measure of alienation. The mean difference of these two extreme groups (High alienated and low alienated students) with regard to different psycho-social variables were computed to see the status of these variables in relation to alienation. Sex, urban rural difference with regard to alienation was also computed.

Table 1 presents the mean and standard deviation of Anomie, Socio-economic status, Anxiety, Introversiion, Social participation, Mobility commitment and alienation of the sample under study.

Table 1

Mean and stand deviation of different psycho-social variables

	Anomy	S.E.S.	Anxiety	Intro- version	Social parti- cipat- ion	Mobility commit- ment	Alienat- ion
Mean	219.929	5.776	4.859	6.459	11.753	10.941	157.482
Standard deviat- ion	80.47	2.65	2.71	2.02	4.51	3.41	93.30

Table 2

Inter correlation matrix for anomie, alienation
and different psycho-social variables.

Variables	An.	S.E.S.	Anx.	Int.V.	Soc.P.	Mc.	Aln.
An.	x	.165	.367*	.282*	.295*	.488*	.224**
S.E.S.		x	-.459*	-.199**	.321*	.019	-.609*
Anx.			x	.198**	-.305*	.121	.867*
Int.V.				x	.207**	.413*	.350*
Soc.P.					x	.276*	-.300*
Mc.						x	.105
Aln.							x

*Significant at .01 level.

**Significant at .05 level.

An. - Anomie
 S.E.S. - Socio-economic status
 Int.V. - Introversion
 Soc.P. - Social participation
 Mc. - Mobility Commitment
 Aln. - Alienation.

Anomy is significantly related with Anxiety, Introversion, Social participation, Alienation and Mobility commitment. The relationship of anomy with anxiety, Social participation, mobility commitment and introversion is significant beyond .01 level but with alienation is at .05 level.

Anomy and Anxiety

Students with high anxiety score perceive the campus to be more anomic. High anxiety wrap the perception and very easily these subjects become apprehensive of failure. Most investigators have assumed that high anxious subjects would be more sensitive to implied personal threat than low anxious subjects. They do have a lower-threshold in perceiving a situation that threatens personal accomplishment. Highly anxious students when perceive the campus as a barrier in gratification of goals set, they become more apprehensive of and this apprehension distorts their perception. With strong emotion, emotional student finds it difficult to structure the environment realistically, and perceive the environment more alarming than a student who is low in anxiety. This high correlation of anomy and anxiety has been shown in the studies of Mc Closky and Schaar (1965) and Sinha (1972). A tremendous amount of diffuse anxiety can be generated at the presence of a psychologically and physically disturbed campus. But

presence of excessive anxiety has always been known to multiply the trouble.

Anomy and Introversion

Anomy and Introversion are significantly related ($p < .01$). This implies that Introverts perceive the campus more anomic. Characteristically introverts are anxious, irritable and introspective and ill at ease with people and are very much aware of themselves (Eisenck 1947, 1952, 1953). These people are hyper active, tense and over cautious and hesitant (Franks, 1956). Introvert students are poor in social participation. Social participation and interactions with members of a group relieves the inner tensions. Introvert students, are seen highly apprehensive and low in social participation. Introversion is significantly related to anxiety $p < .05$ and inversely related to social participation and socio-economic status ($p < .05$). Because of low socio-economic status, high anxiety and poor social participation, introvert students become highly sensitive to the environment. But when the environment itself is anxiety prone, anomic, these students becomes more excited and acquire a low perceptual threshold of anomie.

Anomie and Social Participation

Anomie is positively related to social participation and mobility commitment ($p < .01$). This finding contradicts

previous findings. Bell (1959) reports that social isolation is associated with high anomie. Mizuchi (1958) found a significant inverse relationship between formal social participation and anomie. The present study on the contrary shows that high anomie is associated with high social participation.

The contradictory finding is not still unimportant and has its own meaning. If anomie is conceived as a state of normlessness in a social system, then learning of state of normlessness is carried out in the same way as the learning of norms of a society. In other words, norms are learned so too are the anomic feeling that there are no norms. Students who participate in various associations, meetings and organisations are better informed about the practices of the university than a student who does not have active participation in student activities.

Another probable reason for this contradictory finding may be due to the fact that the studies on anomie and social participation have focussed upon the operation of anomie within large scale social systems. The line of inquiry, initiated by Bell (1959); Mizuchi (1958) has focussed on the ways in which primary relationships through participation serve to bring people together in close alliances by infusing their encounters with some permanence, structure and supportiveness.

Students who are more committed towards upward mobility instrumentalise themselves in an intense mobility commitment. These students are ready to sacrifice the intrinsic values to enhance mobility attainment. But anomic condition in a university shall stand as a barrier in achievement of goals. His success in achievement of goals depends upon the effectiveness of the institutionalised means. Since universities are institutionalised means for goal attainment, the barriers (anomie) hindering the path of progress must be seriously responded by the subjects who are highly motivated to attain goals.

In this study anomie is significantly related to alienation. But the significance of relation is not that much pronounced like other variables. This relation is significant at .05 level. Literature cited in this research has focussed alienation as a dependant variable and anomie as independant variable. Most of the studies have treated the concept of alienation and anomie as cause-effect phenomena. If it would have been the case the relation would have been highly significant. The relation of these two concepts will be separately discussed in the latter part of this discussion. At this point it is enough to say that anomy and alienation are related but they are related not in the way what previous researchers have urged for.

Anomie in this study is not related in a meaningful and significant way with students socio-economic status. The present study contradicts the findings of prominent authors in the field of anomie. It is agreed that with a small sample final conclusions are dangerous. The relation of alienation with socio-economic status (See Table 2) while confirms the findings of these authors, the relation of this variable with anomie negates their stand. In view of the confusing results the final comments are kept reserved till further enquiry.

