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**The Effects of Student Directed
Activities on Adolescent Alienation**

A Dissertation Presented

by

Raymond L. Calabrese

**Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree of**

DOCTOR OF EDUCATION

February 1984

Education

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THE EFFECTS OF STUDENT-DIRECTED ACTIVITIES ON
ADOLESCENT ALIENATION

A Dissertation Presented

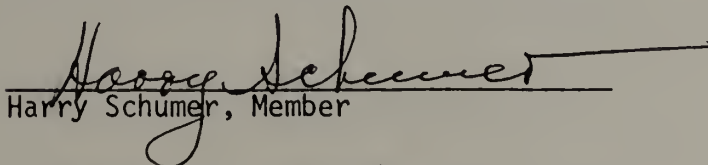
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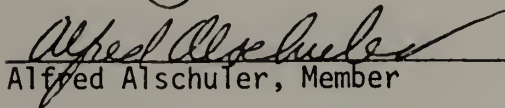
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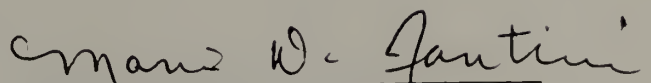
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School of Education

DEDICATION

The work, pain, joy and contribution of this dissertation is dedicated to my Lord and Savior Jesus Christ and His Blessed Mother, Mary. It was through His grace and courage that I was able to complete this task. This work is also dedicated to my faithful wife Barbara, who, as God's vehicle of grace, served as a source of motivation and inspiration.

ACKNOWLEDGEMENTS

This dissertation represents a journey of growth. This journey of growth would have been impossible if it were not for Horace Reed, Harry Schumer and Alfred Alschuler. All of whom encouraged, nurtured, critized and saw what could be. Their imprint will last forever.

My family, in its extended sense, must be acknowledged. Prudence, Catherine, Angela, Michelle and Christine, my daughters, who never complained that their father was too busy or too grouchy. My parents, Louis and Annie Calabrese, who instilled within me a burning desire to succeed. And finally, my brother Ed and his wife Mary who were always a phone call or walk away and didn't mind the constant interruptions or requests for advice.

I also want to acknowledge Clement Seldin whose initial guidance was invaluable, Arthur Morin, Michael Sutherland, the teachers and students at Granby High School, Al and Joanna Page and the unknown number of individuals who opened doors for me yet whom I failed to recognize at the time. Thank you.

ABSTRACT

The Effects of Student Directed Activities on Adolescent Alienation

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Directed by: Professor Horace Reed

This study measured the effects of student directed service activities on alienation and the independent variables of school attendance, discipline and grade point average (GPA). Student directed activities focused on engagement in problem solving, decision making, and program implementation. It was hypothesized that participation in these activities would provide opportunities for adolescents to be incorporated into the adult community.

Literature reviewed by this investigator indicated: (1) the existence of alienation among adolescents; (2) the existence of alienation in the school setting; (3) inferential documentation of alienated adolescent sub groups; and (4) limited research on studies designed to reduce adolescent alienation within the school setting.

This study involved 25 ninth grade volunteers (treatment group) who were contrasted with 25 randomly selected ninth

grade students (control group) selected from the pool of 45 remaining volunteers. Test group students were involved in a 10 week treatment. At the conclusion of the treatment, 12 students continued for an additional 10 weeks. Thus, the initial study design was altered to include three groups: (1) students who continued with the project; (2) students who left the project after the treatment; and (3) the control group.

Anova results using a trends analysis of repeated measures with interaction over time by group and sex indicated that students who continued with the project had significantly reduced levels of total alienation, $p < .05$; and isolation, $p < .01$, as measured by the Dean Alienation Scale. Both test groups had significantly reduced levels of discipline problems at O2, $p < .05$. It was also found that scores of bright (high GPA) females were responsible for the reduced levels of total alienation and isolation. There were no significant differences on the alienation scales between males in either test group and the control group. The study also found no correlation between GPA, attendance and discipline with alienation. Positive community relations and enhanced feelings of personal self worth were reported by members of both test groups.

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CHAPTER I
STATEMENT OF THE PROBLEM AND ITS SETTING

Purpose of the Study

The purpose of this study is to determine if group activities in which high school students are given access into adult society through incorporation in activities such as: engagement in decision making, problem-solving and program implementation decreases the level of student alienation within the school setting.

Significance of the Study

This study should result in: (1) documentation of the relationship of student incorporation into adult society through engagement in meaningful activities and alienation; and (2) the documentation of the relationship of student discipline, absenteeism and grade point average to alienation. Evidence can then be presented on whether these relationships exist.

This study will analyze the relationship of high school students and alienation through the implementation of a model that incorporates adolescents into adult society. Through the measurement of the effects of the treatment on unobtrusive data and its correlation with levels of alienation, alienated populations may be

identified. This should add significantly to the understanding of the relationship of alienation and the adolescent.

This study will be of practical value to school administrators in that (1) it will be of assistance in defining 'at risk' populations; and (2) successful implementation of the model will lend itself to adaptation to classrooms and other school organizational units.

Problem and Hypotheses

To measure the effects of student incorporation and engagement on alienation, a model was implemented that was designed to emphasize the incorporation of adolescents into the adult community through student leadership in decision making, problem solving, communication skills, project planning and project implementation. To assess the effects of this model, the following hypotheses are made:

1. Students engaged in project activities will show a decrease in their levels of total alienation.

- a. Students who are involved in small group project activities where they are allowed to interact in the planning of project activities will have a reduction in their feelings of isolation.

b. Students engaged in project activities where they are allowed significant control over planning and outcomes, will have a reduction in feelings of powerlessness.

c. Students who are involved in the development and implementation of a project which they sense as meaningful will have a reduction in their sense of normlessness.

2. Students engaged in project activities will show a general decrease in discipline problems.

3. Students engaged in project activities will show a general increase in levels of student attendance.

4. There will be a positive relationship between student involvement in the model and an increase in grade point average.

5. There will be a positive correlation between alienation scores and the independent variables of discipline and absenteeism.

Focus and Limitations

This study will focus on the effects of student engagement in adult access activities on alienation among ninth grade students at Granby High School.

The diversity of definitions of alienation cited in the literature is a limitation of this study since it does not allow for a standard for comparison between studies.

The selection of an alienation scale that specifically measures high school student alienation is a limitation of this study because most scales appear to be too general in scope to measure specific school alienating situations.

Teacher participation in a contract dispute during the entire duration of the study at Granby High School is a limitation of this study because this study's focus was to measure student alienation to school situations and not to measure the relationship of student alienation to teacher contract disputes.

Teacher refusal to interact with students after the close of school is a limitation of this study since this may have generated a temporary increase of levels of alienation and thus caused this investigator's interaction to assume a more than normal significance.

Assumptions

This study assumes that schools are either a source of alienation or fail to provide opportunities for activities that reduce alienation.

This study assumes that student alienation is manifested in schools through discipline problems and poor attendance.

This study assumes that involvement in student directed activities can reduce the sense of alienation.

This study assumes that the length of time of student involvement in student directed activities is not as important as the actual involvement in the activities.

This study assumes that since the Dean Alienation Scale has been used in other related studies (Moyer & Motta, 1982; Warner & Hanson, 1970) that it measures adolescent alienation in school settings.

This study assumes that the success or failure of a student directed activity is not as important as engagement in that student directed activity.

Definition of Terms

Incorporation Model: the name of the model used in this study to facilitate adolescent incorporation into the adult community.

Adult access activities: Those areas in which an adult sense of responsibility is implied. Such areas are: decision making and operational control of a project.

At risk: Those students or student sub populations which have specific traits which cause them to become more easily alienated.

Discipline: A series of factors such as teacher referrals, school detentions, suspensions and student actions which promote any type of administrative response.

Attendance: A series of factors such as days absent, dismissals, tardies or class cuts that results in a student missing instructional time.

Organization of this Study

Chapter One. Organization.

This chapter contains an introduction and statement of the problem, statement of purpose, significance of the study, assumptions, explanatory materials, definition of terms, focus and limitations of the study and hypotheses.

Chapter Two. Review of the literature.

This chapter reviews related literature. The review focuses on three areas: (1) theoretical aspects of causes and solutions of alienation in general; (2) alienation as evidenced in high school students; and (3) solutions for alienation among high school students. In addition, the conceptual model used in this study is presented.

Chapter Three. Study design and procedures.

This chapter focuses on the methodology used in the study. Study design along with pre-test comparisons of the control and test groups are presented.

Chapter four: Review of findings and implications and conclusions.

This chapter reviews and analyzes the findings of this study. The results of data from the pre, post and post-post treatment tests are discussed. Included are inferential comparisons of unobtrusive data and student anecdotal responses. This chapter also presents the summary

and conclusions.

Chapter Five: Case studies.

Chapter five focuses on three students who were involved in the project. These students were selected at random. They were interviewed as to their involvement in the school at large and their participation in the model. Also included in this chapter is a brief analysis of Granby High School as a source of alienation.

Chapter Six: Recommendations.

Chapter six presents the effects of this study as it applies to related research. Further it presents recommendations for further study and recommendations to educators.

C H A P T E R I I

A REVIEW OF RELATED LITERATURE

Alienation is an ambiguous term used by social scientists to explain different aspects of human behavior as that behavior relates the relationship of the individual to society. Among educators it is frequently used to describe deviant student behavior. To explore this phenomena this literature review will focus on: (1) economic, societal and existential theories of alienation; (2) definitions of alienation; (3) alienation within the school setting; (4) causes of adolescent alienation; (5) alienation among adolescents; and (6) programs to address adolescent alienation.

Theories of Alienation

Theories of alienation can be broken down into three major categories: (1) alienation as a product of the economic structure of society; (2) alienation as a product of the cultural and social system in society; and (3) alienation as an existential and personal experience.

The first of these three, the economic theory has its source in the works of Hegel and Marx. In Marx's view, the capitalist economic system creates an alienating environment (Kaplan, 1976). It is the economic system that separates the worker from their work. Thus the individual's labor is in a sense betraying. It is not the work that is of value, but the object that is created that becomes valuable. The individual is reduced to worshipping an object that they created (Fromm, in Sykes, 1964). In effect, the product dominates the producer.

The economic system which separates individuals from their work is the same system which forces society into a caste-like existence to insure a continued supply of workers. This supply of workers is produced by the educational system (Bowles and Gintis, 1981). Thus to serve its ends, the capitalistic system uses the school to maintain the caste system and increase the supply of labor.

Schools have developed curricula which seem to serve the needs of the capitalist community. The curricula is

put in place to insure a separation of classes and to produce sufficient workers to propagate the continued existence of the economic system (Bowles and Gintis, 1981). A study of curricula at Beverly Hills High School and Morningside High School in California indicates that schools may be used as a means of maintaining class separation. Beverly Hills High School is located in a high socio-economic community. Whereas Morningside High School is located in a low socio-economic community. Morningside High School emphasizes certain values which are taught through the curriculum, school rules and actions of the faculty. These include passivity, subordination, following orders, punctuality and dependence. Morningside's curriculum includes a vocational program which directly feeds into lower class occupations. On the other hand, Beverly Hills High School has a curriculum which reinforces values that include independence, leadership, assertiveness, self-motivation and a vocational program that encourages employment in white collar jobs with upward mobility (Michelson, 1980).

The separation of classes is not part of Durkheim's theory of alienation. Durkheim, like Marx, viewed society as being at the root cause of alienation. However, Durkheim did not blame the economic system for causing alienating situations. He proposed that alienation or anomie is

generated by cultural conditions (Otto, 1980). In Durkheim's view, conditions are created in society which produce feelings of anomie.

Anomie is a state of normlessness. This state of normlessness produces situations where the normal restraints of the community are not sufficient to keep society in check. Society finds itself in a position to enforce those values which are inherent to its survival or to create a new set of values. If society cannot maintain its set of values then a condition of anomie exists. This concept of anomie incorporates three aspects: (1) anxiety; (2) feelings of separation; and (3) feelings of meaninglessness (Dean, 1965).

In his work, Suicide, Durkheim linked the rates of suicide to social and economic conditions of the community. Times of high unemployment or high prosperity were directly proportional to the suicide rate. These conditions produce situations where society can no longer enforce its value structure on its members. Durkheim's solution to this situation was to change society and institute a new set of norms (Nisbet, 1974).

Besides Marx's economic view of alienation and Durkheim's theory of anomie, there is a third school of alienation, that of existentialism. An existential view of alienation is one that is personal. Existentialists claim

that although circumstances may be alienating, it is the individual who makes a decision to overcome these circumstances. Frankl (1965) stressed that each person can overcome their own sense of alienation by finding meaning in their lives. In this sense, the conditions which cause alienation may be pervasive, such as internment in a concentration camp. However, it is the individual's reaction to personal circumstances that determine levels of alienation. Thus alienating circumstances can be viewed in a positive vein since individuals can use those circumstances to become more fully human (Newman, 1981).

The differences and similarities of these three schools of thought is an indication of the ambiguous nature of alienation. The ambiguous nature of alienation is highlighted in its many definitions. Definitions of alienation can range from simple to complex. Most researchers have found it necessary to use a multitude of dimensions to clarify this term. For example, Seeman uses the dimensions of powerlessness, normlessness, isolation, meaninglessness and self-estrangement as a means of defining alienation (Dean, 1965); Dean uses the terms isolation, normlessness and powerlessness to define alienation (Dean, 1965); and Newman uses the dimensions of estrangement, detachment, fragmentation and isolation (Newman, 1981). The use of various categories to define

alienation is an indication that alienation may not be one dimensional. The multiplicity of dimensions is also an indication of how difficult it is to define alienation. However, the difficulty in defining alienation should focus attention on the personal nature of the condition.

Investigators have generally not viewed alienation in a personal sense. They have looked at alienation from a global perspective. Social scientists such as Fromm (1964), Merton (1968), Bowles and Gintis (1981), all view alienation in a global or societal context. However, this is not a universal view. Researchers such as Kanungo (1979) and Newman (1981) feel that a global and individual perspective is needed to correctly analyze alienation.

To analyze alienation from a personal viewpoint, one must concede that alienation is experienced individually. In this sense, it can also be understood how a sense of individual alienation can be extended to be shared on a global context. Initially, alienation is experienced at a personal level and through communication it is spread in certain situations to a global or societal form. It follows, if alienation is first a personal experience, then it must by its very nature be a situational phenomena. If not, alienation would be felt simultaneously at work, home and play. If this were the case, the individual would develop an attitude where symptoms are manifested on a

continual, group basis. Can a person be alienated today and not tomorrow? Can one feel alienated at work, while the remainder of workers do not feel alienated? It seems that an approach to alienation that stresses both the personal and situational aspects is best suited to more fully understand the how and why of alienation (Payne, 1974).

Definition of Alienation

This investigator [defines alienation in part as situational, personal and periodic. Feelings of alienation can exist one moment and when the source of alienation is removed, or when the individual is removed from the source, the sense of alienation is reduced. The focus of this definition is on the individual and their sense of frustration in an attempt to be incorporated into the mainstream of the larger society. Alienation is situational in that the individual may feel alienated at school but not at home, may feel alienated from peers on the street corner but not from the athletic team, may feel alienated from one's father but not from one's mother (Kanungo, 1979).

Further, this researcher feels that alienation is a complex term requiring subcategories to more fully examine its extent. Therefore, a definition of alienation should

include the aspects of isolation, powerlessness and normlessness, where normlessness includes the subcategories of meaninglessness and self estrangement. These aspects are included in Seeman's dimensions of alienation (Dean, 1961). [Isolation is a personal experience where access to the group is either denied or severely limited.] In fact, it might be termed social isolation. Powerlessness is the individual's inability to change or influence a situation; or, the feeling that one is being used and that the situation cannot be reversed (Dean, 1961). Normlessness in this paper refers to situations where an individual senses that life has lost its meaning, thus causing one to reject societal or community norms and simultaneously feel estranged from that society because it imposes situations that are not intrinsically rewarding.

A personal and situational definition of alienation allows one to examine segments of society instead of the whole. One such segment is the secondary school. Existence of alienation among adolescents at the secondary school level has been documented on both a measured and inferential basis. However, there seem to be no systematic long term studies that have measured its impact (Newman, 1981). Blumenkratz and Tapp (1977) cited evidence that most claims of alienation in schools were introspective and not supported by studies. This lack of research is also

criticized by Warner and Hansen (1970).

Alienation within the School Setting

Historically, the method of determining the existence of alienation at the high school level has been through inferential determination based on the collection of school data. Inferential evidence used by researchers to demonstrate the existence of alienation on the high school level include: widespread depression, suicide and sexual promiscuity (Leger, 1980; Wenz, 1979; and Wynne, 1980); violence which includes increases in homicide, juvenile delinquency and forms of self abuse such as drug abuse, and alcoholism (Nickerson, 1978). National studies such as the Safe School's study (National Institute of Education, NIE, 1978), have cited the existence of deviant behavior and causally tied its existence to an existential form of alienation. Many researchers who explain school related adolescent problems, assume a causal relationship with alienation. There seems to be some consensus that there is little quarrel that school rebellion is a component of alienation; and that alienation manifests itself in truancy, failure of course work, and removal from class (Rafky, 1979).

Much of the inferential data seems to be related to conflict. Conflict with the school may be a result of

feelings of powerlessness. Students, in general, have felt like pawns, being manipulated by the larger, more powerful adult world (deCharms, 1977). A Life Magazine Poll (1969) found that the vast majority of students exhibited feelings of powerlessness in their relationship with their school. This finding was in contrast to their parents and teachers who felt that students should still be seen and not heard (Deitrich, n.d.). Many claims by researchers of school generated forms of powerlessness center on the issue of school governance. These investigators felt that students have either been systematically left out of school governance or given a token role.

Powerlessness is often the result of not being able to effect change (Reed & Arvis, 1978). The first opportunity most people have in affecting change is adolescence. It is during this period that young people try to assert their independence by attempting to affiliate with and be accepted by the adult community. Yet acceptance by and affiliation with the adult community is often given grudgingly (Mackey, 1977). This results in a sense of powerlessness in the adolescent that exhibits itself in a combination of three courses of action: (1) rebellion; (2) withdrawal; or (3) acceptance and loss of personal identity (Deitrich, n.d.; Staples, 1977; Warner & Hansen, 1970).

Besides inferential analysis of alienation, there have

been quasi-experimental studies that measured the existence and extent of high school alienation. These studies can be divided into the following categories: (1) measuring the existence of alienation in secondary school students; (2) measuring the extent of alienation among secondary school students; (3) inferentially measuring alienation by assessing the school climate; and (4) measuring a qualitative type of alienation that exists among adolescents.

