CHAPTER II
THE REVIEW OF RELATED LITERATURE:
THE IMPORTANT CORRELATES OF
ALIENATION.
This chapter presents a review of the studies in the area of alienation. The review is organised according to the important correlates of alienation which have been selected for the study. These are -

1. Aspiration
2. Job-Satisfaction
3. Values
4. Intelligence
5. Aptitude

**ASPIRATION**

Aspirations are the goals a person sets for himself in tasks which have intense personal significance. It means a longing for and striving after something higher than oneself or one's present status. This earnestly desiring may be ennobling or uplifting or it may be unwarranted or presumptuous. (Hurlock, 1986).

On reviewing the related literature many studies have been found in this area in which alienation is related to aspiration. In the foreign and Indian context more positive but less negative studies were found. It
represents the fact that alienation and aspirations are significantly correlated to each other. Collins (1980) found the significant relationship between alienation and achievement and between alienation and affiliation and concluded that alienated students experience task accomplishment and do not enjoy the satisfaction that comes from academic success. Rudahindwa (1980) found that students alienation is closely related to their occupational expectations and perceptions of University. Balswick (1981) discussed the reason of alienation among adolescents and young adults and found that the present generation is seen conscious and they were security oriented while their previous generations were achievement oriented.

In India Joginder (1984) conducted a study on alienation of Urban Youth in connection with personality, achievement, motivation and academic achievement. He examined that the academic achievement and different personality variables were the good predictors of alienation in coeducational and boy's college groups. Mahammad (1982) assessed that the highly alienated rural high School students were more likely to have plans for out-migration then less alienated students.
Less negative studies were found by the investigator which represents the fact that alienation and aspirations are negatively correlated. In India Sharma (1983) conducted a study to know the significant difference between activist and alienated students with reference to their personality needs, personal values, educational aspirations and Socio-economic status. It was found that there was no significant difference between the activist and alienated students on their personal values as well as educational aspirations. In the foreign context Ruffin (1986) conducted a study to investigate the level of alienation, aspiration and achievement in the Black students in 1970 compared with Black freshman interviewed in 1986. Results indicated that there was no significant difference in aspiration levels between them.

Reviewing all the studies of alienation related to aspiration it was found that aspiration and work alienation, the two variables are positively related. The reason may be that a high aspirated person prefers his goal first because it is most attractive to him by all means. He tries to achieve the goal but unfortunately when he fails to fulfill his aspirations, he becomes work alienated.
JOB-SATISFACTION

Job-satisfaction has been characterised by Smith et al. (1969) as the feeling or affective response of a worker about his job or facets thereof. In the sense, then, job-satisfaction is an attitude, in particular an attitude towards one's job. The concept of job-satisfaction is similar to all the employees and workers. It is the satisfaction which the people experience in their jobs.

By reviewing the literature it was found that much work has done on job-satisfaction of teachers, administrators and factory workers, in foreign and in India also. Mostly positive studies (high alienation and less job satisfaction) were found. Ahamadi et al. (1988) found that the hired nurses were more alienated and dissatisfied with their job than the professional staff nurses. Sheinfeld and Zalkind (1988) demonstrated that civil liberties climate correlated positively with over all job-satisfaction and negatively with work alienation. Pestonjees (1980) explored the possible influences of occupational levels, alienation and security on job-satisfaction and found significant relationship between occupational level and alienation. Ringling (1979)
conducted a comparative study to determine the attitudes of administrators in crisis school system and non-crisis system with respect to their alienated from work, job-satisfaction and role ambiguity. Crisis-system administrators were found to be more alienation from their work and less satisfied with their job. Orpen (1978) compared among coloured and white clerk and found that the disadvantaged coloured face greater 'conflict' than the privilege whites, hence they were significantly more alienation and less job-satisfied. In India Rathor (1983) conducted a study to know the influence of teachers states of participation upon their job-alienation. The state of divisional deprivation was found to be most alienating. Subramamiam, Venktapathy and Vasudevan (1987) examined the impact of occupational roles on feelings of alienation. Their findings suggest that the low self-esteem, frustration and powerlessness engendered by low level industrial jobs. Only one negative study related to alienation and job-satisfaction was found. Passino (1985) found that job-involvement and satisfaction were found to be significantly negatively correlated. Overall an increase in alienation was expected to be associated with decrease in psychological sense of community.
Now it can be concluded that sometimes job-satisfaction positively effects work alienation and vice-versa. The reason may be for high job-satisfaction, the less work alienation is that high job-satisfaction, provides orientation for work related to job so a person never feels alienated from his work.