Alienation is significantly and inversely related to socio-economic status ($p < .01$). This implies that higher the socio-economic status of the student lower the level of alienation and vice-versa. Meier and Bell (1959) have shown that lack of access to means for the achievement of life goals as a result of the individuals position in the social structure brings strain characterised by a general loss of orientation and accompanied by feelings of emptiness and apathy. The theoretical framework right from Merton to the recent ones suggested that goal means disparity is a potent source of alienation and the social basis of this disparity lies in the difference in the socio-economic status of the people. Class barriers are usually difficult to overcome. Such barriers push and pull individuals towards various forms of maladjustments (Cloward, 1959; Cottlieb, 1969; Mizruchi, 1971). Socio-

economic status factor is one of the serious factors that leads the lower socio-economic condition students feel more helpless in the face of adverse world. Several empirical studies have demonstrated the impact of social class upon the style of life, value, attitude and personality adjustment. Sewell and Haller (1959); Sewell and Mussen (1952) have demonstrated the existence of a significant relationship between social status and measured personality adjustment of school children. The early socialisation of the lower status student results in the internalisation of values and the development of behaviour characteristics of the lower status family in which he is reared. Thus, when the lower status student extends his activity into larger social environment of the university, he encounters many values and behaviour expectations that are quite different from those of his family. He is made to feel that some of these values and behaviours are superior to his own family values. Since these values and behaviours will be in conflict with those of his family, and since the low status position of his family in many ways inhibits the behaviour dictated by them, he is likely to feel tension which may manifest in (i) concern about social status of family (ii) general feeling of nervousness (iii) high anxiety (iv) low involvement (v) feeling of helplessness and isolation. In this

study socio-economic status scores have been inversely related to anxiety (-.459) which implies that as the position of student in socio-economic goes up in the socio-economic hierarchy, his anxiety level comes down. High socio-economic students do have greater economic security and social privilege. This awareness of oneself as belonging to (in this case) an advantaged group makes them secured and consequently less vulnerable to the forces of anxiety. Leggett (1967) have shown that economic insecurity results in class consciousness and feelings of helplessness. Under anomic condition the lower socio-economic students are made to think that little can be accomplished in the university education . . . lacking relevance and order. The perception that life goals are receding rather than being realized and the sense of futality make low socio-economic students highly anxiety prone and more alienated. When the student becomes aware of his own insignificance, he considers that he has no place in this crazy and bewildering world, he slows down his involvement and participation. In this study social participation has been positively and significantly related to students socio-economic status (.321, $p < .01$). High socio-economic students show greater desire in participation of social activities wherein students coming from poor families show less or least concern for social

participation. This is a sign of retreatism and social alienation. In this study socio-economic status is inversely related to alienation and positively related to social participation. Social participation and alienation are inversely related ($r = -.300, p < .01$). This implies that low socio-economic students because of their conscious of disadvantages and status conflict withdraws themselves from group activities. This withdrawal from group activities make them feel isolated. The latent function of such participation is the provision of means of preventing personal demoralisation through interaction. Group participation says Bell (1961, 1963) "serve as buffers against social psychological anomia".

The relationship of socio-economic status with alienation, found in the present study are in line with the findings of Grodzins (1956); Tanenbaum (1956); Meir and Bell (1959); Keniston (1965); Sinha (1972).

Alienation and Mobility Commitment

The relationship between alienation and mobility commitment is not significant. Sociologist consider alienation as being a direct relationship to certain dominant value orientation of the open class society, particularly that of vertical mobility. They have ascertained the relationship between alienation (feeling

of powerlessness) with mobility goals. But this finding contradicts their view point. Neal and Rettig (1963) found no correlation between mobility commitment and alienation. On the contrary, Erich Fromm regards powerlessness as a necessary consequence of status striving. Fromm maintains that individuals lose a sense of mastery and personal control through instrumentalising himself in an intense mobility commitment. Since mobility often requires a sacrifice of personal autonomy, the status striver tends to objectify himself into a marketable commodity. She argues that the relationship between alienation and mobility commitment should exist. Though the present finding contradicts the view point of Fromm yet it is supported by the views of Strodbeck who maintained that an achievement orientation in terms of both performance and commitment is positively related to sense of personal control which eliminates the feelings of powerlessness.

However, the probable reasons for such contradictory findings may be attributed to the following reasons (1) in this study the sample under study was small and the relationship obtained can't be generalised in a conclusive way (2) the lack of relationship between mobility values and alienation in the present study may be due to the relative absence of any alienation

components in the conceptualisation of the status orientation scale. The format of the items involve a choice among socially approved alternatives. Commitment to the intrinsic values of family, personal freedom and security as alternative to job advancement are socially acceptable and do not contribute any of the major forms of alienation.

Alienation and Social Participation

The relation between alienation and social participation is significant and inverse ($-.300, p < .01$). This implies that students who are alienated do not like to take part in social and group activities. This lack of association in formal and informal association is a major personality syndrome of alienated students. These students may find the system in which they are working to be oppressive or incompatible with some of their basic desires. Therefore, the student maintains distance from social activities. This is indicative of tension what Taviss (1969) opines as a 'self-society' conflict. However, this finding is in the line of the findings of almost all researchers who conceived isolation as a syndrome of alienation.

Alienation and Anxiety

The relationship between alienation and anxiety is

highly significant ($r = .867$, $p < .01$). High anxious students are more prone to perceive the university campus as more anomic (the relation between anomie and anxiety is significant) and consequently feel more alienated. Child (1954); Cown et al. (1957); Doris and Sarsen (1955); Fiedler (1958); Holtzman (1956) have shown that anxiety prone students are more perceptual reactive and experience more self conflict than students who score less on anxiety measures.