Researchers have seemed to be more concerned with the degree to which alienation exists than with whom it exists (Kanungo, 1979). Some studies support the intuitive feelings of educators. They have found that there is a negative relationship occurring between alienation and self esteem (Warner & Hansen, 1970); low ability students are more alienated than high ability students (Mackey, 1978); and inner city students are more alienated than suburban youth (Mackey, 1978).

These studies, although conflicting in some areas, present a composite. The composite takes this type of shape: Students in high schools do feel powerless (Rafalides & Hoy, 1971; Strauss, 1974); there is a relationship between alienation and the way one feels about oneself (Warner & Hansen, 1970); an adolescent's relationship with their peer group is of extreme importance

to the adolescent and a poor relationship can end in a sense of isolation or suicide (Wenz, 1979).

The school's impact on alienation also may be inferred. Authoritarian type schools seem to produce higher levels of powerlessness and normlessness among students than in democratic schools. However, the climate in authoritarian schools has resulted in a higher sense of meaning for students than for their counterparts in democratically oriented schools (Rafalides & Hoy, 1971).

School generated feelings of powerlessness was found to be present in a study of 1500 students in New York City schools (Strauss, 1974). There, a relationship was found to exist between student ratings of their school and their sense of alienation. There seemed to be a direct correlation between students who gave their schools a low rating on school climate and sense of alienation.

There is conflicting evidence as to the size of the school and its relationship to alienation. One investigator (Huling, 1980) would not consider measuring alienation in large schools because he claimed those institutions are defacto impersonal, dehumanizing and lack opportunities for student participation. Yet Grabe (1981) reported small schools to be more alienating than large schools. Grabe cited such reasons as, students in small schools are forced to participate and cannot lose

themselves in the crowd; thus causing an effect of marginality. Students who are only marginally successful are forced to publically display their inadequacies.

Based on these studies, it may be inferred that school situations may be responsible for the increase or decrease of levels of student alienation. Examples of situations where school environments may generate feelings of alienation include: the exclusion of students from school governance (Duke, 1978); the arbitrary use of grades to correct behavior (Glasser, 1971); and undemocratic rules (Alschuler, 1980). School environments that create the above situations increase student alienation through feelings of isolation, powerlessness and normlessness. Inferential data, such as absenteeism, truancy, disruption, violence, etc., may be indicators that the school environment produces conditions suitable for the growth of alienation (Abramowitz & Tanenbaum, 1978; Coleman, 1974; Stoke and Easley, 1978;).

After reviewing inferential evidence it appears that the system of schooling plays a major role in adolescent alienation. The system of schooling may cause student alienation in three ways: (1) relationship with the structure of the school; (2) the roles of the membership of the school; and (3) relationship with one's peers within the framework of the school.

The structure of the school is responsible for many problems faced by adolescents. One reason is the school's misuse of its inherent power in assigning and enforcing arbitrary rules (Alschuler, 1980; Bobbitt, 1977). Lack of student involvement in school governance is not limited to rules and regulations, it extends to all areas that affect student life (Grout & Dillon, 1976). Lack of student participation is evident in curriculum, rules and their development, and in other areas of interest to students (Strauss, 1974). By failing to incorporate adolescents into the development of rules and regulations, schools generate student feelings of powerlessness (Marker and Mehlinger, 1974).

Failure of schools to incorporate adolescents into the governance structure may be caused by the existence of power groups. School power groups seem to have established a caste system. The existence of a caste system is evidenced by levels of authority, ability groups, social clubs, and favors granted to community members based on economic status. The caste system once established in schools imposes its values on students (Rich, 1981). This action may generate feelings of powerlessness. This sense of powerlessness becomes more evident in rule centered schools than in humanistic schools (Rafalides & Hoy 1971). By denying adolescents opportunities to participate with

adults there may be a prolonging of the period of adolescence. This denial of participation occurs during a developmental stage when the adolescent is confronted with adult decisions.

A common occurrence is the failure of schools to incorporate adolescents into the governing structure. This causes the adolescent to lose self-esteem and feelings of importance (Warner & Hansen, 1970). Rather than incorporating adolescents into the governing structure as a means of reducing deviant behavior, schools have responded in a classic way: they have increased the use of power. The most frequent school response to increased violence is not one of working with students or doing a self examination; but to increase security devices, hardware and add additional personnel (Reed & Arvis 1978). Once money and personnel are added, school administrators seem to assume they are in a secure position. They implement crack downs, mass locker searches and disregard student rights (Moorefield, 1977). This type of approach allows for the focus of attention to be on the student. The belief exists among some educators that deviant behavior is the responsibility of the student and can only be corrected by escalating the levels of punishment (Berman & Natriello, 1978).

A second school related factor is the roles of the

membership of the school. Many teachers and students act out their roles as they assume others want them to be acted (Alschuler, 1980). One role model for teachers is the principal. When the principal refuses to share power, the teacher follows the example, acts accordingly and abusively uses power (Dillon & Grout, 1976). When teachers, abuse power, student reaction may be one of rebellion, conflict, withdrawal or passive acceptance. Thus a classroom full of passive students is seen by some educators as excellence in education. In fact, non participation by a class may be an indication of the existence of group alienation (Berman & Natriello, 1978). Some teachers use a series of weapons to re-inforce the message of the misuse of power. These weapons are grades, grading practices and the selective use of praise (Corwin, 1967; Maynard, 1977). Those using these alienating practices may also be alienated. This sense of teacher estrangement from work, results in a negative set of attitudes by teachers toward students (Bobbitt, 1977).

A negative attitude by teachers toward students is not natural. However when teachers fail to understand their roles, change becomes difficult. One reason for this difficulty is an unawareness of different types of roles (Tjosvold, 1978). It would seem to be natural that teachers empathize with students since both, at times, may be disenfranchised by the school administration (Marker

&Mehlinger, 1974).

A third factor is the relationship of one's peers within the framework of the school. Evidence suggests that peer pressure can be generated in both a positive and negative sense. This pressure effects student attendance and student participation (Berman & Natriello, 1978). Wenz (1979) found that peer relations were the most critical factor in determining the level of student alienation. He cited the lack of social contact with peers, conflict with peers and broken romances as three major causes of alienation. It would seem to follow, if the peer group is alienated then the group's influence on the marginal adolescent would be strong enough to cause feelings of alienation.

Not all studies of adolescent alienation focused their attention toward the school as chief cause. Some researchers found that adolescent alienation had a negative relationship to the student's social and economic strata. i.e. the more well-off the student, the less the sense of alienation (Mackey, 1977). Wenz (1979) in a later study, seems to contradict Mackey's claim. If one assumes that blacks are in a lower socio-economic strata than whites, then Wenz's findings on the relationship between adolescents who attempted suicide and alienation found that whites had a much higher sense of alienation. This

researcher draws the inference that those sampled in the Wenz study are classic examples of Durkheim's 'affluence of anomie.'

[The three factors: structure of the schools, roles of adults and peer relations, all influence the levels of alienation.] The school's refusal to incorporate students into a meaningful decision making process may create feelings of powerlessness among students; feelings of rejection by peers may result in higher levels of isolation; and teacher arbitrariness and role confusion may elevate levels of powerlessness and normlessness.

Studies on student alienation; (a) document the existence of alienation among adolescents; (b) have not established a correlation between student behavior and alienation; and (c) have not measured alienation remedies (Warner & Hansen, 1970). Thus a strong case is presented for a study that would: (1) collect inferential data such as discipline, attendance records, and grade point average and determine if there is a correlation between this data and student alienation; and (2) change the alienating environment to see if these manifestations can be remediated.

Causes of Adolescent Alienation

The cause(s) of alienation among adolescents are

complex. There seems to be no single factor that generates adolescent alienation. One cause of alienation may be the exploitation of the adolescent by the adult world. Exploitation of the adolescent is enhanced by maldirected attempts to incorporate the adolescent into adult society (Mackey, 1977; Winn, 1981). A casual analysis indicates that adolescents are often incorporated into the adult world to be economically exploited. Exploitation takes a variety of forms. Sex is one such form. Adolescents are forced to peddle their flesh in many major markets.

Marie Winn's (1981) article in the New York Times Magazine is critical of the way in which the adult world has forced adolescents to grow up without adequate protection. Winn argues that growth is encouraged not for participation on an equal basis with adults, but based on sex as an economic issue.

A second cause of adolescent alienation is the gulf between the adult community and the adolescent. This gulf yields a form of estrangement. Adolescents want more of a say and adults simultaneously refuse to yield those opportunities (Mackey, 1977). Failure of adolescents to be incorporated has caused loss of respect for adults and their institutions. Loss of respect may result in students becoming afraid of adults and an inability to interact with the adult community (Capone, 1973). Failure to incorporate

adolescents into the community may create a chain of events that results in frustration, student unrest (Wynne, 1978), poor decision making skills (Marker and Mehlinger, 1974) and lack of proper role models (Rowe, 1981). Failure by adults to incorporate adolescents into adult society has resulted in limited adolescent contact with the adult community.

Adults seem to encourage adolescent estrangement because (1) a power struggle exists between adults and adolescents; and (2) fear that adolescents will not be able to successfully handle adult responsibilities. Incorporation into the adult community is an event that cannot be prevented, it can only be delayed. Incorporation is an event that must be experienced if it is to be successful (Tjosvold, 1983).

A third cause of adolescent alienation may be inferentially attributed to broken homes (Cruse, 1981; Winn, 1981), matriarchial family organizations (Pine, 1966), or nuclear family relationships (Wynne, 1978). The dissolving family structure has forced several adjustment problems on adolescents. Many communities have a high percentage of adolescents living with single parents. This seems to indicate that many adolescents are making satisfactory adjustments. This researcher feels that adolescents may be more resilient than given credit. This

sense of resiliency allows them to overcome extra ordinary burdens. However, where this sense of resiliency fails, manifestations of alienation may appear.

Alienation Among Adolescents

Educators in general may have inaccurately identified those students who are alienated. They tend to group adolescents and see alienation emitting from sub groups (Rich, 1981) or from the entire set of adolescents (Leger, 1980). One researcher identified music as a group theme that holds the entire adolescent population together (Mackey, 1978). Pine (1966) views the period of adolescence as being dominated by tension, anxiety and meaningfulness. Yet by observation it is possible to view the majority of young people as well-adjusted and able to cope with alienating circumstances. It follows, as an appropriate question: who are the alienated? There are guesses and conjectures; but studies reviewed by this researcher fail to identify this population. Some investigators claim that the alienated are the affluent and the least alienated are the poor (Legar, 1977; Lynch, 1977; Wynne, 1978). They claim that being 'afflicted' with affluence creates situations where adolescents are deprived of goals, drive, motivation and the will to meaning.

On the other hand, some investigators claim that most alienated adolescents are from low socio economic backgrounds. It is claimed that these adolescents get poor grades and do not participate in activities (Marker & Mehlinger, 1974). Associated with low class alienation are minorities and those from large, poor families in slum or ghetto areas (Jones, 1977). Mackey (1978) disagrees and claims that alienated youth are from the middle class and not either extreme.

Other researchers feel that the existence of alienation among adolescents is so widespread it may be generic. The possibility of a generic relationship of alienation may be a normal part of contemporary adolescence; and in and of itself may not be a totally negative feeling (Wenz, 1979). One only has to consider the following: adolescent rebellion, broken teenage romances, and broken homes; all of which are present in the lives of many adolescents. These factors are so widespread that they can almost be considered normal.

The inconsistent pattern of sub group identification may be somewhat of an answer. There may be no defined group of alienated young people. This researcher believes that this paper's definition of alienation is strengthened by the inability of investigators to reach a consensus concerning who is alienated. Alienation appears to cut

across class lines. It appears to be a set of circumstances and an individual's reaction to those circumstances. One must consent, either knowingly or subconsciously to those circumstances if one is to become alienated.

This investigator's research indicates that some of those 'delinquents' are not alienated. They associate with their group of 'delinquents', and are not isolated. They make teachers react and therefore they seem to have a great deal of power. And, they act within a code of conduct that is defined by their society. Therefore their feelings of normlessness are low.

Given this data, one would recommend that additional research be initiated that identifies who is alienated and more accurately defines a concept of alienation that is measurable. Although, there has not been a significant amount of research that defines which students are alienated, the fact remains that alienation is a force and that it exists in schools.

Theoreticians have argued that alienation is a result of (1) lack of student responsibility (Cruse, 1981; Tjosvold, 1978; Warner & Hansen, 1970); (2) lack of incorporation into the adult community (Steele, 1978); (3) lack of educational planning which deals specifically with the causes of student alienation (Mackey, 1977; Newman,

1981; Rowe, 1981; Warner & Hansen, 1970); and (4) failure to share some decision-making responsibilities with the students (Crase, 1981; deCharms, 1977; Lynch, 1978; Tjosvold, 1978).

Programs to Address Alienation

To address these causes of alienation, it has been argued that remedial programs that build student responsibility are necessary. Conceptual models fall into the following categories: (1) integration with the adult community; (2) involvement in community projects; (3) a general sense of increased participation; and (4) a school curriculum which teaches about rules, roles and government.

Responsible adolescents, are supposed to have a reduced sense of alienation. However, this researcher's personal observations indicate that this is not a universal view. For example, one can speak of Dan, who for all appearances, is highly responsible. Yet, according to the Dean Alienation Scale, is also highly alienated. This student does not have a discipline record and has a high GPA. Through interview, Dan's high level of powerlessness appears to be caused by parents whose academic expectations for their son are higher than what the student feels can be honestly met. Dan, like many other students, demonstrates apparent symptoms of alienated behavior which are often

attributed to a lack of responsible action.

Some investigators feel that increased responsibility among adolescents will lessen alienation. They claim that one way to increase responsibility is to increase levels of student participation (D'Amico, 1981). Wynne (1981) feels a more flexible school arrangement should exist which allows students to have more frequent contact with adults. Schools may have a significant role in enhancing student responsibility by allowing opportunities for leadership and participation (Hansen, 1978; Huling, 1980). Evidence suggests that responsibility can be increased through participation in society. Increased participation seems to lessen feelings of powerlessness, and isolation; and increases the adolescent's awareness of the norms of that society.

A combination of increased responsibility and participation may reduce adolescent alienation. For example, schools can encourage students to become involved in the community, to participate in more learning opportunities, and to work with other students through tutorial programs and peer counseling (Mackey, 1978). However, these are conceptualizations.

There has been much conceptualization as to what will or will not alter levels of alienation. This researcher, however did not review any studies that specifically

attempted to measure the effects of remedial programs on levels of student alienation. There have been studies measuring the levels of student alienation; there have been projects which attempt to increase student participation, student responsibility, reduce school violence and increase levels of student governance; but in all cases they only inferentially relate to student alienation (Newman, 1981; Rafky, 1979).

The following are representative of the type of remedial programs that have been initiated: Reducing student disruption and violence (Maynard, 1977; DeRoche & Modlinski, 1977); raising student self-confidence (Cruse, 1981); decreasing student apathy (Lyon & Armistead, n.d.); increasing student motivation (deCharms, 1977); limiting school conflict (Reed & Arvis, 1978); and improving attitudes toward school (Sapp & Clough, 1973).

Attempts to reach students who are classified as alienated by school systems seem to fall into four categories: (1) participation in the governance of the school or classroom; (2) involvement in some type of activity; (3) peer involvement in a group setting; and (4) student involvement with adults on a small group basis.

Participation in governance may be one way that schools can decrease the student sense of powerlessness (Isherwood, 1978). Some studies have found that student

participation has resulted in higher test grades and greater involvement in class (Olmo, 1978). This sense of participation also generates a sense of responsibility among students, and a feeling that they are trusted by someone in authority.

Developing a sense of participation seems an ideal goal for an educational institution. However, it frequently doesn't happen. Administrators and teachers appear to advocate increased levels of student participation, but surveys have found that words and actions of administrators are somewhat different (Tjosvold, 1978).

Student participation in selected activities has also been attempted. However, the type of activity seems to be selective. This is true among American adolescents who seem to have a cultural inhibition against involvement in custodial activities (Okihara, 1978). Custodial or cleaning duties are a standard part of the curriculum in far eastern and third world countries. In these societies, the cleaning of schools fosters community spirit, a value of labor and the opportunity to do a task well. American educators reinforce a negative attitude toward this type of service (Okihara, 1978).

What does exist seems to be participation in work-study programs (Staples, 1977); goal setting (Maher, 1981);

and decision making (Reese, 1981). For example, one school in Deland, Florida, involved students in numerous civic projects, causing administrators to report a positive but unmeasured effect on the school. The Philadelphia school system developed a program to deal with their concept of alienated youth. However, they employed no specific measure to correctly identify alienated youth (Staples, 1977). The Philadelphia program operates on the premise that the potential dropout or troublemaker is alienated. This program encourages participation with adults as a means of increasing student responsibility (Staples, 1977). The feeling of Philadelphia educators is that these programs have rekindled student interest in learning. The Sunnydale, California school system involved students in civic projects, field trips and cultural enlightenment to decrease vandalism (Van Pattern, 1977). These civic projects included clean ups, community work, special field trips.

Another way to increase the sense of participation and involvement is the development of small student groups. Educators, by interacting with adolescents in small group settings, have been found to be better able to listen to the concerns of adolescents (Maynard, 1977). Some researchers have found that small groups lessen disruption and other manifestations of discipline problems (Maynard,

1977). DeRoche stated that counseling and low student teacher ratios were the reasons behind the success of an alternative school for troubled youth (1977). There is further evidence that small group participation reduces the student sense of isolation and allows for greater student/teacher contact (McGrath, 1966).

Participation with adults seems to be an acknowledged ingredient in the reduction of levels of alienation. In Flint, Michigan, student participation, adult contact and accessibility of school buildings were all increased. The result was a lowering of vandalism and crime in the schools (Steele, 1978). This program had a community advisory council which systematically assessed community needs and the programs developed were to meet the needs of the clients not of the institutions.

Prince George County school system in Maryland, involved students in hall patrols, advisory councils and peer counseling. These role changes seemed to improve student attitudes toward school (Moorefield, 1977). At Cammando Academy in Milwaukee, students are involved in a highly structured setting. They are taught skills which make their education seem more relevant and are taught to appreciate the value of their work. Students who attend the academy are juveniles previously released from jail. The academy has not measured its results but claims a

higher daily average attendance than the traditional public schools (DeRoche, 1977).

