CHAPTER II

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The study of related literature is useful for the investigator in the following ways:

1. It facilitates the investigator to find out whether the evidence already available solves the problem without further research.

2. It is beneficial to survey the areas covered and when it is done, the investigator is in a better position to march forward.

3. It enables the researchers to perceive the gap and lacuna in the concerned field of study.

4. The related literature works as a guide-post with regard to the quantum of the work done in the field.

The related literature or studies mentioned herein is directly or indirectly associated with the topic of the present study.

5. Infact, it enables the investigator to establish the viability of the subject i.e. it is unexplored, explorable and worth-exploring.
A study of alienation in resident students on selected State University campuses in the Southern United States was done by Powell in 1970. The investigator hypothesized that there was no significant difference between male and female alienation score and the students from higher social classes are more alienated than students from lower social class. The study indicated that a significant difference was judged to indicate that males are more alienated than females. No significant difference resulted between social classes.

Herron (1970) in his study on "Alienation and Student orientation in contemporary university", found that students who participated in all segments of the orientation program displayed a degree of alienation not statistically significant from those who did not. The study confirms that the present alienation varies in degree with regard to various components of the university environment. In his study of alienation, Pulvino (1970) concluded that there were no significant difference between sexes.

Beneke (1970) found that alienation was associated in some manner with an interrelated aspect of social and self-identification which hindered effective learning. Students indicating higher degree of alienation also had significant higher numbers of absence from school. The alienated students tended to stay away from school to a greater degree than their counterparts with low alienated score. Boys had significantly higher alienation than did
girls, though boys and girls showed no differences in their attendance habits. High alienation scores were significantly related to those students classified as non-participator in school sports activity. The alienated students had a tendency to shun institutionalized opportunities or some form of denial of participation tends to internalize feelings of isolation thereby increase alienation.

Baird (1969), in an investigation, concluded that male students have higher alienation scores than female students, where Crowden (1970) discovered that persons who felt deprived because of their economic condition were more likely to manifest great alienation than others.

While (1968) concluded that low status characteristics (low education, low occupational prestige) were associated with higher feeling of alienation. The sex of the students was related to alienation scores (Dean's scale). Female students evidence higher alienation score than males. On Srole's Anomie Scale, sex does not appear a significant variable.

Goodwin (1972) conducted a study entitled "Alienation among university students. A comparative analysis". This dissertation contains a comparative study of university students at two different institutions.

The main purpose is to develop hypothesis for future systematic research in alienation among university students.
Relationship between alienation and socio-economic status and (alienation and mediational group membership) proved non-significant for both samples. In addition, the Southern university sample yielded the finding that significantly greater proportions of male respondents scored higher on alienation.

Martin (1971), in his study "Alienation and Age", concluded that when there is alienation, there is a low socio-economic status, young age, involvement in social structure and high acceptance of premarital sex. Alienation primarily takes the form of powerlessness and meaninglessness; the primary source of alienation is the political institution and the least source is the family institution.

Crawfom (1973) conducted a study on "Alienation and education". His objective was to investigate relationship between high school students alienation feelings and certain student characteristics. The socio-economic status was found to be linked with alienation level, whereas low socio-economic status was linked with higher alienation.

Kureshi and Husain (1982) found that main effects for alienation and sex were not found to be significant on any of the dependent variables. Howard (1974) in his study "The effect of group counselling techniques on feeling of alienation of black college freshmen", concluded that the female began the study with a greater degree of alienation
than the males. Although females were more alienated than males in the beginning of the study, they were not found to be significantly different after ten weeks in the study. Neither males nor females were significantly affected by either treatment as reflected by their pre-test and post-test alienation change scores.

Sheinberg (1974) conducted a study on alienated youth and found that alienated student is young, from lower socio-economic status parental group and yet can be either male or female.

Natsis (1974) in his study about alienation, self esteem and hostility among college students, found that among black female and members of the lower income group significantly increased pessimism and distrust. Sex was not a significant variable for white.

Allen (1974) discovered that the white males were more alienated than females and black females were more-alienated than black males.

Papadopoulos (1978) found statistically significant relationships between alienation or anomie scores in both groups for students of different sex and socio-economic status.

Dunn (1977) computed correlation coefficients between alienation and age, sex and work experience. It was seen
that alienation was not correlated with the factors of sex and age.