Table 3

The mean standard deviation response of high and low alienated students in different measures with the value of 't'

Variables	Mean score of high alienated group	Standard deviation	Mean score of low alienated group	Standard deviation	t
Anomy	227.000	65.397	159.000	82.256	3.2357**
Socio-economic status	3.000	1.637	7.000	2.332	7.0186
Anxiety	7.000	1.456	2.000	1.575	11.6563*
Introversion	7.000	1.637	5.000	1.766	4.1523*
Social participation	9.000	3.353	11.000	4.233	1.8519
Mobility commitment	11.000	3.341	9.000	2.973	2.2361**
Alienation	267.000	15.213	92.000	44.569	18.7728*

** p < .05

* p < .01

Of all the variables, the 't' test showed significant difference on the variable of anomie, mobility commitment ($p < .05$), anxiety and introversion ($p < .01$). The mean score shows that high alienated students comparatively come from a lower socio-economic status families (mean S.E.S. score is 3 in comparison to low alienated students whose mean S.E.S. score is 7). The mean anxiety score of high alienated student is higher (Mean = 7) compared to the anxiety score of the low alienated students (Mean score = 2). Introversion score is also more for high alienated students (Mean = 7) than the low alienated students (Mean score = 5). High alienated students do have more mobility commitment than low alienated. Davids (1959) in his study found out that anxiety prone students can't tolerate ambiguity and as these students do possess ruminative obsessive thinking, the heightened insecurity of high anxious students may result in greater susceptibility to resignation and active withdrawal. (Bendig, 1958; Cowen, 1957; Davids, 1955; Fiedler, 1958; Winne, 1951). The relation of anomie, alienation and anxiety is in conformity with the previous studies.

Alienation is positively related to measures of introversion ($r = .350$, $p < .01$) which shows that introverts are alienated. As introversion is related to anxiety, anomie, socio-economic status and social participation, it

shows that alienated student is low in socio-economic status (See Table 3) high in anxiety measures, and low in social participation and also is an introvert.

To obtain additional information about the relationship of different psycho-social variables and alienation mean scores of high alienated and low alienated students, with regard to different variables were taken into account. The 't' test was computed to examine the difference between the scores of high and low alienated students with regard to different variables under consideration. Table 3 shows the means and standard deviations of high and low alienated students in different measures together with the value of 't'. High alienated students perceived the campus more anomic than low alienated students.

't' test was also computed to see the difference of alienation with regard to urban, rural background, sex and type of schooling. Table 4 shows the mean difference of alienation along with 't' value for male and female students, for students coming from a rural background and urban background and lastly type of school the respondents had.

Table 4

Mean alienation score for different groups of subjects with 't' value

Mean alienation score	Mean alienation score	't' value
Rural background (193)	Urban background (158)	2.631*
Male (190)	Female (104)	5.046*
Private and Govt. School (1965)	Public School (98)	3.957*

*p < .01

From the Table 4, it is shown that rural/urban background, sex and type of schooling have its significant effects on the measures of alienation. Male students feel more alienated than female students. Rural students mean alienation score is just double the score of urban students and incomparision to the public school students the alienation score is greater for students who had schooling either in a private or Government school.

The present study contradicts the findings of Meir and Bell (1959); Mizruchi (1958); Sinha (1972). In their study, they have found that females are more alienated than male students. Srivastav et al. (1971) in his study came to the conclusion that Indian female students are

more fear-prone and more anomic. But such studies can't be over-generalised. The status of women are changing day by day. The status of women in 1958 and 1959 when Meir and Bell, Mizruchi conducted his study was significantly different from present day. That too the present study was conducted in a high calibre university located in the capital city of India. Most of the girls who were subjects of this study have come from families having an average income of Rs.2000 and especially they have come from elite families. So the present study of sex and alienation can't be overlooked just because it contradicted some notable studies.

In this study rural students feel more alienated than urban students. This finding confirms the findings of Sinha (1972). Again the impact of value conflict and conflicting socialisation in consideration of alienation can't be over-ruled. Students coming from rural background find a greater disjunction between his primary socialisation he had in rural background and his present secondary socialisation he is receiving from an university located in a capital city. The student coming from a rural background encounters values, and behaviour expectations quite different from these of his rural settings. This value conflict puts him in a disadvantageous position and such students under high anxiety and lower socio-economic status becomes more vunrable to high alienation.

The hypotheses formulated in Chapter II are confirmed except the effect of sex alienation and mobility commitment on alienation. But the findings can't be kept aside just because it did not move in a desired way. The truth of these findings may be kept reserved till further inquiry. The present study being a pilot study have assessed the role of different variables come into play at several locations of student's perception of his university organisation and related behavioural manifestations. Alienation in this study was seen as a special type of behavioural outcome under different psycho-social conditions. Anomie alone can't be predictor of alienation. Rather anomie accompanied by certain disadvantageous socio-genic and psycho-genic conditions better explains student alienation than a mere 'cause effect' consideration of anomie and alienation.

CHAPTER - V

CONCLUSION

The findings of this investigation has shown that anomie is related positively with anxiety, introversion, social participation, mobility commitment and alienation. A student who is high in anxiety, introversion, social participation and mobility commitment is more likely to perceive the university campus more anomie than a student who is low in such measures. Anomie was positively related to alienation which implies that if the university functioning is dysfunctional to the needs of the students, there is every chance for a student to become alienated. But even if the campus is anomic, why not all the students are alienated? This enquiry provides answer to this long standing question. Though alienation is related to anomie, yet its relation with some psycho-social variables, makes it clear that anomie is not the only precipitating cause of alienation. A number of psycho-social forces also contribute for student alienation.

Alienation is inversely related to socio-economic status and social participation of the student and positively related to anxiety and introversion.

Certain personality patterns like introversion and anxiety are some of the pre-disposing factors of both

anomie and alienation. When socio-economic status of the student is positively related to anomie, the relation of this variable becomes inverse when alienation is taken into consideration. Low socio-economic students are more prone to alienation than high socio-economic students. Students who are committed for upward mobility, perceive the campus anomic, do not become alienated. Social participation is positively related to anomie but inversely related to alienation. A student who takes part in formal and informal association becomes more anomic but less alienated.

From the above discussion it is clear that the relation between anomie and alienation is multiple and complex. These psycho-social variables come into play at several locations of students perception of his university organisation and related behavioural manifestations. Alienation, in this study was seen as a special type of behavioural outcome under different psycho-social condition. Anomie alone can't be a predictor of alienation. Rather anomie, accompanied by certain dis-advantageous socio-genic and psychogenic conditions better explain students alienation than a mere cause-effect consideration of anomie and alienation.

The hypotheses formulated in Chapter II are confirmed except the effect of sex and mobility commitment

on alienation. The present study being a pilot study have assessed the role of different variables on alienation. The findings of this investigation needs to be confirmed on a larger sample. The findings can be generalised only after the study has been replicated in different types of educational institutions. Other variables which might have moderating effects on the relationship of anxiety and alienation needs to be explored and identified. These points will be taken up at the subsequent larger study on the factors contributing to student alienation.