Other examples of successful student participation projects are: (1) seventh and eighth grade students in Florida who have collaborated with adults and worked with older peers to build a solar powered classroom; (2) a grade school student council in New York City solved the problem of school yard fights by developing a playground policy; and (3) six grade students operating a school store in Kansas (D'Amico, 1980).

Adolescents have the desire and ability to interact with adults. They also have insights into their problems that adults lack. By incorporating adolescents into a participatory function it appears that manifestations of alienation are reduced.

Summary

Alienation is an ambiguous term. It seems to be a feeling rather than something tangible. Social scientists have used the term to explain the individual's relationship with themselves and society. For example: why people are lonely; why there is a lack of faith in institutions; why people seem to drift aimlessly; and, why adolescents have a high suicide rate.

Alienation is difficult to define. To understand alienation, one has to view it in three separate perspectives: economic, cultural and social system, and existential to arrive at a definition. Both the economic and cultural/social system are closely related yet separate. Marx and Durkheim agreed that the problem of alienation begins in society. Yet Marx's view is that society, especially capitalist society forces its members to be subjugated to worship the work of their hands. Work, which is the most human of all traits is then taken away from humanity. Thus humanity becomes estranged from itself.

The second type of alienation, cultural/social system, views the beurocracy as producing situations which are alienating. When societies fail to adjust to the needs of its clients or to provide a value structure that is acceptable by its clients their clients become alienated.

A third perspective, the existential view of alienation makes each person responsible to personally answer to alienating circumstances. Each day, presents alienating circumstances and events. However, it is each person's response to those conditions which result in increased or decreased levels of alienation.]

To arrive at a measurable form of alienation many researchers feel it essential to define alienation as a series of demensions. Among these demensions are: (1) normlessness, (2) meaninglessness, (3) self-estrangement, (4) isolation, (5) powerlessness, (6) guidelessness, and (7) personal incapacity. This researcher as part of his definition used the subcategories of isolation, powerlessness and normlessness. Normlessness included the sub categories of meaninglessness and self-estrangement.

This researcher defined alienation as occurring within the context of all three definitions: conditions which are created by society; the failure of society to respond to the needs of its clients; and, the individual's response to alienating circumstances. Thus this study's definition of alienation reflects the personal nature of alienation and the individual response to alienating situations. An alienated response may last for the period of time that the individual personally submits to an alienating situation.

The school is an institution that creates alienating

situations. Therefore it seems appropriate that an attempt be made to reduce those situations in which schools create an environment conducive to increasing levels of alienation. There have been attempts to reduce the manifestations of alienation. Those attempts have centered around increased student participation and involvement. There have been attempts through counseling which invoke the use of peer groups. However the relationship of success or non success of these projects to reducing manifestations of alienation do not seem to be empirically documented.

The literature reviewed by this researcher suggests that alienation among adolescents can be reduced through a variety of interventions. Most models center on small groups, participation, involvement in community projects and involvement in school governance. One weakness of these approaches was their failure to view incorporation of adolescents into the adult community as a major component. Failure to incorporate adolescents into the adult community is cited as a cause of alienation. This form of alienation is produced by the system of social stratification that exists in contemporary society. The model developed for this study incorporates adolescents into the adult community and in part is a composite of interventions utilized by previous researchers.

The model is termed the Incorporation Model. Successful incorporation into adult society by adolescents in the Incorporation Model has the following divisions: (1) development of adolescent skills which are acceptable to the adult community; and (2) acceptance by an adult community. Specific skills utilized in the Incorporation Model are: (1) decision-making skills; (2) problem solving skills; (3) communication skills; (4) human relations skills; and (5) assertive/aggressive skills.

Acceptance by the adult community is brought about by providing opportunities for adolescents to (1) interact with adults on an equal status basis. i.e. the adolescent provides a service the adult needs; and (2) provide a meaningful service to the community based on adult standards.

The Incorporation Model develops the skills in the following manner: decision-making skills are improved by increasing student opportunities to make decisions. Most students have many decision-making skills opportunities each day. However, decision-making skills in the Incorporation Model are based on the level of decision. One can see the difference in the quality of decision when one contrasts the following: (1) the opportunity to decide whether to bring or buy lunch; or (2) the opportunity to decide which student receives a certain job. The former

is a trivial task that most individuals perform on a subconscious basis. The latter is a task usually reserved for the adult segment of society.

Problem-solving is a regularly used skill. Most problem solving is done subconsciously and individually. However, there are times when problems affect an entire group and group problem solving skills are needed to cope with a given situation. There are a variety of school situations that lend themselves to collective problem solving. It is easy to see how problem solving fits into the Incorporation Model by analyzing the following two situations. (1) A group of students are told that they have a major examination tomorrow and that the grade will count as one-half of their quarter average. This situation encourages individualism, creates a competitive climate and allows little, if any collective problem solving; (2) a group of students are presented with a situation where they have to decide the organizational structure of a large group organization. The latter opportunity requires a high degree of problem solving skills. These skills are gained by working cooperatively in the group.

Communication skills refer to written and oral communication. Adolescent communication with their peer community generally occurs in informal situations. Adolescents meet at lunch, talk inbetween classes, meet at

parties, etc. Formal communication rarely takes place. Adolescent communication with the adult community are occasionally initiated by adults and frequently as conflict. Compare the contrasting situations: (1) a group of students ask to have input into rule making and are told that the rules are set by the teacher; and (2) a group of adolescents find a need to communicate with the entire community, so they issue press releases; make announcements on the p.a. system; run an information desk; and, communicate with representatives of the local media. The Incorporation Model uses the latter example to increase adolescent integration into the adult community.

Human relations within the Incorporation Model signify that adolescents be given the opportunity to interact with adults and have those interactions taken seriously. Compare the reactions of adults in the following two cases: (1) a group of students approach a teacher and ask to use art supplies for a project. The teacher says that she is too busy and they can come back in a week or two; or (2) a group of students talk to a secretary about their project, she offers a small room near the office and open access to the typewriter and school copier. The Incorporation Model provides adults who are willing to listen to adolescents and provide them with guidance and flexible resources.

Awareness/assertiveness skills can also be called

self-confidence skills. Adolescents, who want to participate in the adult world must first be aware of their own self-worth; and secondly they must be aware that they cannot allow themselves to be treated as second class citizens. Consider the following examples: (1) a group of students ask a teacher if they can become involved in a multi-phase community project. The teacher strongly suggests that they better do something within their grasp so they won't fail; or (2) a group of students decide to become involved in a major community project, at first they fear being overwhelmed; however, given adult encouragement, flexibility and resources, the students are willing to risk involvement.

The Incorporation Model is a leap of faith. It is a leap of faith because trust, decision-making responsibilities, adult responsibility and confidence are placed in the hands of adolescents to unite them with adult society. Incorporation into the adult world is not easy. There are some obstacles to the implementation of this model: Faculty members, in many instances, have a conception that adolescents do not have the ability to operate in the adult world. Many believe that these individuals lack the adult skills to survive in an adult environment and it is best to indoctrinate them slowly. On the other hand, student participation in adult activities

can be threatening to adults.

The potential benefits of the Incorporation Model are clearly delineated. By incorporating adolescents into adult society, situations which tend to increase student alienation may be reduced; student behavior may be more responsible; student grades might improve; student relationship with teachers may improve; and student relationships with peers might improve. There are risks involved with this type of model. Some adolescents will take advantage of the accompanying freedom; and faculty roles which are engrained, may tend to reject students who operate on an adult basis. Given sufficient direction and trust, these risks are minimal.

What do adolescents do to become more responsible, less alienated, more caring? The answer is complex. However, incorporation of adolescents involves their buying into 'their program' rather than being allowed to buy into an adult program. Adolescents need little guidance other than general direction. Given this, adolescents seem to be able to make a multitude of decisions concerning project development and program implementation.

In this manner the above mentioned study should indicate if school disruption and other school variables are related to alienation, thus reinforcing the introspective viewpoints of many writers or indicating that

this relationship may have been non-existent.

C H A P T E R I I I

METHODS

The purpose of this study was to determine if group activities, in which high school students are given access into adult society through participation in decision-making, problem-solving and program implementation, decreases the level of student alienation.

The Ss in this study were ninth grade students at Granby High school, Granby, Massachusetts. Granby High School is located in rural Western Massachusetts. Granby has a large farming population and serves as a bedroom community to the urban/suburban areas of neighboring Holyoke, Chicopee and Springfield. The school has one black student, one student of Hispanic origin and five Cambodian students. The socio-economic makeup of the population is, for the most part, lower-middle to middle class. It should be noted that a few academically talented students transfer to Holyoke Catholic High School and Williston Academy at the conclusion of grade eight.

The students in grade nine have spent the last two years at Granby High School when the seventh and eighth grades were part of that organizational structure. This organizational set up no longer exists. Granby High School currently is a nine through twelve school.

To determine the effects of group participation in service activities on alienation, 25 ninth graders who were engaged in service activities (treatment group) were compared with 25 ninth graders who did not participate in the activities (control group).

Student Recruitment. Ninth grade students were called to the cafetorium and informed that this researcher was working toward a doctoral degree and part of the requirements were a study and the writing of a dissertation. The terms dissertation and study were explained to the students. Students were told that this study was to find out how well they could set up and organize their own community involvement project. It was further explained that the first 25 volunteers would be selected and that the project would take place during school; and that any time given to the project after school would be on a voluntary basis. It should be noted that the researcher was also principal of the school at the time of the study. The researcher then read letters of endorsement of the project from Dr. Thomas Koerner of the NASSP and Dr. William Shannon from the AASA.

48 hours following the initial meeting of ninth grade students, 70 students volunteered for the project. The first 25 who volunteered were placed in the treatment group. The remainder were told that they were being placed

on a waiting list. A random selection table was used to select the control group from the pool of the remaining 45 volunteers.

An initial meeting was held with all members of the experimental group. They were given letters explaining the project and their rights as participants. A consent form was on the reverse of the letter. The consent form had to be signed by parents before students could participate. The letter and form had previously been approved by the Human Subjects Committee at the School of Education, University of Massachusetts. The investigator also used this meeting to further define the scope of the project. At no time were students aware that levels of alienation were being measured. Students operated from an assumption that their success in developing a positive community project might result in name recognition for their group in the media and with other schools.

Involvement in service activities at Granby High School is not new. Granby students are encouraged to become involved in community oriented projects. For example, classes are not allowed to hold dances until they conduct some type of community project. In addition, seniors who desire to receive privileges are required to donate the equivalent of one study per week to work on service projects. Local newspapers and television have

given this program much publicity.

The test group was responsible for the selection of a major community project in which all members were to participate. The test group had to: (1) generate a list of potential projects; (2) select a project; (3) analyze the project; (4) prepare implementation of the project; and (5) implement the project.

To achieve these goals and maximize student involvement the test group was randomly divided into four sub groups. Each of the four sub groups were required to elect a chairperson and a secretary. The chairperson acted as the group's representative to a student steering committee.

Sub groups. The sub group's major role was involvement in decision-making, problem solving, project designing and program implementation. Sub groups received direction from the steering committee but operated independently. Although operating independently, each group was aware that they were developing a piece to a carefully built puzzle. For example, the poster committee worked with the fund raising and publicity committees to generate effective art designs.

Steering Committee. Once the project was selected, the steering committee directed its step-by-step development. The steering committee was responsible for the direction of

the group and project development. The steering committee's responsibilities included: (1) preparing agendas; (2) reviewing each large group session; and (3) making recommendations for the coming session. The direct intervention of this investigator into the workings of the committees was kept at a minimum. The investigator met two or three times per week with the steering committee to assist the problem solving process and for motivational purposes. These meetings were chaired by this investigator. The steering committee used these meetings to set weekly goals and facilitate time on task.

The steering committee decided after three weeks to expand from four to eight members. This decision was a result of student concern with problems their teacher/facilitators were having with other faculty members. There was a prevailing attitude that they 'could go it alone'. The investigator notified the teacher/facilitators of the student decision. There was an expression of teacher relief. Teachers had been under some pressures from more militant 'work to rule' faculty to be non participants in the project. The teachers were told that the students were gaining confidence and were exhibiting independence. During the three week period when facilitators were involved, all facilitators met with the investigator once a week to discuss the progress of their

sub-groups. The reorganized steering committee was composed of eight members, five males and three females. Each sub group had two members represented on the committee. This was done to create more opportunities for student involvement. This new group acted with an expanded sense of authority since they also assumed the role of teacher/facilitators. In this sense chairpersons served as members of a steering committee and as representatives of their sub-groups.

Teacher involvement. To facilitate initial small group efficiency, four faculty members were recruited to serve as facilitators to each of the four groups. The teachers were recruited by the principal (also the researcher) based on the following criteria: (1) reputation as a good teacher; (2) reputation as a teacher who liked to interact with students; (3) previous small group experience; and (4) interest in the project. Each recruited teacher was required to sign a consent form which explained the project and their right to withdraw. This form was approved by the Human Subjects Committee, School of Education, University of Massachusetts.

Volunteer teachers participated in a one day in-service program led by the investigator and a special education teacher. The in-service work included: (1) small

group leadership; (2) encouragement of isolates to be part of the group; (3) observation techniques; and (4) group focusing techniques. During the in-service program, teachers were presented with simulated problems such as: students looking to the teacher for suggestions or answers; student hostility within the group; facilitating total group participation; or generating enthusiasm for the project. In a case where students looked to the teacher for answers, it was suggested to tactfully place the responsibility with the students, or summarize and re-focus the direction of discussion.

Besides in-service work, the investigator met with teachers on three additional occasions to review the teacher role. Those meetings focused on: (1) directing, focusing, and use as a buffer; (2) organizing the group; (3) seeing that students democratically chose their chairperson; (4) assisting the chairperson in running democratic meetings; (5) making suggestions and simultaneously offering alternatives; (6) assisting group members in feeling secure within the group; (7) understanding a problem solving process; and (8) facilitating the group's decision-making process. The teachers were instructed to focus on the project as student led and student directed.

Project selection. After the selection of student

chairpersons and secretaries each sub group generated a minimum of 10 potential projects. Sub groups were given examples of possible projects. These examples were: the development of a scholarship fund for non-traditional students; the implementation of a day care facility at the high school; the development of a hotline program for peer counseling on drugs, suicide, etc; and the bringing together of the school committee and faculty into a positive working relationship. However, it should be pointed out that these were only suggestions and that it was the student's responsibility to generate a list of potential projects. Lists of potential projects were brought by the chairpersons of each sub group to a meeting of the steering committee. The steering committee collated and organized the master list. This new list was distributed to each sub-group. The sub-groups then narrowed their lists to a first and second choice. Once accomplished, presentations were made in a 'town-meeting' format. The students decided to develop a student job and volunteer referral service, matching student abilities to community needs. The project was named the Junior Job Opportunities or JJO by the group.

Measures. There were three types of data collected in this project: (1) student scores on the Dean Alienation Scale;

(2) the collection of unobtrusive data; and (3) anecdotal comments by teachers and students. The Dean Alienation Scale was given to all ninth grade students. The Scale is a 24 item questionnaire and measures total alienation, isolation, normlessness and powerlessness. A copy of this scale is appended (See Appendix C). The total alienation score is a combination of isolation, normlessness and powerlessness. Students respond to statements by indicating the extent to which they agree or disagree. The student response to each item was scored on a five point Likert type scale (5=strongly agree and 1=strongly disagree). The scale was administered to all ninth grade students one week prior to the onset of the treatment. Tests were coded and no identifying marks were recorded. Students who took the test were not aware of its relationship to participation in the study. This procedure was followed for all three administrations of the test. The same tests were administered approximately 10 weeks apart. The scale included statements such as: sometimes I feel all alone in the world; I don't get invited out by friends as often as I'd really like; the end often justifies the means; I often wonder what the meaning of life really is; the future looks very dismal; and, sometimes I feel people are using me. Split-half reliability as reported, for the total scale and three sub-

scales are as follows: alienation, .78; powerlessness, .78; normlessness, .73; and social isolation, .83.

The Dean scale had a low correlation with the Adorno Authoritarianism scale (Dean, 1965). Further studies using the Dean Alienation Scale reported no correlation between alienation and grade point average among high school students; a significant negative relationship between self-esteem and alienation; and a high correlation between alienation and anxiety (Warner & Hansen, 1970).

A second set of indicators of this study was the collection of unobtrusive data such as absenteeism, tardy to school or class, student referral to the office for discipline; number of days of detention; number of days of suspension; dismissals from school. These unobtrusive measures were collected pre treatment, during the treatment and during the post treatment period.

Another data set included GPA and IQ. IQ scores are a composite based on results of the California Test of Basic Skills (CTBS) administered to ninth grade students in October 1982; grade point average was based on quarterly grades; discipline data was collected from office records based on administrative involvement in discipline cases. Attendance data was collected from the official Massachusetts State Registers.

A third set of data included anecdotal remarks by

ninth grade teachers; and anecdotal remarks by treatment group students. These responses were collected at the conclusion of the study. Students were requested to leave their names off of the questionnaire to protect anonymity. The questionnaire was completed without adult presence. A copy of the questionnaire is presented in Appendix E.

Except for the treatment, students in the test and control groups were treated equally. All students were subject to the same rules and regulations. However, it should be pointed out that during meeting periods, members of the test group were allowed to operate with a certain degree of trust. Thus, during group meeting sessions they needed no hall passes, and were allowed to use any area of the school without first requesting permission.

Analysis. All data was treated with the SPSS program (1975). Assistance on data interpretation and analysis was provided by the statistical consulting service at the Graduate Research Center at the University of Massachusetts. The following statistical procedures were used in analyzing the data: (1) trend analysis of repeated measures using analysis of variance (ANOVA) by group and sex as between variables with four alienation scales (total alienation, isolation, normlessness, and powerlessness) as repeated measures; as with any repeated measures done on

the University's SPSS program, trend analysis takes into account individual differences in scores, so that inferences may be drawn about group differences free of highly variable individual variations; (2) t-tests on individual questions based on changes over the pre to post/post period; (3) simple effects (t-tests) comparing the pre, post and post/post by group and sex; (4) data breakdown which generated raw means and standard deviations by group and sex; (5) analysis of covariance at post and post/post levels using grade point average, attendance, detentions and suspensions; and (6) Pearson correlation between scores on the Dean Alienation Scale pre test and independent variables. This correlation was performed using the combined populations of control and treatment groups at the pre treatment phase of the program. The trend analysis of repeated measures (ANOVA) was also used to measure changes in unobtrusive data collected pre, post and post/post treatment.