On the other hand so many researches concluded that high job-satisfaction provides high alienation. For this there may be so many reasons -

- When a person achieves desirable job, he get satisfaction. If the working climate is not favourable, he may be alienated though he is satisfied with his job.

- The security may be second reason. The security in a job is a necessary factor. If there is no job-security a person may be alienated though there is job-satisfaction.

- If working conditions create frustration in an employee, the job-satisfaction will be adversely effected and the same will cause work alienation.
Work dissatisfaction which contributes to poor achievement can come from other environmental factors than discrimination and unfavourable social attitudes. Studies show that workers dissatisfaction comes mostly from factors peripheral to the job, such as work rules, seniority rights, wages and fringe benefits, (Myers, 1964; & Wernimont, 1966).

VALUES

Values can be defined as a broader attitude. Allport (1937) stressed that a mature person needs a unifying philosophy of life to make sense of his or her existence. Values are important in making and shaping an individual's behaviour from the social point of view.

In the present investigation three values, i.e.; economic, ethical and work, are selected.

ECONOMIC VALUE

The economic value gradually extends to the everyday affairs of the business world - The economic person is interested in making money. The economic
individual places highest value upon what is useful.

After reviewing the literature some positive studies were found in foreign context only. A review of the such studies has been presented in the present study. Meyer (1986) found that extrinsic work aspects have more relevance to alienation, when the individual's economic status is introduced as a moderating variable. Calabrese and Raymond (1988) found that alienation was directly related to the socio-economic status of the S's parents. Keefe (1983) presents a formal analysis of the notion of alienation in which the control of the work environment emerges as a key-factor. It is found that being estranged from the products of one's work, feeling powerless and other aspects of alienation lie in the lack of fundamental control over the way, the individual relates to the material and social world. Rudahindwa (1979) found significant impact of socio-economic status on students alienation. Crowden (1970) found that feeling of alienation increases with felt deprivation due to a gap between aspiration values and economic condition. Durant and Christian (1990) examined that higher levels of alienation were found among older Blacks and those with
lower income. Gerald (1971-72) in a comparative study also found that low economic migrants were likely to be alienated than low economic natives.

It may be concluded that economic values effect positively to work alienation and vice-versa.

- The reason for low income and high alienation is that 'elderly people' develop a 'failure complex' because of their security benefits or their earnings are comparatively low.

- The strong relationship was found between employee's turnover and salary equity for workers who felt that their salary and household income were inadequate to meet their living needs.

ETHICAL VALUE

Ethical value is that value in which an individual is attached to his culturally valued and defined goals of life.

All the positive studies were found related to ethical value and alienation while reviewing the
literature. Christian (1986) found that health rating, race and education were the best predictor variables for alienation. Blacks were more alienated than whites. Lee (1982) found that Blacks and individual with low educational attainment who were denied or deprived of the necessary resources to attain culturally defined and valued goals were predicted to be more likely to express attitudes indicative of alienation. Calabrese and Raymond (1988) examined that S's from traditional 2-parents families with a strong religious commitment were more alienated than their peers. Vesquez (1974) compared Mexican - American, Native American, Black American and Anglo American young adults. The native Americans were the most alienated on the factors of religion, prevailing culture, education, sexism, anomie and total scores. Black Americans were most alienated from law and order. Anglos were most alienated from work, ethic and family. Vocational and Academic High School Thai students were compared in respect of their self-esteem, alienation and attitude towards their School by Vorokiphokatorm (1980). The Thai vocational students were found more alienated from their society. Bhat (1990) found that the estrangement from culture appears to be conditional by socio-economic stratification and sub-culture variations.
Now it can be concluded that Ethical value positively effects work alienation and vice versa. The reasons may be -

- High ethical value inspires a person and gives orientation for work so a person never feels work alienated.