CHAPTER - VI

PROPOSED EXTENSION OF THE STUDY

The results reported in this thesis is part of the M.Phil requirement.

A further extension of the study is proposed at the Ph.D level based on the insight gained during present research.

1) For item selection and reduction of alienation scale, the seventy four items were factor analysed using the method of Principal component analysis. The results were rotated using Kaisers (1958) varimax criterion. It was proposed that such factor solution would be used in reducing the number of items to frame a final questionnaire to be used for data collection.

2) As literature review suggested that alienated students cluster in institutions of high calibre, in Ph.D level three types of universities will be selected viz., high, medium and low and from these universities high alienated students will be located on the measure of alienation. Nature of alienation will be studied in the context of anomie.

3) Correlates of alienation will be studied systematically in (i) personality tests, (ii) background factors. Among the background factors respondents - i) S.E.S., (ii) jointness of family, (iii) academic

achievement in terms of marks/grades, (iv) rural/urban background, (v) type of schooling, (vi) length of stay in the campus; will be considered. Among the personality test - (i) introversion, extroversion, neuroticism, (ii) anxiety, (iii) purpose in life, (iv) external vs internal control, (v) test of dogmatism will be administered.

4) A group of extremely alienated students can be identified and chosen for intensive psychological study. This can be done through T.A.T. (to know the central feature of the fantasy life). Through interviews and projective tests what features of past life (in family, family characteristics, childhood, adolescence) do these alienated students share can be known.

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APPENDIX - I - contd.

	1	2	3	4	5	6	7	8	9	10	11
25	-	5114	-	-322	565	-	-	-	-	-	-
26	-957	-	-	-	-	-	-	-	-	-	-
27	-	427	-	-	-	-	-	-	-	-	-
28	389	457	-	-389	-	387	-	-	-	-	-
29	-837	-	-	-	-	-	-	-	-	-	-
30	445	-	-523	-	-	-	-	-	-	-	-
31	814	-	-	-376	-	-	-	-	-	-	-
32	-	536	-	513	-	-585	-	-	-	-	-
33	-968	-	-	-	-	-	-	-	-	-	-
34	-882	-	-	-	-	-	-	-	-	-	-
35	-871	-	-	-	-	-	-	-	-	-	-
36	-	365	-	806	-	-	-	-	-	-	-
37	-951	-	-	-	-	-	-	-	-	-	-
38	586	367	-	-348	-	-	-	-576	-	-	-
39	-945	-	-991	-	-	-	-	-	-	-	-
40	-	436	509	-	-	-	-350	-	-	-	-
41	936	-	-	-	-	-	-	-	-	-	-
42	-908	-	-	-	-	-	-	-	-	-	-
43	960	-	-	-	-	-	-	-	-	-	-
44	950	-	-	-	-	-	-	-	-	-	-
45	-	363	-	378	541	-	-	-441	-	-	-
46	-	599	-	-359	-	534	-	-	-	-	-
47	-	619	-	446	489	-	-	-	-	-	-
48	-	-	552	402	-	-	313	-	-	-	-

APPENDIX - I - contd.

	1	2	3	4	5	6	7	8	9	10	11
72	-883	-	-545	-	-	373	-	-	-	-	-
73	-932	488	-	--	-	-	-	-	-	-	-
74	-	-	-	-	-	-	-	-	-	-	-

Decimals omitted.

Rated Factor Matrix

	1	2	3	4	5	6	7	8	9	10	11
1	-	-	637	-	-	-	-	-	-	-	-
2	-786	-	-	-	-	-	-	-	-	-	-
3	565	-309	-	-	-	-	-	-	-	-	-
4	781	-	-	-	-	-	-	850	-	-	-
5	649	768	-	-	-	-	-	-	-	-	-
6	-	-	-	-	-	-	-	694	-	-	-
7	-	-	-	-	907	-	-	-	-	-	-
8	486	-	-	-	513	-	-	-	-	-	-
9	-	-	452	-	-	-	-	-	-	-	-
10	-	831	-	-	-	-	-	-	-	-	-
11	904	-	-	-	-	-	-	-	-	-	-
12	703	-	-	-	-	-	-	-	-	-	-
13	-	580	-	-	-	-	-	-	-	-	-
14	-898	396	-	-	-	-	-	-	-468	-	-
15	985	-	-	-	-	-	-	-	-	-	-
16	-	-	-	-	-	-531	-	-	-	-	-
17	-	464	-	-	515	-	-	-	-	-613	-
18	-	-	-	-	-	-	-601	-	-	-	-
19	-	467	-	-	-	-	-	-	-	-501	-
20	-	-	-	-	-	-	-574	-	-	-	-
21	-876	-	-312	-	311	-	-	-	-	-	-
22	819	-	-	-	-	-	-	-	-	-	-
23	759	-	-	-	-	875	-	-	-	-	-

APPENDIX - I - contd.

	1	2	3	4	5	6	7	8	9	10	11
24	944	-	-	-	-	-	-	-962	-	-	-
25	-	419	-	-	-	751	-	-	-	-	-
26	-	-	-	-	-	-	-	-631	-	-	-
27	389	-	-	-	-	890	-	-	-	-	-
28	837	-	305	-	-	-	-	-314	-	-	-
29	814	-	-	-	-	-	-	-	-	-	-
30	844	-	-	-	-	504	-	-	-	-	-
31	455	-	-	-	-	489	-	-	-	-	-
32	968	-	-	-	-	-	-	-	-	-	-
33	-541	-	-	-	-	-	-	-	-	701	-
34	-947	-	-	-	-	-	-	-	-	-	-
35	-934	-	-	-	-	-	-	-	-	-	-
36	307	-	500	-	-	-	-	-	741	-	-
37	947	-	-	-	-	-	-	-	-	-	-
38	745	501	-	-	-	-	-	-	-600	-	-
39	-	-	-	-	-604	-	-	-	-	-	-
40	-	-	-	-	-	301	-	-	-504	-	-
41	-	-	-	-	321	-	-	334	-	-	-
42	586	-	-938	-	-	-	-	-	-	-	-
43	-824	-	-	-	733	-	-	-	-	-	-
44	-941	-	-703	-	-	-	-	-	-	-	-
45	-769	-	-	-864	-	-	-	-	-	-	-
46	-871	-	-	-	301	-	-	-	-	-	-

APPENDIX - I - conclud.