Study Design

Table 1

Study Design One

Number	#	Pre		Post		Post-post
Test	(25)	01	x	02		03
Control	(25)	01		02		03
			10 weeks			10 weeks

Table 2

Study Design Two

Group	#	Pre		Post		Post/Post
Test One	(12)	01	X	02	X	03
Test Two	(13)	01	X	02		03
Control	(25)	01		02		03
			10 Weeks			10 Weeks

The model had two study designs: the original study design (Table 1) and a second (Table 2) that was the result of continued student interaction with the project after the formal termination of the treatment. In the original study design (Table 1) all test and control students were tested before the onset of the treatment (0₁), at the end of the treatment (0₂), and for a third time 10 weeks after the treatment was completed (0₃). The 25 students in the test

group met a minimum of 16 times. Some students, those in the steering committee, met 25 times during the treatment phase. The control group was not present for any of the treatment, yet some contamination may have occurred through (1) normal channels of student interaction; and (2) being a member of a class whose population was severely reduced by students going to treatment meetings. Control group classes at the honors level became study halls or review classes. To avoid contamination of this type, periods were rotated so that the same class periods were not used for consecutive meetings.

At the conclusion of the formal treatment (02), students were told that the project was completed. A group of students asked if they could continue with the project since it was now operational. This group (test group one) was allowed to continue through 03 but without the formal assistance or interaction of this researcher.

Test group one was composed of nine females and three males; test group two was composed of eight females and five males; and the control group was composed of 16 females and nine males. The areas that were significant at the pre test were gpa, test group one males v. the control group males on suspension, and test group females (study design one) had a significantly better attendance than control group females (See T-Scores in Appendix D). Those

students who remained with the study beyond its conclusion (test group one) had a gpa that was significantly higher when compared to the control group. This significant difference included both females and males as having higher gpa's than their respective sex. There were no other areas of significant differences prior to the onset of the treatment.

The following tables show pre treatment means on the unobtrusive measures for both study designs.

Table 3

Comparisons of Control and Test Group Means Based on Study Design One

	Test Males	Control Males	Test Females	Control Females
Number	8	9	17	16
GPA	2.96	2.34	3.99*	2.78
Det.	2.3	1.0	.23	.43
Sus.	.87	0	0	0
Attend.	3.2	5.7	4.4*	8.3

* $P < .01$.

** $P < .05$.

This chart presents the means for subjects in test and control groups for grade point average (GPA), detentions (Det.), suspensions (Sus.), and absenteeism (attend.).

Table 4

Comparison of Control and Test Groups Based on Study Design Two*

	Test 1 Males	Test 2 Males	Control Males	Test 1 Females	Test 2 Females	Control Females
Number	3	5	9	9	8	16
GPA	3.24	2.46	2.34	4.02	3.38	2.78
Det.	4.6	2.0	1.0	1.3	0	1.2
Sus.	1.0	.8	0	0	0	0
Attend.	13.	5.8	5.7	4.3	4.4	8.3

This chart presents the means for subjects in test and control groups for grade point average (GPA), detentions (Det.), suspensions (Sus.), and absenteeism (Attend.). *T-scores for these pre treatment means are found in Appendix D.

CHAPTER IV

RESULTS AND ANALYSIS

Overview. This study was designed to determine if group activities in which high school students are incorporated into adult society through engagement in decision making, problem solving and program implementation decreases the level of alienation within the school setting. In attempting to collect data for this study, there were certain objectives that were sought, those objectives were: (1) to determine the effects of student engagement in adult access activities on alienation; and (2) to assess the relationship between discipline, school attendance and grade point average with student alienation.

Results

Hypothesis one: Students engaged in project activities will show a decrease in their levels of total alienation.

Table 5

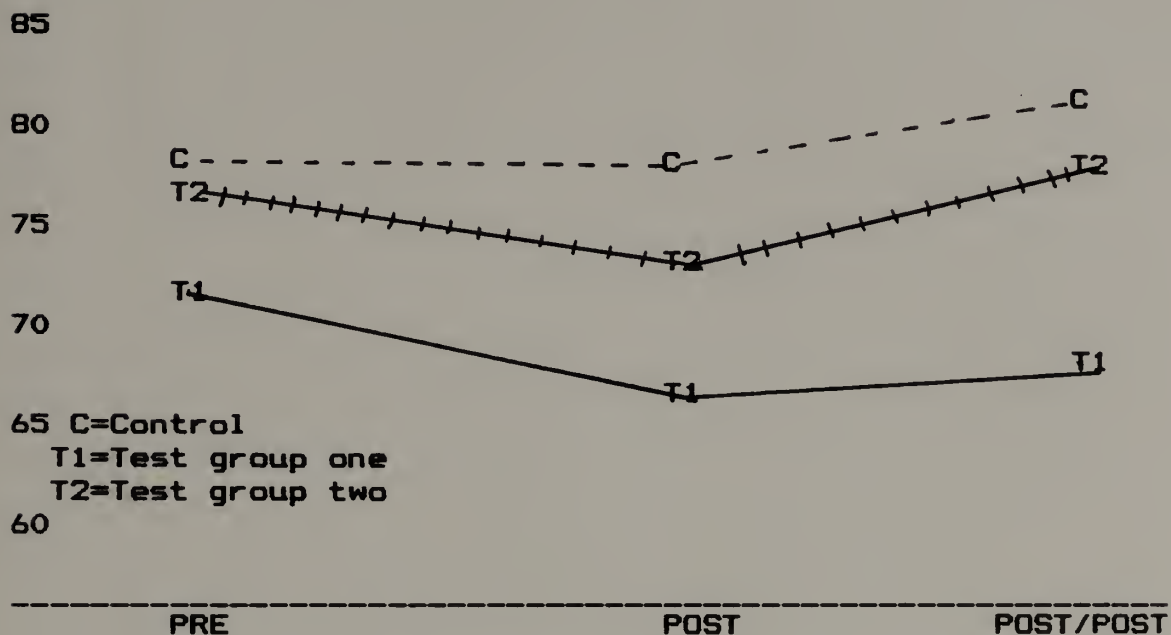
Total Alienation: Means and Standard Deviations

GROUP	PRE		POST		POST/POST	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
Test One (12)	70.3	7.3	65.8	9.6	66.5	8.1
Females (9)	71.8	7.2	67.0	9.5	68.0	7.2
Males (3)	65.3	6.4	62.3	11.0	62.3	11.0
Test Two (13)	75.9	11.2	73.1	14.2	77.4	18.1
Females (8)	76.4	14.5	72.7	18.2	76.2	22.9
Males (5)	75.2	5.4	73.8	7.6	79.0	10.1
Control (25)	77.5	12.4	77.5	13.0	81.0	14.8
Females (16)	80.6	9.0	80.1	11.9	84.8	12.4
Males (9)	72.0	16.0	72.8	14.2	74.1	16.5

Table 6
Total Alienation: Analysis of Variance

Source of Var.	SS	DF	Mean Squares	F	Sig. of F
Within Cells	1380.7	33	41.84		
Group	2518.22	2	1259.11	3.19	.051
Time	22.7	1	22.7	.54	.466
Gp(1)&Time	202.5	1	202.5	4.83	.035
Sex and Time	5.75	1	5.75	.137	.713
Gp by sex and time	6.81	1	6.81	.162	.689

Figure 1
Total Alienation Means



Simple effects measures using a one way analysis of variance by group were significant for test group one at .03. Anova results indicated no significant differences over

time; but a significant group effect for those students remaining with the study with $p = .035$. Therefore, hypothesis one, students engaged in project activities will show a decrease in their levels of total alienation is accepted.

A view of Figure one indicates that both test groups

time; but a significant group effect for those students remaining with the study with $p = .035$. Therefore, hypothesis one, students engaged in project activities will show a decrease in their levels of total alienation is accepted.

A view of Figure one indicates that both test groups were affected by the treatment. Test group one's mean scores dropped almost five points and test group two's mean scores dropped almost three points. At the conclusion of the treatment period, test group two demonstrated the same trend as the control group: an increase in total alienation from the post to post/post periods. The students who continued to work on the project (test group one) stabilized the gains they had made during the treatment period.

One major purpose of this study was to involve students in adult activities with adult responsibilities as a means of incorporating students more easily into adult society. One method used in the study to accomplish this goal was to allow the students to have maximum control over the selection, development and implementation of a community oriented project. The students in this study developed and implemented their project with minimal adult help or interference. When this investigator announced that the study was completed a group of students asked if

they could continue the project. The result, was 12 students who worked on an irregular basis with the project over the next 10 weeks.

This investigator, believes that continued involvement by these 12 students (test group one) in this adult engagement activity may be one reason for the significant difference. The students who disassociated themselves from the project responded like the control group from post to post/post with increased levels of alienation. Continued involvement with the project may imply that engagement in service activities was a major influence on depressing the levels of alienation. One might hypothesize that the length of involvement in engagement in activities generated by this project had an effect of levels of adolescent alienation.

Additional reasons the Incorporation Model had this effect on students who continued with the project were: (1) the school presented the normal alienating situations found in beaurocratic organizations: impersonalization, some uncaring teachers, peer pressures, etc; (2) the teachers in the school were embroiled in a bitter contract dispute with the school committee. One of the actions of the teachers was to withhold voluntary services. There were no after school activities or afterschool help sessions unless a student complained to the principal. Teachers also used

their classrooms as forums to lobby for student support. And (3), the timing of the implementation of the Incorporation Model may have played a key role in the lives of the participating students. There was an adult who showed interest in the students; and, there was the opportunity for the students to prove to the teachers that students can function independently. This opportunity was not afforded to the members of the control group and therefore may have had an effect on those students. The trend in increased sense of alienation from post to post/post among the members of the control group and test group two may be an indication of the model's effect. Was this trend affected by the normal end of the school year or was it an effect of the unusual alienating circumstances that surrounded the students? Those students who continued working with the project did not seem to be similarly effected.

Other factors which may have contributed to the difference in the total alienation score may have been the GPA of the students in test group one. A simple effects analysis showed GPA to be significant at the pre, post and post/post levels. It might have been that the opportunity to work independently and utilize their own resources had a greater effect on academically achieving students than on less able students. Analyzation of data by sex indicates

that bright (high GPA) females accounted for the significant decrease in total alienation for test group one (See analysis of sex differences for discussion).

Hypothesis one (a): students engaged in project activities where they are allowed significant control over planning and outcomes will have a reduction in feelings of isolation.

Figure 2

Isolation: Means over Time

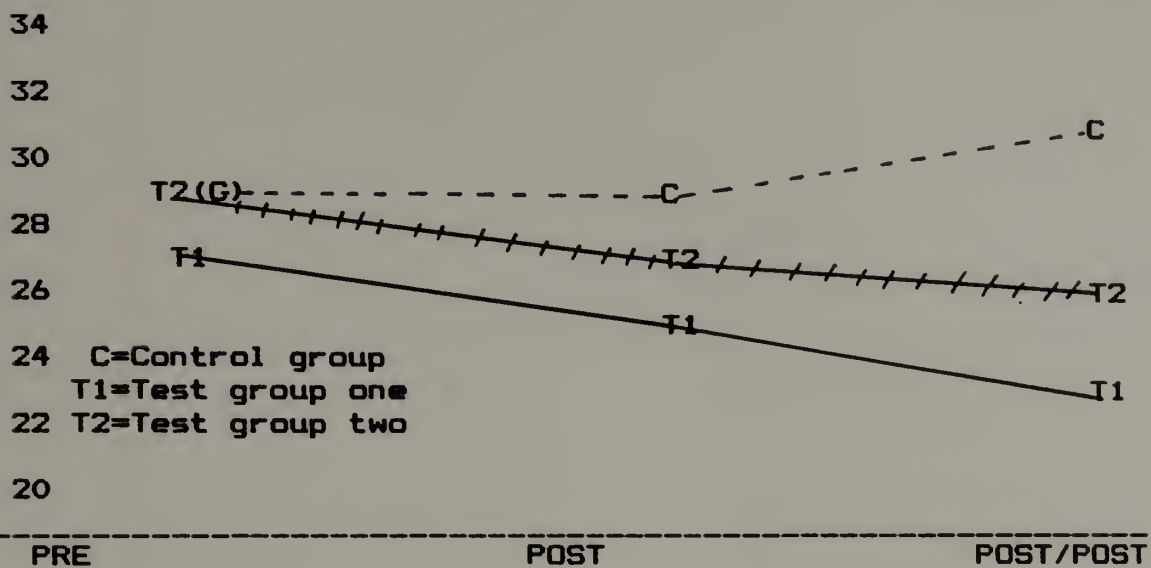


Table 7
Isolation: Means and Standard Deviations

GROUP	PRE		POST		POST/POST	
	MEAN	S.D.	MEAN	S.D.	MEAN	S.D.
Test one (12)	27.2	4.8	25.0	4.2	23.9	4.8
Female (9)	28.7	4.2	25.5	3.5	24.3	3.9
Male (3)	23.0	4.4	23.3	6.6	22.7	7.7
Test two (13)	29.8	5.1	27.8	6.2	27.4	8.3
Female (8)	30.7	5.9	27.6	7.3	28.4	7.9
Male (5)	28.6	4.2	28.2	4.9	26.0	9.4
Control (25)	29.8	5.7	28.7	7.2	30.9	6.5
Female (16)	31.9	4.0	30.0	7.3	33.0	5.2
Male (9)	26.1	6.6	26.6	6.9	27.6	7.4

Table 8
Isolation: Analysis of Variance

Source	SS	Mean Sq.	F.	Sig f
Within Cells	1489	45.12		
Group & Time	93.76	23.44	2.05	.09
Time	112.72	56.36	4.91	.01
Gp one by time	369.99	369.99	8.19	.007
Sex	399.30	399.30	8.84	.005
Gp by sex	11.00	11.00	.24	.625

*Test group two did not have a significant score.

Simple effects using a one way analysis of variance by group were significant with test group one at 03. Anova results indicated significant differences over time and a significant group effect for students remaining with the project. The data analyzed for this hypothesis indicates that the isolation scores for both test group one and test group two continued to decrease over the course of the 20 week study (see Figure 2). Although the differences were not significant at the post treatment period, the difference for test group one were significant at post/post with $p = .007$. Therefore the hypothesis is accepted.

Table 7 indicates that feelings of student isolation among both test groups continued to decrease. This decrease was coupled with an increase in feelings of isolation by subjects in the control group during the 10 weeks following the treatment. This may be an indication of a long term effect on the student sense of isolation as a result of the treatment.

The sub test isolation measured the students sense of estrangement from some form of community, in this case it was the student's peer group. The scale measured isolation by student response to the following statements: (1) I sometimes feel all alone in the world; (2) I don't get invited out by friends as often as I'd really like; (3) Most people today seldom feel lonely; (4) Real friends are

as easy as ever to find; (5) One can always find friends if he show himself to be friendly; (6) People are friendly and helpful; and (7) I don't get to visit friends as often as I'd really like. The only isolation item on the Dean Alienation Scale that was statistically significant was: people are freindly and helpful, $p < .01$ (See appendix F).The sense of isolation that was measured is one that seems to be important to adolescents. The Incorporation Model may have had an important effect on the student sense of isolation. Of the four Dean Alienation Scale scores it was the only score which continued to decrease for both test groups from pre to post/post. Similtaneously, the control group experienced a dramatic rise in their sense of isolation over the post treatment period (Figure 2).

One reason this sense of isolation decreased may have been the student involvement in small groups. The small groups were composed of six to eight students and were arranged by the investigator, with help from teachers, to incorporate isolates into the workings of the group. One way to encourage cooperative group work was to give each sub group an assigned task. These separate tasks seemed to unite the sub groups and produced intergroup cooperation. New friendships were made since small group membership was not based on prior relationships. These new relationships seemed to have been maintained during the post to post/post

period and were apparently intensified in test group one. Additionally, a positive response by the community, students, and faculty toward the project may have resulted in an increased sense of camaraderie among test group members. This sense of camaraderie then became a unifying factor. Evidence of this unifying factor was seen in an incident that occurred during the last week of school: members of test group one came to the school principal and presented him with a letter detailing what they believed would be an extension of that group's services in the coming year. They asked the principal's permission to run their own community newspaper and to set up a video program to record events that happen in school. It seems as if a bond had been secured among members of test group one beyond the normal bonds that occur among students. These types of bonds can be found in other school activities which tend to demand group loyalty, such as athletic teams, drama groups, etc. However, for ninth graders, opportunities for participation in varsity level sports or other school wide activities are restricted and do not normally occur on a broad scale basis.

The female students who continued with the project showed a substantial decrease in alienation. Since isolation, in this study, is a sub test of the total alienation score, its low score was also reflected in the

total alienation score (See analysis of sex differences for discussion).

One point that should also be considered are the feelings of the control group. Why did their isolation scores increase over the post treatment period? One explanation may lie with their being isolated from the project. During those 10 weeks, members of the project received publicity and favorable comments both within the school and community. Control group members were prohibited from receiving this recognition, thus possibly increasing a sense of isolation.

Hypothesis one (b): students who are involved in small group project activities where they are allowed to make decisions in the planning of project activities will have a reduction in their feelings of powerlessness.

Table 9

Powerlessness: Means and Standard Deviations

GROUP	PRE		POST		POST/POST	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
Test One (12)	27.2	3.1	24.7	5.0	26.5	2.5
Females (9)	27.8	3.2	25.6	5.1	27.2	2.5
Males (3)	25.3	2.5	22.0	4.4	24.3	.57
Test Two (13)	29.2	5.2	28.6	7.5	28.3	7.2
Females (8)	30.0	5.5	28.7	7.7	27.7	7.3
Males (5)	28.0	5.1	28.4	8.2	29.0	7.8
Control (25)	29.5	5.6	29.5	5.7	30.2	6.4
Female (16)	29.9	4.7	29.9	4.9	31.7	5.4
Male (9)	28.8	7.3	28.7	7.0	27.4	7.3

Table 10

Powerlessness: Analysis of Variance

Variation	SS	Mean Sq.	F	Sig. F
Within cells	858.9	9.98		
Time	22.8	11.42	1.14	.323
GP	28.51	7.12	.713	.585
Sex	.26	.133	.013	.987
Gp by sex & time	46.06	11.51	1.15	.337

A simple effects measure using a one way analysis of variance was not significant at pre, post or post/post. Anova results indicate no significant differences over time pre to post to post/post. There were also no significant group effects or interaction by sex and time. Therefore the

hypothesis is rejected.