Harshaff (1978), in his study on "Drop out/-The general feelings of alienation and attitude toward school", had the following main findings:

1. Males are more alienated than females.

2. Urban dropouts are more alienated than dropouts from sub-urban school.

3. Dropouts from low socio-economic school districts are more alienated than dropouts from high socio-economic school districts.

In his study on "High school dropouts: A psychological study ", Nayal (1983) concluded that all the rural dropouts were found to be outgoing, less intelligent, inactive, aggressive, uncontrolled, tough-minded and with more tension, in comparison with all the urban stayins.

Khan (1983) undertook a study entitled "A comparaive study of tension among rural and urban youth", to ascertain wether the tension was more among students who hail from urban areas than hose who reside in rural area. 361 students residing in rural area and 343 coming from urban area, all male, in the age range of 18 to 22 years; of intermediate classes served as subjecs for the study. The
analysis of the tension scores of the respondents belonging to rural and urban area shows that there is a significant difference between the two groups. Thus these findings support the hypothesis that tension may be more among young students who hail from urban area than those who reside in rural region.

Rutkowski (1979) concluded that adolescent alienation exists in sub-urban high school youth. No statistically significant relationships were found between alienation and the variables of marital status of parents and working status of mothers. The alienation has detrimental effect on education in terms of achievement and motivation. Significant relationships do exist between adolescent alienation and the factors of love, rejection and affection.

According to Walsh (1978) low income residents and young adults had more alienation while middle and upper income residents and middle-aged adults were less alienated.

In his study on "University education and alienation", Chizungu (1979) concluded that the impact of students' socio-economic status on their alienation is insignificant. The low socio-economic status is compensated for by the diploma and the expectations of higher occupation status. The differences in university characteristics such as the campus location and the year of the study are insignificant with regard to student alienation. The faculty in which a student is enrolled is related to different levels of alienation.
Zakikhani (1981) found that rural female high school students are more alienated than male counterparts.

Paulsen (1983) concluded that lower socio-economic status youth had higher feeling of guidelessness, yet no difference in cultural estrangement was found.

Mohseni (1984) conducted a study to determine if there was a significant difference in the alienation levels of students who were politically and socially active and those who were not prone to participate in social and political activities. The analysis of the data gave strong support to all the six hypotheses on which this study was based. The findings revealed a significant relationship between alienation and activism. Activists were found to hold higher socio-economic status and possessed a coherent political ideology of radical reform and sought more vocational and non-academic field of study as their basic value commitments than the non/activists.

Omran (1984) in his study on "An investigation of the relationship between alienation and individual attitude and performance", concluded that there is a significant association between two indices of alienation and level of efforts, performance and job satisfaction. There is a marked difference between males and females, those who are high on salary and those who are low on salary with regard to the degree of association between alienation from work, performance, level of effort, job satisfaction, and so on.
JU (1983) found that boys were more alienated than girls.

Raymond (1983) discovered that sixteen significant score differences occurred in the dimensions of alienation by the selected demographic variables, sex, age, socio-economic status, stability of residence, race and family structure. It was concluded that significant differences occurred among respondents by alienation scores on the tested variable.

Van Dewak (1984) in his study, "Alienation among college undergraduates with minority status in their discipline", took student background factors, including socio-economic status, gender, race, academic discipline, student achievement and so on, and campus life section as data concerning the following items. Student living arrangements, positive or negative quality of campus life, amount of student social life spent on or off campus, student desire for more students, faculty, administrator contact and finally, the source of student encouragement. On the whole, students exhibit a significant level of alienation towards the university. The findings show that gender and race status in society at large are more significantly related to alienation level than numerical status in a field of study. Three campus variables - whether students considered their social lives as positive or negative, whether students spent more than half of their social lives on or off campus and
whether students received encouragement from persons on or off campus appear more significantly related to alienation level than numerical proportion in an academic discipline.

Warley (1983) attempted to investigate the relationship between professional alienation and needfulfilment variables among teachers of Georgia public school. Alienation consisted of powerlessness, meaninglessness work activity estrangement, professional estrangement, social withdrawl and alienation as a general concept. The study indicates that various dimensions of alienation were closely related. In addition, the dimensions were significantly correlated with needfulfilment in 82 out of 84 correlations.