	1	2	3	4	5	6	7	8	9	10	11
70	-876	-	-	-	-	-	-	-	-	-	-
71	738	-	-	-	389	-	-	314	-	-	-
72	-	321	-	-	-	-	547	-	-	-	-
73	957	-	-	-	-	-	-	-	-	-	-
74	596	-	841	-	-	-	-	-	-	-	-

Decimals omitted.

APPENDIX - II

From : Surendra Kumar Pattnaik
Zakir Husain Centre for
Educational Studies
School of Social Sciences
Jawaharlal Nehru University
New Delhi-110067.

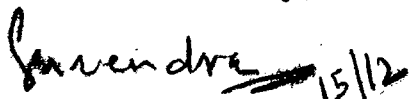
Date : 15-12-78.

Dear friends,

There is a growing awareness among the educators and administrators in India today of the urgent need for concerted measures to dam-up the rising tide of the undesirable phenomena like the growing sense of indiscipline among the students. Universities and Colleges are considered as complex social organizations which face the same type of problems as are faced by other complex organizations relating to its leadership, administration management, inter-personal relationship. I am interested in finding the logical and empirical relationship between growing sense of indiscipline and organizational climate of your institution.

I would be extremely grateful if you would extend your help.

Yours sincerely,


(Surendra Kumar Pattnaik)

ALL INFORMATION GIVEN BY YOU WILL BE KEPT CONFIDENTIAL
AND USED ONLY FOR RESEARCH

INSTRUCTIONS

1. Read each item carefully.
2. Think about it.
3. Attached to each item there are four alternative answers provided. Give a tick mark in the appropriate answer.

1. Strongly disagree
2. Disagree
3. Agree
4. Strongly agree.

1. Teachers have indifferent attitude towards teaching.

1 2 3 4

2. Our Educational system is not concerned with personal and social development.

1 2 3 4

3. Teachers look for political interest to rise high in their social life.

1 2 3 4

4. Academic programmes do not teach any skill to meet the real life.

1 2 3 4

5. Some teachers and some students form cliques according to their own interest.

1 2 3 4

6. Most of the teachers are self-seekers and they are busy in their work which can increase their status.

1 2 3 4

7. The University courses are irrelevant to future jobs.

1 2 3 4

8. Teachers do not explain elementary concepts before lecturing.

1 2 3 4

9. Our examination system do not measure ability.

1 2 3 4

10. Teachers are being partial in giving grades.

1 2 3 4

11. Teachers think as if we have known every thing.

1 2 3 4

12. Some students by their personal influence get better grades.

1 2 3 4

13. Teacher student relation in our campus is mechanical.

1 2 3 4

14. Teachers do not take us into their confidence.

1 2 3 4

15. Teacher and students are stranger to each other.

1 2 3 4

16. In the University we have to find out all alone what we have to do.

1 2 3 4

17. Teachers are not concerned with the frustration and tension persisting in student community.

1 2 3 4

18. Authorities have suppressive attitude towards students.

1 2 3 4

19. The way the teachers treat us is impersonal.

1 2 3 4

20. University authorities follow ill conceived policies.

1 2 3 4

21. Karmacharis behave students in a rude way.

1 2 3 4

22. Boarders do not obey the rules and regulations of the Hostel.

1 2 3 4

23. University Administration do not follow any clearcut policy.

1 2 3 4

24. There is no sense of morality in the Campus.

1 2 3 4

25. High degree of unfair means is being practiced in the Campus.

1 2 3 4

26. For a simple work we have to undergo a lot of official formalities.

1 2 3 4

27. Politics is rampant in the Campus.

1 2 3 4

28. University funds are misappropriated by the authorities.

1 2 3 4

29. Student leaders are more concerned with politics and hardly look into student's interest.

1 2 3 4

30. Union leaders misuse union funds.

1 2 3 4

31. Our friendship is not guided by personal relationship.

1 2 3 4

32. Students coming from elite families get more advantage than general students.

1 2 3 4

33. University does not provide facilities for extra-curricular activities.

2 3 4

34. We have regimental type of inter personal relationship.

1 2 3 4

35. I am disturbed and always feel deprived of having a boy/girl friend.

1 2 3 4

36. Though university authorities misuse funds, whenever we demand something, they assign the reason of financial difficulty.

1 2 3 4

37. All relevant books of the library are kept by senior students and teachers.

1 2 3 4

38. Our Library do not have adequate number of good books.

1 2 3 4

39. Our Laboratory is not well-equipped.

1 2 3 4

40. Hostel authorities hardly look into the interest of the boarders.

1 2 3 4

41. Educational system in the university is such that hardly one can rely upon his efforts to achieve the desired end.

1 2 3 4

42. Teachers very often interfere into the personal affairs of students.

1 2 3 4

43. Students do not have economic security in the university.

1 2 3 4

44. The curriculum of the university is such that it is very difficult to identify oneself with the university.

1 2 3 4

45. Most of the students feel isolated from the mainstream of the campus activities.

1 2 3 4

46. University do not render adequate financial aid to needy-students.

1 2 3 4

47. University do not provide recreational facilities.

1 2 3 4

48. Some low calibre students get admission simply through manipulation and influence.

1 2 3 4

49. Most of the teachers are unable to teach in English.

1 2 3 4

50. Some students feel proud to offend their teachers.

1 2 3 4

51. Not through merit but through political influence teachers get appointment in the university.

1 2 3 4

52. The syllabus is not related directly to intended career.

1 2 3 4

53. In designing courses students are not taken into account by the authorities.

1 2 3 4

54. Teachers do not present the basic concepts in a neat orderly sequence.

1 2 3 4

55. Teachers do not impartially judge a students' work.

1 2 3 4

56. Most of the campus protests are self-deceating as they could hardly be called as worthwhile and legitimate.

1 2 3 4

57. University fails to accommodate the rapid growth of students.

1 2 3 4

58. Students are ignored from the affairs of university administration.

1 2 3 4

59. Teachers think their responsibilities are over the moment they come out of the class room.

1 2 3 4

60. The authorities do not take students into their confidence while devising measures affecting their lives and careers.