Analysis of the means indicate that there were some differences between students remaining with the project and the control group on the sub score of powerlessness. This difference was reflected in the post test difference of approximately five and a post/post test difference of approximately four. The post/post difference may be misleading since test group one's powerlessness scores increased by nearly two points during the final 10 weeks of the project. Why did the students who remained with the project show an increase in powerlessness? This researcher assumed that continued involvement in the study would have generated a long term depressing effect on powerlessness. One suggestion is that student relationships with teachers in the school had deteriorated to the point where an overwhelming effect was directed toward student feelings of powerlessness. Test group two did not respond in the same way. The scores of these students dropped from pre to post to post/post. One explanation for this difference may lie in the fact that the members of test group one are students who want to be involved in school. They were faced with increased teacher resistance to participation with students; and this researcher, because of the study design also withdrew any overt support to those remaining active with the project. Hence, students who continued with the

project may have felt a sense of powerlessness.

It should be noted that those students in test group one had a decrease in feelings of powerlessness from pre to post. Perhaps, it is important for adolescents to be able to interact with adults who serve as facilitators. Adolescents may lack the necessary organizational knowledge to efficiently run an organization. The lack of skills may result in frustration and be translated into feelings of powerlessness.

Hypothesis one (c): students who are involved in the development and implementation of a project which they sense as meaningful will have a reduction in their sense of normlessness.

Table 11

Normlessness: Means and Standard Deviations

GROUP	PRE		POST		POST/POST	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
Test One (12)	15.8	2.6	16.2	2.4	16.9	2.6
Females (9)	15.4	2.2	15.9	2.5	17.4	2.4
Males (3)	17.0	4.0	17.0	4.02	15.3	3.2
Test Two (13)	16.8	4.8	16.8	4.2	17.8	11.4
Females (8)	15.5	4.9	16.4	4.6	20.1	13.6
Males (5)	18.6	4.6	17.2	4.0	14.4	7.6
Control (25)	18.0	3.4	18.6	4.1	19.2	3.5
Females (16)	18.6	2.7	19.2	3.7	19.8	3.7
Males (9)	17.1	4.3	17.7	4.7	18.0	3.1

Table 12

Normlessness: Analysis of Variance

Variation	SS	Mean Sq	F	Sig. F
Within Cells	1278.02	14.86		
Time	4.31	2.15	.1453	.865
Gp and Time	5.40	1.35	.090	.985
Sex and Time	94.69	47.34	3.18	.046
Gp by Sex & Time	73.98	18.49	1.24	.298

A simple effects analysis using a one way analysis of variance indicated no levels of significance at pre, post or post/post. Anova results indicated no significant

differences over time at pre, post and post/post. There was also no significant group effect. Although there was a significant interaction between sex and time, $p = .046$, this interaction was rejected because of the small number of males who continued with the project ($n = 3$). This hypothesis was rejected.

During the study, each group increased their level of normlessness. However, from post to post/post, both test groups experienced an even greater increase in their sense of normlessness than did the control group. The explanation for this may lie in the definition of normlessness. In this study, normlessness referred to a loss in a sense of meaning and the non acceptance of the values of society. One might suggest that once the project was operational, these students had achieved their goal and lost the sense of meaning that the development of the project had brought. An analogy can be made with the mountain climber whose sense of meaning lies in the overcoming obstacles on the way to the summit. However, once the summit is reached, the climber has lost an immediate goal. Further, discipline scores were significantly reduced for both test groups at the post test level. It might be implied that the reduction in discipline problems is an indication of the test group's members accepting school values. If this is the case, why isn't that result reflected in the

normlessness scores? The definition of alienation in this study in part, is that it is situational. It may be possible that the Dean Alienation Scale failed to measure the situational aspect of normlessness of high school adolescents. Therefore the possibility may exist that a definitive measure of normlessness did occur yet remains unmeasured.

Another cause for this increase in normlessness on the part of the test groups may have been the different set of guidelines used for those who were involved in the project. Students involved in the project were not required to have hall passes; they were permitted to work in their office during study halls; and, they were permitted to use all the school's equipment. These privileges were denied to other students. This may have caused the test group members to feel a sense of normlessness since they were operating with a set of values different from the 350 other members of the school. It should be noted that females and males responded in an opposite manner on this sub test. Females progressively scored higher and males progressively decreased their sense of normlessness. It is possible that this project presented opportunities for males to find meaning.

Hypothesis two: students engaged in project activities will show a general decrease in discipline problems.

Figure 3

Discipline: Means over Time

- 5 T1 = Students remaining with the project.
 T2 = Students who left the project after 10 weeks.
 4 C = Control group.

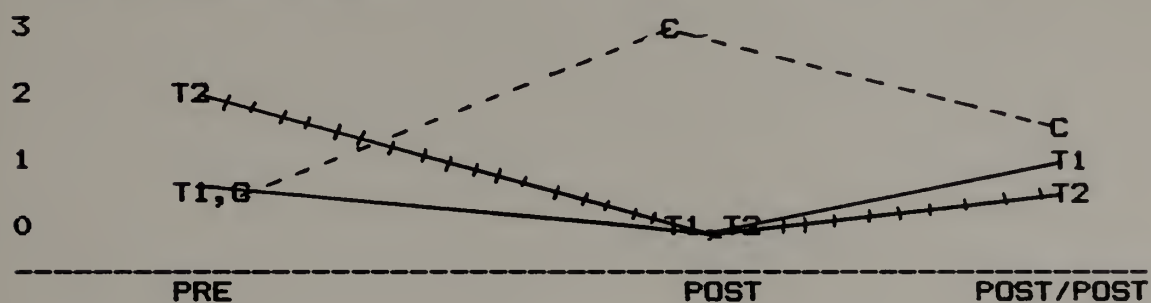


Table 13

Discipline: Means and Standard Deviations

GROUP	PRE		POST		POST/POST	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
Test One (12)	.83	1.7	0	0	1.2	2.8
Females (9)	.22	.44	0	0	0	0
Males (3)	2.6	3.0	0	0	4.7	4.2
Test Two (13)	2.2	4.4	0	0	.83	1.5
Females (8)	.14	.38	0	0	.57	.98
Males (5)	5.0	6.0	0	0	1.2	2.2
Control (25)	.80	2.4	2.8	4.2	1.7	2.3
Females (16)	.31	1.01	2.25	3.7	1.25	2.04
Males (9)	1.7	3.7	3.8	5.1	2.6	2.6

Table 14

Discipline: Analysis of Variance

Variation	SS	Mean Sq.	F	Sig.F
Within Cells	180.83	5.16		
Time	11.68	5.34	1.31	.275
Group	111.11	27.77	6.22	1.875E -004
Test Gp 1 & time	32.54	32.54	6.29	.017
Sex & time	28.01	14.01	3.14	.048

A simple effects analysis indicates that both test groups were significant at the post test level. Anova results indicate no significant differences over time pre to post to post/post. However, Anova results over time from pre to post indicate significant group effect, $p = 1.875E -004$; and significant interaction by sex, $p = .048$. The interaction by sex referred to males who continued their involvement with the study; however, since their n was small ($n = 3$) that finding was not accepted as statistically significant. The hypothesis that students engaged in project activities will show a general decrease in discipline problems was accepted.

There were three students who might be considered major discipline problems among the total test group subjects. The remaining 22 students faced occasional disciplinary action but none on a continual basis. Changes in test group subject behavior during the treatment phase were noticeable to this investigator. Students in both

test groups did not have a single disciplinary referral during the first 10 weeks of the study. This contrasted to a normal referral rate among members of the control group. During the post treatment period both test groups showed an increase in discipline problems; but the control group continued to have a higher rate of discipline problems.

Discipline problems among students in both test groups increased from post to post/post. This increase in discipline problems by both test groups may be attributed to: (1) the end of the school year; or (2) the principal was no longer involved on a personal level with students in either test group. It is this researcher's opinion that the increase may have been due to the test group members no longer having the same degree of latitude as they had during the treatment period.

This investigator believes the reduction in discipline problems can be attributed to: (1) student recognition of the school principal as a caring individual; and (2) a greater latitude in student responsibility. For example, one young man who had a poor discipline record prior to the treatment made the most dramatic change. This young man became a member of the steering committee, he worked in the office, and did errands for other members of the group. He literally felt needed. The extra freedom and responsibility afforded this student may have been the reason for his

improved behavior. Although his behavior improved, his alienation scores showed only a slight decrease. Yet the project had a major impact by allowing him to channel his energies into more constructive areas. This investigator believes that this change wouldn't have taken place if this student and others like him were not given opportunities to be responsible.

The success of this hypothesis suggests that: (1) school administrators might consider becoming more personally involved with their students; and (2) discipline problems may be reduced by involving students in activities which enhance the student sense of responsibility and importance.

Hypothesis three: students engaged in project activities will show a general increase in levels of student attendance.

Table 15

Attendance: Means and Standard Deviations

GROUP	PRE		POST		POST/POST	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
Test One (12)	6.5	6.0	3.0	2.8	5.5	4.5
Females (9)	4.3	3.1	2.3	2.2	4.5	3.6
Males (3)	13.0	8.7	5.0	4.0	8.3	6.7
Test two (13)	5.0	4.3	3.1	2.9	5.4	2.6
Females (8)	4.4	4.2	3.6	3.2	4.8	2.7
Males (5)	5.8	4.8	2.4	2.7	6.2	2.7
Control (25)	7.4	7.7	4.4	4.1	8.3	8.3
Females (16)	8.3	8.1	4.9	4.4	9.2	9.1
Males (9)	5.7	7.1	3.3	3.5	6.8	6.9

Table 16

Attendance: Analysis of Variance

Variation	SS	Mean Sq.	F	Sig.F
Within Cells	1199.75	13.95		
Time	255.82	127.91	9.168	.0001
Gp and Time	42.90	10.72	.768	.548
Sex and Time	29.87	14.93	1.07	.347
Gp by Sex and Time	51.22	12.80	.918	.457

An analysis of simple effects indicates that there were no significant factors at pre, post or post/post. Anova results indicate significant effects over time, pre to post to post/post. This may be an indication of the volatile attendance patterns of the three groups during the 20 week study. Anova results indicated no significant

group or interaction effect. Therefore, the hypothesis is rejected.

Student attendance for all groups improved over the 10 weeks of the treatment period. A comparison of means (table 15) seems to indicate that test group one's attendance improved at a faster rate than did the control group. However, during the post treatment period, both test groups and the control group showed an increase in attendance problems. Test group one's increase from post to post/post in attendance problems was less than that of the control group (mean difference of 2.5 v. 2.9). This effect was not significant (see Table 16). However, a look at Table 15 seems to indicate that perhaps something did occur. Both test groups started the treatment with similar attendance rates. However, after the treatment was completed, the test groups had shown a greater decrease in mean attendance factors than did the control group. Although all three groups showed an increase in attendance factors over the post treatment period, the differences in these groups continued to grow. Initially test group one had a difference in means of .9 and test group two had a difference in means of 2.4; by the post/post period, the control group was averaging almost three more absentee factors per student than either test group one and two. Involvement on a continuous basis with the project may be

one reason for this difference. Continuous involvement may have generated a commitment and mutual sense of dependence among test group members. Another factor that may explain some of the improved attendance rate may be that test group members felt that additional absenteeism would result in lower grades. This may be more than a casual observation since a majority of the students in the test group could be considered academically above average. However, the overall test group's attendance had no significant bearing on the levels of alienation as determined by an analysis of covariance.

Hypothesis four: there will be a positive relationship between student involvement in the model and an increase in grade point average.

Table 17

Grade Point Average: Means and Standard Deviations

GROUP	PRE		POST		POST/POST	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
Test One (12)	3.8	.67	4.01	.63	3.98	.59
Females (9)	4.02	.47	4.12	.67	4.14	.55
Males (3)	3.24	.85	3.67	.45	3.50	.43
Test Two (13)	2.91	1.1	3.08	1.17	2.93	1.17
Females (8)	3.38	1.05	3.38	1.18	3.35	1.23
Males (5)	2.46	1.02	2.64	1.11	2.38	.93
Control (25)	2.66	.87	2.50	.91	2.48	.81
Females (16)	2.78	.85	2.59	.95	2.58	.85
Males (9)	2.34	.89	2.34	.87	2.30	.75

Table 18
Grade Point Average: Analysis of Variance

VARIATION	SS	MEAN SQ.	F	SIG. F
Within Cells	10.4	.1209		
Time	.064	.0323	.267	.766
Gp (1) and Time	.326	.163	1.349	.265
Gp (2) and Time	.346	.1731	1.431	.245
Sex and Time	.262	.131	1.084	.343
Gp by sex by Time	.097	.0243	.2008	.937

A simple effects analysis showed that test group one was significantly different from test group two and the control group at all three levels, pre, post and post/post. However, as indicated in the above table, anova results indicated no significant differences over time and no significant group effect or interaction. Therefore the hypothesis is rejected.

There was an increase in change of grades for both test groups in their mean GPA. This positive change compared with an average decrease of .18 in the change in GPA for members of the control group from pre to post/post. If one were to look at Table 17, there are two interesting factors: (1) the spread was greatest at the post level, test group one showed an increase in GPA of .21; test group two showed an increase of .17; and the control group showed a decrease of .16. Although these tables reflect means and

not individual changes, they indicate that both test group's grades did improve while the control group's grades decreased. Since the initial mean difference of the groups was large, 3.38 to 2.56, it is reasonable to assume that the students in test group one were better students and thus more motivated to achieve higher grades than members of test group two or the control group. One student said, "I needed to get good grades to make sure my parents would allow me to continue working with the project." This investigator believes that the project may have served as a source of motivation to achieve higher grades.

Hypothesis five: There will be a positive correlation between alienation scores and the independent variables of discipline and poor attendance.

Table 19

Relationship of Attendance and Discipline with Alienation

	Attendance	GPA	Discipline
Total Alienation	.20	.06	.003
Isolation	.11	.12	-.01
Normlessness	.23	-.12	.11
Powerlessness	.18	.08	-.05

To analyze this hypothesis, the subjects in the test and control groups were combined to increase the n of the group. Pre treatment scores on the Dean Alienation Scale for the combined groups were correlated with discipline and attendance. Correlation at any other point might have been affected by the treatment. According to a Pearson Correlation, there were no significant correlations (see Table 19). Therefore this hypothesis is rejected. The significance of the null hypothesis may indicate that a student's sense of alienation may be a personal feeling and one that depends on any given situation.

Much of the current literature characterizes certain sub populations of high school students as being alienated. Some claim that those with discipline problems are alienated, while others claim that drug users, etc., are alienated. This investigator, based on personal observation, felt these assumptions may have been accurate. Although this finding is not definitive, it does suggest that students with discipline problems or other socially deviant behaviors should not inferentially be considered defacto alienated. One explanation of the non correlation aspect may be the failure of the Dean Alienation Scale to measure adolescent alienation on a situation specific premis at the high school level. For example, a student's response to feeling powerlessness in the world may be

different than a student's response to feeling powerlessness in the high school setting.

Student Questionnaire

A student questionnaire was another method used to ascertain the effects of student participation in this study. The questionnaire that was given to test group students contained four questions (see Appendix E). Students were asked questions concerning: (1) their experience with the project; (2) how they might improve the project; (3) the effects of the project on making the student feel important; (4) whether the project helped the student attain higher grades; and (5) whether the project improved the student/teacher relationship.

Student response indicated the project had an important effect. 60 percent of the initial test group felt the experience of working with peers without adult supervision was important. An additional 35 percent found the project meaningful because they were able to help other people. 84 percent of the students felt the project could have been improved. Their suggestions were classified into four categories: (1) involvement of more students; (2) the project and project members should have received more publicity; (3) the steering committee should share more information with the rest of the group; and (4), teachers

should not be included in the project. 98 percent of the students felt that the project made them feel more important. This may have been a result of being able to walk around school without passes, access to the school p.a. system and other audio equipment and of the publicity that they received in local newspapers. 64 percent of the students said that participation helped their grades. Some of the comments to this question were: "I knew if my grades went down, my father might make me quit the group;" or, 'I knew I had to make up the work that I missed, it was worth it.' In spite of a developing estrangement with teachers as a result of contract negotiations, students indicated that an improved relationship with teachers was important and that the improvement of such a relationship as a result of the project was indicated by 65 percent of the students. Students who indicated that the project improved student/teacher relationships made statements such as the following: "My teachers began to ask me questions about the project and what we were doing, I liked them taking an interest in me;" and 'I was very active in the project and two of my teachers kept telling me what a great job I was doing.'

Responses to the questionnaire, indicated that there may be other benefits from participation besides the reduction of alienation. Student involvement in this model

may make them feel good about themselves, encourage involvement in community activities and generate a positive community response.

Analysis of Sex Differences on Data

This researcher assumed that the sex of the student would not effect the results. A review of the data indicates that the sex of the student played an important role. Participation in the Incorporation Model affected females who continued with the study . The small number of males (3) who continued with the study apparently allowed the female effect to influence the overall group. Females who remained with the project had high gpa's (n = 3.99) and a mean IQ of 112. These nine females seemed to be significantly affected by the treatment as reflected in the scores of total alienation and isolation.

One reason for the decrease in total alienation score for females was their decrease in isolation (Table 7). Initially, there was a mean isolation difference of four between females test group one and females in the control group. However, by the conclusion of the study, the mean isolation difference had increased to over seven. The mean difference on the total alienation scale was initially 8.8 points and by the post/post test the difference between the females in test group one and the control group had risen to 16.8 points. Anova results from pre to post to post/post indicated a significant group effect for females who continued with the study. Although there were differences

between females in test group two and females in the control group, the differences were not significant.

Another factor that may account for the differences between groups might be the measure of isolation felt by the females in the control group (Table 7). Female members in both test groups had a decrease in their sense of isolation while females in the control group had their sense of isolation rise three points over the post treatment period. This rise in isolation by females in the control group may have been attributed to a number of factors. Among them: (1) less academically talented females seem to associate more with males than with females. The opportunities for ninth grade females to interact heterosexually are limited; and (2) when one considers the small size of grade nine ($n=107$), females who did not participate in the study may have felt left out of something meaningful.

Normlessness was the only area where females showed an increase in alienation as opposed to males (Table 11). Throughout the 20 week period, the female sense of normlessness in both test groups increased. This contrasted with males in both test groups whose sense of normlessness decreased. The increase in normlessness by females over the treatment period seemed to be minimal (.3); but the increase over the final 10 weeks was 1.5.