- Individual with low educational attainment who were denied or deprived of the necessary resources to attain culturally defined and valued goals were predicted to be more likely to express attitudes indicative of alienation.

- The race also plays an important role for this relationship because race and ethical values are highly correlated. The ethical values differ from race to race and they are the mirror image of a race.

**WORK VALUE**

The work value is that value for which individuals seek fulfilment in their jobs, have their roots in the basic needs of the individuals. The work values of the
individuals take on many hue from the combination of their individual experiences and their cultural backgrounds. There are no two people who have the same set of work values.

In the foreign and Indian context we have found many positive and negative studies related to alienation and work value. First we will take the positive aspect and then negative aspect of work value and alienation. Cable (1989) conducted a study to examine the lack of strong empirical evidence for the alienation of workers under conditions of task specialization, task routinization and limited work control. The typology identifies responses by the attributors underlying them and suggests the consequent probability of alienation for each response. Keefe (1984) presents a formal analysis of the notion of alienation in which the control of the work environment emerges as a key-factor. It is argued that being estranged from the products of one's work, feeling powerless and other aspects of alienation lie in the lack of fundamental control over the way, the individual relates to the material and social world. Blazavsky (1978) found that highly centralized Schools were characterised by both
alienation from work and from expressive relations, while formalized Schools were also characterised by alienation from work but not alienation from expressive relations. In the case of bank employees, Wahba (1980) obtained a relationship between work alienation and society alienation. Bernstein (1987) investigated the relationship between alienation from work among working men and found lower skilled workers were found to be highly alienated than semi-skilled co-workers.

In India Singh and Singh (1982) found that the high producing workers were found to be more alienated than their power-producing counterparts. Singh and Srivastava (1981) conducted a study on blue collar industrial workers to assess the level of performance. Subjects as less alienated workers performed significantly better than did more alienated one.

Some negative studies are as-Chisholm (1974) examined the relationship between job-characteristics, alienation from work and work-related behaviour. No relationship was found between nature of jobs and experienced work alienation. Sheinfeld and Zalkind (1988) found that civil liberties climate correlated negatively
with work alienation. For work alienation, the correlation was not significant for men. Although students differed in the extent to which they preferred a favourable civil-liberties climate at work, these preferences did not moderate the climate relationship to satisfaction or work alienation. Boles (1979) indicated that occupational associate degree students were more alienated from Schools, family, friends and country, possessed a more negative self-concept than Baccalureate degree students. Racz (1971) found a negative relationship between teacher's perception of 'Person-Oriented' leadership behaviour and alienation from work while the system oriented to leadership was not found to be significant. No significant difference was found between work alienation of tenured and non-tenured professors or the doctoral and non-doctoral. In India Singh (1976) found that factory workers are by and large not alienated rather they show integration of some magnitude into organizational life. He also studied the organismic and social factors exercise a negative influence on the magnitude of work alienation in a continuum.

It may be concluded that work values effect positively to work alienation and vice-versa.
Sometimes a person decides the work values related to the job but cannot follow them because the present social conditions create obstacles so that he is unable to fulfill his work values.

Confused personality of an employee can also be a factor that affects the positive relationship of work value and work alienation.

Work environment emerges as a key-factor. It is argued that being estranged from the products of one's work, feeling powerless or other aspects of alienation lie in the lack of fundamental control over the way, the individual relates to the material and social world.

**INTELLIGENCE**

For harmonious human development one aspect 'intelligence' is very important. The term intelligence is somewhat misleading, for it implies that intelligence is a single, pure ability which varies in amount. To define intelligence in Binet's words, "it is the ability of an individual to direct his behaviour towards a goal to make
adaptations in his goal oriented behaviour when necessary, to know when he had reached the goal". Most theorists view intelligence as consisting of many abilities. We know that mental capacity increases during the growing years, and that adults tend to excel over children. Intelligence is as made up of a number of separate aspects or factors. (Morgan et al., 1979).