1 2 3 4

61. There are no proper facilities to ventilate the grievances to the authority.

1 2 3 4

62. Professors show favouritism towards a selected few students.

1 2 3 4

63. Union office-bearers are breeding grounds of all indiscipline in the educational institution.

1 2 3 4

64. Students from similar cultural background tend to segregate and form ethnic groups.

1 2 3 4

65. There is lack of concern for others feelings among students under the pretext of maturity and autonomy.

1 2 3 4

66. Teachers tend to impose their ideas on the students leaving no room for academic freedom.

1 2 3 4

67. A dominant - subordinate relationship pervades among teachers and students which is unhealthy for individual growth.

1 2 3 4

68. Cut throat competition among teachers create rivalries and jealousy at the expense of students.

1 2 3 4

69. A craze for power and prestige dominates the life style of most of the teachers.

1 2 3 4

70. Students tend to misuse the freedom given to them outside and inside the academic sphere.

1 2 3 4

71. Students are torn between western and native culture.

1 2 3 4

72. Self indulgence on the part of students leaves no room for a sense of dependence.

1 2 3 4

73. An overall pretentious atmosphere prevails in the Campus.

1 2 3 4

74. University courses are not geared to the kind of job a student wants after completion of university education.

1 2 3 4

75. Academic programme in this university is carried out without guidance and supervision.

1 2 3 4

76. Students can do little to bring about changes in education.

1 2 3 4

77. Examinations are not adequate to measure the learning which has taken place in a course.

1 2 3 4

78. Large scale campus events are usually quite impersonal.

1 2 3 4

79. There is no scope to discuss various theoretical and philosophical issues with faculty and other students.

1 2 3 4

80. The Faculty is not competent to clarify one's doubts.

1 2 3 4

81. Teachers do not help students to pursue their own interest.

1 2 3 4

.....

P A R T - II

Here again you will come across a number of statements. Attached to each statement there are four alternative answers. Give a tick mark on the alternative you think best.

- 1. Very True of me
- 2. True of me
- 3. Not true of me
- 4. Untrue.