This compared to the males in test group one whose level of normlessness remained the same over the treatment period; and then decreased by 1.7 over the next 10 week period.

One explanation for this occurrence may be the reaction to the conclusion of the treatment. Did females feel rejected when this investigator terminated the treatment? Did they feel the investigator was more concerned with his study than with their welfare? Why did the males show a decrease? It follows that the males did not feel rejected in the same sense as females. When one analyzes the members of the test group who continued with the project after the treatment period was completed, it is noted that the three males were also members of the steering committee. These males may have felt greater ownership and loyalty to the project. Males may not have perceived negative feelings concerning project termination at the same level as females.

An interesting observation is the relationship of total alienation scores by sex. At pre treatment all three groups indicated females to be more alienated than males. This pattern remained consistent, with the exception of test group two at post and post/post (see Table 5). At the conclusion of the 10 week treatment period, females in test group one and two had a greater reduction in total alienation than males in either group. This represented

mean decreases in test group one of nearly five points and in test group two of 3.7. The females in test group one rose slightly in the 10 week period following the treatment while the females in test group two rose four points. The males in test group one stayed the same while the males in test group two rose slightly over the same period (See Figure 5).

Why are ninth grade females more alienated than ninth grade males? The answer may lie more in the maturity levels of females rather than in reactions to the alienating environment of the school. Ninth grade females may feel socially ready for closer peer relations, yet they may find: (1) ninth grade males unwilling to respond; and (2) parents who discourage closer socialization. Another reason may be in the growing awareness by ninth grade females of prevailing sexist attitudes.

Among the independent variables of grade point average, attendance factors and discipline factors by subject's sex, only discipline was significant. Test group one males were significantly different from control group males at the post test. On the other hand, females in either test group were not significant over time with control group females on any of the independent variables. In the area of discipline, females in test group one did not receive an office referral during the treatment period

or in the 10 weeks following the conclusion of the treatment period. Females in test group two, although not having any referrals during the treatment did return to a more normal pattern once the treatment was completed. However, the female discipline rate during the entire study was much lower than the male discipline rate. Females in the control group exhibited a pattern more consistent with males during the 20 week study.

Test group one females had a higher gpa than females in test group two or the control group. The gpa of Females in test group one increased from pre to post to post/post. Both control and test group two females showed some interaction over the test period, however, both groups moved toward the mean over the post period. The fact that this model had an effect on bright females may be an indication that the typical school curriculum may be failing to provide for the needs of these individuals.

Figure 4

Total Alienation Means over Time by Subject Sex

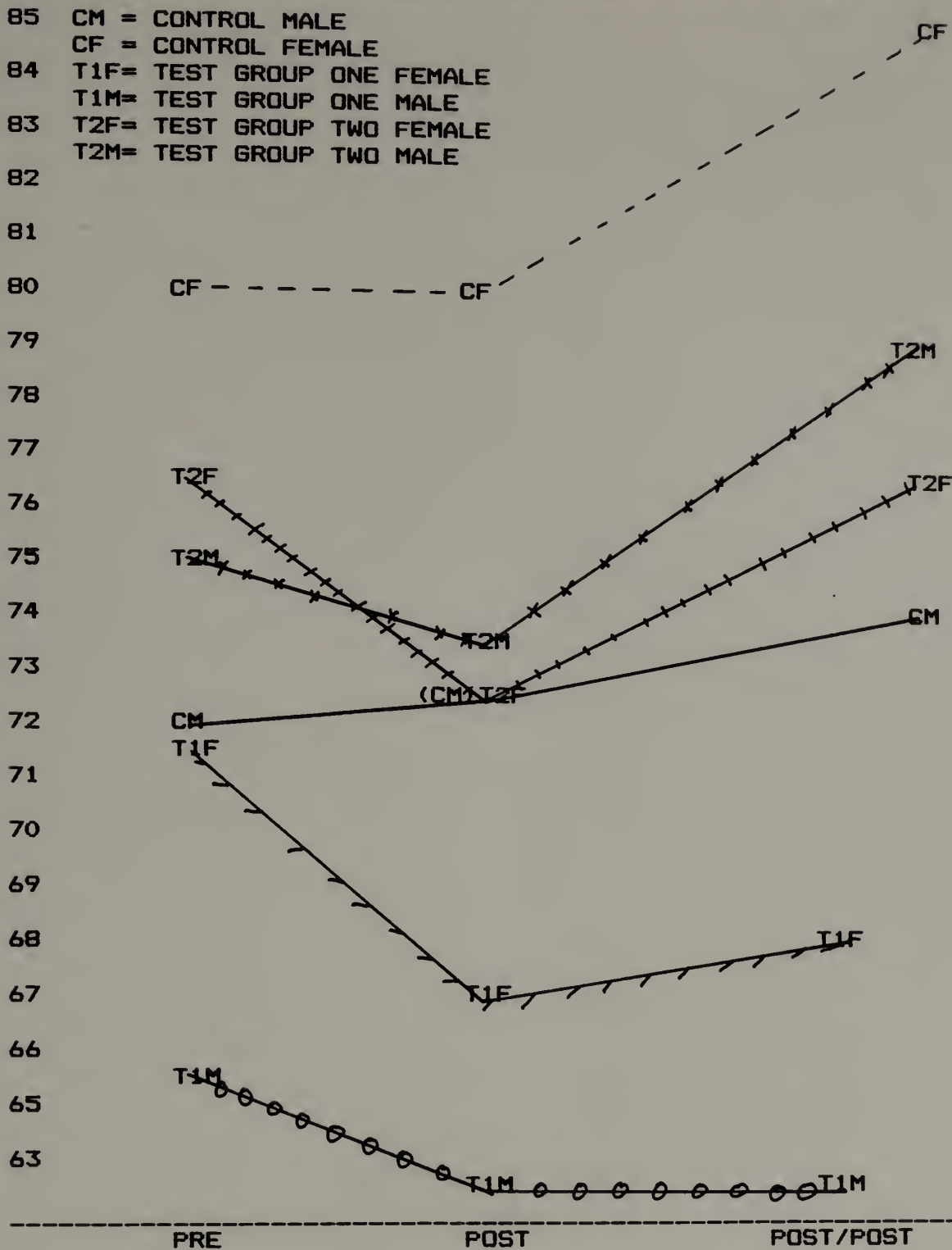
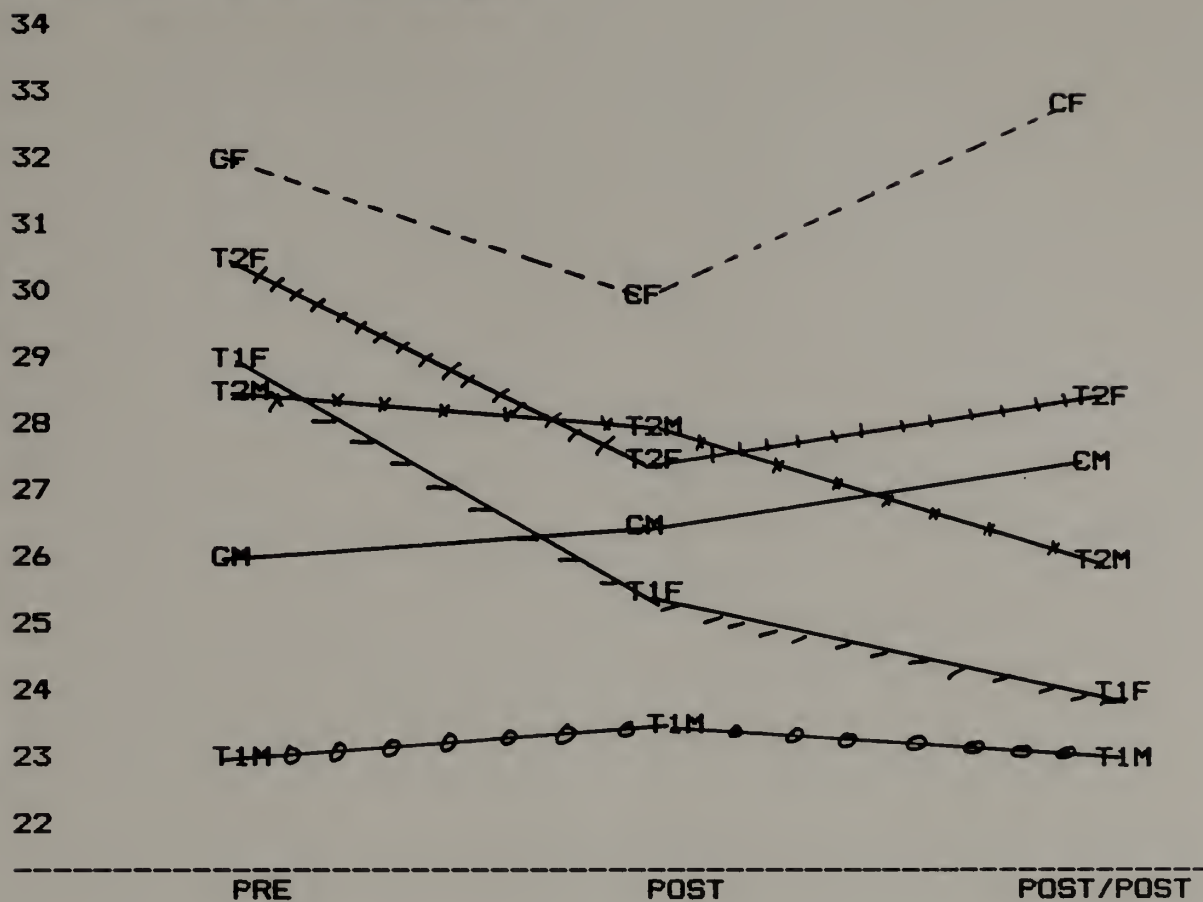


Figure 5

Isolation Means over Time by Subject Sex

CM = Control group males
 CF = Control group females
 T1F = Test group one females
 T1M = Test group one males
 T2F = Test group two females
 T2M = Test group two males



A correlation of unobtrusive data by sex with alienation scores on the pre test indicates only one significant relationship for each sex: (1) females showed a positive correlation between scores on powerlessness and GPA at $p < .05$; and (2) males showed a positive correlation with normlessness and attendance at $p < .01$ (see Tables 20 & 21). Perhaps ninth grade females feel that they are under pressure to perform academically. Males, on the other hand, while not showing a significant score between alienation and gpa did show negative correlations between gpa and all demensions except isolation.

Males had a high positive correlation between normlessness and absenteeism. This relationship may point out that manditory school attendance is not an acceptable ninth grade male value; or that the school does not present itself as a meaningful experience.

Each of the other 15 scores in each matrix were not significant. The evidence seems to suggest that alienation for both males and females, is individual and situational.

Table 20

Relationship of Female Alienation with Unobtrusive Measures

	Attendance	GPA	Discipline	IQ
Total Alien.	.16	.22	.005	.06
Isolation	.23	.19	.11	.17
Normlessness	-.02	-.03	.03	.01
Powerlessness	.14	.31**	-.11	.09

Table 21

Relationship of Male Alienation Scores with Unobtrusive Measures

	Attendance	GPA	Discipline	IQ
Total Alien.	.33	-.15	-.002	.19
Isolation	-.03	.25	-.19	.11
Normlessness	.62*	-.38	.22	.17
Powerlessness	.28	-.27	.02	.17

* $P < .01$.** $P < .05$.

Effect of the model on unobtrusive measures by sex may have been affected by (1) the low discipline rate of female participants in the study; (2) the academic ability of females in the study; (3) the motivation of volunteers to remain with the project; and (4) the small number of males in test group one ($n=3$).

This investigator believes that the reason for the

differences in the effects of the Incorporation Model on males and females may be the result of the model's design. The model was designed to enhance cooperative efforts as opposed to competitive efforts; it was designed to stress social interaction as opposed to individual action; and it was designed to stress collaborative problem solving as opposed to individual problem solving. Society seems to teach males to be competitive and individual; females seem to be taught to be cooperative and collective. Thus the Incorporation Model encouraged and reinforced traits that made females feel more comfortable.

It would appear that one might conclude that the Incorporation Model may have had a positive effect on bright females. The effect on males cannot be judged because of the small number of subjects. However positive results in terms of improved discipline and decreased feelings of normlessness were found among males.

Summary

The effects of incorporating adolescents into adult society through involvement in service activities on levels of alienation was successful with bright females. These females were involved with the project beyond the initial treatment period. In addition, a working of this model suggests looking at alienation from a situational point of view. For example, discipline problems for both test groups were significantly reduced during the initial treatment period. When this researcher terminated his interaction, discipline problems for both test groups returned to a more normal pattern. Further evidence of this phenomena is suggested by the powerlessness scores of those students who continued with the project. Again, once this researcher terminated involvement, powerlessness scores seemed to rise sharply.

Another major finding is the suggestion of the study's long term effects. Although, there were no significant findings for a decrease in alienation at the post test, when the data were analyzed from pre to post to post/post decreases in levels of total alienation and isolation were significant for bright females. This effect was not found in powerlessness or normlessness. Simple effects analysis at the post test indicated that total alienation, isolation

and powerlessness scores might be headed in the correct direction. Analysis at the post/post test confirmed this trend for total alienation and isolation. This long term trend was evident in the 12 students (test group one) who remained with the project after this investigator withdrew active support. One has to consider the influence of continued involvement with the project as a possible reason for this effect. Another indication of the study's long term effects may be evidenced in the group's future plans for the project. This desire to remain actively engaged in the project leads this investigator to conclude that participation in the model had positive effects beyond the reduction of alienation.

The non correlation of alienation with attendance and discipline factors is not a definitive statement concerning identification of alienated groups of students. This seems to be an indication that one can not take for granted that the student who is a discipline problem is alienated, or the student who does not like to come to school is alienated. This finding adds strength to the concept that individuals respond differently to alienating circumstances. More research needs to be done in this area. This analysis suggests that adolescent alienation may be more an existential form than is reflected in the literature.

An unexpected finding was the differences in the apparent effects the treatment had on females as opposed to males. For the most part, female members of test group one accounted for the vast majority of the decreases in scores. Females not only showed a greater treatment effect than males, they seemed to maintain the effect for a longer period. An analysis of those females who continued with the project indicated that they are highly intelligent and want to participate in activities beyond the classroom. This model may have provided these motivated and intelligent females the opportunity to fulfill some unmet need in terms of cooperative work and non competitive problem solving. This may also be an indication that requiring females to learn male roles may be a cause of alienation. On one hand, females are told to compete with their peers and on the other hand, they are told to work cooperatively. The female scores may infer that males, once taught the benefits of cooperative work and problem solving might decrease their levels of alienation.

This study suggests that providing adolescents with opportunities to become involved with the meaningful adults in their lives, especially in a school setting, there may be much to gain. Besides the reduction of alienation, there were other positive factors such as the total reduction in discipline problems; an increase in GPA; and

improved attendance. By eliminating restraints and encouraging adolescents to assume a responsible role, a more cooperative relationship may be developed between adolescents and adults.

The project's success, while not considered a necessary component in the study was a source of motivation to the students. This was seen in part by their willingness to continue to pursue its work, and in the newspaper publicity that they received. It was apparent to this investigator that students can operate without the assistance of an adult. However, they seem to need some one who can assist them in focusing their energy and help them circumvent the normal red tape that is found in school systems. Many people in traditional school systems are still unwilling to allow students access to the adult community. Repression of attempts to access may create circumstances where individuals feel alienated or estranged from that part of society.

Given these findings, it is suggested that school administrators and classroom teachers may use the Incorporation Model to reduce levels of alienation and deviant student behavior. The Incorporation Model may be used within the classroom at grade level or with an entire school. The risks inherent in using the Incorporation Model seem minimal. Loss of academic time was criticized by

faculty members at the study's onset. However, the increase in grade point average by both test groups may be an indication that this fear was not well founded.

The current pressures for increased student time in class presents certain obstacles to faculty and administrators who may want to use the Incorporation Model during the traditional school day. If further research can continue to form a relationship between student involvement in this model and improved grades, then it may be necessary for educators to rethink some of their basic concepts in education. Further, schools may have to review their curriculum in its relationship to bright females. The Incorporation Model or models which stimulate student access to the adult community may serve as a motivating basis for increased academic growth especially among bright females.

C H A P T E R V

CASE STUDIES OF THREE TREATMENT GROUP PARTICIPANTS

Alienation as it Exists at Granby High School

School systems, like most bureaucratic organizations create situations which heighten feelings of some form of estrangement. The Granby school system is an example of how bureaucratic organizations serve to create situations which tend to increase levels of alienation. During the school year in which this study occurred there were circumstances which intensified the normal levels of estrangement that might be found in educational institutions. This situation as perceived by this investigator was generated through two major components of the Granby school system: the school committee and the teacher's union. These two components were involved in a year long conflict over economic issues. Beginning in September, both sides escalated the conflict, often attempting to use students to strengthen their public posture. The teachers at the school called for a phased-in work to rule. Teachers blatantly stated that they would bring pressure on the students to convince parents to force the school committee to move. The school committee responded by publicly threatening to fire any teacher who did not provide contractual services. Teachers angered by the school committee's action attempted to persuade

students to walk out of school as a show of solidarity. Last minute movement by the school committee averted the walkout. The student council, which had representatives from each homeroom decided to try to bring both sides together. They asked for representatives from both sides to meet with the student council. The teachers were present, but the school committee failed to attend. The student council then attended the next school committee meeting. The school committee threatened to have the students removed from the room after they jeered the committee's decision to table discussion on the contract. This action involved mostly upper classmen, but with the small size of the school, these issues were discussed by all students. Teachers frequently used their classrooms as forums to present their case to the students. This action brought several complaints by students and parents to the school administration. At one time teachers threatened to remove students from classes for any reason. Although this didn't occur, the effect on students was not lost. There were no student activities due to teacher refusal to chaperone, supervise or sponsor traditional school events. This resulted in no clubs, or organizations for the entire school year.

A settlement was reached two days before graduation. The class president, in his remarks to the audience said,

"the contract situation affected all of us. Both the teachers and the school committee at times acted like children. It seemed strange that only the children were acting like adults."

Students within the test group responded to this situation by becoming increasingly anti-teacher. Statements such as, "if they don't like us, then they should leave"; or "we really don't need them anyway;" were typical of responses made by the students.