On reviewing the related literature only positive studies were found in India and in foreign context, in relation to alienation and intelligence related to educational aspect of life. Alvin (1970) obtained age, sex, education and marital status as correlates of alienation. Brustsaert (1977) found that educational level and seniority are significant correlates of alienation. Durant and Christian (1990) found that lower education was the reason of alienation. Collins (1980) found the significant relationship between alienation and achievement and concluded that alienated high school students experience low level of task-accomplishment and do not enjoy the satisfaction that comes from academic success and their involvement in extra-curricular activities was also found limited. Ahmadi et al. (1988)
supported that the hired nurses were more alienated and dissatisfied than the professional staff nurses. Christian (1986) found that the independent variables, health rating, race and education were the best predictor variables of alienation. Podskoff and Williams (1986) suggested that managers and practitioners interested in decreasing alienation among professionals and non-professionals judiciously consider the use of additional rules and procedures.

In India Joginder (1984) examined that the academic achievement and different personality variables were the good predictors of alienation.

To conclude, we can say that the employees who are intelligent are less alienated and vice versa. The reasons may be -

- Intelligent persons can solve new problems and can adjust them in different types of situations.

- Academic achievement is often adversely affected by lack of social acceptance. Those who are well accepted perform better than those who are actually
rejected. Poor academic work is common among those who are resentful because they do not receive the social acceptance they crave. (Muma, 1966).

APTITUDE

Aptitudes are individual's ability in the given area. In the Dictionary of Education (Good, 1945) aptitude is described 'as a pronounced innate capacity for or ability in a given line of endeavour, such as particular art, social subject or vocation.

After reviewing the related literature very few studies were found related to aptitude and alienation. Aptitude and alienation are positively correlated to each other.

Tudor (1972) found the highest level of alienation among service and unskilled labours and lowest levels among professionals, Cable (1989) conducted a study and found that the worker attributes his subordinates status internally to his abilities or efforts; externally to what he believes is an unjust system. The typology identifies responses by the attributors underlying them and suggests
the consequent probability of alienation for each response.

The reason of positive relationship between aptitude and work alienation may be the misuse of one's aptitude.

Some studies were found on classificatory variables, i.e., age, size of family, rural urban and length of service of the employees. All the studies are positively related to alienation.

Age of the employees and alienation are positively related. Christian (1986) found that alienation existed to a significant amount the aged respondents. Alvin (1970) obtained age, sex, education and marital status as correlates of alienation. Fendrich (1971) found age to be a significant factor of alienation.

Size of family is positively related with alienation. Verghese (1977) conducted a study on modernisation and alienation and found that family size was positively related with alienation.
Length of service of police workers was also found to be significantly related to alienation by Seckler (1970).

Mahammad (1981) found that rural females were more alienated than rural males. Fisher (1973) tried to find out the association of alienation (only powerlessness and social isolation) with urban life. More urbans did not show any association with powerlessness and showed a weak association with social isolation.

Main conclusions may be summarised as follows:

1. The term 'Alienation' on reviewing the literature is found to be an important phenomenon which affects the behaviour of human beings working in different fields. It has, therefore, attracted the attention of several researchers in different areas where in they have tried to know the extent of alienation in workers.

2. In these areas a lot of research work has been done covering diverse problems.

3. In Education the researches on alienation have received little attention in the recent past.
4. Maximum work has been done in the field of student's alienation at all the three levels, i.e., primary, Secondary and higher, including the students of professional courses.

5. On reviewing the literature it was found that work alienation was linked with the kind of management of factory, or a industry and job-satisfaction of workers.

6. In educational institutions, industries and factories, alienation has been found in its employees in various fields such as goals, attitudes, aspirations, job-satisfaction, values, intelligence and education.

7. The feeling of alienation is very common which is manifested in the behaviour of the human beings working in different institutions.