Ray (1982), in "Toward a definitive alienation scale", collected all the published items found in the literature that were said to measure alienation or some related construct when these 168 items were administered to a group of students and sub divided under Oslen's (1969) six categories, namely normlessness or guidelessness, powerlessness, meaninglessness, dissimilarity or isolation, dissatisfaction and disillusionment or cynicism, it was found that the six sub-scales did in fact all relate highly significantly to one another. The best 20 items (after item selections) were selected. These correlate most highly with the sum-total of all the published items that could be found on alienation.
Le Parte (1976), in his study on "Anomie and alienation", found a strong, positive association between the incidence of anomie and the incidence of each dimension of alienation. A moderate positive relationship was found between each measure of alienation and the degree to which subjects made pessimistic predictions about the future of their church.

Zielinski (1982), in his study on "Isolation and alienation among elementary school teachers", investigated the relationship among elementary teachers' subjective perception of alienation and the degree to which they experienced objective social isolation. The relationship between both forms of powerlessness and self estrangement was also found to be statistically significant. The relationship between isolation and self-estrangement was substantiated for all dimensions of isolation, except the isolation from information authority. These results demonstrate that subjective alienation and objective isolation are interrelated.

Demarest (1979) conducted a study on "Isolation and alienation among secondary school principals." His specific objective was four-fold:

1. To examine the relationship between the dimensions of isolation.
2. To examine the relationship between the dimensions and subjective feelings of powerlessness and self-estrangement.

3. To explore the association between isolation and a number of predictor variables obtained from demographic information.

4. To examine the relationship between the subjective dimensions of powerlessness and self-estrangement:

Findings: It was predicted that all dimensions of isolation would be inter-related. The data indicated partial support for this prediction. It was also predicted that isolation from respected co-workers and perceived influential would be associated with feelings of organizational powerlessness. Again partial support was found. A significant and positive association was found between the variables powerlessness and self-estrangement.

Ruth (1979), in his study on "Isolation and alienation among elementary school principals," concluded that modest correlation existed between feeling of powerlessness and feeling of self-estrangement.

Waltz (1980) conducted a study on "Value conflict and alienation: The case of rural Tunisia." An independently tested 80 items survey instrument was administered to 395 randomly selected peasants in twelve very small Tunisian village. Salient value change and value conflict were
expected to give way to alienation except when this tendency was moderated by certain specified variables including political participation and personal efficacy.

Both political participation and sense of efficacy seem to mitigate against alienation. When no control is made for perceived value conflict relationship between alienation and both political participation and efficacy are negative but relatively weak. The relationship between these two variables and alienation strengthens and approaches statistically significant when only those subjects conscious of value conflict are considered. The political participation seems to be a strong anti-dote to alienation, more than a sense of efficacy.

"Alienation and self reported deviance among college students" was an empirical study conducted by Young (1985). The purpose of the scrutiny was to quantitatively explore the following questions:

1. What is the scope and nature of alienation and deviance among college students?

2. Are there significant differences in the alienation and deviance scores by sex, income, class, residence and grade point average?

3. Are the dimensions of isolation, powerlessness, anomie, total alienation, meaningfulness and self-estrangement significantly related?
Findings:

The descriptive findings revealed a fairly persistent pattern of alienation and deviance. A number of significant differences were found when the mean scores were compared by sub-groups. Males had a higher mean total deviance score than females.

All of the inter correlations for self-reported deviance were significant as were the inter-correlations for alienation, with the exception of a single non-significant finding. Numerous significant correlations were found between alienation and self-reported deviance, including a small positive relationship between total deviance and total alienation.

Wadhwa (1981-82), in his study on "A study of the attitudinal structure of university students within a social psychological framework," found that the dissidents had more probability of coming from homes having political background than non-dissidents. The dissidents had more probability of taking interest in political news than the non-dissidents, but the difference was not sufficient to reach the level of significance.

Nicassio (1983), in his study entitled "Psychological correlates of alienation," discovered that alienation was negatively related to socio-economic status.
"Alienation and school adjustment among black and white adolescents," by Moyer and Motta (1982) concluded that there were no significant sex, socio-economic status, age, grade differences between highly alienated and non-alienated white students.

Ma (1985), in his study on "Social correlates of alienation among college students in Taiwan", found that sex, perceived family class status, father and mother's occupation failed to account for significant variation in any of the sub-scales or the alienation scale.

Holian (1972) discovered that among all background variables (father's occupation, parental income, community of origin, age, sex, years in the college and religious preference), only community of the origin was significant for social isolation.

Mohanty (1984), in her study on "Social and psychological correlates of alienation among adolescents," found that boys and girls did not differ on their mean alienation scores. No significant relationship was existed among four variables alienation, socio-economic status, self-concept and popularity both for boys and girls.