Besides the alienating situations generated by the contract issue, there existed situations where students were not allowed incorporation into adult roles. For example, some teachers still 'talked down' to students. As one student put it, "Mrs _____ is the worse teacher in the school because she always has to try to put you down." Or, "the man is just not fair, I was sick and he made me take a test the day I came back to school." Situations similar to these are prevalent in many schools. They seem to indicate that each teacher has the opportunity to increase or decrease alienation within each respective classroom. The individual teacher through the creation of a non alienating environment in their classrooms can make the school a less alienating facility.

Although there existed conditions which seemed likely to produce high levels of alienation, Granby High School

had many opportunities for students to decrease feelings of powerlessness and normlessness. The student government was a viable organization. Its effective use as a student voice was especially highlighted during the potential student walkout. Students in this organization were given the opportunity to have meaningful input on an attendance policy, senior responsibility, and rule changes affecting students. A student responsibility program was in place during the entire school year where students were encouraged to participate in meaningful community activities. The efforts of the students resulted in local television and press coverage; and publication in a national periodical. In addition, there were a handful of teachers who quietly worked with students after school, and on weekends. It should be noted that their efforts were kept quiet for fear of pressure from the union.

Granby High School demonstrated that a school can create alienating situations. The model designed for this study was intended to give students opportunities to participate in several situations which were not alienating and by their nature were designed to counter feelings of alienation. The following case studies demonstrate how three students in the treatment group responded to the study.

Case Studies of Three Students Involved in the Study

Three students from the test group were randomly selected for a case study for inclusion in this dissertation. All three of the students were among the volunteers for the project. Of the three students, Michael was a member of both the original and expanded steering committees; Peter was a member of the original steering committee, not a member of the expanded group; but has taken a leading role in the expansion and maintenance of the JJO program after the study's conclusion; and Hazel, although an active participant in the project; never sought or was elected to a leadership role.

Hazel is a 15 year old female. She is an only child. Hazel's parents were divorced during the treatment phase of the program. The divorce was apparently the result of her father's drinking problem. For the past two years, Hazel and her mother, a school cafeteria worker, have attended support groups on a regular basis. According to her teachers, the divorce does not seem to have had an overt effect on Hazel.

Physically, Hazel is extremely heavy and has a difficult time dealing with physical education classes. During the first quarter of the ninth grade, Hazel missed participating in more than 50 percent of her physical education classes. She has since dramatically improved her

participation in that area. She, along with her counselor have negotiated a contract with the physical education teacher which called for Hazel to give up her study halls during the second and third quarter of the school year to make up for missed classes. Hazel agreed to the contract to pass this mandatory class.

One might think that Hazel is an isolated girl, especially in a weight conscious society. However, the opposite seems to be the case. Hazel attends all dances, is out going, and participates in all possible activities. When I asked Hazel what she felt was wrong with the school, she immediately responded that there were insufficient activities for students. Outside school, she is involved in a teenage prayer group, girl scouts and other teen programs in town. Hazel apparently enjoys being involved with people and school seems to fulfill part of that need. She says she likes school, "because it gives you something to do with your friends."

Hazel, because of her background, might be classified as 'at risk' in terms of student alienation. Yet Hazel on both pre and post treatment scores was identified as one of the least alienated students in grade nine. Hazel's isolation score on the Dean Alienation Scale was 23, which was below the mean of 28 for the test group and a mean of 26 for the females involved in the project. Obviously

feelings of isolation were not part of the needs of Hazel. In fact, Hazel scored well below the mean on her total alienation scores on both the pre and post treatment. Her scores were: pre treatment, 53; this compares to a group mean of 73 and female within group mean of 74. Her post treatment score of 49 showed a decrease in her measured level of alienation; this compared with a test group mean of 69.72 and female within group mean of 69.8.

Hazel's participation in the group was more than just a social experience. Although Hazel initially joined the project for social reasons she became philosophically involved with the project. When asked what she thought the project was really about, Hazel replied: "Helping people in school find jobs and helping the people in town." Hazel further felt that the project made her more responsible because, "I was trusted to do things without someone looking over my shoulder. This latter attitude of Hazel's may be a partial explanation of a large decrease in her powerlessness score. Hazel's pre treatment powerlessness score was 23. This compared with the test group mean of 28.3 and the female within group mean of 28.9. Her post treatment score was 17. This compared with a test group mean of 26.6 and a female within group mean of 27.

Hazel felt the project was a success because, "the people I talked to all liked it." For Hazel, a student

with some obvious problems, the social life at school was re-inforced by intensifying her small group social experience. The opportunities for her to feel that she had some meaningful input into important adult decisions may have been one reason for her reduction in powerlessness.

Peter is a highly intelligent young man. His IQ is 127 and his academic standing is seventh in a class of over 90. Peter is 14 years old and the only child of two politically active parents. Peter's father is a blue collar worker for a printing company and his mother has an erratic employment history. She is currently a bookkeeper in a school system. Peter, like his parents, is also politically active. He is a member of the local town Republican party; an officer in the Young Republican's Club of Western Massachusetts; and has worked for local candidates during elections. Peter views his career as being politically oriented. He recently ran for class president and was defeated. A defeat, which he told this researcher, "that hurt very badly, because I am a poor loser."

Although Peter is involved in politics and in his class's activities he gives the appearance to his teachers that he is isolated from the main stream of ninth grade students. Teachers report that Peter appears to be too serious for other students; he likes to debate when other

students wish to drop a topic and tends to withdraw when things don't go his way.

Although Peter appears to be isolated, he was elected to original steering committee; and when he was not elected to the expanded committee he began to work his way into meetings as both an alternate and observer. When the study concluded, Peter took charge of the project. He recently wrote a letter to the school principal concerning a JJO project in which he listed himself as 'Chairman of the Board.'

As reported in Peter's file, teachers and counselors at the school had been concerned over possible child abuse. Peter has not mentioned being abused this year; but it was an issue with him only 16 months ago. Recently, Peter appeared to be in a severe state of depression. This researcher discussed the situation with Peter. Peter was reluctant to discuss this issue.

While Peter was involved with the test group, he was responsible for much of the publicity that was generated by the project. Peter took the initiative and called local newspapers, radio and television to secure media coverage. Peter has been a major link for the project during the period from the study's conclusion until present.

Peter's teachers seem to agree that 'he is goal-oriented, serious in all endeavors and impatient with

others who aren't'. This attitude has led to problems for Peter in earlier grades. In grade eight, he was suspended for fighting; students tend to ignore him and he does not sit with his own classmates during lunch, rather, he sits with three students from other grades who are considered social isolates. As a result of his participation in the project, Peter's teachers felt he became more productively involved in the classroom; he was more business like, participated more and had an improved relationship with his peers.

His teacher's view that there was some improvement in his overall attitude, seem to be reinforced by Peter's test scores that indicate the treatment had an overall positive effect on his level of alienation. Peter's pre and post test total alienation scores were 73 and 67 respectively. A breakdown of those scores are as follows: isolation, 34 and 26 respectively; normlessness, 17 and 19 respectively; and powerlessness, 22 and 16 respectively. Peter's social interaction with his peers seemed to have an impact on his level of isolation. This coupled with the steering committee decision to allow Peter to attend meetings and interact without being elected may have impacted on that score. The decrease in his level of powerlessness may have been attributed to his involvement in the decision making process. This researcher cannot account for the increase

in Peter's sense of normlessness.

Michael is a 15 year old ninth grader. He has not repeated any grade. Michael is small for his size in comparison with other ninth graders, yet he is considered athletic by the physical education coach. Michael has been encouraged by the coaches to participate in interscholastic sports but has steadfastly refused because of his paper route. Michael is the only child of a single parent home. His parents received a divorce last year and Michael has hinted that he feels that he is responsible for the divorce. As a result he is concerned with the welfare of his mother. This may explain his desire to work after school and also his strong support for a project that provides financial opportunities for students. Prior to the project, Michael was considered a discipline problem at the school. During the first semester he had been suspended twice and had received seven detentions. Teachers considered him an 'itch', 'probably hyper active.' Michael's IQ is 86, yet in the middle school, as reported by his records, Michael and his mother requested that he be placed in honors classes in English and Social Studies even though Michael at the time was receiving 'f's. The request was approved and Michael continued to receive D's and F's.

Michael seems able to get along with most of his peers. Even though he is small for his age, he is

considered a handsome young man and is seemingly popular with his peers. His teachers question his need to seek attention when is naturally liked. "Michael seems to have a need to be the center of attention. He always has to answer all the questions whether he knows the answer or not. He will defend a wrong answer as strongly as a right answer in the face of extraordinary evidence. And if you show him he is wrong, you can predict trouble from him. He can't seem to handle criticism." Much of this can be attributed to Michael's strong sense of right and wrong. He has mentioned to this researcher that he would rather be suspended from school than back down when he is right. These strong feelings of right and wrong have caused Michael to publically confront teachers who Michael feels are unjust to either himself or to other students. This feeling was brought out when Michael was asked about the teacher contract dispute, he said: "teachers don't participate anymore. They don't seem to be real teachers. They don't care about us. What this school needs are some new teachers."

Michael appeared to be enthused with the project from the onset. As a member of the steering committee he tried to control discussion and impose his direction on the rest of the students. When they resisted, Michael would momentarily sulk. These periods of sulking became of

shorter duration and also appeared less frequently as the project moved along. Students in the group did not appear to be affected by Michael's sulking.

Michael spent most of his study halls in the office working on the project. He ran off papers, taught himself how to use the copier, etc. One of his teachers said, "Michael is most serious about the project. His enthusiasm for the project is obvious." When it came time for the group to select a name for the project, it was Michael who engeneered the test group into selecting his choice of JJO or Junior Job Opportunities as the groups official project name.

Although, Michael seemed to be deeply involved in the project from the start, his alienation scores did not improve dramatically. What did improve was his behavior in school and his attendance. Michael went from being a discipline problem to becoming a model for the rest of the student body. During the treatment, Michael was not referred to the office, received no detentions or suspensions and was not detained by any teacher for disciplinary reasons. Michael's attendance was also markedly improved. Before the onset of the project, Michael had been absent, tardy or dismissed a total of 10 times. During the treatment phase of the program, Michael had a total absentee, dismissal and tardy rate of two.

Michael's pre and post treatment scores were 82 and 83 respectively for total alienation. His scores on isolation were 24 and 22 respectively. His scores on normlessness were both 22; and his scores on powerlessness were 36 and 39 respectively. Each of his scores were above the group means for all four categories. Those means are: total alienation, 69; isolation, 26; normlessness, 16.32; and powerlessness, 26.6. It would seem that Michael's strong feelings of alienation were school related in the sense that he felt that people no longer cared about him. Michael may have equated the teacher's work to rule as a form of abandonment similar to his father leaving the home. His sense of powerlessness might relate to his feelings of frustration in trying to control either situation. It is interesting to note that Michael was one student who strongly insisted that the project could be successful without the teacher's assistance. Michael's comments were, "who needs them anyway, we haven't had their help all year as it is."

Michael's feelings, though strong, represented student reaction at Granby High School during the period of the treatment. Peter felt much the same as Michael and in a few instances confronted certain teachers in the class when the teachers chose to discuss the current situations. Hazel, on the other hand never expressed her unhappiness toward

particular teachers other than being dismayed at the lack of activities. Both Peter and Hazel apparently had decreased levels of alienation over the course of the study. Michael, while apparently not demonstrating a decrease of alienation did have marked changes in unobtrusive measures. Whether Michael's altered behavior can be attributed to his participation in the study may be a matter of conjecture; but it was certain that his teachers, the school secretary and Michael's classmates all related that the project was a positive influence.

CHAPTER VI

RECOMMENDATIONS

Effects of this Study on Related Research

This study has substantiated and contradicted reviewed research in the field of student alienation. In addition it has explored previously unresearched areas. Moyer and Motta (1982) and Warner and Hansen (1970) found no correlation between grade point average and scores on the Dean Alienation Scale. This finding was replicated in this study. However, both studies did not differentiate between males and females. It should be pointed out that there was a correlation ($p < .05$) between grade point average and powerlessness with females and a correlation ($p < .05$) between attendance and normlessness for males.

Although this study supported Moyer and Motta and Warner and Hansen's findings, it went further and implemented a model to reduce alienation. This model's major focus was the reduction alienation among members of the test group. Their increased grade point average seems to a positive by product of this study. This increase in GPA by students who were participating in some form of their education lends support to the findings of Olmo (1978) who found that student participation resulted in higher test grades.

The findings of this study that students involved in

the test group had a decrease in discipline problems supports the work of both McGrath (1966) and Maynard (1977). Both researchers found that the impact of small groups on students resulted in improved behavior and a reduced sense of isolation. However, this study did not find any evidence to support claims of linkage between alienation and deviant student behavior. What can be inferred from the study is the more students became involved in this model the fewer discipline problems they incurred. This researcher is of the opinion that the reduction in discipline problems are more directly related to the student's involvement in adult access activities rather than the reduction of the student's feelings of alienation.

Grabe's research (1981) indicated that males show higher levels of alienation than females. Wenz's (1979) research found no distinction between the sexes in terms of levels of alienation. These studies are contradicted by the findings in this study. At pre treatment levels, both treatment and control group females had Dean Alienation Scores which indicated levels of alienation higher than their male classmates. This distinction of higher levels of female alienation remained consistent with females in the control group for the entire study.

This study's linkage of student participation to

reduction of measured levels of alienation may be an initial indication that the reaction of many educators were correct. Student alienation can be reduced through the involvement in meaningful activities. However, this study has demonstrated that the sense of responsibility and meaningfulness must be generated by the adolescent rather than the adult. Additionally, this study has indicated that there does not seem to be a correlation between discipline and alienation; what is interesting, is that in attempting to reduce alienation, the level of discipline problems was similarly reduced. The indication here is that the Incorporation Model has the possibility for simultaneously reducing some aspects of alienation and student involvement in negative behavior. The Incorporation Model also demonstrated while reducing some aspects of alienation it seems to encourage higher levels of school attendance and a stronger academic performance. These correlations have yet to be indicated in the literature as reviewed by this researcher. It would seem to follow that these indications of linkage may serve as a spur to further research in this area.

Recommendations for Further Study

1. Recommend that further research be done to develop an alienation scale that more accurately reflects alienation among high school students.
2. Recommend that further research be done to study the relationship of various adolescent variables such as sex, academic ability, age, etc., and levels of alienation.
3. Recommend that that the Incorporation Model be implemented in schools with different types of populations than in the present study. Such schools might be inner city, suburban or private schools.
4. Recommend that the Incorporation Model be implemented and its effects on alienation evaluated after a period of time longer than the 10 to 20 weeks in the present study. More analysis be done on the long term effects of the study.
5. Recommend that research be done to develop curriculum that will encourage student access to the adult community.
6. Recommend that further study be done on linkage between programs which are initiated to develop student responsibility and their effect on levels of student alienation.

Recommendations for Educators

1. Educators should review the climate within their schools to determine what alienating conditions exist that should and can be reduced.
2. Educators should develop curricula which increases student access to the adult community. Such curricula should include opportunities for student decision making, problem solving and the assuming of appropriate responsibilities.
3. Educators should implement models such as the one developed in this study at all levels within the high school as a means of creating a sense of unity among students. This may be of significant help in those schools which have diverse ethnic populations.
4. Educators should review the traditional roles of teachers and administrators and the relationship of those roles to that of the student. A revised role which permits teachers and administrators to encourage adolescent access to the adult community should improve the school climate.
5. Educators should take greater care in identifying students who are alienated.

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Appendix A: Implementation of the Incorporation Model

The Incorporation Model was implemented at Granby High School, Granby, Mass. Ninth grade students were recruited to be volunteers in developing a community service project. There were 107 students in the ninth grade who listened to the investigator make a presentation for community involvement and ask for volunteers. Over two-thirds of the students in the class volunteered for the project. Two factors were involved in the securing of the large list of volunteers: (1) students were told that the project would be developed during the school day and that they might miss some of their normal classes; and (2) normal enthusiasm of young people when asked to try something new.

Since schools normally do not provide opportunities for adolescents to act as adults it was essential to have some adult guidance in the initial phases of the project. The types of adults that were present were teachers who did not seem threatened by adolescents. These teachers had some previous small group experience and were involved in a pre treatment inservice program. The major need for the initial presence of teachers was to assist the students in focusing and in remaining task oriented. These two problems quickly vanished once the project was determined and once students had conceptualized the project. The

project, once in the possession of the students became a motivating factor.

After the initial recruitment of students and in-service training of faculty, the volunteers were subdivided to allow for more opportunities for students to interact with each other and assume leadership roles.

The in-service and training of faculty was not as difficult as initially perceived. There are many resources within the school system that can offer assistance. Examples may be a guidance counselor who can give instruction in a non-directive approach; or a teacher who may have had sufficient small group experience. In this study, a special education teacher with significant small group experience was used as a resource for the group. However, the best teachers seem to have the necessary skills. The one ingredient that was necessary to communicate to teachers was to make sure that teachers understand the project is student oriented; that it is student directed; that teachers be used as sounding boards; and that teachers attempt to get all students involved in the project.

Teacher incorporation into the project had to be just as pronounced as that of the students. Teachers were made to feel that the project needed their assistance to succeed. One example of teacher input was in the sub

division of the larger group into sub groups. A total random selection of students from the larger group into smaller units seemed to have presented some potential problems. For example, there were indications that there was a mix of students who did not work well together. In this study, teachers were helpful in pointing out such cases. In one instance a teacher said, "Sean works well with most people; but when he is next to Jean, he is a totally different person. He constantly seeks to gain her approval by overt behavior." Sean and Jean had initially been randomly placed in the same group. With teacher input, Sean and Jean were separated and both ended up having a positive experience. Another instance involved Carolyn, an extremely shy girl. It was suggested by teachers to put Carolyn in a group which had a number of supportive students. Carolyn was placed in such a group and was elected secretary for the sub group. In all, the teachers felt it necessary to make six changes in the membership of the sub groups.

Organizationally, the investigator had to set up a series of tasks, a time table and administratively provide the time and setting for meetings. This was beneficial to students in the project. Care had to be taken not to use the same teaching period on a consecutive basis in order not to antagonize non participating teachers. There was

also the problem of teacher concern that high student involvement would result in a proportional drop in student attitude toward classes. The organizational phase became less important as the project progressed. Beyond initial assistance, the students assumed greater organizational control. If the investigator or other adults associated with the project attempted to organize more than the initial phases of the project, the entire philosophy of the project would have been circumvented. Therefore one of the needs of the project was to have in place a mechanism that assisted the students in dealing with the school's normal bureaucratic channels. In this study the mechanism was the school principal. The school principal, although the investigator in this project, provided the students with immediate access, flexibility for meetings, and other organizational needs, that might have been more difficult for the normal classroom teacher.