1. There is little chance of finding happiness.

1 2 3 4

2. I don't have faith in people as they are constantly belied.

1 2 3 4

3. Some times I feel like making life unbearable for others.

1 2 3 4

4. Seldom one can afford to bother about others problem.

1 2 3 4

5. There is no meaning and purpose in my life.

1 2 3 4

6. I constantly think about myself because no one else bothers.

1 2 3 4

7. No one else can be blamed except the self for whatever goes wrong.

1 2 3 4

8. A life time is not enough for repenting all the mistakes one has committed in life.

1 2 3 4

9. There is no permanence in relation or belief. So there should be no fixed categories in life.

1 2 3 4

10. Hard work and sincerity hardly guarantee one's success in life.

1 2 3 4

11. Friendship very often ends with disillusionment.

1 2 3 4

12. At times some people make me feel like killing them.

1 2 3 4

13. I am unable to do anything in the face of a hostile fate.

1 2 3 4

14. Events happen in such a way that hardly it go in my favour.

1 2 3 4

15. I feel bitter when I see some body in happy mood.

1 2 3 4

16. To trace a trustworthy friend is difficult in our time.

1 2 3 4

17. Very rarely I share my feelings with others.

1 2 3 4

18. All appearance in this world is deceptive.

1 2 3 4

19. Very rarely I feel like meeting a friend.

1 2 3 4

20. First impression can't be relied upon what lies beneath the surface is disappointing.

1 2 3 4

21. At times I feel like murdering the politicians.

1 2 3 4

22. One will be left behind if he stops too often to give a helping hand to others.

1 2 3 4

23. Man is a helpless victim of the ailments of our time.

1 2 3 4

24. Very rarely I give my personal belongings to my friend.

1 2 3 4

25. I feel always apprehensive when I undertake a new task.

1 2 3 4

26. All men inevitably use each other for their own purpose.

1 2 3 4

27. Very rarely I experience a free spirit.

1 2 3 4

28. If you want to achieve anything you must forget the interest of others.

1 2 3 4

29. Rarely, I feel disturbed when I hear my friends' problems.

1 2 3 4

30. A careful observer shall see something is going wrong with the world.

1 2 3 4

31. Human conditions provides the basis for universal anxiety.

1 2 3 4

32. Very rarely I feel happy and relaxed.

1 2 3 4

33. Emotional commitments to others are usually a prelude to disappointment.

1 2 3 4

34. The idea of trying to adjust to society as it is now constituted fills me with horror.

1 2 3 4

35. I found it is very difficult to indentify myself with my culture.

1 2 3 4

36. I make few commitments without reservations.

1 2 3 4

37. Hardly I possess anything worthshowing to others.

1 2 3 4

38. Every choice for me precludes equally desirable alternatives.

1 2 3 4

39. Always I held myself responsible for any failure that I encounter.

1 2 3 4

40. Whenever I make a decision I feel like losing something and hence I cannot concentrate on the accepted once.

1 2 3 4

41. My knowledge is so limited that I cannot achieve anything.

1 2 3 4

42. I feel strongly how different I am from my friends.

1 2 3 4

43. Any man who really knows himself has a good cause to be horrified.

1 2 3 4

44. I prefer the role of the observer to the position of responsibility.

1 2 3 4

45. Very often I experience strange to myself.

1 2 3 4

46. It is unwise to blame others when somebody meets a defeat.

1 2 3 4

47. Very rarely I experience myself as unique and in duplicate individual entity.

1 2 3 4

48. A life time is not enough for repenting all the mistakes one has committed in life.

1 2 3 4

49. No amount of endeavour can change the world. Hence anarchy is the answer to all the problems.

1 2 3 4

50. In deciding one alternative one loses the others that are equally good.

1 2 3 4

51. In this world it is very difficult to think oneself as the creator of his own action.

1 2 3 4

52. There is little chance of ever finding real friendship, so, I prefer isolation to friendship.

1 2 3 4

53. One can hardly expect an inter personal relationship devoid of hypocrisy.

1 2 3 4

54. The universe is dead, lacking in structure and inherently unpredictable.

1 2 3 4

55. The truth is the expression of subjective and arbitrary beliefs.

1 2 3 3

56. The belief that man and nature governed by regular laws is an illusion.

1 2 3 4

57. I am not much interested in the happenings of society.

1 2 3 4

58. It is high time to challenge the norms of our society.

1 2 3 4

59. If one will adopt the kind of personality offered to him by cultural patterns, one ceases to be himself.

1 2 3 4

60. I can realise my essential nature if I will withdraw myself from society.

1 2 3 4

61. The values of our present culture is so useless and irrelevant that we should reject it at once.

1 2 3 4

62. Any man who really knows his society has sufficient cause to disobey the values it engenders.

1 2 3 4

63. Modern man is suffering from a defeat of spontaneity and individuality because of his conformity to society.

1 2 3 4

64. Our society is no more regulated by the clearcut rules and regulations.

1 2 3 4

65. I do not feel secure in my culture for it does not speak the language of something related to me.

1 2 3 4

66. I do not like to be emotionally involved in friendship.

1 2 3 4

67. It is unwise to discuss problems with one's friends.

1 2 3 4

68. The more decisively I grasp my culture the more desolate and indifferent I feel.

1 2 3 4

69. I can't wait long to hear my results.

1 2 3 4

70. Long range ethical idealism is impossible, the present becomes overwhelmingly important for me.

1 2 3 4

71. Mostly I prefer to work where I can get immediate reward.

1 2 3 4

72. One can't speak one's mind out without being easily misunderstood.

1 2 3 4

73. Immediate feeling and pleasure is the only possible guidelines for action.

1 2 3 4

74. Hardly, I find solace in people around me.

1 2 3 4

BACKGROUND INFORMATION SHEET

Kindly supply the following information :

1. Name _____ Class _____ Sex _____

2. Where did you complete your

	A	B	C
	Elementary School	High School	Prefer to live after completing studies
a. In a village	_____	_____	_____
b. In a small town	_____	_____	_____
c. In a moderate size town or city	_____	_____	_____
d. In a suburb of a large city	_____	_____	_____
e. In a large city	_____	_____	_____

3. From what kind of Secondary School did you pass (Mark one)

- 1. Public School _____
- 2. Government school _____
- 3. Convent school _____
- 4. Central school _____
- 5. Vernacular school (Muslim, Madrasi, etc.) _____
- 6. Municipal/Corporation school _____
- 7. Secular school (Religious trust) _____
- 8. Any other _____

4. Do you think the following are likely to prevent you from completing your studies? (Mark one in each row).

	Yes	May be	No
a. Lack of interest	_____	_____	_____
b. Lack of finance	_____	_____	_____
c. A job offer	_____	_____	_____

	Yes	May be	No			
d. Inability to do the academic work	_____	_____	_____			
e. Too much emotional strain	_____	_____	_____			
f. Family commitment	_____	_____	_____			
5. How important to you -						
1. Very important						
2. Fairly important						
3. Fairly unimportant						
4. Very unimportant						
a. Recognition as a good student	1	2	3	4		
b. Respect for my academic abilities from my fellow students	1	2	3	4		
c. Approval by my parents of what I am studying	1	2	3	4		
6. What is your family's monthly income from all sources.						
Rs. _____						
7. What is the highest level of formal education reached by your -						
Father _____		Mother _____				
Grand Father _____		Grand Mother _____				
8. What is the occupation of your						
Father _____		Mother _____				
9. The following are descriptions of how some parents raise their children. Encircle the statement which best describes your mother and father as they were most of your life upto the time you completed your high school education.						
1. Not true at all		2. Somewhat true				
3. Very true.						
		<u>Father</u>		<u>Mother</u>		
a. If I had some kind of problem I could count on them to help me out	1	2	3	1	2	3
b. They kept after me to do well in school	1	2	3	1	2	3

	Father			Mother		
c. If I did not do what was expected of me, they were very strict about it	1	2	3	1	2	3
d. They comforted and helped me when I had troubles	1	2	3	1	2	3
e. They kept after me to do better than other children	1	2	3	1	2	3
f. They expected me to keep my things in good order	1	2	3	1	2	3
g. They taught me things I wanted to learn	1	2	3	1	2	3
h. They kept pushing me to do my best in every thing	1	2	3	1	2	3
i. They made me feel I could talk with them about everything	1	2	3	1	2	3
j. When they wanted me to do something, they explained why	1	2	3	1	2	3

10. How important are each of the following to you -

1. Not important
2. Desirable
3. Essential

a. To become a member of a club	1	2	3
b. To discuss important issues in a group	1	2	3
c. To spend some time in friends' company	1	2	3
d. To attend a general body meeting	1	2	3
e. To attend a social function	1	2	3
f. To attend sports meet	1	2	3
g. To enjoy yourself at a lively party	1	2	3
h. To attend to social engagements	1	2	3

11. The man who says he is not out to get ahead in his field or job is either discouraging himself or trying to discourage others.

Very true True Not true Absolutely wrong

ii. Generally speaking if a person stays on in one of the smaller jobs for many years it is likely he would not be much, even if he got promoted.

Very True True Not True Absolutely Wrong

iii. I won't prefer to a highly paid job, no matter how big an improvement it was for me, if it mean endangering my health.

Very True True Not True Absolutely Wrong

iv. I would probably turn down a substantial advancement, if it involved being away from the family good deal.

Very True True Not true Absolutely wrong

v. I would probably turn down a position that would leave me less freedom to express my-self.