Since increasing student control of the project was important, the first task of the sub groups was the selection of group leaders. These leaders, once selected became the cornerstone of the project. The leaders, served as a steering committee or a board of directors, always responsive to the needs of their individual groups. In this particular project, all students were called together and had reiterated the major thrust of the project. Once

that was accomplished, the students were divided into sub groups. Teacher/facilitators had their groups nominate and elect group leaders and a secretary to take notes. The group leader with the help of the teacher then had each group generate 10 potential community projects. These projects were related to the theme of the project. Teachers found that they had to reinforce expansive thinking patterns with students in an attempt to go beyond the bounds of traditional limitations.

Initially, students responded with ideas such as fund raisers or clean ups. Students soon recognized that teachers were not there to limit their thinking and as a result, a whole new generation of suggested projects were produced. Examples of these projects were a suicide hotline; a peer counseling service for students involved in drugs and alcohol; the establishment of a big brother/sister agency that forces interaction of the high school students with students at one of the elementary schools; this latter example generated a big brother/sister orientation with senior citizens; some of the other examples were participation in the Holyoke St. Patricks Day parade and a marathon dance for funds for those in Granby who were unemployed. In all, each group generated more than the minimum of 10 projects. What happened was a chain reaction of more than 60 project ideas. There was some

overlapping of ideas since each set of projects were developed independently by each sub group.

The investigator called the four group leaders together to review the materials that had been generated by their groups. The steering committee's first function was to discuss all the projects developed by the groups and to try to reduce them to a workable number. The following is an example of what happened at this meeting: the steering committee was discussing the possibility of working with the elderly. At one point they were debating the types of services they would provide, when David spoke up and said, "Why should this service be limited to the elderly". He suggested the service be extended to anyone in the community who was in need of assistance. Bob said, "There are lots of needy people in town who need a reliable student to perform a needed job." April then said, "Why don't we service all our students along with all the members of the community. We can set up a corporation and have students apply to do work. They can list whatever types of jobs they think they would like to do. We can check their references, put all the material on computer and then advertise their service. Sean, then said, "why does it have to be with only the elderly? Why can't we offer our service to the entire town. People who need babysitters or handy persons, would only have to call the

school to get a list of qualified people."

The students then began to gel in generating new ideas. The possibilities of developing a non-profit corporation with a student board of directors was envisioned to oversee the operation of the project. A fee rate/structure was mentioned that would be set by the board, students would provide services, the board would bill and collect and pay the student a pre-determined rate for the service. Therefore students would be guaranteed a fair market rate for a service provided. This discussion went on for thirty minutes. The group decided that even though members of the steering committee liked this idea, it would be up to the group to choose the project.

The Chairpersons took a streamlined list of project proposals to their groups. Each sub group discussed the alternatives. The sub groups worked toward a group consensus for one major project and one alternative. Each of the four groups proposed a different alternative. The projects that were nominated were: (1) the referral service; (2) participation in the St. Patricks day parade; (3) a marathon dance as a fund raiser for the unemployed; and (4) work with students at the middle school on a tutelage basis. Each chairperson presented his/her group's recommendation to a town meeting of all students based on their proposals. A vote was taken by the group. It was

apparent that the group was split between the St. Patrick's Day Parade and developing a referral service. After heavy debate the students decided to develop a student job referral agency.

During the next week, the investigator met with the steering committee to organize the direction of the entire group. The steering committee took three meetings to arrive at a breakdown of responsibilities that included the following: Sub group one would (1) develop a list of jobs and services that students can provide for the towns people; (2) develop a fee schedule; (3) develop an application form; and (4) develop a job request form for townspeople.

Sub group two's instructions were to (1) develop a budget for the remainder of the year; (2) develop a list of items necessary to include within the budget; and (3) develop a list of ideas on how this program will be funded.

Sub group three's instructions were to (1) develop the scope of the project; (2) develop the internal mechanism of the project; and (3) develop the student role with the project.

Sub group four's instructions were to (1) develop the overall organizational structure of the project; and (2) analyze any legal aspects of the project. i.e. is there a minimum wage that students have to be paid for doing odd

jobs; what is the school's liability for students referred through this project?

The students were given the opportunity to meet three times during the next week and work on their goals. During that time one of the four teachers complained that some teachers were criticizing her for missing classes and by sending some of her students to study halls. Although the teacher did not suggest withdrawing from the study, this was considered a serious threat to the project. At the next meeting of the steering committee this issue was raised with the students. After some discussion, David, who had kept quiet for most of the meeting calmly said, "we really don't need the teachers, after all we've been doing it all by ourselves." The students all agreed that they could do the project by themselves. This issue, raised by the teachers, seemed to create a greater degree of solidarity among students.

However all was not perfect among the students. At a meeting of the steering committee, the students discussed problems that seemed to be occurring within the sub groups. April, felt that the students were not task oriented. She felt that there had been some backsliding since the teachers left the group. Some of the chairpersons felt that it was the makeup of April's group, since they did not face the same problem. All the chairpersons assisted April

in solving her problem. They helped her isolate who was working and who wasn't working and then gave some suggestions to cope with the non workers. One suggestion was to give small individual tasks to those who lost attention rapidly. The suggestions were non punitive but suggested immediate involvement in a task that tied into the student's abilities. All chairpersons agreed that the groups might be a bit bored with the technical aspects of the project and that some hands on activity was needed. Their next challenge was to design a way to involve as many people as possible and to apply hands on activities to group members.

Their first initiative was to expand their steering committee from four to eight members. This was not without concern to some of the present members. They realized that a new board of directors would have to be elected by the group. Sean saw this as a threat. Sean had become personally committed to the project and was concerned that he might not be re-elected by his sub group. However, April reminded Sean that according to the rules established by the group, the steering committee would have to be elected and that Sean would have to wait and see if he were elected. The chairpersons also decided to survey the members of the group to see what the talents of the group were and then to try to use those talents accordingly. One

other problem rose to the surface. Bob said that his group was frightened that the project was overwhelming. Once he raised this topic it was soon evident that all groups had similar thoughts. The students were having a difficult time believing that they could successfully organize this project. The project leader had to reassure them as to their progress and how close they were to actually achieving their goals.

The expansion of the project to include eight acting members to the steering committee had a positive effect. It generated more student involvement and a new input of ideas. The new steering committee now moved to generate more active participation by the group. The composition of the new steering committee retained three of the original four members. Sean was one of the members retained. The steering committee moved in two directions: (1) to get everyone involved beyond conceptual development they decided to have the entire town of Granby polled as to their reaction to such a service; (2) students were re-organized into four new sub groups, each meant to work on a phase of the project leading to implementation. Those four phases were: (1) student and job recruitment; (2) fund raising; (3) posters, displays, etc; and (4) publicity.

Each sub group was to work toward making the project operational within three weeks. Meetings were to be on a

group basis. They would be as frequent as needed. Minimally, it was decided by the committee to have all sub groups meet at least twice a week so that progress could be monitored on a regular basis by the chairpersons of each group. The project director's tasks during this period was to set aside a place and time for the students. All groups met in separate sections of the school library. During these meetings the groups appeared to be task oriented. Each group had a much smaller goal as part of the larger goal and as a result they could more easily see daylight at the end of the tunnel. Student placement in these groups was based on student generated computer printouts which combined ability with task. Thus those students with art talent were placed in the poster group and those students who like fund raisers were placed in the fund raiser category. In part due to the good match of the student to the task and secondly because of the sense of accomplishment, students were highly task oriented. Students seemed to be motivated for entire class periods.

The poster committee is a good example of student motivation. During one work session, the project director noticed that the poster committee was missing. Later in the period the group returned to the library. When asked where they had been, they stated that they met early in the period and decided that they had to go to the art room for

the making of posters and the planning of a bulletin board. They had made sufficient progress in the art room and decided to ask the other groups if they needed any of their assistance. The fundraisers and the recruitment groups jumped at the chance to have some 'professional' assistance. This type of goodwill seemed to spark a spirit of cooperation and not one of competition. During the next two weeks students began working on the project during their study halls or optional gym classes. They said that they wanted to get the project off the ground.

As the project moved toward the implementation stage, students simultaneously were running a fund raiser, trying to solicit student applications, attempting to recruit jobs from the community and seeking advertising. There was some fear and trepidation by the students concerning peer reaction when they set up their recruitment table on the stage in the cafeteria. A few students participated in the fundraiser and even fewer made out job applications. At a meeting of the steering committee there seemed to be a general sense of depression, the students felt that they had failed. The project director reassured them that their news release was to appear any day now and that might help. It so happened that a small article appeared in a local newspaper that night. The article had been written by students on the publicity committee. The next morning the

JJO or Junior Job Opportunities group as they had named themselves, received their first phone call requesting student assistance. Once the students made this known to the rest of the student body a credibility gap had been breached. They could obviously do something for the student body and the student body's response in applications was the positive reinforcement the JJO needed. At that point students within the JJO who had also watched from the sidelines jumped on the bandwagon. They felt they were going to be a success. Energy and enthusiasm abounded. They sent out a flyer to all residents in the community. They notified radio, television and all major newspapers in the local areas for coverage. This publicity campaign resulted in interviews with the Springfield Union and the Holyoke Transcript. More important, JJO students began spending before school, after school, lunch hours and study periods in the JJO office. They self taught themselves to use the copier, computers and other duplicating apparatus. They were conducting themselves as if they were adults with adult responsibility, and with adult rights.

At the conclusion of the 10 week experimental phase the students were told the project was successfully completed and that the project director would be dropping out from active participation. The students responded to

this challenge by requesting permission to maintain and expand their organization.

Appendix B: Letters of Endorsement for the Study

The following is the letter of endorsement received from Dr. Thomas Koerner of the National Association of Secondary School Principals, Reston, Virginia:



The National Association of Secondary School Principals
1904 Association Drive • Reston, Virginia 22091 • Tel: 703-860-0200

January 31, 1983

The NASSP Bulletin

Raymond L. Calabrese, Principal
Granby High School
Granby, Massachusetts 01033

Dear Mr. Calabrese:

Thank you for the information concerning a proposed project that will expand the Granby High School responsibility program. This project may be effective with your ninth grade class. It would be interesting to see how members of your ninth grade respond to increased responsibility. Perhaps your faculty and students would be interested in becoming involved in the development of a prototype that may one day serve schools throughout your state.

Please let us know the results of any study your school performs along these lines.

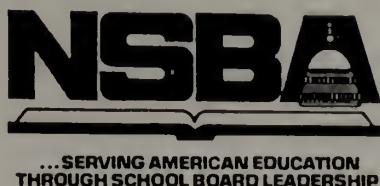
Sincerely,

A handwritten signature in cursive script that reads 'T. Koerner'.

Thomas F. Koerner
Editor

TFK/kd

The following is the letter of endorsement received from Dr. William Shannon from the American Association of School Administrators:



Thomas A. Shannon
Executive Director

January 27, 1983

Mr. Raymond L. Calabrese, Principal
Granby High School
Granby, MA 01033

Dear Mr. Calabrese:

.Thank you for sharing with me a copy of your proposed study at the University of Massachusetts. I find the purpose of your study to be very interesting. Your stated objective is to determine if group activities in which students are engaged in decision-making, problem solving and program implementation decreases the level of alienation within the school.

I believe that this is a most worthy objective. I also believe that the answer to this inquiry can provide very valuable guidance to local school boards as they approach their responsibilities of policy-making in the area of student affairs.

We would be most interested in the results obtained from the study.

Very truly yours,

Thomas A. Shannon
Executive Director

TAS:dfb

Appendix C: Copy of the Dean Alienation Scale

The following is a copy of the Dean Alienation Scale which was administered to ninth grade students at Granby High School as part of this study. The name of the scale was changed to Student Opinion Questionnaire for the purpose of this study.

STUDENT OPINION QUESTIONNAIRE

Below are some statements regarding public issues, with which some people agree and others disagree. Please give us your own opinion about these items, i.e., whether you agree or disagree with the items as they stand.

Please check in the appropriate blank, as follows:

___A (Strongly Agree) ___a (Agree) ___U (Uncertain)
___d (Disagree) ___D (Strongly Disagree)

1. Sometimes I feel all alone in the world.

___A ___a ___U ___d ___D

2. I worry about the future facing today's children.

___A ___a ___U ___d ___D

3. I don't get invited out by friends as often as I'd really like.

___A ___a ___U ___d ___D

4. The end often justifies the means.

___A ___a ___U ___d ___D

5. Most people today seldom feel lonely.

___A ___a ___U ___d ___D

6. Sometimes I have the feeling that other people are using me.

___A ___a ___U ___d ___D

7. People's ideas change so much that I wonder if we'll ever have anything to depend on.

___A ___a ___U ___d ___D

8. Real friends are as easy as ever to find.

___A ___a ___U ___d ___D

9. It is frightening to be responsible for the development of a little child.

___A ___a ___U ___d ___D

10. Everything is relative, and there just aren't any definite rules to live by.

___A ___a ___U ___d ___D

11. One can always find friends if he/she shows themselves friendly.

___A ___a ___U ___d ___D

12. I often wonder what the meaning of life really is.

___A ___a ___U ___d ___D

13. There is little or nothing I can do towards preventing a major "shooting" war.

___A ___a ___U ___d ___D

14. The world in which we live is basically a friendly place.

___A ___a ___U ___d ___D

15. There are so many decisions that have to be made today that sometimes I could just "blow up".

____A ____a ____U ____d ____D

16. The only thing one can be sure of today is that he can be sure of nothing.

____A ____a ____U ____d ____D

17. There are few dependable ties between people any more.

____A ____a ____U ____d ____D

18. There is little chance for promotion on the job unless a man gets a break.

____A ____a ____U ____d ____D

19. With so many religions abroad, one doesn't really know which to believe.

____A ____a ____U ____d ____D

20. We're so regimented today that there's not much room for choice even in personal matters.

____A ____a ____U ____d ____D

21. We are just so many cogs in the machinery of life.

____A ____a ____U ____d ____D

22. People are just naturally friendly and helpful.

____A ____a ____U ____d ____D

23. The future looks very dismal.

____A ____a ____U ____d ____D

24. I don't get to visit friends as often as I'd really like.

____A ____a ____U ____d ____D

Appendix D: T-Scores for Pre Treatment Comparisons of Test and Control Groups

Table 22

T-Scores for Pre Treatment Comparisons of Test and Control Groups

Test Group One = T1
 Test Group Two = T2
 Control Group = C

Test Group One Females = T1F
 Test Group Two Males = T2M
 Test Group Two Females = T2F
 Control Group Males = CM
 Control Group Females = CF

	T1M V. T2M	T1F V. T2F	T1M CM	T1F V. CF	T2M V CM
GPA	1.1	1.16	1.53	4.02 *	.23
Attend.	1.54	.05	1.47	1.41 **	.02
Det.	.97	.34	1.14	.99	.14
Sus.	.09	0	1.93**	0	1.39

	T2F v. CF	T1 v. T2	T1 v. C	T2 v. C
GPA	1.5	2.44 *	3.99 *	.76
Attend.	1.2	.72	.35	1.03
Det.	1.1	1.01	.038	1.27
Sus.	0	.89	.75	.93

* $P < .01$
 ** $P < .05$

Appendix E: Exit Questionnaire given to Subjects in Study

The following questionnaire was given to the 25 students who volunteered for participation in this study. The questionnaire was administered to the students at the conclusion of the initial treatment period (post level).

THE FOLLOWING QUESTIONS WILL HELP OTHER SCHOOLS WHO HAVE ASKED HOW TO GET THEIR SCHOOLS INVOLVED IN A PROJECT SIMILAR TO YOURS. THE USE OF YOUR NAME IS OPTIONAL. TRY TO BE EXPLICIT IN ANSWERING THE QUESTIONS. WHAT IS NEEDED IS A SENTENCE OR TWO RATHER THAN A YES OR NO.

1. WHAT DID YOU ENJOY MOST ABOUT YOUR INVOLVEMENT IN THE PROJECT?
2. IN WHAT WAY DO YOU THINK THE PROJECT COULD BE IMPROVED?
3. DO YOU THINK THAT YOUR INVOLVEMENT IN THE PROJECT MADE YOU FEEL THAT YOU COULD DO SOMETHING IMPORTANT?

4. DID YOUR INVOLVEMENT IN THE PROJECT HELP OR HURT YOU AT THE SCHOOL IN TERMS OF YOUR GRADES, RELATIONSHIP WITH TEACHERS, ETC. PLEASE EXPLAIN.

THANKS A LOT FOR YOUR HELP. OTHER SCHOOLS ARE NOW BENEFITTING YOUR PARTICIPATION IN THE PROJECT.

Appendix F: Question Analysis of the Dean Alienation Scale

A question by question analysis based on changes in individual scores between pre and post/post indicates that five of the 24 questions were statistically significant. Three of these questions measured powerlessness, one measured normlessness and the other measured isolation (see Table 23). The three powerlessness questions may be an indication that the treatment had an effect on the student's sense of being able to direct activities. These questions were significant for both test groups, $p < .05$. Those questions are: (1) people's ideas change so much, I wonder if I'll ever have anything to depend on. (2) It is frightening to be responsible for the development of a little child. And (3) we are so regimented, there's not much room for choice in personal matters. People are friendly and helpful measured isolation and was significant for test group one, $p < .05$. And, the following question measured normlessness: with so many religions abroad, one really doesn't know which one to believe. This question was significant for both test groups, $p < 0.01$.

Table 23

Questions with Statistically Significant Differences

<u>Question</u>	<u>Alienation</u>
People's ideas change so much I wonder if I'll ever have anything to depend on.	Powerlessness**
It is frightening to be responsible for the development of a little child.	Powerlessness**
People are friendly and helpful.	Isolation**
We're so regimented, there's not much room for choice in personal matters.	Powerlessness*
With so many religions abroad, one really doesn't know which one to believe.	Normlessness*

* $P < .01$.

** $P < .05$.

It may be inferred from the three questions on powerlessness that the treatment group did not find responsibility to be frightening. Further, the reason that the students believe there is room for choice in personal matters, may be related to the many decisions they made while involved in the study. Finally, the test group's willingness to accept adults or others as friendly and helpful may be one clue to the question as to whether these students were successfully incorporated into adult society. It should be kept in mind that only five of 24 questions were significantly different.