Very True True Not True Absolutely Wrong

Thank you,

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1. I find that my interests, in people and amusements, tend to change fairly rapidly ... True In between False
2. If people think poorly of me I can still go on quite serenely in my own mind ... True In between False
3. I like to wait till I am sure that I am saying is correct, before I put forward an argument ... Yes In between No
4. I am inclined to let my actions get swayed by feelings of jealousy ... Sometimes Seldom Never
5. If I had my life to live over again I would : (A) plan very differently, (B) Want it the same ... A In between B
6. I admire my parents in all important matters ... Yes In between No
7. I find it hard to "take 'no' for an answer", even when I know what I ask is impossible ... True In between False
8. I doubt the honesty of people who are more friendly than I would naturally expect them to be ... True In between False
9. In demanding and enforcing obedience my parents (or guardians) were : (A) always very reasonable, (B) often unreasonable ... A In between B
10. I need my friends more than they seem to need me ... Rarely Sometimes Often
11. I feel sure that I could "pull myself together" to deal with an emergency ... Always Often Seldom
12. As a child I was afraid of the dark ... Often Sometimes Never
13. People sometimes tell me that I show my excitement in voice and manner too obviously ... Yes Uncertain No

14. If people take advantage of my friendliness I : (A) soon forget and forgive, (B) resent it and hold it against them... A In between B
15. I find myself upset rather than helped by the kind of personal criticism that many people make... Often Occasionally Never
16. Often I get angry with people too quickly ... True In between False
17. I feel restless as if I want something but do not know what ... Very rarely Sometimes Often
18. I sometimes doubt whether people I am taling to are really interested what I am saying ... True In between False
19. I have always been free from any vague feelings of ill-health, such as obscure pains, digestive upsets, awareness of heart action, ect.... True Uncertain False
20. In discussion with some people, I get so annoyed that I can hardly trust myself to speak... Some times Rarely Never
21. Through getting tense I use up more energy than most people in getting things done ... True Uncertain False
22. I make a point of not being absent-minded or forgetful of details ... True Uncertain False
23. However difficult and unpleasant the obstacles, I always stick to my original intentions ... Yes In between No
24. I tend to get over-excited and "rattled" in upsetting situations... Yes In between No
25. I occasionally have vivid dreams that disturb my sleep ... Yes In between No
26. I always have enough energy when faced with difficulties ... Yes In between No

27. I sometimes feel compelled to count things for no particular purpose ... True Uncertain False
28. Most people are a little queer mentally, though they do not like to admit it ... True Uncertain False
29. If I make an awkward social mistake I can soon forget it ... Yes In between No
30. I feel grouchy and just do not want to see people : (A) occasionally (B) rather often ... A In between B
Very rarely Some-times
31. I am brought almost to tears by having things go wrong ... Never rarely times
32. In the midst of social groups I am nevertheless sometimes overcome by feelings of loneliness and worthlessness ... Yes In between No
33. I wake in the night and, through worry, have some difficulty in sleeping again ... Often Some-times Never
34. My spirits generally stay high no matter how many troubles I meet ... Yes In between No
35. I sometimes get feelings of guilt or remorse over quite small matters... Yes In between No
36. My nerves get on edge so that certain sounds, e.g., a screechy hinge, are unbearable and give me the shivers Often Some-times Never
37. If something badly upsets me generally calm down against quite quickly... True Uncertain False
38. I tend to tremble or perspire when I think of a difficult task ahead Yes In between No
39. I usually fall asleep quickly, in a few minutes, when I go to bed ... Yes In between No
40. I sometimes get in a state of tension or turmoil as I think over my recent concerns and interests ... True Uncertain False

STOP HERE. BE SURE YOU HAVE ANSWERED EVERY QUESTION.

MAUDSLEY PERSONALITY INVENTORY

Name _____

Age _____ Sex _____ Occupation _____

N =

E =

? =

INSTRUCTIONS

Here are some questions regarding the way you behave, feel and act. After each question there is a "Yes" a "?" and a "No".

Try and decide whether "Yes" or "No" represents your usual way of acting or feeling, then put a circle round the "Yes" or "No". If you find it absolutely impossible to decide, put a circle round the "?" but do not use this answer except very occasionally. Work quietly and do not, spend too much time over any question we want your first reaction not a long drawn out though process. The whole questionnaire should't take more than a few minutes. Be sure not to omit any questions. Now go ahead, work quickly and remember to answer every question. There are no right or wrong answers, and this isn't a test of intelligence or ability, but simply a measure of the way you behave.

1. Are you happiest when you get involved in some project that calls for rapid action?

Yes

?

No

2. Do you sometimes feel happy, sometimes depressed, without any apparent reason?

Yes

?

No

3. Does your mind often wander while you are trying to concentrate?

Yes

?

No

4. Do you usually take the initiative in making new friends?

Yes

?

No

25. Are your feelings rather easily hurt?

Yes ? No

26. Do you like to have many social engagements?

Yes ? No

27. Would you rate yourself as a tense or "highly-strung" individual?

Yes ? No

28. Do you generally prefer to take the lead in group activities?

Yes ? No

29. Do you often experience periods of loneliness?

Yes ? No

30. Are you inclined to be shy in the presence of the opposite sex?

Yes ? No

31. Do you like to indulge in a reverie (Daydreaming)?

Yes ? No

32. Do you nearly always have a "ready answer" for remarks directed at you?

Yes ? No

33. Do you spend much time in thinking over good times you have had in the past?

Yes ? No

34. Would you rate yourself as a happy-go-lucky individual?

Yes ? No

35. Have you often felt listless and tired for no good reasons?

Yes ? No

36. Are you inclined to keep quiet when out in a social group?

Yes ? No

37. After critical moment is over, do you usually think of something you should have done but failed to do?
- Yes ? No
38. Can you usually let yourself go and have a hilariously good time at a gay party?
- Yes ? No
39. Do ideas run through your head so that you cannot sleep?
- Yes ? No
40. Do you like work that requires considerable attention?
- Yes ? No
41. Have you ever been bothered by having a useless thought come into your mind repeatedly?
- Yes ? No
42. Are you inclined to take your work casual, that is as a matter of course?
- Yes ? No
43. Are you touchy on various subjects?
- Yes ? No
44. Do other people regard you as a lively individual?
- Yes ? No
45. Do you often feel disgruntled?
- Yes ? No
46. Would you rate yourself as a talkative individual?
- Yes ? No
47. Do you have periods of such great restlessness that you cannot sit long in a chair?
- Yes ? No
48. Do you like to play pranks upon others?
- Yes ? No